



# **DIRECTORY AND OPERATIONS MANUAL**

**Office of Child Welfare & Attendance**

**STUDENT SERVICES INFORMATION**

**2021-2022**

**Section A**  
**STUDENT SERVICES**  
**DATES 2021-2022**

**Discipline Committee Meetings:** Meetings will be held at a predetermined location well in advance or via Google Meets.

**Alternative Programs**

**JCEP Staffing/PBIS Overview (District)**

Meetings will be held at JCEP or via Google Meets. The specific time for each meeting will be announced in advance.

**Section B**  
**STUDENT ATTENDANCE**  
**2021-2022**

Please refer to St. Martin Parish Student/Parent Handbook and  
Discipline Policy Approved 2021

**STUDENT ATTENDANCE GUIDELINES**  
**FOR**  
**REPORTING PURPOSES**

The following guidelines were developed to address the need for standardization of the definition of attendance and the procedures for reporting attendance data to the Louisiana Department of Education (LDE). All absences whether excused or unexcused shall be counted as an absence for reporting purposes to the State Department.

- A. The adoption of a clear and concise definition of attendance is a necessary prerequisite to establishing attendance reporting procedures. A student is considered to be in attendance when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips. *All absences whether excused or unexcused* shall be counted as an absence for reporting purposes to the State Department.
1. Half-Day Attendance- A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 25 % but not more than half (26%-50%) of the student's instructional day.
  2. Whole-Day Attendance-A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 50% (51% - 100%) of the student's instructional day.

Note that students who are not physically present or who are participating for less than 25% of the school day shall be deemed absent for attendance reporting purposes.

- B. The nearest half-day reporting procedures shall be adopted as the standard policy for reporting attendance data to the LDE.
- Attendance for 25% or less for a student's instructional day is equal to "0" day attendance.
  - Attendance for more than 25% but not more than half (26%-50%) of a student's instructional day is equal to .5-day attendance.
  - Attendance for more than 50% (51%-100%) of a student's instructional day is equal to 1-day attendance.

Systems can implement this policy whether they collect student attendance by the minute or by the class period. Consider the following.

#### EXAMPLE 1

If a student's instructional day is equal to 330 minutes (6 periods), then:

- 25% or less (82 minutes or less) of the student's instructional day is equal to 0 day attendance;
- More than 25% but not more than 50% (83-165 minutes) of a student's instructional day is equal to .5-day attendance;
- More than 50% (166-330 minutes) of a student' instructional day is equal to 1 day attendance;
- Attendance for 1 period or less is equal to 0-day attendance;
- Attendance for 2-3 periods is equal to .5-day attendance; and
- Attendance for 4-6 periods is equal to 1day attendance.

***NOTE: For schools counting attendance by periods, a student shall be present for more than 50% of a period to be counted as being in attendance for that period.***

- C. In some instances 100% of a student's instructional day may be less than half a school day. This can occur if a high school student is enrolled in only three courses per day. If he or she attends two of them, then he or she is considered as being in attendance for a full day. If he or she attends one period, the he or she has been in attendance for one-half day.
- D. School days in which students are not required to be present (e.g., teacher in-service days) shall not be counted as "days taught" (AFSR, Item 12). **Days Taught** shall include only those days in which students are required to be physically present.

**Section C**  
**REVIEWING DISCIPLINE**  
**2021-2022**

**REVIEWING YOUR SCHOOL DISCIPLINE PLAN**

When developing a School Discipline Plan, steps should be taken to ensure that it is in compliance with parish and state policies as well as meeting the needs of your faculty, students and community. **This should include the use of the state approved discipline referral form for ALL behavior referrals to the office. This is NOT optional, but required by state law.** But most importantly it should foster a desirable school atmosphere.

A school plan is not free of discipline problems, but instead, prescribes a reasonable course of action to deal with incidents as they arise. A good plan gives students and teachers a feeling of security; a feeling that justice will prevail and order will be maintained. It is that atmosphere we should seek to create on our campuses and in our classrooms.

As you review your plan, attempt to broaden the base of support. Janitors, cafeteria workers, bus drivers, and aides all interact with students and contribute to the atmosphere of the school. These support people as well as the teachers and administration can help to diffuse or exacerbate a problem by the manner in which they deal with students, be it tone of voice, facial expression or manner of speaking. The goal should be to have everyone in the school committed to create a school climate that is secure and controlled and at the same time not stifling or oppressive thus creating a more productive school environment. School Discipline Plans should be reviewed regularly. It is time wisely spent.

Suggestions:

1. **Implement Positive Behavior and Incentive Support**
2. **Review and approve all classroom discipline plans.**
3. **Review the Harry Wong classroom and school-wide procedures.**
4. **List positive activities:**
  - A. Have each classroom teacher include positive activities that will help to improve attitudes and high-light acceptable behavior.
  - B. Generate a list of positive activities that teachers can use to promote positive behaviors and attitudes on campus and in the classroom.
5. **Require effective use of proven discipline techniques.**
  - A. Every four weeks a Frequency Report should be run principal or designee in order to monitor referrals to the office. If there are an inordinate number of referrals, it should be reviewed.
  - B. Implementation of the *Second Step Program* in grades Pre-K –grade 9 should continue to be taught and reinforced by all teachers and staff.
  - C. Assertive Discipline: it is still useful as a means of behavior control.
  - D. Cooperative Discipline: encourage the use of techniques recommended.
6. **Establish and follow your school/parish philosophy.**
  - A. Be aware of your parish philosophy on discipline and follow it.
  - B. Develop your own school philosophy and follow it.
7. **Due Process**
  - A. Know and understand Due Process procedures regarding suspensions and expulsions.
  - B. All students have a right to be heard whenever they stand accused; have a right tell

