



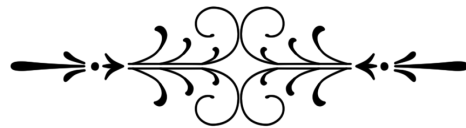
TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896



2024-2025

STUDENT & PARENT HANDBOOK

Be respectful. Be compassionate. Be great.



Melissa M. Stillely, Superintendent of Schools

TANGIPAHOA PARISH SCHOOL SYSTEM

59656 Puleston Road - Amite, Louisiana

Telephone: 985-748-7153 Website: www.tangischools.org



TABLE OF CONTENTS

ACADEMICS..... 84

ADMISSION, ENROLLMENT & REGISTRATION..... 25

ATHLETICS..... 80

ATTENDANCE..... 69

BELL SCHEDULES..... 9

BLOCK SCHEDULE FOR HIGH SCHOOLS..... 10

BOARD MEMBERS..... 3

CALENDAR.....8

CHILD NUTRITION..... 100

CO-CURRICULAR & EXTRA-CURRICULAR ACTIVITIES.....95

CONNECT TO TPSS.....7

CORE VALUES..... 12

DISCIPLINE.....33

DISCRIMINATION ON THE BASIS OF RACE PROCEDURES.....23

DUE PROCESS POLICY..... 17

EDUCATIONAL TECHNOLOGY..... 92

FORMS (DEVICE LOAN AGREEMENT, TECHNOLOGY CONTRACT ACCEPTABLE USE POLICY, OPT-OUT & SCHOOL-PARENT COMPACT).....109

MEDICAL INFORMATION..... 77

MISSION & VISION STATEMENTS.....3

NOTE FROM SUPERINTENDENT MELISSA M. STILLEY..... 3

PAYING SCHOOL-RELATED FEES..... 11

PUBLIC CONCERNS & COMPLAINTS..... 15

SCHOOL CALENDAR..... 7

SCHOOL LIST.....5

SCHOOL UNIFORM REGULATIONS.....68

SECTION 504 GRIEVANCE PROCEDURE.....17

SEXUALLY-RELATED STUDENT MISCONDUCT POLICY..... 22

STEPS TO RESOLVE A SCHOOL-RELATED ISSUE..... 16

STUDENT DRESS CODE.....66

STUDENT GRIEVANCE PROCEDURE POLICY..... 16

STUDENT SERVICES.....35

STUDENT TRANSFERS.....31

STUDENT USE OF ELECTRONIC DEVICES (INCLUDING CELL PHONES)..... 57

STUDENTS WITH DISABILITIES.....96

TESTING SCHEDULE..... 91

TITLE I FAMILY ENGAGEMENT..... 88

TITLE IX SEXUAL HARASSMENT POLICY..... 18

TRANSPORTATION.....103

VISITING OUR SCHOOLS.....6



SCHOOL BOARD MEMBERS

Ms. Robin Abrams

Mr. Joey Piazza

Ms. Janice Fultz Richards

Mr. Tom Tolar

Ms. Rose Dominguez

Mr. Glenn Westmoreland

Mr. Trent Anthony

Mr. Jerry Moore

Mr. Brett Duncan

MISSION STATEMENT: *The Tangipahoa Parish School System will provide every student a high-quality education and a pathway to success.*

VISION STATEMENT: *The Tangipahoa Parish School System, in partnership with families and community, will build a safe and innovative environment where each student will be career ready.*

NOTES FROM THE SUPERINTENDENT.....

Welcome to the 2024-2025 school year! Our theme this year is “Accept the Challenge.” In planning for this new school year, we designed our instructional goals to enhance student achievement and prepare our students for future success. Our goals reflect our commitment to academic excellence, and we “accept the challenge” to provide high-quality education to all students.



We aspire for every child to love their school experience and to create fond memories that will last a lifetime! Our ultimate goal is to prepare them for life after high school - to be able to secure high wage jobs and/or be prepared for college, if they choose that pathway. We want them to be productive citizens who contribute to our community and increase our quality of life in our great parish.

We encourage our employees, families and students to join in our efforts to accomplish our goals by being intentional in our thoughts, words and actions this year. We can achieve new heights by working together! Thank you, parents and guardians, for entrusting your children into our care. We commit to keep them safe and support them throughout their educational journey with our school system.

This 2024-25 Student & Parent Handbook contains general information regarding Tangipahoa Parish School System’s policies and procedures. However, please be aware that changes or updates regarding this information included in this Handbook may occur at any time throughout the school year. For the most up-to-date information, you may access the complete Tangipahoa Parish School Board Policy Manual on our website (www.tangischools.org). Best wishes for a great school year!

