



2023-2024

STUDENT CODE OF CONDUCT

Our Blueprint for Student Incident Response



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Introduction

Our Beliefs

We believe our students succeed when they feel engaged and supported in safe and inclusive learning environments, and when schools establish communities with clear expectations with an importance on fostering positive relationships with all members. In keeping with Tangipahoa Parish School System's Core Values - be respectful, be compassionate and be great - we are committed to addressing our students' behavioral, social, and emotional needs with compassion and collaboration.

While sometimes necessary, any form of exclusion, whether from the classroom or from school, takes students away from critical learning and can lead to them "disconnecting" from school. Exclusion from class and/or school is a big deal and should be treated as such!

Teaching Social Emotional Learning (SEL) skills, implementing effective interventions, and investing in relationships and repairing them when harmed are research-based ways to address misbehavior. Behaviors are often a result of an unmet need and should be handled with compassion and an educational approach to teach a replacement behavior. Shame and blame are traditional means of discipline that are ineffective punitive measures that cause further harm to the relationship. We need to take care to bring our work on Critical Consciousness, Equity and Inclusion (CCEI) to our student incident responses:

CC — Critical Consciousness: Empowering individuals (students, staff, and other stakeholders) to recognize racial and other inequities and to "be the change" they wish to see in their community.

How it relates to discipline: By critically examining discipline practices and policies, we can address inequities, work to eliminate biases, and improve our approach to student incidents. This can have a direct impact on closing achievement gaps – one of the main goals of our school district's Strategic Plan.

E — Equity: Advancing mindsets, policies, and practices to ensure every student gets what he or she needs to reach goals, which means some students will need more to overcome societal barriers.

How it relates to discipline: Continuing to reform our discipline practices will help to ensure we embrace equity and inclusion. Implementing interventions will help students get what they need to prevent further incidents and to keep learning.

I — Inclusion: Creating environments where each student's individual uniqueness and belief system is encouraged, and where each person feels he or she is seen, heard, and valued.

How it relates to discipline: We believe all students – including and especially students who challenge authority, students with disabilities, and students who struggle to control their emotions – deserve respect and adults who are skilled at de-escalating conflicts, in addition to doing all they can to provide every student with the support they need to be successful academically and socially.

Our Goals

Over the past three years, the Tangipahoa Parish School System (TPSS) has been on a journey to improve our response to student discipline in order to:

- 1) Ensure adults and students feel psychologically and emotionally safe so learning can occur;
- 2) Help adults respond skillfully to incidents so there are not secondary incidents that continue to escalate;
- 3) Limit exclusion, except when absolutely necessary, to preserve learning time and increase student achievement; and
- 4) Provide students with interventions and consequences that help them develop healthy habits and hold them accountable for their choices in developmentally appropriate ways.

We have made some progress, and there are some things we want to improve. None of what is contained in this Blueprint is particularly new, rather it builds on the works we have done and makes key improvements recommended by our educators, families, and outside experts.

Key Shifts

- Defining student incident response as purely “something we do when something goes wrong” to “something where **prevention is paramount.**”
 - This Blueprint highlights actions TPSS has been focused on, such as using the National Institute for Excellence in Teaching (NIET) rubric and high-quality curriculum adoption, to drive quality teaching, as well as improving Student Assistant Teams (SAT) to help prevent students from using negative behavior to communicate. Research shows that great teaching and carefully-built cultures can prevent a good majority of disruptions in schools and classrooms.
- Changing the way we respond to incidents from a “quick investigation to ascertain guilt” to an “**inquiry process**” that really gets at the root cause of what is going on.
 - This Blueprint contains very specific guidance about how to conduct an effective inquiry and how to use the inquiry process to get a clear picture of what is going on. Research shows following this process: 1) helps determine who is the “harm doer” and the “harm experiencer” (or both, as is often the case) in a way that is not always obvious; 2) helps guard against biases in the process; and 3) helps us really understand the root cause of behavior so we can prevent future incidents.
- Using the **Level System differently** at each school to really follow more explicit and clear district guidance about which levels are appropriate for which kinds of behavior.
 - This Blueprint contains explicit guidance about how to use the Level System. It contains specific examples of which types of behavior should be considered at which level. It also clarifies which behaviors should be handled at 1) a classroom level (with support as needed); 2) a school level (with support); and 3) the district level. This additional clarity is a key shift in our work. Many of our school leaders have indicated they appreciate being part of a broader system as opposed to having to make individual decisions on their own.

- Leading with a “consequences only” approach to “really thinking about **prevention, interventions, and consequences** as separate and distinct concepts.”
 - Each level must be accompanied by intervention for the student(s) involved. If not, research shows we are very likely to see repeat behaviors or incidents within individuals and groups. If we want different outcomes, we must lead with thoughtful and evidence-based interventions. With that said, sometimes, we need consequences as well to either preserve safety and/or to help students understand the severity of the impact of their choices. This Blueprint provides specific guidance about how to use interventions and consequences strategically to prevent future incidents.
- Thinking about exclusion as a “first option” to understanding **exclusion is a “sometimes necessary and last-resort option.”**
 - This Blueprint gives guidance about those who should be involved if a student is going to be excluded for more than one day. Research shows that even one one-day suspension can dramatically increase a students’ chances of dropping out and/or falling behind never to catch up. While this is sometimes necessary, we should be aware of these consequences. In this Blueprint, the more time the student is being excluded, the more due process is required. Also, if a student is being recommended for a change in placement, he or she must be referred to the newly-designed Discipline Review Committee.
- Treating incidents with a “one size fits all” approach to “understanding the **rights of students with disabilities**” and “truly handling the **most extreme and dangerous situations differently than day-to-day situations.**”
- This Blueprint gives more guidance about the manifestation of disability (MDR) review process. According to federal law, students with disabilities have more guaranteed due process rights and we want to ensure TPSS is upholding them.
 - This Blueprint also makes clear that when it comes to 1) the “Big Three” (violence, drugs, and weapons); 2) threats to self and/or others; 3) mandated reporting; and 4) imminent danger, we follow the existing guidelines of the District and State. These four things require specific protocols.

Prevention

Core Concepts

Proactive and supportive strategies create a cycle of positive interactions between staff and students. These are anticipatory actions that help mitigate potential challenges with students and include good teaching practices, positive and supportive relationships, and effective classroom management.

Detailed below are six key concepts of preventing incidents from occurring: 1) good teaching; 2) relationships with students; 3) classroom management; 4) Social Emotional Learning (SEL) skill instruction; 5) utilizing the Student Assistance Team (SAT); and 6) Positive Behavior Intervention Supports (PBIS).

Good Teaching

Effective teachers are able to create conditions in the learning environment that can prevent many incidents from occurring. The NIET Teaching and Learning Standards rubric defines qualities of effective teachers, including a domain focused on the learning environment. This is summarized and paraphrased below:

- Set high and demanding academic and behavioral expectations for students, while also balancing warmth and support.
- Create opportunities where students experience success and can learn from mistakes.
- Optimize instructional time to support students' on-task behavior.
- Establish clear rules and expectations for learning and behavior.
- Respond and handle disruptions quickly and firmly, while overlooking inconsequential behavior.
- Create learning environments that welcome all students and are organized and arranged to promote individual and group learning.
- Foster a respectful culture through caring interactions, positive relationships, and interdependence.

Relationships with Students

Positive relationships with students are fundamental to their success. When students feel supported and cared for, they are more likely to engage in their learning environment and less likely to exhibit behaviors that impede their learning as well as other students' learning. Positive relationships are built through positive interactions, intentional connection-building strategies, and engaging with students in genuine ways. These relationships then help to create feelings of psychological and emotional safety in students that enhance the potential for learning and development. Meaningful and positive staff-to-student relationships are the foundation of proactive strategies and are rooted in the values-driven belief system of the adult.