- his/her side of the incident. Never deny that right.
- C. Students have a right to privacy. Do not discuss accusations of misbehavior in the halls or in outer offices where all can hear.
  - D. Parents must be informed of the behavior in question and of any disciplinary action taken, be it Saturday Detention, In-School Suspension, or Out-of-School Suspension.
8. **Special Education and Act 504**
- A. Regarding discipline and particularly the suspension of 504 students, the regulations are different. Know and follow the regulations.
  - B. Utilize special education services to help you deal with and meet the needs of special education students.
9. **Keep Records and Good Documentation**
- A. Good records of discipline referrals to the principal's office and the interventions or actions taken in each instance is invaluable.
  - B. The Discipline Screen is available to you on the computer and should be used. It has been expanded with options that will allow school officials to document interventions as well as disciplinary actions taken with a student. (See attachment following).
  - C. A School Behavior Report (the state-approved form) is to be completed whenever a teacher refers a student to the principal. (See attached form)
10. **Parent Involvement**
- A. Suspension conferences may be more effective than actual suspension. Please use them and give that process a chance.
  - B. **Always notify the parents of a pending suspension before the child is suspended.**
  - C. Always notify the bus driver if there is one, that a particular student has been suspended and the number of days.
  - D. When suspending a student out of school, written notice **must be** provided to the parent.
11. **Other Requirements**
- A. Students being suspended for offenses involving serious violence, possession of weapons or drugs, or other similar serious offenses **should be removed from campus** as soon as possible and not allowed to return to class until a hearing is held and the incident is resolved or adjudicated.
  - B. Never send a student home indefinitely or without official notification to the parents and others as required by law. (It is unlawful for teachers to assign punish work with instruction to the student not to return until the work is complete. This constitutes an **unlawful suspension.**)
  - C. Any student who has received a second out-of-school suspension or 5 days total in out-of-school suspensions shall be referred to the SBLC Committee for evaluation. At this time a behavior plan shall be put into place.
  - D. On a student's third suspension out of school, a conference is recommended with the parent, child, principal, and Supervisor of Welfare and others to inform the parent and student of the consequences if misbehavior continues.
  - E. In cases where **expulsion** is recommended, notify the Supervisor of Child Welfare and Attendance by phone immediately. In addition, **the suspension and expulsion forms should be faxed or sent to the SCWA within 24 hours.**
  - F. The SBLC must review **second** suspensions and **expulsion** recommendations.
  - G. Any student who is placed in JCEP and has not previously been classified as a 504 or a Special Education student, should be referred to SBLC for review. The student's behavior is interfering with his/her education.

## STEPS IN THE EXPULSION PROCESS

The expulsion of student must conform to the following steps:

1. The student **commits an offense** for which he/she shall be expelled according to the disciplinary rules.  
*-If this is an exceptional student, the principal shall contact Special Services or the 504 Coordinator to make a **determination** as to whether the behavior is related to the student's handicapping condition.*  
*-If the behavior is **related**, the student shall be referred to the IEP Committee or to School Building Level Committee(SBLC).*  
*-If the behavior is **not related**, matters proceed as with regular students with provisions arranged with Special Services or the SBLC.*
2. Prior to any suspension or recommendation for expulsion, the principal or designees shall afford the student due process by defining his offensive conduct and affording the student an opportunity to defend his actions.
3. Once determined, the principal or designee advised the student that he/she is to be suspended and recommended for expulsion and asks the student to sign the *Suspension/Expulsion form*. If the students refuses, a note so indicating is placed on the notice.
4. The principal notifies the parent/guardian **in person, via telephone, or mail**. Along with the written *Suspension/Expulsion Form*, an *Expulsion Form* from the principal advising the parent/guardian of the provisions of La R.S. 17: 416 regarding a **hearing** by the superintendent, a **review** by the school board, and **appeal** to the court and the right to be represented by counsel is included. The Superintendent or designee fixes a time and place for a hearing and notifies the principal. He notifies the parent(s) of the same. If this is an exceptional student this cannot be done until the Manifestation Review has been conducted.
5. Until the hearing takes place, the student shall remain out of school. If an exceptional student, the student shall remain suspended, but may be assigned to In-School Suspension.
7. The principal shall prepare an **expulsion hearing packet** for everyone attending the hearing. Each packet must contain the following documents:

*(Note: Documents will be placed in each packet in this order: )*

- a. JPAMS SBLC Court Report (current year)
- b. Copies of all out-of-school suspensions
- c. Behavior Plan and the documentation of implementation
- d. Copies of all statements/support documentation
- e. 504 Plan and Modifications
- f. Special Education IEP and Evaluation
- g. F.I.N.S. Families In Need of Services Referral Form (if applicable)
- h. Copy of the Determination Hearing Form documenting whether or not the offense is related to the student's disability.  
Date of Determination Hearing:  
Date of Hearing (if known):

8. A hearing is conducted by a hearing officer designated by the Superintendent with the principal and/or designee, student, parent(s) /guardian and attorney, if one is retained. The proceedings will be tape recorded.

*NOTE: The principal and teacher, as well as the student, may be represented by someone of his or her choice at the hearing. If a special education student, a representative from Special Services must be in attendance to present the results of the Manifestation Review.*

9. The Hearing Officer presents the information gathered and may make a recommendation to the Superintendent's decision, or modified.
10. The parent(s)/guardian shall be notified by the Office of the Superintendent of the decision by certified mail.
11. The parents **may**, within five days of being notified, **appeal** to the school board to review the findings of the superintendent.
12. **If appealed**, a time and place are fixed for **review** by the board.
13. The members of the school board will hear a plea by the parent(s)/guardian or advocate to modify or reverse the expulsion.
14. The board votes to affirm, modify, or reverse the expulsion.
15. The parent(s)/guardian being present **will know** immediately what action is taken by the board.
16. The parent(s) **may**, within ten days, **appeal** an adverse vote to the District Court.
17. The District Court will hear the entire case **if appealed**.