Melissa M. Stilley, Superintendent of Schools

2024-2025 SCHOOL LIST

SCHOOL	GRADE LEVELS	PRINCIPAL	ADDRESS	PHONE (985)
Advanced College & Career Center	11-12	Ms. Lula Williams	145 West 2nd Street, Independence 70443	878-4376
Amite Elementary Magnet	Pre-K-4	Ms. Dana Topps	301 Vernon Ave. Amite 70422	748-6953
Amite High Magnet	9-12	Dr. Travis Ford	403 South Laurel St., Amite 70422	748-9301
Amite Westside Middle Magnet	5-8	Ms. Reagan English	401 West Oak St., Amite 70422	748-9073
Champ Cooper Elementary	Pre-K-8	Mr. Anthony Sciortino	42530 Hwy. 445, Ponchatoula 70454	542-6182
Chesbrough Elementary	Pre-K-5	Mrs. Melanie Johnston	68495 Hwy. 1054, Kentwood 70444	229-6377
D. C. Reeves Elementary	3-4	Ms. Tamara Whittington	18026 Sisters Road, Ponchatoula 70454	386-6433
Fla. Parishes Juvenile Detention Center	4-12	Mr. Stephen Weaver, AP	28528 Highway 190, Covington 70433	893-6292
Greenville Park Leadership Academy	4-8	Mr. Chris Smith	111 J.W. Davis Drive, Hammond 70401	345-2654
Hammond Eastside Magnet Primary	Pre-K-5	Ms. Sharon Walker	45050 River Road, Hammond 70401	345-8581
Hammond Eastside Magnet Upper	6-8	Dr. Lisa Gros	43052 Yokum Road, Hammond 70403	277-5492
Hammond High Magnet	9-12	Mr. Michael Kyles	45168 River Road, Hammond 70401	345-7235
Hammond Westside Montessori Primary	Pre-K-3	Mr. Hugh Wallace	2600 PFC M.E. Wildes St., Hammond 70403	345-6857
Hammond Westside Montessori Upper	4-8	Mr. Jason Oller	2600 PFC M.E. Wildes St., Hammond 70403	345-6857
Independence Leadership Academy	Pre-K-6	Mr. Marcus Brown	221 Tiger Avenue, Independence 70443	878-4946
Independence High Magnet	7-12	Dr. Keith Sanders	270 Tiger Avenue, Independence 70443	878-9436
Kentwood High Magnet	7-12	Ms. Sharess Baptiste	P.O. Box 88, Kentwood 70444	229-2881
Loranger Elementary	Pre-K-4	Ms. Joanna Sampson	P.O. Box 530, Loranger 70446	989-4538
Loranger High	9-12	Ms. Amber Anthony	P.O. Box 560, Loranger 70446	878-6271
Loranger Middle	5-8	Ms. Amanda Montalbano	P.O. Box 469, Loranger 70446	878-9455
Midway Elementary	Pre-K-3	Ms. Tara Henderson	48405 Hwy. 51 N., Tickfaw 70466	345-2376
Natalbany Middle	4-8	Ms. Darlene Hammer	P.O. Box 9, Natalbany 70451	345-9854
Lucille Nesom Memorial	Pre-K-3	Dr. Samantha Austin	P.O. Box 280, Tickfaw 70466	345-2166
O.W. Dillon Leadership Academy	Pre-K-6	Ms. Torrea Gordon	1459 I-55 Service Rd. Kentwood 70444	229-8225
Perrin Early Learning Center	Pre-K-K	Ms. Lorinda Elzy	350 W. Ash St., Ponchatoula 70454	386-9734
Ponchatoula High	9-12	Dr. Anna Faye Caminita	19452 Hwy. 22 E. Ponchatoula 70454	386-3514
Ponchatoula Junior High	7-8	Mr. Ryan Joseph	315 E. Oak St., Ponchatoula 70454	370-5322
Roseland Montessori	Pre-K-8	Ms. Rainey lasigi	12516 Times Avenue, Roseland 70456	748-9307
SLU Lab	K-8	Mr. Stephen Labee'	P.O. Box 832, SLU, Hammond 70402	549-2185
Spring Creek Elementary	Pre-K-5	Ms. Rosa Eleser	72961 Highway 1061, Kentwood 70444	229-8363
Sumner High	9-12	Mr. Chris Fussell	15841 Highway 440, Kentwood 70444	229-8805
Sumner Middle	6-8	Ms. Ashley Walker	15849 Highway 440, Kentwood 70444	310-2152
TASP	7-12	Ms. Mia Lewis	411 Crystal St., Hammond 70401	542-5634
Tucker Elementary	1-2	Ms. Keondra Jackson	310 S. Third St., Ponchatoula 70454	386-6449
Vinyard Elementary	5-6	Dr. Brandy Huguet	40105 Dunson Road., Ponchatoula 70454	386-6364
Virtual Program	K-12	Dr. Shannon Nickens	145 West 2nd Street, Independence 70443	277-5303
Woodland Park Magnet	Pre-K-3	Mr. Reginald Elzy	1000 Range Road, Hammond 70403	542-6373

VISITING OUR SCHOOLS



We welcome visits to our schools at appropriate times, and throughout the school year, there will be opportunities for parents, guardians and other school patrons to visit on “visiting days” or for scheduled programs, events, etc. However, if possible, visits at any other time should be pre-arranged through the school principal. When you visit your child’s school, please keep the following in mind:

- According to state law, no person is allowed on school grounds or in school buildings or facilities without authorization from the appropriate school official.
- TPSS school principals are authorized to take the necessary steps in dealing with unauthorized visitors.
- All visitors must report to the principal's office immediately upon coming onto school grounds for their visit and must inform office personnel, principal, counselor, etc., of the purpose of their visit. “Visitor” is defined as any person except the following: (1) an employee of the school or school system, (2) a member of the school or school system's governing authority, (3) a student enrolled in the school, and (4) a parent, guardian, or other person authorized by a parent or guardian who is delivering the pupil to school at the beginning of the school day or picking up the pupil at the end of the school day.
- TPSS principals, school administrators, and/or School Resource Officers are authorized by state law to search the person, and any item in the possession of a person who is not a student enrolled in school or any school employee, while in or on any school property. The search may be conducted at random with a metal detector, or physically when there is reasonable suspicion that the visitor has a weapon, illegal drugs, alcohol, stolen goods, or other materials which violate School Board policy.
- Due to the concerns with liability and student privacy/confidentiality, the TPSB will not permit any third party, outside agency, or service provider to provide services to any student on any school campus during the school day unless the agency has submitted the proper application and received approval from the Assistant Superintendent of Student Services. The Board has the right to deny or grant permission to any third party, outside agency, or service provider it deems necessary at any given time. Permission only grants the third party access to the school. School principals are obligated to maintain the safety and integrity of the instructional program; therefore, third parties are required to comply with directives from principals or their designees. The School Board will allow State and Federal agencies to access schools, school staff, and students pursuant to its obligations under Federal and State law and regulations.
- Anyone attending any school event or school-related function on or off campus must conduct himself/herself in accordance with acceptable standards of conduct (politeness, decorum, and proper sportsmanship) and show respect for the law and rights of others. Any person who disrupts the orderly educational process while visiting a school campus or School Board property may be restricted or banned from the property by the Board. In addition, any person, including an adult, who behaves in an unsportsmanlike manner during an athletic or co-curricular event, may be ejected from the event and/or denied admission to other school events for up to a year. While on School Board property, if a person’s conduct becomes so disruptive that it threatens the safety of an employee or student, school personnel shall be authorized to notify law enforcement personnel for assistance. The Superintendent has the authority to review the circumstances and make the final decision regarding attendance of the individual at any school or school function. Examples of unacceptable conduct include, but are not limited to the following: 1) using vulgar or obscene language or gestures; 2) possessing or being under the influence of any alcoholic beverage or illegal substance; 3) possessing a weapon; 4) fighting or otherwise striking or threatening another person; 5) failing to obey the instructions of a security officer or school district employee; 6) interfering in any way with an athletic or co-curricular event; and 7) engaging in any activity which is disruptive or illegal. Students who demonstrate any of the aforementioned conduct will be subject to disciplinary action in accordance with Board policy. Employees exhibiting any of the above conduct may be subject to suspension or termination.