Balancing high expectations for students, both academically and behaviorally, with nurture and warmth is critical for positive outcomes. Being a "warm demander" is an equitable approach where teachers expect greatness from the students and help them reach their highest potential in a disciplined and structured environment. Warm demanders start by building trust - genuinely getting to know who their students are and what matters to them. They teach discipline by normalizing hard work and effort and encouraging students to persevere through failure and mistakes. Warm demanders engage with students in supportive and caring ways without jeopardizing their firm boundaries around high expectations.

Another key to maintaining positive relationships is a teacher's own ability to demonstrate self-management. Mindful staff members who are aware of their own state of mind and "triggers" can better regulate themselves when working with a dysregulated student. Regularly teaching coping strategies (i.e. taking a break, deep breathing, etc.) can provide the foundation for students learning self-regulation and preventing escalating behaviors from occurring.

Classroom Management

Routines, procedures, and expectations need to be consistently taught, practiced and reinforced in order to maintain an environment focused on learning with positive outcomes for student behavior. Teachers create a classroom community, where they facilitate explicit norms, agreements, and expectations so that all students are accepted, respected and feel safe in the community. Teachers help enforce the community norms and communicate what happens when norms are violated and why. The intention is to explicitly teach and communicate belonging and responsibility so students become active and respectful citizens of the larger society.

Teachers should explicitly communicate the purpose of the classroom space. It is a safe, productive and joyous space where learning and growing flourishes. In order for learning to take place, every member of the classroom community should contribute to the expectations and guidelines of respect, responsibility, safety and leadership.

Every community needs clear and consistent expectations on how people should engage with each other, the environment, and themselves during learning time. These expectations can include class norms, routines, and procedures for the different learning experiences such as direct instruction, small group time, partner time, presentations, assessments, etc. It's important to limit the number of expectations so the classroom dynamic can remain positive and focused on learning.

With any expectations, students need positive reinforcement when demonstrating success, which also leads to an increase in frequency of those behaviors. Positive reinforcement can include:

- **Non-verbal cues** to students (thumbs up, sticky note with positive praise on their desk, pat on the back, etc.)
- **Verbal cues**, reinforcement, and recognition: Examples: "Could you share your thinking with the rest of the class?" or "Thank you for raising your hand."

SEL Skill Instruction

Social and Emotional Learning (SEL) is an integral part of a child's development and education. It's the process through which children (and adults) acquire and apply the knowledge, skills, and attributes to develop healthy identities, manage emotions, achieve goals, show empathy for others, develop and maintain supportive and healthy relationships, and make responsible decisions.

The benefits of incorporating SEL skill instruction are well-researched, with evidence demonstrating that such instruction yields positive outcomes for students, adults, and the larger school community. Much of the research offers consistent evidence that SEL skill instruction improves academic achievement, increases the development of prosocial behaviors (empathy, kindness, compassion, comforting, etc.), supports an overall decrease in students' emotional distress levels and enhances the school climate.

While there are many programs designed to provide schools with resources for implementing SEL instruction, the key is to focus on teaching overall healthy habits such as self-awareness, relationship skills, self-management, decision making, and social awareness, and how to apply those skills across a variety of contexts and situations.

At TPSS, [CharacterStrong](#) is the research-based curriculum used for SEL instruction, which provides grade-level-specific lessons and activities to be used at the classroom and school level, in addition to family-facing materials. While the program provides valuable tools and resources to implement high-impact lessons around SEL, it should be used in addition to other best practices to ensure students are able to practice skills with reinforcement in a variety of contexts and settings.

The Role of the Student Assistance Team (SAT) in Prevention

Students who continue to struggle after whole group Tier I and other interventions may be referred to the Student Assistance Team (SAT) for specialized plans and deeper interventions that may include accommodations to further support student growth. While this team is typically used to respond to students needing additional support, it can also play an important role in prevention by providing guidance and support in implementing Tier 1 prevention strategies in addition to serving as a way for school staff to consult with the team on specific student concerns without engaging in a formal process of inquiry and intervention planning.

Positive Behavior Intervention Support (PBIS)

Positive Behavior Intervention Support (PBIS) gives people a new way to think about behavior. PBIS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.

The PBIS process results in the creation of effective intervention plans that impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and alternative placement as disciplinary options.

Inquiry Process

Core Concepts

Prior to initiating an inquiry process, there will be an **initial response** to the incident where school administrators will gather facts about the incident and make a determination if an inquiry process is required. During this process, it's important to minimize shame, exclusion, and learning loss for the student.

Any response to incidents will begin with an inquiry process to ensure a full understanding of the root cause of the behavior and any other factors influencing the situation. This will help ensure the appropriate immediate response is implemented, the student's needs are being met, and reduces the likelihood of unnecessary consequences and discipline.

The **overarching goals of any student incident response** is to address the immediate issue, but also to:

- Minimize the impact of the incident, including shame and exclusion on the student;
- Keep students learning – academically, socially, and emotionally;
- Effectively change the student's behavior; and
- Prevent secondary incidents.

When addressing a student incident, adults need to be able to **ask open questions, offer compassionate guidance, listen for the meaning behind the emotion, and “take the temperature down”** so the incident does not escalate. An effective initial response includes deescalation of the student and adult, finding “wins”, and avoiding common “sandtraps” that can derail the effectiveness of the response.

The inquiry process requires an **integrated approach to understanding the true root cause by analyzing from multiple lenses**. Flexible thinking will be key, as all students are different, so the necessary approach and steps will vary. Educators need to understand the basic principles of motivational interviewing to get at the root cause of what actually happened, actively putting aside assumptions and avoiding criminalized language like “perpetrator” and “victim”.

Throughout the inquiry process, understanding the **difference between interventions and consequences** will be important as staff begins to determine the most appropriate response plan. In all cases, implementing some form of intervention will be necessary and should be informed by the root cause(s) of the presenting behavior.

Finally, **strategically involving families** in the inquiry process will ensure a holistic approach to determining core problems and root causes of student behaviors, in addition to providing valuable thought-partnership when determining response plans. Embedding relationship building with families prior to incidents lays the foundation for a meaningful partnership that is critical in doing what's best for students. The sooner relationships are built with families, the better. Measures should be taken at the beginning of the year to establish open lines of communication and provide positive feedback and reinforcement of student behavior. This will help create a relationship that can help support interventions and ultimately change student behavior.

Analyzing the Root Cause

Challenging behaviors are ways in which students communicate and are indicators of a deeper issue or unmet need. The key in understanding these behaviors is to work to identify the root cause. A critical step in the inquiry process is to understand the underlying cause of the behavior or incident. This process helps ensure the response is not just related to the incident or presenting behavior, but also accounts for the core problem and root cause. Analyzing the root cause can surface various types of core problems:

- **Interpersonal:** Internal conflicts or needs not being met, such as:
 - E - Escape
 - A - Attention
 - T - Tangible Gains
 - S - Sensory Needs
- **Intrapersonal:** An underlying or unresolved conflict involving two or more people that needs to be addressed.
- **Systemic or community:** Something in the community, the system, or external factors causing the student to react in a negative way.

Once the core problem is identified, the inquiry process can surface what kinds of root causes are at play, including potential unmet needs and/or a lack of skills students need to appropriately navigate challenges and conflicts.

Examples of Unmet Needs	Examples of Lack of Skills
<ul style="list-style-type: none"> ● Love ● Sense of belonging ● Control ● Respect ● Approval ● Validation ● Security 	<ul style="list-style-type: none"> ● Executive functioning skills ● SEL skills ● Self-regulation ● Irrational self beliefs ● Poor relationships ● Past trauma

Determining the core problem and the root cause as a part of the inquiry process helps to ensure a student-centered response aimed at addressing what's causing the behavior in a way that maintains positive relationships and upholds students' dignity.