Please contact the Office of Child Welfare and Attendance if any portion of this matter is not clear to you.

**All disciplinary forms may be accessed on JPAMS. The following pages are facsimiles of additional forms used in the discipline process in St. Martin Parish.**



This form was developed to ensure that all pertinent information on the student recommended for expulsion is available at the time of the hearing.

## ST. MARTIN PARISH SCHOOL BOARD

### SCHOOL EXPULSION HEARING CHECKLIST

*Failure to follow these procedures will result in the student being returned to your school until the process is completed. Copies of the information requested shall be compiled and provided to the hearing officer at the time of the hearing.*

Student	School	Date
Regular Ed. _____	Special Education Student _____	504 Student _____

*If the student is a Special Education or 504 student the appropriate agency must be notified within in one (1) school day.*

1. \_\_\_\_ JPAMS SBLC Court Report (current year)
2. \_\_\_\_ Copies of all out-of-school suspensions
3. \_\_\_\_ Behavior Plan and the documentation of implementation
4. \_\_\_\_ Copies of all statements/support documentation
5. \_\_\_\_ 504 Plan and Modifications
6. \_\_\_\_ Special Education IEP and Evaluation
7. \_\_\_\_ F.I.N.S. Families In Need of Services Referral Form (if applicable)
8. \_\_\_\_ Copy of the Determination Hearing Form documenting whether or not the offense if related to the student's disability.  
Date of Determination Hearing:  
Date of Hearing (if known):

Comments:

This form is to be completed by the administrator and signed by the student, witnesses and administrator and/or the person conducting the search. Copies forwarded as directed.

**ST. MARTIN PARISH SCHOOL BOARD  
STUDENT SEARCH FORM**

**Date of Search** \_\_\_\_\_ **School** \_\_\_\_\_

**Student Name** \_\_\_\_\_

Grade Level \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_

Location of Search \_\_\_\_\_

Name of Person Conducting Search \_\_\_\_\_

Title of Person Conducting Search \_\_\_\_\_

Witnesses to Search \_\_\_\_\_ / \_\_\_\_\_

Name

Signature

\_\_\_\_\_ / \_\_\_\_\_

Name

Signature

**Justification for Search** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evidence Discovered and Place of Discovery (book bag, pockets, shoes, socks)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Administrator's Signature      /\_\_\_\_\_/\_\_\_\_\_  
Date      Student Signature

**SECTION D**  
**STUDENT ASSIGNMENT**  
**2021-2022**

**Please refer to St. Martin Parish School System Student/Parent Handbook and Discipline Policy Approved 2021**

**To: Principals**

**From: Frederick Wiltz, Supervisor  
Child Welfare and Attendance**

**Re: Zone Transfers and Exceptions to Attendance**

Enclosed for your review is a copy of the St. Martin Parish School Board Policy Governing student assignment including request for attendance out of zone because of special education needs or extreme hardship.

Of course, the general rule is that the student shall attend the appropriate school located in the geographic zone in which the child's custodial parent (or parents) or legal guardian is domiciled. Each school principal is responsible for assuring that no student shall be admitted to the principal's school unless the student resides within the boundaries of the school zone or has qualified for enrollment under one of the exceptions permitted by board policy. All requests for exceptions together with supporting documentation must be submitted to the Supervisor of Child Welfare and Attendance.

Please take special note of the duties of the principal spelled out in the following sections of the School Board Policy on Student Assignment:

**“VERIFICATION OF DOMICILE”**

“The principal shall be responsible for monitoring school enrollment and shall have authority to remove or transfer any student attending school out of district or out of zone. When investigating the domicile of a student, the School Board, through the principal, shall attempt to verify that primary place of residence of the legal parent or legal or provisional guardian. Such verification of domicile shall be based on such items as the following:

- A. Voter registration data, utility deposit receipts, homestead exemption receipts, 911 addresses, home rental receipts, and home visit by a school official.
- B. Certified copy of an judicially ordered tutorship, custody or guardianship of any minor child student not domiciled or in the custody of their natural and/or legal parents. Verification of the physical residency of the legal custodian, or non-parent shall also be required.
- C. Any other documentation as may be stipulated by the Board.

The school principal or his/her designee shall be responsible for monitoring the school enrollment list and shall immediately refer to the Supervisor of Child Welfare and Attendance the determination of proper school assignment.”

**“DISCOVERY OF ATTENDANCE OUT OF ZONE”**

“If a principal or administration in St. Martin Parish discovers that a student is attending school out of the proper zone during the course of the school year before mid-term, the student must be withdrawn and enrolled in the proper school in the student’s correct zone. In cases discovered after mid-term, the student will be allowed to complete the school year at the student’s current school. The student must be transferred to the correct school in the proper zone for the beginning of the next school year.”

**“FALSIFICATION OF DOCUMENTS”**

Falsification of any documents or information provided to the St. Martin Parish School personnel by someone seeking the transfer or admission of a student to a particular school shall be grounds for rejecting the request for transfer or admission without further consideration.”

According to school board policy, a principal finding a student erroneously enrolled in his/her school shall:

1. Notify the student and the parent(s) or legal guardian.
2. Advise them as to the student’s correct school zone and give them notice that the child will not receive credit for any classes attended unless transfer and attendance to the proper school is accomplished immediately.
3. Process withdrawal of the student from the school.
4. Notify the receiving principal that the pupil will be enrolling in said school.
5. Notify the parish Supervisor or Child Welfare and Attendance.