Get connected to TPSS!

Occasionally, TPSS will need to send out updates and notifications to families regarding school closures, weather notifications, and other important emergency updates. Therefore, parents and/or guardians should make sure the following information is correct at their child's school:

- current cell phone number
- home phone number
- email address

Parents and guardians may update personal information in their child's Student Progress Center Account or they may contact their child's school and update the information with the school secretary.



Stay connected!

Stay connected to TPSS for important updates and information on:

- TPSS website (www.tangischools.org)
- Facebook
- Instagram

TPSS now has a mobile app which is used to send out important notifications to families. Search "Tangipahoa Parish Schools" in your app store to find it. Download the app and turn on notifications under the "more" menu.

Click on this link ([preview of the app](#)) to preview the app and for guidance on filtering information and turning on notifications for your school.



TPSS 2024-2025 SCHOOL CALENDAR

August 5-8	Teachers' Professional Development Days (no students)
August 9	First Day for Students
September 2	Labor Day Holiday
October 4	Tangipahoa Parish Fair Day Holiday
October 11	End of 1st 9-Week Period
October 14	Teachers' Professional Development Days (no students)
November 25-29	Thanksgiving Holidays
December 20	End of 2nd 9-Week Period & End of 1st Semester
December 23-January 3	Christmas & New Year's Holidays
January 6-7	Teachers' Professional Development Days (no students)
January 8	Students Return from Christmas & New Year's Holidays
January 20	Martin Luther King, Jr. Holiday
March 3-7	Mardi Gras Holidays
March 14	End of 3rd 9-Week Period
March 17	Teachers' Professional Development Day (no students)
April 18-April 25	Easter/Spring Break Holidays
May 23	Last Day for Students; End of 4th 9-Week Period; End of 2nd Semester
May 26	Memorial Day Holiday
May 27	Teachers' Professional Development Day (no students)

If no emergency days are used in the first semester, schools will be closed 2 additional days- December 19 & 20, 2024.

If no emergency days are used in the second semester, May 21, 2025 will be the last day for students and May 22, 2025 will be a Professional Development Day.



2024-2025 SCHOOLS' BELL SCHEDULES

SCHOOL	GRADES	REGULAR SCHEDULE		HALF-DAY SCHEDULE	
		BEGINNING BELL	ENDING BELL	BEGINNING BELL	ENDING BELL
Kentwood High	7-12	7:40 AM	2:50 PM	7:40 AM	11:40 AM
O. W. Dillon Elementary	Pk-6	8:15 AM	3:25 PM	8:15 AM	12:15 PM
Sumner Middle	6-8	7:45 AM	2:55 PM	7:45 AM	11:45 AM
Sumner High	9-12	7:45 AM	2:55 PM	7:45 AM	11:45 AM
Chesbrough Elementary	Pk-5	7:50 AM	3:00 PM	7:50 AM	11:50 AM
Spring Creek Elementary	Pk-5	7:50 AM	3:00 PM	7:50 AM	11:50 AM
Amite Westside Middle Magnet	5-8	7:35 AM	2:45 PM	7:35 AM	11:35 AM
Amite High Magnet	9-12	7:35 AM	2:45 PM	7:35 AM	11:35 AM
Amite Elementary Magnet	Pk-4	8:20 AM	3:30 PM	8:20 AM	12:20 PM
Roseland Elementary Montessori	Pk-8	8:20 AM	3:30 PM	8:20 AM	12:20 PM
Independence High Magnet	7-12	7:30 AM	2:40 PM	7:30 AM	11:30 AM
Lucille Nesom Memorial	Pk-8	7:30 AM	2:40 PM	7:30 AM	11:30 AM
Independence Leadership Academy	Pk-6	8:20 AM	3:30 PM	8:20 AM	12:20 PM
Loranger Elementary	Pk-4	7:50 AM	3:00 PM	7:50 AM	11:50 AM
Loranger Middle	5-8	7:50 AM	3:00 PM	7:50 AM	11:50 AM
Loranger High	9-12	7:50 AM	3:00 PM	7:50 AM	11:50 AM
Greenville Park Leadership Academy	4-8	7:30 AM	2:40 PM	7:30 AM	11:30 AM
Hammond High Magnet	9-12	7:30 AM	2:40 PM	7:30 AM	11:30 AM
SLU Lab	Pk-8	7:30 AM	2:40 PM	7:30 AM	11:30 AM
TASP	6-12	7:20 AM	2:20 PM	7:20 AM	11:20 AM
Midway Elementary	Pk-3	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Natalbany Elementary	4-8	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Hammond Eastside Primary	Pk-5	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Hammond Eastside Upper	6-8	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Woodland Park Magnet	Pk-3	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Hammond Westside Primary	Pk-3	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Hammond Westside Upper	4-8	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Champ Cooper Elementary	5-8	7:40 AM	2:50 PM	7:40 AM	11:40 AM
	Pk-4	8:15 AM	3:25 PM	8:15 AM	12:15 PM
Ponchatoula Junior High	7-8	7:30 AM	2:40 PM	7:30 AM	11:30 AM
Ponchatoula High	9-12	7:30 AM	2:40 PM	7:30 AM	11:30 AM
Perrin Early Learning Center	Pk-K	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Tucker Elementary	1-2	8:25 AM	3:35 PM	8:25 AM	12:25 PM
D C Reeves Elementary	3-4	8:25 AM	3:35 PM	8:25 AM	12:25 PM
Vinyard Elementary	5-6	8:25 AM	3:35 PM	8:25 AM	12:25 PM

2024-2025 BLOCK SCHEDULE FOR HIGH SCHOOLS

All TPSS high schools, including the Advanced College & Career Center, will be on a “block” schedule this school year. This means that classes will be 90 minutes each. Students will have 4 classes on an “A” day and another 4 classes on a “B” day. The A/B calendar below shows which classes a student is to attend on each day.