Steps

Determine the Who

The first step in the initial inquiry process is to identify the school staff members who will be responsible for gathering various data points and information on the student and incident.

Collect and Interview

The predetermined staff members will then work to collect data and interview those directly involved in the incident and any other relevant stakeholders.

- **Examples of interviews include:**

- Student Interview: A trained staff member, including those with strong relationships with the student, engages in a conversation with the student to get his or her perspective.
- Parent Conference: Gather insights and information by conducting a parent conference or phone call.
- Family Input Form: Gather historical information about the student from the family and insight from them about what might be causing the behavior.
- Student Observation: Observe the student in a variety of settings throughout the day to determine potential patterns of behavior.
- Teacher Interview: Conduct conversations with the teacher to determine any additional insights.

- **Examples of data points to collect include:**

- Student achievement data
- Attendance data
- Discipline data

Convene and Summarize Findings

After staff members conduct the necessary steps, they will convene to discuss the findings, determine the root cause, and begin to plan how to address the incident.

Discuss Important Considerations

There are several factors that will influence the type of response and most appropriate course of action. After the findings are summarized, the team needs to discuss the incident, keeping in mind the following keys that will support the planning process through appropriate identification of the incident level and a response plan that effectively aligns with the student needs:

- **Severity:** How severe was the incident? Was the behavior minor, serious, or severe?
- **Impact:** What kind of impact did the incident have on the student? Other students? School staff?
- **Frequency:** How frequently has similar behavior been documented? Is the behavior recurring or was it a one-time occurrence?
- **Needs:** What does the student need to keep learning and also to change their behavior in the future?

Special consideration must be made for **students with disabilities who have exhibited behaviors that could potentially lead to exclusionary discipline. As a part of the inquiry process, a manifestation determination review meeting should occur to determine whether or not the behavior that led to the infraction is a manifestation of their disability, as documented on the student's IEP. See [here](#) for more guidance on considerations for students with disabilities.*

For more guidance on specific examples of interventions and consequences for each level of infraction, see the section below, "Examples Levels, Interventions, and Consequences".

Steps to Determining Level and Response Plan

Step #1 – Utilize Inquiry Findings to Determine Level

The first step in creating a plan is to thoughtfully align the findings of the inquiry process to the most appropriate infraction level given the severity, impact, and frequency of the behavior.

Step #2 - Align Level and Response Plan

Once the level of infraction has been identified, consideration should be made as to the most appropriate response that will support a change in the student's behavior. This should always include an intervention and may also include a consequence.

Step # 3 – Document in JCampus

Follow the procedures listed [here](#) on how to enter referrals. For more information on other processes, see the [JCampus School Administrator Guide](#).

Step # 4 – Create Individual Plans (where helpful)

In some cases, more individualized support plans are needed to clearly articulate goals and actions. This can include Behavior Intervention Plans (BIP), Safety Plans, Incident Repair Plans, Exit/Reentry Plans, and Class Reset Plans.

If applicable – Refer to the Discipline Review Committee (if applicable)

If the plan includes a recommendation for long-term exclusionary discipline, it is necessary to trigger the DRC to ensure unbiased decision-making without assigning potentially unnecessarily damaging consequences. For more information, refer to the "Handle Exclusion Carefully" section below.

Examples Levels, Interventions, and Consequences

Level One Infractions, Interventions, and Consequences

These incidents are minor infractions and should be handled in the classroom. They include minor, low-intensity or low-frequency incidents that can interfere with the learning environment. Teachers might need support with handling these incidents but the response is not exclusionary.

Classroom-based interventions are ones designed to support and maintain a positive relationship with students. When a teacher is able to respond appropriately to minor infractions, it fosters a sense of trust and respect. Sometimes it is necessary to send a student out of class, but it has negative consequences for building trust with individual students, building a mutually reinforcing classroom community, and engendering respect from students.

Level One Examples Incidents

Note: These are example behaviors and not an exhaustive list. The key with identifying level one behaviors is through the inquiry process of determining a behavior's severity, impact, and frequency.

- **Disrespect:** Brief or low-intensity language or gestures towards adults or peers
 - Examples: off task, eye rolling, disrespectful remarks, talking back
- **Willful disobedience/defiance:** Brief or low-intensity failure to respond to adult requests
 - Examples: non-responsive, ignoring, refusal to comply with directions
- **Disruption:** Behavior that causes an interruption or interference in the classroom
 - Examples: Side conversations, blurting out, out of seat, slamming materials, minor misuse of technology, horseplay/roughhousing

- **Use of profane, obscene, and/or inappropriate language:** Behavior that uses inappropriate or hurtful words (verbal and non-verbal)
 - Examples: Minor or accidental slips of inappropriate language, gestures, non-directed verbal assault, teasing or taunting
- **Property damage/vandalism:** Behavior that results in accidental or minor damage or defacement of another's property or school property (value less than \$20)
 - Examples: Knocking down materials, writing on others' property, ripping materials
- **Dishonesty:** Behavior that results in deliberate deception (academic and non-academic in nature)
 - Examples: Lying, cheating, stealing (low value), low-intensity false report, low-level forgery
- **Leaves the classroom without permission:** Brief or low-intensity incident of student leaving the classroom without permission.
 - Examples: Student walks outside to sit in the hallway without permission, goes to the bathroom without permission, walks to another teacher's classroom without permission
- **Dress code:** Minor, low-frequency violation of dress code policy
 - Inappropriate clothing, sagging pants, not wearing badge
- **Unauthorized use of technology** (per the individual school's acceptable use policy): Brief or low-intensity violation of technology
 - Using technology without permission, misusing internet

Level One Example Responses

Interventions:

- Redirecting students in a way that does not slow or disrupt instruction and maintains student privacy and mutual respect
- Parent contact to establish supportive partnership in the response (this can be an intervention only after a positive relationship has been established with the parent and the conversation is supportive, not punitive)
- Engaging in a discovery-based conversation with the student(s) to determine root cause, reiterate expectations, and discuss possible solutions and next steps
- Mediation/conflict resolution between students involved
- Reflection activity with accompanying discussion
- Taking a break in the classroom: providing short opportunities for "brain breaks" from task-based activities, allowing students to use discreet fidgets, sending student on a quick errand, giving students a reflection sheet and letting them sit in a quiet area of the classroom
- Making classroom environment modifications: moving seats, providing individual work space, allowing students to stand or move

Consequences:

- Loss of privilege, rewards, or preferred activity
- Helping clean the classroom
- Coming back to class for recess to finish something
- Writing an apology note
- Time spent practicing replacement behavior
- Phone call home

Level Two Infractions, Interventions, and Consequences

These incidents are minor infractions that have occurred in higher frequencies, have become chronic despite interventions, or more serious one-time instances of higher-intensity behaviors. These incidents are still handled at the classroom or school level and the response is not exclusionary.

Level Two interventions and consequences can include all examples for Level One in addition to ones listed below. If a teacher feels like they have tried all of the classroom interventions they can think of and/or a student exhibits a one-time higher-intensity behavior, it can be helpful to consult another teacher or staff member for support.

Level Two Example Incidents

Note: Level Two infraction examples include all examples from level one but the level of severity, impact, and/or frequency has increased, despite interventions.