Cc Mr. Allen Blanchard Jr., Superintendent  
Mary Journet, Truancy Coordinator

**SECTION E**  
**CHILD ABUSE & NEGLECT**  
**2021-2022**

**GUIDELINES FOR REPORTING SUSPECTED CHILD ABUSE & NEGLECT**

Mandated reporters are defined in Louisiana law as professionals who may work with children in the course of their professional duties and consequently are required to report all suspected cases of child abuse and neglect.

There are seven groups of mandated reporters as defined by the Louisiana Children's Code, Article 603(13). Health practitioner, Member of the clergy, Mental health/social service practitioner, Teaching or child care provider, Police officers or law enforcement officials Commercial film and photographic print processors, Mediators

When you have reason to believe a child may have been abused or neglected by a parent or caretaker, you report by contacting your local Department of Child and Family Services. If the child abuse or neglect is by someone other than a parent or caretaker, it shall be reported to the local law enforcement agency.

The Louisiana Children's Code requires immediate reporting to the local child protection unit of the Department of Child and Family Services, and if necessary, to a law enforcement agency. When the report is made orally, it must be followed up with a written report within five days. A form is available at [www.dss.state.la.us](http://www.dss.state.la.us)

Reports reflecting the reporter's belief that a child has been abused or neglected shall be made to the parish child welfare unit. These reports need not name the persons suspected of the alleged abuse or neglect.

Any person other than the alleged violator reporting pursuant to this section in good faith shall have immunity from liability, civil and criminal, that otherwise might be incurred or imposed. Such immunity shall extend to participation in any judicial proceedings resulting from such report.

In every parish of the state, in families form every walk of life, because there is no "typical" abuser, the signs of child abuse may be hard to spot. Most cases are never reported.

**SOME THINGS TO WATCH OUT FOR:**

Physical Characteristics:

- Repeated skin injuries and bruises (new and old)
- Punctures and burns to the skin
- Repeated fractures (new and old)
- Any unexplained or unusual injury

Personality Characteristics

- Withdrawn
- Unusually fearful
- Clings to non-family members
- Constantly seeks attention

Some Symptoms of Neglect Are:

- Malnutrition and/or dehydration
- Poor overall care

- Unattended or poorly supervised
- Needed medical attention delayed or not provided
- Poor school performance and adjustment
- Lack of moral discipline (does not know right from wrong)

Also Suspect Abuse/Neglect When:

- Average child is seen as “bad” or “different” by parents
- Parent-child relationship is poor
- Child has no attachment to the mother
- Parents seem rigid, over-discipline child
- Parents openly reject child

**SAMPLE INDICATORS FOR EDUCATORS**

Signposts in the Classroom

1. A disruptive or aggressive child may reflect or be imitative of destructive behavior in the home.
2. A withdrawn or quiet child may be a product of a similar home environment, but he has internalized his problem. He is not shouting for help, he barely whispers.
3. Poor attendance or chronic lateness can be indicative of an adjustment problem in the home which affects the child.
4. A child coming to school without breakfast is not necessarily neglected. But a child who continually comes to school hungry may well be.
5. Observe the child’s clothing and cleanliness. Old clothing, if clean and in good repair, may indicate an economically struggling, but emotionally supportive home. Clothing that is torn and dirty may indicate a poorly organized or disrupted home life. An unclean child may reflect a lack of routine resulting from a breakdown in household management.
6. Of special importance may be a significant change in the child’s attitude or behavior in school.
7. Very often, a special child in a family may be singled out for abusive treatment. A slow or retarded child or an emotionally disturbed child who demands special actions from his parents may also receive the brunt of their rage and frustrations. Equally so, an emotionally disturbed child or a brain damaged child may already have been the recipient of such deprecations.

Signposts in the Nurse’s Office

1. Malnourishment
2. Frequent complaint of pain without apparent injury may indicate a child’s attempt to cry out for help without directly betraying his parents.
3. Lack of necessary or appropriate medical attention. Often drugstore remedies are substituted for medical care in neglect or abuse situations.
4. The child who is constantly tired in the school may reflect a lack of routine in the home or a disruption in the home.
5. Most obvious of all, does the child have severe bruises or welts, inexplicable physical injuries?

Signposts in the Home

Abusive or neglecting parents often display similar characteristics, varying in degree.

1. Many had similar experiences themselves as children.
2. Lack of maturity.
3. Perception of themselves as worthless.
4. Failure to perceive the child in terms of his needs.

5. Low frustration level.
6. Impulsive traits.
7. Abusive parents act out their frustrations through violence against the child.
8. Neglecting parents are so overwhelmed with their frustration that they forget their responsibilities to the child.

### Summary

Combinations of any of these interwoven characteristics can indicate a poorly or non-functioning family. Neglect or abuse of children is rarely willful or deliberate.

These situations usually originate from failure to live up to parental roles. The Children and Youth Services Bureau believes that most parents want to be good parents while realizing that this is a difficult role to maintain. The Bureau wants to aid parents in heightening their parental capacities, but it cannot begin this task until a need has been identified.

Since educators are concerned with the whole child, there must be recognition that a child victim of battering or neglect develops blocks which inhibit and create learning disabilities for the child victim.