Aug 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	A	10
11	B	A	B	A	B	17
18	A	B	A	B	A	24
25	B	A	B	A	B	31

Sep 2024						
S	M	T	W	T	F	S
1	H	A	B	A	B	7
8	A	B	A	B	A	14
15	B	A	B	A	B	21
22	A	B	A	B	A	28
29	B					

Oct 2024						
S	M	T	W	T	F	S
		A	B	A	H	5
6	B	A	B	A	B	12
13	PD	A	B	A	B	19
20	A	B	A	B	A	26
27	B	A	B	A		

Nov 2024						
S	M	T	W	T	F	S
					B	2
3	A	H	B	A	B	9
10	A	B	A	B	A	16
17	B	A	B	A	B	23
24	H	H	H	H	H	30

Dec 2024						
S	M	T	W	T	F	S
1	A	B	A	B	A	7
8	B	A	B	A	B	14
15	A	B	A	B	A	21
22	H	H	H	H	H	28
29	H	H				

Jan 2025						
S	M	T	W	T	F	S
			H	H	H	4
5	PD	PD	A	B	A	11
12	B	A	B	A	B	18
19	H	A	B	A	B	25
26	A	B	A	B	A	

Feb 2025						
S	M	T	W	T	F	S
						1
2	B	A	B	A	B	8
9	A	B	A	B	A	15
16	B	A	B	A	B	22
23	A	B	A	B	A	

Mar 2025						
S	M	T	W	T	F	S
						1
2	H	H	H	H	H	8
9	B	A	B	A	B	15
16	PD	A	B	A	B	22
23	A	B	A	B	A	29
30	B					

Apr 2025						
S	M	T	W	T	F	S
		A	B	A	B	5
6	A	B	A	B	A	12
13	B	A	B	A	H	19
20	H	H	H	H	H	26
27	B	A	B			

May 2025						
S	M	T	W	T	F	S
				A	B	3
4	A	B	A	B	A	10
11	B	A	B	A	B	17
18	A	B	A	B	LD	24
25	H	27	28	29	30	31

SCHOOL-RELATED FEES

SchoolCash Online is the program to use to pay for school-related fees (supply fees, yearbook purchases, field trips, athletic events, technology fees, etc.) District fees are now visible in the program. Set up your account to pay your student’s District supply fee.



SCHEDULE OF TPSS REQUIRED CURRICULAR & CO-CURRICULAR FEES*			
*EXTRA-CURRICULAR ACTIVITIES SUCH AS ATHLETICS, CLUBS, AND ASSOCIATIONS MAY HAVE A MONETARY ASSESSMENT AS A REQUIREMENT FOR PARTICIPATION.			
PURPOSE OF FEE	AMOUNT	USE OF FEE	COLLECTION METHOD
DISTRICT-WIDE K-8 SUPPLY FEE	\$15.00	PAPER, INK, TONER, CLASSROOM PRINTERS, STUDENT PLANNERS, HOME/SCHOOL FOLDERS, MANIPULATIVES, INSURANCE AND/OR CONSUMABLE INSTRUCTIONAL MATERIALS	FEES ARE COLLECTED AT THE DISTRICT LEVEL. INSTALLMENT PLANS ARE AVAILABLE.
DISTRICT-WIDE HIGH SCHOOL SUPPLY FEE	\$20.00	PAPER, INK, TONER, CLASSROOM PRINTERS, SUPPLIES, MANIPULATIVES, CONSUMABLE INSTRUCTIONAL MATERIALS, INSURANCE	FEES ARE COLLECTED AT THE DISTRICT LEVEL. INSTALLMENT PLANS ARE AVAILABLE.

CAFETERIA FEES

“MySchoolBucks” is the online program to use to pay cafeteria-related account fees. The app is now available on most smartphones. This service allows parents/guardians to deposit funds directly into their child’s school lunch account via online transactions. This payment system is a convenient, secure way to pay for extra food items your child may want to purchase in addition to his or her meals. Students may purchase items such as freshly baked cookies, chips, ice cream, and frozen juice cups. Check with your school cafeteria for a complete list of items.



The benefits of using “MySchool Bucks” are as follows: 1) student account security and data protection; 2) secure credit card payment transactions - eliminating check handling; 3) daily account posting (you may view your student’s account balance and history); 4) email reminders and low balance notifications; and 5) you will pay one fee of \$2.75 per transaction. Connect your student to your account so you may load money to his/her account for extra sales items.



CORE VALUES

***Be respectful. Be compassionate.
Be great.***

The Tangipahoa Parish School System has identified the three Core Values listed above that we would like for every citizen of our parish to exhibit every day. To make this shift across our parish, we must start with our almost 20,000 students who attend our public schools. For the School System to have a positive, lasting impact on students knowing, understanding, and living our Core Values, it must start with our 2,800 employees first. When every single employee exhibits these Core Values every day, even under difficult situations, our Core Values become our “DNA.” When all our employees model these Core Values daily, our students will then follow our lead as our expectations of them rise in terms of both academics and behavior, resulting in a more positive school culture and climate.

Eventually, our Core Values will become the DNA of our students and, as a result, will have a positive impact on our families and community across this great parish. When our students go home and exhibit our values, their families will notice the change in their children. What a tremendous impact we can have on our quality of life here in Tangipahoa Parish! The following information clearly defines our Core Values, describes what they will look like in our schools for both employees and students, and determines the non-negotiables regarding our expectations for modeling these values every day.

Be respectful!

WHAT DOES IT MEAN TO BE RESPECTFUL? At its heart, being respectful means showing that you value other people's perspectives, time, and space. Respect is how you feel about someone and how you treat them. It's thinking and acting in a positive way about yourself or others. You are being respectful when you think and act in a way that shows others you care about their feelings and well-being. When you want to be respectful, try putting yourself in another person's shoes and then, behave in a way that shows you care. Showing respect for others both face-to-face and through electronic communication will include such things as not calling people mean names, treating people with courtesy, caring enough about yourself that you don't do things you know can hurt yourself or someone else.