- **Disrespect:** Repeated, documented low-intensity language or gestures towards adults or peers; one-time instance or higher-intensity language or gestures towards adults or peers
- **Willful disobedience/defiance:** Repeated, documented low-intensity failure to respond to adult requests; one-time instance of escalated refusal to comply
- **Disruption:** Repeated, documented behavior that causes sustained interruptions or interferences in the classroom; one-time instance of escalated disruption to the classroom or school
- **Use of profane, obscene, and/or inappropriate language:** Repeated, documented behavior that uses inappropriate or hurtful words (verbal and non-verbal); use of obscene language; language used to harass, intimidate, or create an unsafe environment
- **Property damage/vandalism:** Behavior that results in accidental or minor damage or defacement of another's property or school property (value more than \$20)
- **Dishonesty:** Higher-intensity or repeated, documented behavior that results in deliberate deception (academic and non-academic), including theft of higher value property
- **Leaves the classroom without permission:** Repeated, documented low-intensity instances of student leaving the classroom without permission
- **Dress code:** Repeated, documented violations of dress code
- **Unauthorized use of technology:** Repeated, documented low-intensity violations of the individual school's acceptable use policy

Level Two Example Response

Interventions:

- Asking another teacher, behavior specialist, guidance counselor, social worker, and/or administrator to visit the class, observe the student, and generate ideas about classroom modifications and interventions.
- Working with a behavior specialist, guidance counselor, social worker, and/or administrator to create a plan to help students develop healthy habits (taking care to address root cause as much as the presenting behavior).
- Asking a trained adult to temporarily take over the lesson to consult with the student and co-construct a way for them to interrupt negative patterns.
- Have an administrator or trained professional observe the teacher and student to provide feedback/input.
- Have a restorative conversation with student and teacher(s) facilitated by a trained professional/administrator.
- Calling a designated trained adult to have a student take a temporary break (under two hours) from the classroom.
- Staff, Student, Family Conference: Facilitating a conference with parents/guardians to collaborate to solve a problem, make parents and guardians aware of early stage interventions that have been used, ask for their insight on the behavior, and involve them in discussion of parameters of new interventions.

- Behavior Contract: Co-constructing a written agreement between a school official, student and often a parent/guardian that includes how the student will behave and what the appropriate consequence or reinforcement will be for compliance or non-compliance.
- Restorative Lunch: Facilitating a lunch discussion with an individual student, two students, groups of students.
- With support from administration, create a check-in/check-out daily schedule with two targeted behaviors for the student and daily feedback.
- Consider SAT referral.
- Parent Shadow - reverse suspension
- Reteaching schoolwide or classroom expectations
- Role Play appropriate behavior and response.
- Social Skills Instruction
- Check-in/Check-out System

Consequences:

- Detention (before school, after school, or lunch): This should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff and/or peers.
- Community service project.
- Confiscation of item or object used for infraction (if applicable).
- In school suspension.
- Out of school suspension (1-3 days).

Level Three Infractions, Interventions, and Consequences

These incidents are major, more serious infractions that should still be handled at the school level but can be supported by the District. Responses to these incidents may include exclusionary discipline, but not long-term.

By definition, students who have committed Level Three infractions have done something serious. There is more about consequences and exclusionary discipline below (also part of our response), but it is critical not to forget students in this category need interventions too, perhaps the most. Given the nature of Level Three infractions, short-term exclusionary discipline might be necessary, but should be assigned in a thoughtful, deliberate way and should be accompanied by interventions.

Level Three Example Incidents

Note: Level Three infraction examples include all examples from Level One but the level of severity, impact, and/or frequency is at a level requiring administrator response.

- Conduct or habits injurious to others
- Inappropriate, profane, or obscene language (verbal and/or non-verbal), illustrations or graphics, or gestures that are delivered or distributed in ways that have direct moderate to severe impact on others
- Instigates or participates in fights while under school supervision
- Bullying/harassment (bullying forms shall be completed)
- Cyberbullying (bullying forms shall be completed)
- Leaving school premises without permission
- Sexual harassment (follow policy)
- Obscene behavior or possession of obscene/pornographic materials
- Public indecency
- Use of OTC medication in a manner other than prescribed or authorized (single dose, no indication of giving/selling to others)

Level Three Example Response

Interventions:

- Parent Shadow - reverse suspension
- Small group intervention or counseling
- Check-in/Check-out System
- Referral to RKM, Southeast
- Outside agency referral
- Consider SAT referral
- Long-term behavior plan: Crafting a plan that lays out specific goals and milestones that are monitored by a behavior specialist.
- Home study: Referring and/or finding a social worker who can visit the home to do a deep dive on what might be causing extreme student behavior.
- Law enforcement: Coordinating with law enforcement around a plan where everyone is communicating, including probation and/or engaging a community police officer who might have a positive influence on the students.
- Special Education: Collaborating with the office of Special Education if a student may be in need of behavior, social, and/or emotional support that are a result of a disability.
- Family and/or mental health support: Finding, referring, and ensuring access to high-quality supports for the student and/or the family.

Consequences:

- Non-Exclusionary:
 - Detention (before school, after school, or lunch): This should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff and/or peers
 - Community service project
 - Confiscation of item or object used for infraction (if applicable)
- Short-Term Exclusionary:
 - Alternative classroom placement
 - PAC/ISS
 - OSS

Level Four Infractions, Interventions, and Consequences

These incidents include serious infractions that have become chronic or repetitive despite interventions, and/or severe behavior related to illegal activities or activities that endanger individuals or the school community. Level Four infractions are behaviors at the highest level of severity, impact, and frequency in nature. Responses to these incidents could require long-term exclusionary discipline and will trigger the Discipline Review Committee (DRC).

Level Four Example Incidents

- Crime of violence
- Group fight (complete fight assessment)
- False alarm or bomb threat
- Possesses firearms (not prohibited by federal law), knives or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Knives greater than 2.5 inches)
- Discharge or use of weapon(s) prohibited by federal law
- Possesses pocket knife or blade cutter with a blade length of <2.5 inches
- Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code
- Possession of body armor
- Uses or possesses alcoholic beverages

- Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.
- Use of OTC medication in a manner other than prescribed or authorized (multiple doses- indication of giving/selling to others.)
- Obscene Behavior

Level Four Example Response

Interventions:

Note: These interventions are the same examples as Level Three

- Parent shadow - reverse suspension
- Small group intervention or counseling
- Check-in/check-out system
- Referral to RKM, Southeast
- Outside agency referral
- Consider SAT referral
- Long-term behavior plan: Crafting a plan that lays out specific goals and milestones that are monitored by a behavior specialist.
- Home study: Referring and/or finding a social worker who can visit the home to do a deep dive on what might be causing extreme student behavior.
- Law enforcement: Coordinating with law enforcement around a plan where everyone is communicating, including probation and/or engaging a community police officer who might have a positive influence on the students.
- Special Education: Collaborating with the office of Special Education if a student may be in need of behavior, social, and/or emotional support that are a result of a disability.
- Family and/or mental health support: Finding, referring, and ensuring access to high-quality supports for the student and/or the family.

Consequences:

Level Four consequences can be the same as Level Three examples but may also include consideration of longer-term exclusionary discipline. The inquiry process must still be followed for all Level Four incidents to make a determination on assigning any exclusionary discipline. Given the potential for longer-term exclusionary discipline, the District Review Committee (DRC) is to be triggered if the school recommends a Change of Placement.

Vaping

All students who use or possess tobacco, including electronic cigarettes and ALL nicotine delivery systems, will be given a Discipline Consequence according to TPSS policy. This includes all school sponsored activities and events.

Along with many other incidents and infractions reviewed in this section, consideration should be made as to the **severity, impact, and frequency**, which will then inform the best type of response - whether it is only an intervention or also includes a consequence. As with any incident, the inquiry process will help to identify important details around the incident and will help to identify the correct level.