### In a School Setting

1. A child who is frequently absent or late. Whether his problems are at home or in school or within himself, known to his parents or not, his habitual lateness or absence strongly suggests a maladjustment.
2. A child who arrives at school too early and hangs around after classes without apparent reason. He may not be welcome or cared for at home, or be afraid of it.
3. A child who is unkempt and/or inadequately dressed. If he is dressed inappropriately for the weather, if his clothing is dirty or torn, if he is habitually unwashed, if other children do not like to sit near him because they think he smells bad, he is clearly neglected.
4. A child who more than occasionally bears bruises, welts, or other injuries. Will he say how he got them? Does he complain of being beaten at home? Or is he always fighting?
5. A child who is hyperactive, aggressive, disruptive, destructive in behavior. He may be acting out his own hostility. He may be reflecting the atmosphere at home. He may be imitating his parents' behavior. He may be crying out for attention and help.
6. A child who is withdrawn, shy, passive, uncommunicative. He is too compliant or too inattentive to comply at all, he has sunk into his own internal world, a safer one, he thinks than the real world. His message is in his passivity and silence.
7. A child who needs, but is not getting, medical attention. He may have untreated sores. He may have an obvious need for dental work. He may need glasses to see the blackboard.
8. A child who is undernourished. What is the reason—poverty or uncaring parents?
9. A child who is always tired and tends to fall asleep in class. Either, he is not well, his parents are neglecting to regulate his routines, or he is simply unable to get to sleep because of his family problems.
10. The parent who becomes aggressive and abusive when approached with a view to discussing the child's apparent problems.
11. The parent who does not bother to show up for appointments, or is so apathetic and unresponsive that he might as well have stayed home.
12. The parent who shows little concern for the child or what he is doing or failing to do.
13. The parent who does not participate in any school activities or come to any school events.
14. The parent who will not permit the child to participate in special school activities or events.
15. The parents who are not known to any of the other parents of children.
16. The parent whose behavior as described by the children as bizarre and unusual.
17. The parent whose behavior is observed by school personnel to be strange, bizarre, irrational, or unusual in any way.

**Confidential**  
**Department of Social Services, Office of Community Services**  
**Written Report Form for Mandated Reporters of Child Abuse/Neglect**

I understand that I am making a report of child abuse and or neglect in good faith and in accordance with the Louisiana Children's Code, Article 610 D. which requires me, as a mandated reporter, to send a written report to the Office of Community Services or law enforcement within five days of having made an initial oral report. I understand that I may report suspected abuse and/or neglect in writing instead of an oral report.

**Please complete the following information to the best of your ability with information known to you. It there are items for which you have no information, please complete with "Unknown", it is not necessary for you to try and get all the information requested.**

The Written Report is :  Initial Written Report to OCS  Report to Law Enforcement

Follow-up to oral report to OCS on : \_\_\_\_\_ Time: \_\_\_\_\_ at \_\_\_\_\_ OCS Office

Is there any danger to a worker?  None known  Yes, Explain \_\_\_\_\_

Suspected Child Victims:

1. Name: \_\_\_\_\_ B/Age \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

2. Name: \_\_\_\_\_ DOB/Age \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

3. Name: \_\_\_\_\_ DOB/Age \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

Home Address:

\_\_\_\_\_  
\_\_\_\_\_

Parents/Caretakers Names:

\_\_\_\_\_

Others in Home: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

(Children & \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

Adults if known) \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

\_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Sex: \_\_\_\_\_

Suspected Perpetrator(s): \_\_\_\_\_ Relationship to Child: \_\_\_\_\_

\_\_\_\_\_ Relationship to Child: \_\_\_\_\_

Suspected Perpetrator's Address:

\_\_\_\_\_

Nature, extent and cause of each child's injuries, neglect, or endangered condition, including any previous known or suspected abuse to this child or the child's siblings:

\_\_\_\_\_  
\_\_\_\_\_



Suspected Child Victim's Name (from Page

1): \_\_\_\_\_

Identity of any child or adult who gave any explanation of the child's injury or condition, along with the date and details of the explanation:

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How and when did this child victim come to your attention?

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Have you previously reported abuse/neglect on this child or any of his siblings? \_\_\_\_\_ No  
\_\_\_\_\_ Yes

If yes, please give the number of times, approximate dates, persons reported, office to which reported and outcome, if known:

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Other Pertinent Information (Include the names of other persons with information about the family and way to contact)

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Reporter's Printed Name: \_\_\_\_\_ Phone # to Contact: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Best Contact Time: \_\_\_\_\_

Reporter's Address: \_\_\_\_\_

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### **Instructions for Written Form for Mandated Reporters of Child Abuse/Neglect**

**Use:** This form is available for you to use to make a written report of child abuse and/or neglect to the Office of Community Services or law enforcement. If you are unable to print out the form on your computer, you may contact any Office of community Services parish or regional office and a form will be sent to you.

**Completion:** Please print out the form and complete each item with as much information known by you that may be pertinent to the suspected abuse/neglect. **If there are items for which you have no information, please complete with "Unknown"**, it is not necessary for you to try and get all the information requested on this form.

Once the form is completed, please forward it by mail or fax to the Office of Community Services office for the parish in which the child victim(s) normally reside. The list of the local offices, the addresses and the fax numbers is available on this web site, if you do not already have that information. If you have not already made an oral report to OCS, please fax this form as soon as possible.

Thank you for your interest and commitment to the safety and well-being of children

You suspect a child is being harmed OR a child tells you they are being harmed  
OR you observe signs of neglect:

1. Remain calm. Let the child tell you what has happened. Tell them you are going to get help for them. \*Beware of interview fatigue  
Do not have the child repeat the incident for multiple people. They chose you for a reason. Repeating their story too many times is traumatic.
2. Make verbal report.
3. Send written report within five (5) days.

DCFS Phone Number- 1-855-4LA-KIDS (1-855-452-5437) toll free 24 hours a day, 365 days a year

St. Martin DCFS

Fax Report to within 5 days of making oral report to 394-6335 (you must call to let them know you are faxing the report at 394-6081)

\*Breaux Bridge PD 332-2186

\* St. Martinville PD 394-3001

\*Henderson PD 228-2065

\*St. Martin Sheriff's Office 394-3071

**Section F**  
**STUDENT REGISTRATION**  
**2021-2022**

**BEGINNING REGISTRATION** for 2021-2022 is your rollover enrollment. Those students in grades PK-11 who were enrolled in school on June 9, 2021.