WHAT DOES IT LOOK LIKE TO BE RESPECTFUL?

1. **Showing kindness and courtesy.** Being respectful starts with a basic consideration of the feelings of others. Ask yourself how you would want to be treated in a given situation and make an effort to treat other people that way. Treat everyone you encounter—strangers on the street, coworkers, classmates, and family members with respect and courtesy.
2. **Being polite.** The concept of etiquette and good manners seems pointless when you're a kid, but when you grow up you realize that these customs function as a way to keep society running smoothly. Practicing good manners is a way to be respectful of other people's space and time. If no one bothered being polite, everyday

situations like eating in a restaurant, waiting in line at the post office, or dealing with bad traffic would be completely intolerable.

3. Refusing to discriminate. Be respectful to everyone—not just people you know or those you perceive as having a higher status than you. Some people discriminate by showing respect for people upon whom they want to make a good impression and being rude to everyone else. There is truth in the saying, "You can judge the character of others by how they treat those who can do nothing for them or to them." Be kind to everyone, regardless of who they are, what they look like, or what their relationship is to you.
4. Respecting differences in belief and opinion. Be respectful to people who are different from you, even if you don't understand them very well. The differences among us are what make life interesting. Besides, you probably have more in common with people than you know. Even when you really don't see where someone else is coming from, be courteous and civil. You don't have to love everyone you meet, and you certainly don't have to agree with them, but you can still show them respect. Be respectful of others, no matter their cultural, religious, and/or political beliefs.

EXAMPLES OF BEING RESPECTFUL: You comply with established rules, procedures, and policies at school and at home. You are quiet in a classroom, showing that you care about or respect others' needs to think or read without interruption. You don't call people names or make threats because you care about their feelings. You keep your hands to yourself, showing respect for the personal space of others. You dress, speak and act in a way that shows you care about what you know is right and safe for yourself and others. You accept other people's rights to look, think, or act differently than you because you care about their feelings and well-being.

NON-NEGOTIABLES FOR BEING RESPECTFUL: Students who have this trait work cooperatively with their peers; respect the opinions, thoughts, and feelings of everyone around them; are sensitive to everyone and work to treat everyone as they want to be treated; use appropriate comments/language, focus on de-escalating situations; and try to uplift others. Employees who have this trait understand that building positive relationships with students, other employees, and parents is the basis on which everything else is built; have positive supportive interactions with every student; maintain the dignity of their students at all times and create an atmosphere of trust, respect, and kindness; use appropriate comments and language, focus on de-escalating situations; and try to uplift others.

Be compassionate!

WHAT DOES IT MEAN TO BE COMPASSIONATE? Being compassionate and kind is closely related to empathy. While empathy refers more generally to the ability to take the perspective of and to feel the emotions of another person. Compassion includes the desire to take actions that will alleviate another person's distress. Kindness and compassion are positive qualities that shape relationships between people and help create caring communities. Kindness is a tendency to feel concern for others, empathy refers more generally to our ability to take the perspective of another person and feel their emotions, and compassion goes one step further. Compassion includes the desire to take actions that will alleviate a person's suffering and care for the physical environment as well. Compassion literally means "to suffer together." As we enhance our ability to really see and feel what is around us, our ability to experience compassion grows.



WHAT DOES COMPASSION LOOK LIKE? A child demonstrates compassion and kindness when acting on the feelings of concern. This might include spontaneously helping others (e.g. picking up objects that another child has dropped), trying to stop quarrels, saying kind things, helping a person who is sick or hurt, and inviting others to join in a game or activity.

Students with compassion will report when they observe other students being teased or bullied at school. Researchers have demonstrated that empathy and compassion can provide a buffer against aggressive and hurtful behaviors. When children do not feel concern for others, they may engage in harmful behaviors such as name-calling, taking things from others, hitting, pushing, or teasing. They will not spontaneously offer to help another person who is sick or hurt.

NON-NEGOTIABLES FOR BEING COMPASSIONATE: Students who have this trait can relate to others even though they may not share the same life experiences or problems; can relate to their classmates; are not judgmental or condescending, but supportive and understanding; will reach out to help others when they see them struggling; will many times try to put themselves in the other person's shoes to try and understand their struggle; and will act to help others who are struggling. Employees who have this trait can look beyond the walls of their classroom to assess and meet their students' needs; recognize that some students live a difficult life outside of school and try to figure out solutions for helping those students and families; and try to put themselves in the other person's shoes in order to understand their struggle and take action to assist them.

Be great!

WHAT DOES IT MEAN TO BE GREAT? Being great means you always give your very best. It doesn't mean you are perfect, but you strive to reach your full potential. Being great means even when you face adversity, you press on and you don't give up. Being great is not average. Being great is not just doing your job. Being great is giving it your very best effort despite the challenges you may face!



Educating students directly or indirectly is not an easy job. In fact, it is very difficult; however, the rewards are great! *Knowing you had some part in helping a child be his/her BEST is the most rewarding thing we can contribute to the world we live in today!*

WHAT DOES GREATNESS LOOK LIKE? Showing up every day and doing your best! Being accountable for your actions and carrying out tasks that have been assigned in a timely manner. Having the ability to fight through adversity without giving up to accomplish a goal. Having the ability to move beyond a situation in which you were wronged without feeling resentment or holding a grudge. Having the ability to be strong in spirit, to be courageous and brave. Being a team player and working well with others. Having the ability to make the most of what you have available to solve a problem or make it through a situation. Having a "GROWTH MINDSET" – always trying to get better at what you do and taking advantage of opportunities to make you a better person.

NON-NEGOTIABLES FOR BEING GREAT: Students who have this trait can complete and turn in every assignment on time; follow a prescribed schedule, refuse to give in to distractions, and stay on task; take the tools they have been given and make the most out of their abilities; are goal oriented, and do not let anything get in the way of them accomplishing their goals; let things go and not hold grudges when they have been wronged; and can battle through adversity, stand up for others, and are strong-minded individuals who don't follow the crowd.