VAPING Examples of Incidents, Interventions, and Consequences		
GRADES K-5		
FIRST OCCURRENCE	SECOND OCCURRENCE	THIRD OCCURRENCE
Mandatory Conference with Parent	Mandatory Conference with Parent	Mandatory Meeting with Student Services Staff
1 day PAC/ISS	3 days PAC/ISS	1 day OSS
Recommended Counseling	Mandatory Counseling	Possible FINS referral
	Parent/Guardian comes to school to watch vaping video with the student.	Parent/Guardian comes to school to watch vaping video with the student.
GRADES 6-12		
FIRST OCCURRENCE	SECOND OCCURRENCE	THIRD OCCURRENCE
Mandatory Conference with Parent	Mandatory Conference with Parent	Mandatory Conference with Student Services
3 days ISS	5 days ISS	1-2 days OSS
Recommended Counseling	Mandatory Counseling	Possible FINS referral
	Parent/Guardian comes to school to watch vaping video with student. (Safe Schools video)	Parent/Guardian comes to school to watch vaping video with student. Catch my Breath video)

Handle Exclusion Carefully

The Definition of Exclusionary Discipline

While some incidents warrant some form of exclusionary discipline, it's imperative to utilize it as a consequence if truly necessary, as it's associated with negative outcomes for students. Exclusionary discipline is linked with lower academic achievement (for the school and student), negative impacts of student's mental health, an increased risk of students dropping out, family and home instability, and impacts on school climate. In addition, exclusionary discipline has failed to deter disruptive behavior. When certain Level Three and Level Four incidents occur where some form of exclusionary discipline is warranted, it should also be combined with interventions, which will be the key to preventing future incidents and effectively changing behavior.

Types of Exclusionary Discipline

- **Temporary:** Quick cool down, time in the office, de-escalation room, temporary alternative classroom setting
- **In-school suspension:** (1) student is removed from his/her usual classroom placement to an alternative educational placement for a minimum of one class period (typically the one where the incident occurred), and (2) no interruption of services occurs. (An alternative educational placement

may be located on the school site, provided that the student continues to receive instructional services and remains under the supervision of school personnel or their designees.)

- **Out-of-school suspension:** This is the temporary removal of a student from the school building for a specified period of time. A suspended student shall be ineligible to participate in school-related activities during their suspension time including, but not limited to graduation ceremonies, athletic events, after-school organizations or school-sponsored activities. Off-campus suspension should be used as a last resort and only when no other in-school intervention is available.
- **Change of Placement:** An individual principal/designee may not alternately place any student or place any student directly into the TPSS Alternative Program. Principals/designees may recommend an alternative placement hearing for major infractions (i.e., drugs, weapons, group fighting, etc.) or any additional offense noted in Level Four. A Change of Placement Hearing shall then be set with the Discipline Review Committee.
- [Discipline procedures for students with disabilities](#)

The Tangipahoa Parish School System prohibits the use of probationary admittance/readmittance agreements for students. If exclusionary discipline is determined to be necessary, plans need to be in place to ensure learning still occurs. In addition, students returning from a change of placement should receive a student-centered reentry plan along with measures in place to hold the receiving school accountable for a successful intake.

The Definition of Due Process

When we exclude students, we must ensure due process, in other words, that we conduct a fair and unbiased process. Due process guarantees for exclusionary discipline ensure that students' rights are protected and uphold adherence to the Louisiana Administrative Code:

- **Evidence-based inquiry process:** Students are guaranteed a process that involves evidence of what actually occurred, devoid of perception, emotion, and prior incidents.
- **Examination of root cause and context:** Students are guaranteed a process that involves getting to the root cause of the unmet need, and that includes interventions alongside consequences.
- **Notification and engagement of the family:** Beyond being notified, families are guaranteed a process where they are informed about the incident and consequences and engaged in thought partners about the pathways to progress.
- **Impact on student progress and well-being:** Students are guaranteed a process where educators consider what they will do while they are not in school and how (as much as possible) to keep them on track even while implementing consequences.
- **Freedom from biases:** Students are guaranteed a process where administrators ensure race, gender, and other identities do not impact the consequences assigned.

New Guidelines for Length of Time & Due Process for Exclusionary Discipline

As stated above, it is imperative we protect learning time to boost students' achievement and keep them busy doing meaningful work to prevent secondary incidents. We also recognize that exclusion is sometimes necessary to give students and adults time to reflect and regroup, separate students, and/or implement effective consequences. Therefore, when excluding a student, schools must follow the guidelines below*:

- If a student is out of class for more than one class period, it must be considered an in-school suspension:
 - It must be coded as such in J-Campus.
 - The student must have appropriate supervision and there must be evidence that his or her academic instruction is continuing on pace with what he or she would be doing in class.

- If a student exhibits Level 3 or 4 behaviors that, after a quality inquiry process and consideration of severity, impact, frequency, and needs, and the school determines there needs to be an out-of-school suspension, the following will be true:
 - If 1–2 days are recommended, as long as the proper steps have been followed and the principal has personally certified that they have occurred, the school can decide and implement the suspension.
 - If 3 days are recommended for one incident or as a total for an individual student, this requires approval from the principal supervisor who will review the steps taken around prevention, intervention, and due process.
 - If 5 days are being recommended for an individual incident and/or for a student cumulatively, a meeting must be held with the school administrator, parent/guardian, and Student Services representative upon return.
 - If 5 - 10 days are being recommended, the school administrator must contact their Student Services Representative for a review.
- Any change of placement must be recommended to the Discipline Review Committee.

** Note that for students with disabilities, due process is more robust and is linked in the MDR section.*

More on the Discipline Review Committee (DRC)

The role of the DRC is to make decisions on long-term exclusionary discipline recommendations made by the school and is activated anytime a long-term exclusionary discipline recommendation has been made following a Level Four infraction. The DRC is made up of a diverse panel of three (3) TPSS administrators:

- 1) A School administrator (that volunteered to sit on the committee)
- 2) A Student services representative
- 3) A Superintendent representative

By activating the DRC, TPSS seeks to make sure that processes and procedures around the hearing process will ensure all appropriate actions are taken by the school and district to ensure the student and family receive due process.

Communication with Families

Beyond being notified, families are guaranteed a process where they are informed about the incident and consequences and engaged in thought partners about the pathways to progress.

Additional Guidance: Behavior Infraction Codes

The following behavior codes represent the most common types of infractions. If an incident occurs that does not align with one of the following codes, please contact Student Services for support.

Code	Name of Infraction	Definition	Sample Guidance on Levels*
01	Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority	Almost always 1 but can rise to other levels
02	Treats an authority with disrespect	The purposeful/non-purposeful, willful/reactionary or emotionally charged verbal or non-verbal response on the part of the student, where said student directs verbiage or gestures towards an employee of the TPSS.	Generally a 1-2
04	Uses profane and/or obscene language	Intentional vulgar verbal messages, words or gestures including swearing or name calling that are directed at another individual (particularly an adult).	Almost always 1 but can rise to other levels
05	Exhibits immoral behavior or vicious practices	Isolated incident that is an unwelcome act, or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component; an act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standards of social behavior and/or local community norms.	Most likely Level 1 or 2 Potentially Level 3 depending on severity, impact, frequency, and needs
06	Exhibits conduct or habits that are injurious to his or her associates	Any intentional (but not malicious) act that causes injury, damage, or pain to another (i.e. play fighting, horseplay).	Level 1-2
10	Disturbs the school or habitually violates any rule	Behavior causing major disruption of 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.	Calls for specific plans and interventions, and then could be a Level 3 if behavior continues
16	Instigates or participates in fights while under school supervision	A hostile confrontation with physical contact (e.g. blows with fists, shoving, kicking, biting, pulling hair) involving two or more individuals.	Most likely Level 3 Potentially Level 4 depending on severity, impact, and frequency (and big three regs)
18	Leaves school premises or classroom without permission	Leaving the school campus and/or assigned classroom or location without permission and/or failure to return to school/class.	Most likely Level 1 or 2 Potentially Level 3 depending on age
42	Unauthorized use of technology	Use of pager/cellular telephone (texting, talking, accessing internet), smart watches, camera or video device, AirPods or other bluetooth capable earphones or listening devices or other communication devices during the school day in violation of the individual school's Acceptable Use Policy.	Level 1-2
43	Improper dress	Out of Dress Code or failing to wear the school issued photo ID as directed.	Level 1-2

**Note per this Blueprint above, this depends on severity, impact, frequency, and needs; this is guidance.*

Bus Discipline

The school bus is an extension of the school building; therefore, all school bus behavior incidents shall be reported to the principal within one (1) school day. All incidents will be addressed according to the Tangipahoa Parish Student Code of Conduct Handbook and any exclusionary discipline assigned will follow the same due process procedures as other student incidents.