Students who entered your school during the summer will be recorded as gains with an entry date of August 16, 2021. (The computer will automatically assign all summer gains an entry date of August 16, 2021.) After August 16, 2021 gains are enrolled on the date they occur.

Any student who rolled over from the previous year and does not report to school on August 16<sup>th</sup> shall be reported as absent until said student reports to school. Students who leave the system during the summer are counted as a loss on August 16, 2021. Students who leave the system after that date are counted as a loss on the date they leave school.

Another concern is how to handle summer promotions. The student who attends summer school so that they can be promoted would be a loss for the grade he left and a gain for the grade to which he has been promoted.

Please use the St. Martin Parish **STUDENT REGISTRATION FORM** for each and every student entering any St. Martin Parish School. It should have all critical information initially needed for the registration of a student. A copy of the completed form should be forwarded to the office of Supervisor of Child Welfare and Attendance. **Note: Any student entering as new registration shall require two proofs of residence.**

Please use the **TRANSFER OR WITHDRAWAL FORM** for any student transferring or withdrawing from a St. Martin Parish School. The destination of the student should be noted. If the student is dropping out, the reason or destination of that student should be noted on the form. A copy of this form is also forwarded to the Supervisor of CWA.

A **Social Security Information Request Form Letter** and **Application of Birth Certificate Form** are included to be used if a student attempts to enroll without the appropriate documentation. A sample **Emergency/Student Pick-Up Form** is also included as a sample of a form that should be in place in all schools.

**Please be aware that no student should be denied enrollment at any school without consulting the Office of Child Welfare and Attendance!!!!**

\*See STUDENT MEMBERSHIP Guidelines for establishing student count.

\*\*See SIS REPORTS generated to indicate duplicate and multiple counts.

SOCIAL SECURITY INFORMATION REQUEST

**FORM LETTER**

\_\_\_\_\_  
Date

Social Security Administration

**TO WHOM IT MAY CONCERN:**

I give my consent to the Social Security Administration to release my child's social security number to the:

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Place of Birth

\_\_\_\_\_  
Name of Father

\_\_\_\_\_  
Mother's Maiden Name

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
School

**AN EQUAL OPPORTUNITY EMPLOYER**

# APPLICATION FOR BIRTH CERTIFICATE FORM

## DEPARTMENT OF HEALTH AND HOSPITALS OFFICE OF PUBLIC HEALTH VITAL RECORDS REGISTRY

### APPLICATION FOR CERTIFIED COPY OF BIRTH/DEATH CERTIFICATE

---

FOR SERVICE BY MAIL; SUBMIT CHECK OR MONEY ORDER PAYABLE TO VITAL RECORDS.  
PLEASE DO NOT SENT CASH  
IF NO RECORD IS FOUND, YOU WILL BE NOTIFIED AND FEES WILL BE RETAINED FOR THE SEARCH

---

BIRTH CERTIFICATE [ ]

BIRTH CERTIFICATE # \_\_\_\_\_

Name at Birth \_\_\_\_\_  
(First. Middle Last)

Date of birth: \_\_\_\_\_ Sex: Male Female

City of birth: \_\_\_\_\_ Parish of birth: \_\_\_\_\_

Father's name: \_\_\_\_\_  
(For birth record only)

Mother's maiden name - before marriage: \_\_\_\_\_  
(For birth record only)

How Are You Related to the Person Whose Record You Are Requesting? \_\_\_\_\_

Print Your Address: \_\_\_\_\_  
Name: \_\_\_\_\_ Number of Copies Requested \_\_\_\_\_

Street or Route #: \_\_\_\_\_ Total Fees Due: \_\_\_\_\_

City/state/zip code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

I Am Aware That Any Person Who Willfully and Knowingly Makes Any False Statement in an Application for a Certified Copy of a Vital Record Is Subject Upon Conviction to a Fine of Not More Than \$10,000 or Imprisonment of Not More Than Five Years or Both.

SIGNATURE OF APPLICANT: \_\_\_\_\_

CERTIFICATE TO BE MAILED TO: \_\_\_\_\_  
\_\_\_\_\_

## EMERGENCY/STUDENT PICK UP PLAN

This form or one with similar information must be completed by the parent at the beginning of the school year or upon registration. No student should be released to anyone not on the parent/guardian-approved list.

### \_\_\_\_\_ School Emergency/Student Pick-Up Plan

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Grade: \_\_\_\_\_ Bus No. \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: Mailing \_\_\_\_\_

Address: Physical (if different) \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Father's Work Phone: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Place of Employment: \_\_\_\_\_

Pager: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Mother's Work Phone: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Place of Employment: \_\_\_\_\_

Pager: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

List nearby relatives, neighbors, friends who will assume temporary care of your child if you cannot be reached. Please note only the names listed below will be allowed to pick-up your child at school.

Name	List the relation to the child.	Phone Number	Cell Phone	Pager

Physician's Name \_\_\_\_\_ Phone Number: \_\_\_\_\_

Hospital Choice: \_\_\_\_\_

List any Food or Drug Allergies: \_\_\_\_\_

List any medication(s) your child takes at home or at school: \_\_\_\_\_

In case of accident or serious illness, I request the school to contact me. If the school is unable to reach me, I hereby authorize the school to call the physician indicated below and follow his instructions. If it is impossible to contact this physician, the school, may make whatever arrangements seem necessary.