Employees who have this trait will: 1) do anything to be the best they can be at their jobs; 2) will not let anything get in the way of educating their students; 3) will make difficult decisions; 4) will be advocates for students; 5) are highly reliable, dependable and trustworthy, adding value to the mission of educating all students; 6) reflect on their work every day making changes and improvements; 7) are continuously growing, learning, and improving; and 8) can work closely with colleagues, parents, students, and administrators with whom they may have had a conflict and move beyond the situation, letting go of feelings of resentment. *No matter what role you play in our school system, be great at it!*

PUBLIC CONCERNS AND COMPLAINTS

It shall be the policy of the Tangipahoa Parish School Board that written allegations concerning local school policy, or concerns about school matters be submitted to the principal of the school. If the matter cannot be settled at this level the matter should then be presented to the Superintendent in writing with all allegations documented and signed. It shall further be the responsibility of the principal of the school and Superintendent to document any and all meetings of this nature. These documents shall be made available to the School Board members in the event these matters reach the School Board.

PUBLIC COMPLAINTS: Constructive criticism of the schools is welcomed by the School Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. The School Board has, however, confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful, or negative criticism and complaints. Therefore, whenever a complaint is made directly to the School Board as a whole or to a School Board member as an individual, it will be referred to the principal or designee of the school for study and possible solution. The School Board shall require the Superintendent and staff to maintain and disseminate information to parents, legal guardians, and the general public on the proper process and contact information to be used when making complaints.

The School Board may consider hearing citizen complaints when they cannot be resolved by the Superintendent and/or his/her designee. Matters referred to the School Board shall be submitted through the Superintendent, shall be in writing and be specific in terms of the action desired. The School Board shall not consider or act on complaints that have not been explored at the appropriate administrative level.

COMPLAINTS AND/OR GRIEVANCES AND THE EXACT PROCESSES FOR HANDLING EACH

Listed below for your review and information are the Tangipahoa Parish School Board-approved policies relative to complaints and/or grievances and the exact processes for handling each. These policies, as well as all Tangipahoa Parish System policies, may be found in the Policy Manual on our website <https://go.boarddocs.com/la/tpss/Board.nsf/public>.

Also included herein is the procedure to follow to resolve a school-related problem. This procedure is posted on the TPSS website (www.tangischools.org) and shared with students, parents, and guardians at the beginning of each school year in the Student & Parent Handbook and Student Code of Conduct on our website. This information is also shared through social media throughout the school year.

SCHOOL CONTACT: Please call your child's school with any questions you may have regarding his or her academics, health and wellbeing, school programs, daily routines and more. *Contacting your child's teacher or the school office is the first place to start when seeking answers.*



3 STEPS TO RESOLVE A SCHOOL-RELATED ISSUE

STEP 1: *Contact the teacher or the Assistant Principal of your child's school.*

STEP 2: *Contact the Principal of your child's school.*

STEP 3: *If the issue is not resolved at the school level after you have followed Steps 1 and 2, please email the Principal Supervisor of your child's school.**

**To find school leaders' names and Principal Supervisors' names and assigned schools, please visit the TPSS website at www.tangischools.org, click "contact" and then click "resolve a problem" for names and steps to follow.*

After contacting the school, the principal, and the principal supervisor, if the issue is still not resolved, contact one of the following administrators:

DR. LISA FUSSELL, ASSISTANT SUPERINTENDENT
Telephone: 985-748-2508
Email: lisa.fussell@tangischools.org

RONALD GENCO, ASSISTANT SUPERINTENDENT
Telephone: 985-748-2501
Email: ronald.genco@tangischools.org

JEFFREY MCKNEELY, CHIEF FINANCIAL OFFICER
Telephone: 985-748-2433
Email: jeffrey.mckneely@tangischools.org

ANDREW JACKSON, CHIEF EQUITY OFFICER
Telephone: 985-310-2107
Email: andrew.jackson@tangischools.org

STUDENT GRIEVANCE PROCEDURE

TPSB POLICY JCE

The Tangipahoa Parish School Board recognizing that problems may arise in schools, shall require student concerns, complaints or grievances to be registered with the school principal or designee. If concerns of students cannot be resolved informally, a written complaint shall be initiated, dated and signed by the complainant, and submitted to the principal. For the discussion and consideration of the grievance, any student or group of students should request in writing a meeting time and place with the school principal. One faculty member or other designated representative may be present at such a meeting. Such time and place will be designated immediately upon receipt of the written request. If a grievance is not satisfactorily resolved after meeting with the principal, a student or group of students shall follow the same procedures outlined in policy *GAE, Complaints and Grievances*, for further consideration of their grievance. The School Board shall require the Superintendent and staff to maintain and disseminate information to parents, legal guardians, and the general public on the proper process and contact information to be used when making complaints.

DUE PROCESS
TPSB POLICY JCAA

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 two 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.

SECTION 504 GRIEVANCE PROCEDURE
TPSB POLICY GAAA-P

The Tangipahoa Parish School Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Office of Civil Rights regulations implementing [Section 504 of the Rehabilitation Act of 1973, as amended \(20 USC 794\)](#). Section 504 states, in part, that "no otherwise qualified disabled individual...shall, solely by reason of his disability, be excluded from the participation, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..." Address complaints to: Section 504 Coordinator, TPSS, 59656 Puleston Road, Amite, LA 70422 (Telephone: 985-748-2477).

The Section 504 Coordinator has been designated to coordinate Section 504 compliance efforts.

1. A complaint shall be filed in writing, containing the name, address and telephone number of the person filing it as well as that person's relationship with the School Board (i.e., employer, parent, student, etc.), and briefly describing the alleged violation of the regulations. If the person filing is different from the complainant, the name of the individual who is the subject of the alleged Section 504 violation shall be given, the person's address and telephone number, and the identification of the school the individual is associated with shall be part of the descriptive narrative.
2. A complaint must be filed within thirty (30) calendar days after the complainant, or the individual formally filing said complaint, becomes aware of the alleged violation, otherwise the complainant waives his/her right of action. The only exception would be if mitigating circumstances exist such as, lack of knowledge, fraud, or duress, in which case an equitable amount of time shall be allowed on a case by case basis.
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by the Section 504 Coordinator. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit written evidence relevant to complaint. All