Just like with any other incident, **prevention can play a major role** in reducing the amount of incidents on the bus. It is important to note that: 1) It is the responsibility of the school to make sure students enter the bus in a way that creates the conditions for positive behavior; 2) It is the responsibility of the bus staff to uphold the norms and expectations; and 3) It is the responsibility of the family to understand the importance of these expectations and procedures. Below are guidelines for addressing incidents and other processes.

- Incidents that occur on the bus will be documented by the bus driver and submitted to the students' school level administrator. Interventions and consequences for documented behaviors are issued by the school principal or the principal's designee after the inquiry process.
- In the case that a bus incident involves students from multiple schools, each school building level principal or designee shall consult with each other to discuss the facts of the case. Each school is responsible for determining the appropriate response for the student who attends their school.
- At no time shall the bus operator assume authority for suspending bus privileges or taking disciplinary action.
- A pupil damaging a school bus shall be subject to restitution in addition to a discipline consequence. Any pupil suspended off the bus for damages to that school bus shall not be readmitted until payment in full has been made for such damage or until his/her re-admittance is directed by the Superintendent.
- A bus driver must receive a response on his or her submitted referral within two working days after submission.
- If the referral is not returned within the two working day period or the consequence given does not match the noted level system, the driver is to contact the principal for clarification and then his or her area manager.

Level One Sample Incidents

- **Disrespect:** Brief or low-intensity language or gestures towards adults or peers
 - Examples: off task, eye rolling, disrespectful remarks, talking back
- **Willful disobedience/defiance:** Brief or low-intensity failure to respond to adult requests
 - Examples: non-responsive, ignoring, refusal to comply with directions, getting on or off the bus at an unauthorized stop without permission, standing or sitting improperly while the bus is moving, riding the wrong bus without permission from the principal, littering
- **Disruption:** Behavior that causes an interruption or interference in the classroom
 - Examples: Side conversations, blurting out, out of seat, horseplay/roughhousing, throwing objects
- **Use of profane, obscene, and/or inappropriate language:** Behavior that uses inappropriate or hurtful words (verbal and non-verbal)
 - Examples: Minor or accidental slips of inappropriate language, gestures, non-directed verbal assault, teasing or taunting
- **Property damage/vandalism:** Behavior that results in accidental or minor damage or defacement of another's property or school property (value less than \$20)
 - Examples: Knocking down materials, writing on others' property, ripping materials
- **Dishonesty:** Behavior that results in deliberate deception (academic and non-academic in nature)
 - Examples: Lying, cheating, stealing (low value), low-intensity false report, low-level forgery.

Level One Sample Responses

Interventions

- Moving seats
- Redirection of behavior
- Parent conference to discuss behavior and consult on response plan
- Conference with administrator
- Reflection activity

Consequences

- Parent contact
- Loss of privilege
- Apology note
- Non-exclusionary detention

Level Two Sample Incidents

- **Disrespect:** Repeated, documented low-intensity language or gestures towards adults or peers; one-time instance or higher-intensity language or gestures towards adults or peers
- **Willful disobedience/defiance:** Repeated, documented low-intensity failure to respond to adult requests; one-time instance of escalated refusal to comply
- **Disruption:** Repeated, documented behavior that causes sustained interruptions or interferences; one-time instance of escalated disruption
- **Use of profane, obscene, and/or inappropriate language:** Repeated, documented behavior that uses inappropriate or hurtful words (verbal and non-verbal); use of obscene language; language used to harass, intimidate, or create an unsafe environment
- **Property damage/vandalism:** Behavior that results in accidental or minor damage or defacement of another's property or school property (value more than \$20)
- **Dishonesty:** Higher-intensity or repeated, documented behavior that results in deliberate deception (academic and non-academic), including theft of higher value property

Level Two Sample Responses

Interventions

- Having an administrator observe the student on the bus
- Have a restorative conversation with student and teacher(s) facilitated by a trained professional/admin
- Staff, Student, Family Conference: Facilitating a conference with parents/guardians to collaborate to solve a problem, make parents and guardians aware of early stage interventions that have been used, ask for their insight on the behavior, and involve them in discussion of parameters of new interventions.
- Behavior Contract: Co-constructing a written agreement between a school official, student and often a parent/guardian that includes how the student will behave and what the appropriate consequence or reinforcement will be for compliance or non-compliance.
- Consider SAT referral
- Reteaching expectations
- Role play appropriate behavior and responses
- Social skills instruction
- Check-in/check-out system

Consequences:

- Can include any Level One consequences
- Detention (before school, after school, or lunch): This should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff and/or peers
- Community service project
- Confiscation of item or object used for infraction (if applicable)

Level Three Sample Incidents

- Vandalism [restitution may be required]
- Harassing, threatening or intimidating another student
- Stealing
- Inappropriate verbal or physical conduct
- Other safety violations that may interfere with the safe operation of the school bus, such as fighting.
- Conduct or habits injurious to others
- Inappropriate, profane, or obscene language (verbal and/or non-verbal), illustrations or graphics, or gestures that are delivered or distributed in ways that have direct moderate to severe impact on others
- Instigates or participates in fights while under school supervision
- Bullying/harassment (bullying forms shall be completed)
- Cyberbullying (bullying forms shall be completed)
- Sexual harassment (follow policy)
- Obscene behavior or possession of obscene/pornographic materials
- Public indecency
- Use of OTC medication in a manner other than prescribed or authorized (single dose, no indication of giving/selling to others)

Level Three Sample Responses

Interventions

- Small group intervention or counseling
- Check-in/check-out system
- Outside agency referral
- SAT referral
- Long-term behavior plan: Crafting a plan that lays out specific goals and milestones that are monitored by a behavior specialist.
- Law enforcement: Coordinating with law enforcement around a plan where everyone is communicating, including probation and/or engaging a community police officer who might have a positive influence on the students.
- Special education: Collaborating with the office of special education if a student may be in need of behavior, social, and/or emotional support that are a result of a disability.
- Family and/or mental health support: Finding, referring, and ensuring access to high-quality supports for the student and/or the family.

Consequences

- Suspension from the bus for up to five days
- Possible restitution from any damages to bus property
- Detention (can be exclusionary)
- ISS

Level Four Sample Incidents

- Crime of violence
- Group fight (complete fight assessment)
- False alarm or bomb threat
- Possesses firearms (not prohibited by federal law), knives or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Knives greater than 2.5 inches)
- Discharge or use of weapon(s) prohibited by federal law
- Possesses pocket knife or blade cutter with a blade length of <2.5 inches
- Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code
- Possession of body armor
- Uses or possesses alcoholic beverages
- Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.
- Use of OTC medication in a manner other than prescribed or authorized (multiple doses- indication of giving/selling to others.)