**PLEASE NOTE: If there is a legal issue, please provide documentation to the Principal / School**

Signature of parent or guardian \_\_\_\_\_ Date: \_\_\_\_\_

**Section G**  
**FAMILIES IN NEED OF SERVICES**  
**2021-2022**

**F.I.N.S**  
**Families in Need of Services**  
**Sixteenth Judicial District Court**  
**St. Martin Parish**

The Louisiana Children's Code now provides for Juvenile Court intervention into Children's lives and families when and where said child and families are by definition Families in Need of Services.

The purpose of this law is set forth as follows:  
Ch. C. Article 726. Purpose.

The purpose of this Title is to define self-destructive behaviors by the child and conduct by other family members which contribute to the child's harm and which warrant court intervention by explicitly confirming its duty to obtain the cooperation and coordination of all public institutions or agencies having responsibility to supply services to any member of the family referred to the court; to establish a family service plan binding upon all members and the appropriate service providers; and to protect the integrity of the family by authorizing adjudication and the imposition of a dispositional judgment requiring participation in a plan of services only after all available voluntary alternatives have been exhausted.

The grounds for alleging a family in need of services are set forth as follows:

Ch. C. Article 730. Grounds

1. That a child is truant or has willfully and repeatedly violated lawful school rules.
2. That a child is ungovernable.
3. That a child is a runaway.
4. That a child has repeatedly possessed or consumed intoxicating beverages, or that he has misrepresented or deceived his age for the purpose of purchasing or receiving such beverages from any person, or has repeatedly loitered around any place where such beverages are the principal commodities sold or handled.
5. That a child has committed an offense applicable only to children.
6. That a child under ten years of age has committed any act which if committed by an adult would be a crime under any federal, state or local law.
7. That a caretaker has caused, encouraged, or contributed to the child's behaviors enumerated in the Article or to the commission of delinquent acts as defined in Title VIII.

Families in Need of Services intervention must be initiated by the filing of a written complaint by a caretaker, another adult family member, a representative of an agency having the responsibility or ability to supply services to a family, or any other person authorized by the Juvenile Court.

**BE ADVISED, once a complaint is filed, the family will be expected to cooperate with efforts to resolve its problems. Families should be prepared to financially support, through fees and costs, the programs and services provided, be they public or private.**

**Should formal petitions be filed, and there be an adjudication of Family in Need of Services, each and every member of the family, as well as the problem child, shall be subject to the jurisdiction of the Juvenile Court, shall be subject to Court orders and may be proceeded against for contempt of court.**

**The following agencies are available to assist in the filing of a Family in Need of Services complaint:**

Office of Community Services  
St. Martinville, LA

St. Martin Parish School Board  
St. Martinville, LA

Office of Youth Development  
Dept. of Probation and Parole  
Lafayette, LA

Breaux Bridge Police Dept  
Juvenile Division  
Breaux Bridge, LA

St. Martin Parish Sheriff's Office  
Juvenile Division  
St. Martinville, LA

Director of Special Education  
Breaux Bridge, LA

Tyler Mental Health  
Office of Mental Health  
Lafayette, LA

Social Services Services  
St. Martinville, LA

### **F.I.N.S REFERRAL PROCESS    St. Martin Parish School Board**

**Please contact the following:**

- 1. Early Intervention/TASC Coordinator at assigned schools**
- 2. Mary Journet – Truancy Coordinator**
- 3. Frederick Wiltz – Supervisor of Child Welfare and Attendance**



**Section H**  
**STUDENT RECORDS**  
**2021-2022**

**I. Preservation of Records**

A. Time for Maintaining Records

All persons and public bodies having custody or control of any public record, other than permanent records required by existing law to be kept for all time, shall exercise diligence and care in preserving the public record from the period or periods of time, specified for such records in formal records retention schedule developed and approved by state archivist and director of the division of archives, records management, and history of the Department of State. However, in all instances in which formal retention schedule has not been executed, **such public records shall be preserved and maintained for a period of three (3) years from the date on which the public record was made.** However, when copies exist, the original record alone shall be kept; when only duplicate copies of a record exist, only one copy of the duplicate copies shall be required to be kept. When an appropriate form of the microphotographic process has been utilized to record, file and otherwise preserve such public records, with microform produced in compliance with statutory provisions, the microforms shall be deemed originals in themselves, and disposition of original documents which have been microphotographically preserved and of duplicates and other copies thereof shall proceed in accordance with state law.

**All existing records or records hereafter accumulated by the Board, which participates in federal programs or receives federal grants, may be destroyed after three (3) years from the date on which the records were made** in those cases where this provision is not superseded by guidelines for the operative federal program or grant requiring longer retention periods for the records in question; provided that these **records shall not be destroyed in any case where litigation with reference thereto is pending, or until the appropriate state or federal audits have been concluded.**

B. Types of School Records

At school the principal shall be responsible for all records and reports; however, he/she shall have the authority to delegate the task of keeping records or progress reports to members of the faculty.

Any and all reports shall be processed through the principal, who shall be responsible for submitting the report to the proper authority or agency. The following is a list of the records and reports relating to student records which must be maintained and/or submitted

1. Cumulative Folder

This folder provided a complete record of each student during his/her years of school. There should be no delay in entering information on the cards. Generally, the responsibility for maintaining this folder is that of the teacher.

- a. Whenever possible, the cumulative folders should be kept in a central location, preferably in the principal's office. At the high schools and junior high schools, the records could be kept in the guidance department provided the area is deemed safe and inaccessible to student or outside interests. If

records must be kept in classrooms, they should be stored in accordance with the guidelines for all cumulative records (locked filing cabinet).