written evidence, whenever received, shall be stamped as of the date received and shall be made available to all parties to the complaint. Under the Office of Civil Rights regulations, the Tangipahoa Parish School Board need not process complaints from applicants for employment or from applicants for admission to post-secondary educational Institutions.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Section 504 Coordinator and a copy forwarded to the complainant no later than fifteen (15) working days after its filing.
5. The Section 504 Coordinator shall maintain the files and records of the Tangipahoa Parish School Board relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) working days to: Brooks Kelly, 504 Coordinator, 59656 Puleston Road, Amite, LA 70422 (email: Brooks.Kelly@tangischools.org). A written decision will be made within fifteen (15) working days of the receipt of the complete file. The STANDARD OF REVIEW for the appeal shall be that of arbitrary and capricious, that is, the review officer shall not take new evidence, but shall judge the initial hearing officer's decision only as to whether or not he/she had a valid objective reason for his/her decision and that his/her decision was fairly arrived at considering all equal protection ramifications.
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.
8. These rules shall be construed to protect the substantive rights of interested persons, meet appropriate due process standards and assure that the Tangipahoa Parish School Board complies with Section 504 and its implementing regulations.

TITLE IX SEXUAL HARASSMENT POLICY **TPSB POLICY JAAA**

The Tangipahoa Parish School Board desires to provide a safe school environment that allows all students equal access and opportunities in the School District's academic, extracurricular, and other educational support programs, services, and activities. The School Board does not discriminate on the basis of sex in the education program or activity that it operates. The School Board is required by Title IX of the Education Amendments of 1972 (Title IX) and Part 106 of Title 34 of the United States Code of Federal Regulations not to discriminate on the basis of sex in the education program or activity that it operates, including admission and employment. The School Board recognizes that sexual harassment is a form of discrimination on the basis of sex and the School Board prohibits sexual harassment as defined by Title IX and Part 106 of Title 34 of the United States Code of Federal Regulations.

Any person may report discrimination based on sex, including sexual harassment, in person, by mail, by telephone, or by electronic mail to the School Board's Title IX Coordinator at any time, including during non-business hours. Any School Board employee who has actual knowledge of sexual harassment must report the conduct to the Title IX Coordinator. The Tangipahoa Parish School Board's Title IX Coordinator's name and contact information is provided to applicants for admission and employment, students, parents or legal guardians, school students, employees, and published in the Student Code of Conduct, and on the School Board's website. Reports of and inquiries regarding unlawful sex discrimination may also be made to the Assistant Secretary

for Civil Rights of the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-1100, Email: ocr@ed.gov, 1-800-421-3481. The School Board's Title IX Coordinator shall be authorized to coordinate the School Board's Title IX obligations.

DEFINITIONS (as used in this Policy):

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the any employee of the School Board. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School Board with actual knowledge is the respondent.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School Board investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the Tangipahoa Parish School Board with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under and by any additional method designated by the School Board. As used in this paragraph, the phrase document filed by a complainant means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School Board) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator shall not be a complainant or otherwise a party to any grievance procedure, and shall at all times comply with Title IX and Part 106 of Title 34 of the United States Code of Federal Regulations.

Notice means whenever any employee: witnesses sexual harassment; hears about sexual harassment or sexual harassment allegations from a complainant (i.e., a person alleged to be the victim) or a third party (e.g., the complainant's parent, friend, or peer); receives a written or verbal complaint about sexual harassment or sexual harassment allegations; or by any other means.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Tangipahoa Parish School Board conditioning the provision of an aid, benefit, or service of the Tangipahoa Parish School Board on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Tangipahoa Parish School Board's education program or activity; or
3. Sexual assault as defined in 20 USC 1092, dating violence as defined in 34 USC 12291, domestic violence as defined in 34 USC 12291, or "stalking" as defined in 34 USC 12291.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been

filed. Such measures are designed to restore or preserve equal access to the School Board's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School Board's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School Board shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School Board to provide the supportive measures. The Title IX Coordinator shall be responsible for coordinating the effective implementation of supportive measures.

COVERAGE

This policy applies to all students, employees and non-employee volunteers, to the elected members of the School Board, and to all students of the Tangipahoa Parish School District. It applies at school, and locations, events, or circumstances over which the School Board has exercised substantial control over both the respondent and the context in which sexual harassment occurs.

TITLE IX COORDINATOR

The Superintendent shall designate and authorize a "Title IX Coordinator" to coordinate the Tangipahoa Parish School Board's efforts to comply with Title IX and Part 106 of Title 34 of the United States Code of Federal Regulations. The Title IX Coordinator shall undergo and receive all training required by Part 106 of Title 34 of the United States Code of Federal Regulations. The name, office address, electronic mail address, and telephone number of the Title IX Coordinator shall be published as required by Part 106 of Title 34 of the United States Code of Federal Regulations. The Tangipahoa Parish School Board's Title IX Coordinator and contact information is as follows: *Dr. Elizabeth Moulds, Title IX Coordinator, Tangipahoa Parish School System, 59656 Puleston Road - Amite, Louisiana 70422* Email: elizabeth.moulds@tangischools.org Telephone: 985-517-8519

RESPONSE TO SEXUAL HARASSMENT

If the Tangipahoa Parish School Board has actual knowledge of sexual harassment in an education program or activity, then the Title IX Coordinator shall be informed and the Title IX Coordinator shall offer supportive measures and follow the grievance procedures adopted pursuant to this policy.

The Superintendent and/or the Title IX Coordinator shall develop and maintain a Title IX Grievance Procedure that complies with 34 CFR §106.45, including investigation of any incident of which it has actual knowledge. The Title IX Grievance Procedure shall include the procedures to appeal any determination regarding sexual harassment under Title IX.

Nothing shall preclude the School Board from removing a respondent from the School Board's education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines an immediate threat to the physical health or safety of a complainant, student, or other individual arising from the allegations of sexual harassment justifies immediate removal. Neither shall the School Board be precluded from placing a non-student employee respondent on administrative leave during the pendency of the grievance process developed according to this policy. In both such instances the respondent shall be provided with notice and

an opportunity to challenge the decision contemporaneously with or immediately following the removal. This provision shall not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act or regulations promulgated thereunder.