Level Four Sample Responses

Interventions

- Same as Level Three interventions

Consequences

- Suspension from the bus for up to 10 days
- Possible restitution from any damages to bus property
- ISS
- Possible Change of Placement recommendation

More Severe Issues

There are other, more severe issues and incidents that require separate sets of protocols, processes, and considerations from what has been described thus far in this document. Those include the following:

- Incidents requiring mandatory suspension (known as the “Big Three”): weapons, drugs, and violence
- Incidents involving other types of threats and crises requiring threat assessments, including students at risk of [violence](#) and [suicide risk](#)
- Incidents requiring mandated reporting to the appropriate agencies and/or officials
- Incidents involving imminent danger to TPSS students and staff

Mandatory Suspension

The “Big Three” involves specific incidents requiring mandatory suspension, but also requires careful consideration in the inquiry and planning process. Given these requiring mandatory suspension, they would be classified as Level Four.

- **Weapons and Drugs**
 - The principal shall be required to suspend a pupil who (1) is found carrying or possessing a firearm or a knife with a blade two inches or longer, or another dangerous instrumentality, except as provided below under the section entitled Suspension Not Applicable; or (2) possesses, distributes, sells, gives, or loans any controlled dangerous substance governed by state law, in any form.

Additionally, the principal shall immediately recommend the pupil's change of placement to the Superintendent for the above offenses, except in the case of a student less than eleven (11) years of age in pre-kindergarten through grade 5 who is found carrying or possessing a knife with a blade two (2) inches or longer, the principal may, but shall not be required to recommend the student's expulsion. A student found carrying or possessing a knife with a blade less than two (2) inches in length may be suspended by the school principal, but, in appropriate cases, at a minimum, shall be placed in in-school suspension.

- **Violence**

- Assault or Battery of School Employees: Whenever a pupil is formally accused of violating state law or school disciplinary regulations, or both, by committing assault or battery on any school employee, the principal shall suspend the pupil from school immediately and the pupil shall be removed immediately from the school premises without the benefit of required procedures, provided, however, that such procedures shall follow as soon as practicable. The student shall not be readmitted to the school to which the employee is assigned until all hearings and appeals associated with the alleged violation have been exhausted.

Suspension Not Applicable

Suspension of a student shall not apply to the following: (1) a student carrying or possessing a firearm or knife for purposes of involvement in a school class, course, or school approved co-curricular or extracurricular activity or any other activity approved by appropriate school officials; or (2) a student possessing any controlled dangerous substance that has been obtained directly or due to a valid prescription or order from a licensed physician. However, such student shall carry evidence of that prescription or physician's order on his/her person at all times when in possession of any controlled dangerous substance which shall be subject to verification. In addition, school officials, in accordance with statutory provisions, shall have total discretion and shall exercise such discretion in imposing on a pupil any disciplinary actions authorized by state law for possession by a pupil of a firearm or knife on school property when such firearm or knife is stored in a motor vehicle and there is no evidence of the pupil's intent to use the firearm or knife in a criminal manner.

Appendix

- [Definitions](#)
- [JCampus](#)
- [Due Process](#)
- [Considerations for Students with Disabilities](#)

Definitions

- **Prevention**

- Proactive and supportive strategies create a cycle of positive interactions between staff and students. These are anticipatory actions that help to mitigate potential challenges with students and include good teaching practices, positive and supportive relationships, and effective classroom management.

- **Incident**

- A violation of a school-wide or district-wide behavior expectation that is rooted in students struggling with intrapersonal (e.g., a student's ability to, for example, manage their emotions), interpersonal (e.g., two students in conflict, a teacher and student having issues), and community (e.g., one clique speaking ill of another clique, a conflict between two classes) issues.

- **Student Incident Response (SIR)**
 - Student Incident Response involves classroom and school-managed incidents, challenges, conflicts. There are small incidents and big incidents, and how we respond to those incidents is critically important.
- **Inquiry**
 - The process used to gain a deeper, more holistic understanding of what caused the incident by gathering a wide array of information and data through engaging in open-ended and discovery-based conversations with those involved in the incidents and other potential stakeholders, such as teachers and family members.
- **Severity**
 - Measures the effort and resources required by the school community to manage and resolve an event or incident.
- **Impact**
 - Measures the level of harm experienced and felt by the harmed parties/community.
- **Frequency**
 - The amount of occurrences of a similar behavior or incident.
- **Minor**
 - Incidents and behaviors with the lowest severity, impact, and/or frequency.
- **Serious**
 - Incidents and behaviors with moderate severity, impact, and/or frequency.
- **Severe**
 - Incidents and behaviors with the highest severity, impact, and/or frequency.
- **Intervention**
 - A strategy, set of steps, or action items focused on teaching a student specific skills needing development with the goal of changing behavior and to address the impact/harm done. Interventions can include things like: restorative conversations between students, a mediation session between students and/or adults, ongoing work with a social worker, participation in a group focused on – for example – conflict resolution, a check-in with an adult before stressful activities. Regardless of the level of infraction, interventions should always be implemented before or in addition to consequences as they are intended to help change behaviors.
- **Consequence**
 - A response to student behavior that should be aligned to what you hope the student learns as much as possible (e.g., if a student tags the school, their consequence could be cleaning it). If the behavior incident is deemed severe or there are multiple discipline incidents, a more serious consequence may be assigned that includes out of school suspension.
- **Exclusionary Discipline**
 - The temporary removal of a student from the school building for a specified period of time. A suspended student shall be ineligible to participate in school-related activities during their suspension time including but not limited to graduation ceremonies, athletic events, after-school organizations or school-sponsored activities. Off-campus suspension should be used as a last resort and only when no other in-school intervention is available.
 - Temporary exclusion can include a quick cool down, time in the office, de-escalation room, temporary alternative classroom setting
 - Short-term exclusion can include any suspension from the school setting for 5 days or less
 - Long-term exclusion can include any suspension from the school setting for more than 10 days, including any change of placement.

- **Due process**

- A fair and reasonable approach to all areas of student grievance and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instruction process.

- **Discipline Review Committee (DRC)**

- The role of the DRC is to make decisions on long-term exclusionary discipline recommendations made by the school and is activated anytime a long-term exclusionary discipline recommendation has been made following a Level Four infraction. The DRC is made up of a diverse group of TPSS administrators.
- By activating the DRC, TPSS seeks to ensure measures are put in place that will prevent unnecessary and harmful exclusionary discipline, decided on by an impartial, unbiased, and values-based committee. Processes and procedures around the hearing process will ensure all appropriate actions are taken by the school and district to ensure the student and family receive due process.

Due Process

DUE PROCESS (January 5, 2021)

The Tangipahoa Parish School Board mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any suspension or expulsion. Due process shall be defined as fair and reasonable approaches to all areas of student grievance and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instruction process

Due process requires, at a minimum, the school administration to impose fundamentally fair procedures to determine whether misconduct or other improper action has occurred before any disciplinary action may be taken by the school administration, except in the case of imminent danger or disruption of the academic process. In these instances, proper procedures shall be put into effect as soon as removal of the student has occurred. Under due process, each student shall be guaranteed a fair hearing, a fair judgment, a written record of the decision, and notice of the right to appeal the decision.

The degree of procedural due process afforded in any disciplinary situation shall be dependent upon 2 factors: (1) the gravity of the offense a student is alleged to have committed; and (2) the severity of the contemplated penalty. Due process procedures for disabled/exceptional students shall be those found in applicable state or federal laws and regulations.

It is the purpose of the Tangipahoa Parish School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. The school's primary goal is to educate, not discipline; however, when the behavior of the individual student comes in conflict with the rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole. Discipline is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success.

Every teacher and other school employees in the public school system shall endeavor to hold each student to a strict accountability for any disorderly conduct in school, or on the playgrounds of the school, on any school bus, on the street or while going to or returning from school, during intermission or recess, or at any school sponsored activity or function.