- b. The following information appropriately serves the student and the school and therefore, should be kept in the folder: attendance records, cumulative grade sheets, test records sheets, excuses from parent or doctor limiting a student's activity (for the period that the excuse is in effect), formal letters of suspension or expulsion, health record, I.E.P.'s and special commendations.
- c. Cumulative records should be purged of any and all unnecessary and improper information now and at periodic times during a student's education, as follows:
  1. Upon completion of the third grade
  2. Upon completion of the sixth grade
  3. Upon completion of the eighth grade
  4. Upon completion of the twelfth grade
- d. Either the principal, the counselor, or someone chosen by the principal should be assigned the responsibility of purging the cumulative record folders. It should not be left to the individual teachers.
- e. Subjective and unsubstantiated comments should be stricken from cumulative record sheets.
- f. Graduate folders should contain same information as enumerated in section b.

Definition of Student Records-Records kept in student files may be classified as confidential or directory information.

Confidential information includes standardized test scores, aptitude and psychological tests, interests inventory results, health data, family background information, teacher or counselor ratings and observations, and disciplinary records.

Directory Information includes student's name, address, and telephone number, date and place of birth, grade level, area of study, school activities, weight and height (for athletes), dates of attendance, honors, awards, previous school attended, and photo or video.

#### PARENTAL PERMISSION IS NOT REQUIRED TO RELEASE DIRECTORY INFORMATION.

##### 2. Attendance Record

This is a record of pupil attendance during each 30 school-day period.

##### 3. Bus Report

This is a record of pupil membership, average membership, and average attendance of students riding buses. A report is made of each individual bus route.

##### 4. Visiting Teacher Reports

###### a. Census and Attendance Records

Enrollment/Registration

Gains or Loss Form

Family Information Sheet

###### b. Record of Enrollment

A complete record of enrollment is to be submitted at the end of the first month of school. This list will be considered as an assignment for students who were not previously assigned.

## **II. Notification of Rights Family Educational Rights & Privacy Act (FERPA)**

Release of Student Records: According to La. R.S. 17:81, education records or information from education records may be release to state and local law enforcement officials and other officials within the juvenile justice system without the consent of the parent or guardian of the student who is the subject of the records according to the terms set forth in said statute.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

- A.** The right to inspect and review the student's education records within 45 days of the day the St. Martin Parish School Board receives a request for access. Parents or eligible students 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 the parent or eligible student of the time and place where the records may be inspected.
- B.** The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask St. Martin Parish School Board 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 Board decides not to amend the record as requested by the parent or eligible student, the School Board will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- C.** 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 that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School Board 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 St. Martin Parish School Board 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 a 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.[Optional] Upon request, the St. Martin Parish School Board discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- D.** The right to file a complaint with the U.S. Department of Education concerning alleged failures by St. Martin Parish School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-4605

*The following "Directory Information" shall also be released when necessary. "Directory Information" includes name of student, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of the athletic teams, dates of attendance, degrees and awards received, and the most recent educational institution or agency attended by the students. If parents do not want this information distributed, they must notify the school in writing, within the first fifteen (15) days of the school year.*

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

#### Forms pertinent to FERPA

*Student Record Access Sheet* is to be placed in each student cumulative folder. The purpose of this sheet is to record any transactions that occur with that student record including record requests, record release, person accessing the folder and reason. See page

*Release of Information* is a form to be completed by the student who is of age or the parent/guardian for the release of records to any other agency or individual. See page

### **PARENTAL RIGHTS/STUDENT RIGHTS OF PRIVACY**

The Protection of Pupil Rights Amendments (PPRA) requires parental consent before a student is required to participate in any school survey requiring disclosure of the following personal information:

- A. Political affiliation;
- B. Mental and psychological problems potentially embarrassing to the student or the family;
- C. Sex behavior and attitudes;
- D. Illegal, anti-social, self-incriminating and demeaning behaviors;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers;

- G. Religious practices, affiliations or beliefs of the student or the student's parent;  
or
- H. Income, without prior written notice of the parent.

Under PPRA, the parent has the right, upon request:

- A. To inspect the school survey before it is administered to students;
- B. To exempt their child from participating in surveys which elicit personal information as identified above;
- C. To inspect, any instructional material used as part of the educational curriculum for students;
- D. To exempt their child from administration of non-emergency, non-invasive physical examinations or screenings (does not include exemption from vision, hearing, scoliosis school screenings and /or physical examinations/screenings required by state law);
- E. To exempt student participation in activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.

Surveys can be conducted on a voluntary basis provided that the student and parents have been notified of the PPRA rights. Any parent who wishes to exempt his/her student from participation in a survey that elicits personal information as identified above must give prior written notification to the school.

**RELEASE OF INFORMATION**

A copy of this form must be completed by the parent/guardian or a student who is of age for the release of records to any other agency or individual.

**ST. MARTIN PARISH SCHOOL BOARD**

**P.O. Box 1000**

**Breaux Bridge, LA 70517**

**337-332-2105**

**337-332-3050 (Fax)**

**337-394-6261**

**RELEASE OF INFORMATION**

\_\_\_\_\_  
Student School

\_\_\_\_\_  
Date of Birth Grade Last School Attended

\_\_\_\_\_  
Parent/Guardian School Address

Address: \_\_\_\_\_

\_\_\_\_\_ School Phone #: \_\_\_\_\_

Phone: (H)\_\_\_\_\_ (W)\_\_\_\_\_

The school/facility, \_\_\_\_\_, is authorized to release attendance information, academic grades, discipline information, test information, and any other pertinent information. The signature below authorizes the St. Martin Parish School Board to release the requested information on your child to \_\_\_\_\_ and its designated personnel. **The release is valid for one (1) year from the date of the parent/guardian signature.**

\_\_\_\_\_  
Signature of Parent/Guardian/Student

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