To assist the teacher, the Board shall establish regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness. Discipline shall be administered uniformly, consistently, and in a nondiscriminatory manner.

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any student (s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. However, no student shall be disciplined in any manner by the School Board or school administrator, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probably than not was committed solely for the purpose of preventing a forcible offense against the student or a forcible offense provided that the force used must be reasonable and apparently necessary to prevent such offense. A student who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend himself/herself.

Each teacher shall try to use interventions noted in the handbook to correct the behavior of a student. If consequences are needed, the action taken by the teacher and/or administrator shall be in accordance with such regulations and procedures established by the Board.

DUE PROCESS PROCEDURES: Any time an administrator or disciplinarian receives a student behavior report completed by a school staff member, the student in question is to be afforded due process. Due process, for purposes of this code, is defined as follows:

When a student has been written up and presents to the office, the following shall occur:

1. The student shall be told what he or she is accused of and by whom (school staff member).
2. The student shall be given an opportunity to tell his/her version of the facts.
3. The student shall be allowed to provide any witnesses to the event.
4. The student shall be informed of the administrator's action on the infraction (consequence).
5. The student should sign the discipline form to indicate receipt.
6. The student's parents or guardian(s) shall be notified by personal phone call at the numbers provided to the Registration Office or otherwise. The discipline form shall be forwarded to the parent/guardian's email address. Also, a copy of the discipline form shall be sent home with the student.

Considerations for Students with Disabilities

For more information on addressing discipline for students with disabilities and handling Manifestation Determination Reviews (DRC), see [here](#).

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES: The Discipline Procedures for Children With Exceptionalities in Tangipahoa Parish Schools are developed and implemented in accordance with the Individuals with Disabilities Education Improvement Act of 2004, the federal law governing the provision of a Free Appropriate Public Education (FAPE) for the discipline of students with disabilities; Louisiana Bulletin 1706, Subchapter B: Discipline Procedures for Students with Disabilities, §530, and the policy of the School Board of Tangipahoa Parish.

School personnel may remove a student with a disability or suspected disability, who violates a code of student conduct, from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 consecutive school days, to the extent that those alternatives are applied to students without disabilities. Additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct are allowed, as long as the removal does not constitute a change of placement.

A change of placement occurs if a student with a disability is removed from his or her current educational placement for more than 10 consecutive school days; or a student with a disability is subjected to a series of removals, cumulating to ten or more days, that constitute a pattern because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

After a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the Tangipahoa Parish School System shall provide services which enable the student to participate in the general education curriculum and progress toward meeting his or her IEP goals

In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur. Whenever an action involving a removal that constitutes a change of placement for a student is contemplated, a Manifestation Determination Review is required.

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the IEP team shall review evaluation and diagnostic results and other relevant information supplied by the parent or the student, consider observations of the student, and consider the student's IEP and placement to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or if the conduct in question was the direct result of the Tangipahoa Parish School System failure to implement the IEP. On the date which the decision is made, school personnel shall notify the parents of that decision and provide the parents the procedural safeguards (Louisiana's Educational Rights of Children with Exceptionalities in Public Schools).

For disciplinary changes in placement due to behavior that violates a code of student conduct that exceeds 10 consecutive days: If school personnel, the parent, and members of the student's IEP team make the determination that the conduct was not a manifestation of the student's disability, school personnel may apply disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except the student should continue to receive educational services. School personnel and at least one of the student's teachers should determine the extent of services needed for the student to participate in the general education curriculum and progress toward meeting his or her IEP goals. In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur. If a behavioral intervention plan has already been developed, the current plan shall be reviewed and modified to address the current behavior. Services may be provided in an interim alternative educational setting, as determined by the student's IEP Team.

If school personnel, the parent, and members of the student's IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the current plan shall be reviewed and modified to address the current behavior. If Tangipahoa Parish School System failed to implement the IEP, immediate steps should be taken to remedy the deficiencies. The student is to return to the placement from which he or she was removed, except under Special Circumstances; or unless the parent and school personnel agree to a change of placement as part of the modification of the behavioral intervention plan.

School personnel may remove a student to an interim alternative educational setting, under Special Circumstances, for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability if:

1. The student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the State or any School Board (under paragraph (2) of the first subsection (g) of 18 USC 930).
2. The student knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or any School Board (Identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act (21 USC 812(c)).
3. The student has inflicted serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of the State or any School Board (under paragraph (3) of subsection (h) 18 USC 1365).

In-school suspensions in which a student's IEP is being implemented are not considered removals from a student's current educational setting. All other removals, whether to an alternative school or homebound, are considered changes in placement, regardless of whether the student's IEP is being implemented in the alternative setting.

Any parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination; or Tangipahoa Parish School System believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a Change of Placement hearing under Bulletin 1706, §507 (Filing a Request for Change of Placement Hearing) and §508 A and B (Change of Placement Hearing Request).

Whenever an Expedited Change of Placement Hearing is requested, the parents or the school administrator or their designee involved in the dispute should have the opportunity for an impartial change of placement hearing which should occur within twenty (20) days of the date the request is filed. A resolution meeting shall occur within seven (7) days of receiving notice of the Request for Change of Placement Hearing unless the parent and school administrator or their designee agree, in writing, to waive the meeting. The change of placement hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of receipt of the Request for Change of Placement Hearing.

JCampus

The following is detailed information about how to enter a discipline referral into JCampus. For more information on other processes, see the [JCampus School Administrator Guide](#).

RefPG1 tab

This is the initial screen where details of the offense are entered.

1. Click in the field next to the word **NAME** to get a list of students. Click on a student name to begin the referral.

Student Info

Name: Sidno:

Phone: Grade:

School Info

Staff ID and Name:

School: 004 Demo 004 K-12

Referral Info

Incident Date: May 31 2012 Time: 18:23

Incidents

Code	Nature of Referral Incident Description	NAME	GRD	SCH	SDNO
		ADICKES SHERRI LYNNE	01	004	0049993
		AGUILLARD JEFF JOHN	11	006	1080115

- a. **Tip:** After selecting the student, a user can click on the gear icon to access a menu showing attendance, schedule, grades, test scores, etc....

2. Click in the field next to **Staff ID and Name**. A listing of staff members will appear. Click on the name of the staff member who is associated with the referral.

Student Info

Name: Sidno:

Phone: Grade:

School Info

Staff ID and Name:

School: 004 Demo 004 K-12

Referral Info

Incident Date: May 31 2012 Time: 18:23

Incidents

Code	Nature of Referral Incident Description	NAME	SDNO	DIST	SCH	OBJ	FUNK
		BERGERON JOHN BRANDON	089168	027	004	112	1130
		BROUSSARD JAY	992740	027	004	112	1110
		BROUSSARD RACHAEL	734821	027	004	112	1110
		BROWN TISHA D	024057	027	004	112	1211

3. Fill in the **Incident date**, **Time**, **Code** (state time code), and **Location**.

Referral Info

Incident Date: Jan 31 2012 Time: 09:00 HH:MM Code: 02 Location: 13 01 Classroom

4. Select the incident that occurred by clicking in the first cell under the **Code** column. When clicked, a box will appear with a list of incident codes. Select the desired code, then click OK. Additional incident codes can be selected by clicking in the cells beneath. Up to five incident codes can be selected by clicking in each respective code cell.

5. If there were any witnesses, click in first row of the **Witnesses** area to add Witnesses for the incident.

6. If any **Evidence** code is to be noted, click in the **Evidence** field to select a desired Evidence code.
7. In the **Remarks** field, enter exactly what happened in the incident.

8. This is one of three screens to create a referral. To move onto the next screen, notice the blue green tabs at bottom of the screen. Click the **RefPG2** tab to continue.