TITLE IX RECORDKEEPING

The Tangipahoa Parish School Board shall retain for a period of seven (7) years records of each sexual harassment investigation including any determination regarding responsibility, any appeal and the result therefrom, any informal resolution and the result therefrom, and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

For any response to actual knowledge of sexual harassment, the Title IX Coordinator shall create and maintain for a period of seven (7) years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance the Title IX Coordinator shall document the basis for a conclusion that its response was not deliberately indifferent and document the measures designed to restore or preserve equal access to the School Board's education program or activity. If no supportive measures were provided to a complainant, then the Title IX Coordinator shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

NON-RETALIATION

Neither the Tangipahoa Parish School Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Part 106 of Title 34 of the United States Code of Federal Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Intimidation, threats, coercion, or discrimination, including charges against an individual for other policy violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or Part 106 of Title 34 of the United States Code of Federal Regulations, constitutes retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited by this policy. Charging an individual with a policy violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

CONFIDENTIALITY

The Tangipahoa Parish School Board shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 USC 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints

alleging retaliation may be filed according to the grievance procedures for sex discrimination as set forth in this policy.

SUSPECTED CHILD ABUSE

If the victim of the alleged sexual harassment is a minor student and if the alleged harassment falls within the definition of *abuse* as found in School Board policy *JGCE, Child Abuse*, then all school employees with knowledge shall be considered *mandatory reporters* and the allegations must be reported to child protection or law enforcement as provided by state law and School Board policy. Such reporting shall be made in addition to any procedures for handling sexual harassment complaints.

SEXUALLY RELATED STUDENT MISCONDUCT **TPSB POLICY JCEA**

The Tangipahoa Parish School Board disapproves of and does not tolerate sexual misconduct by employees, students, third parties, by students to employees, or by one student to another student. No employee or student, either male or female, should be subject to unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Sexual misconduct does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, that is personally offensive, and therefore interferes with the purposes of the employee and/or student in the academic, extracurricular, and co-curricular atmosphere, but that does not rise to the level of sexual misconduct as defined by Title IX and part 106 of Title 34 of the United States Code of Federal Regulations. Sexual misconduct includes any type of sexually coercive conduct, including, but not limited to, threats, comments, jokes or overtures of a sexual nature.

COVERAGE: This policy applies to all employees and volunteers, to the elected members of the School Board, and to all students of the Tangipahoa Parish School District. It applies at school, school sponsored events on or off school grounds, and in situations which are related to operations of the school.

COMPLAINT PROCEDURE: Complaints of sexual misconduct which take place at school or at a school related function or arising out of the school setting should be made to the principal of the school or to the other designated administrative personnel. Should the claim of sexual misconduct be brought against the principal of the school, the complaint should be brought directly to the Director of Student Services or his/her designee. The complaint need not be in writing, but students are encouraged to do so. Such reports should include the nature of the complaint, recording the specific act or acts which constitute the misconduct complained of, the person or persons who the complainant alleges committed the misconduct, witnesses to the acts complained of, and the date and time of the alleged act or acts.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. Information arising out of an investigation of sexual misconduct shall be confidential, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation.

After notification of the complaint, an investigation shall be initiated within five (5) working days by the Title IX Coordinator or his/her designee to gather all facts about the complaint. The investigation may use some or all of the investigation procedures outlined policy JCDAF, Bullying and Hazing. The investigation shall be completed within ten (10) working days after its initiation, and a recommendation shall be given to the Superintendent or his/her designee.

The Superintendent or his/her designee shall render a decision as to what action, if any, shall be taken against the employee, student, or third party who has been accused of harassment. He/she shall send a written decision to the complainant and the individual accused of misconduct within ten (10) working days of receipt of the recommendation from the Title IX Coordinator or other investigator.

If warranted, disciplinary action shall be taken up to and including involuntary termination of an employee and/or expulsion of a student. Any disciplinary action regarding an employee shall be placed in the employee's personnel file which will reflect the action taken and the grounds therefor. Any disciplinary action taken in regard to a student shall be maintained as any other student disciplinary violation.

NON-RETALIATION

Retaliation against any employee or student who brings sexual misconduct charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual misconduct complaint or assisting in the investigation of such a complaint shall not be adversely affected, discriminated against or punished because of the complaint.

SUSPECTED CHILD ABUSE

If the victim of the alleged sexual misconduct is a minor student and if the alleged misconduct falls within the definition of *abuse* as found in School Board policy *JGCE, Child Abuse and Neglect*, then all school employees with knowledge shall be considered *mandatory reporters* and the allegations must be reported to child protection or law enforcement as provided by state law and School Board policy. Such reporting must be made in addition to any procedures for handling sexual misconduct complaints.

DISCRIMINATION ON THE BASIS OF RACE PROCEDURE

If a TPSS employee, student, or family member of a student asserts a complaint of discrimination on the basis of race against TPSS, the grievance process shall be as follows:

1. First, the complaint will be addressed at the school level. *This includes a meeting with the principal and the complainant. If the complaint would trigger the Applicant Grievance Procedure, the complainant should be informed of that process instead.*
2. Then, addressed by the District Supervisor for that school: *If the issue is not resolved, the district supervisor assigned to that school shall become involved and attempt to resolve the complaint.*

3. **Then. addressed by the Senior Leadership Team and the Chief Equity Officer (CEO): *If, after the second step, the complaint remains unresolved in the opinion of the complainant, the Senior Leadership Team, including the CEO shall meet with the complainant in an effort to resolve the issue.***
4. **Other Remedies Under the Law: *If, after a meeting with the Senior Leadership Team and the CEO, the complainant feels their complaint has not been resolved, they shall have all existing legal rights and remedies that any person may have against TPSS under any other legal remedies.***

Those potential remedies and relief may include, but are not limited to, remedies under EEOA/Title VII, Americans with Disabilities Act, and any others. Court Order 1661 in no way extinguishes these rights; however, complainants should know that the process within 1661 does not freeze the running prescription on those rights. For example, an EEOC claim must be made within 300 days of the violation.





**TANGIPAHOA
PARISH SCHOOL
SYSTEM**
EST. 1896

ADMISSION, ENROLLMENT & REGISTRATION

**Maureen Terese, Coordinator
Registration & Student Assignment**

FAMILY SERVICES CENTER

1745 SW Railroad Avenue, Hammond

Telephone: 985-474-8691

Email: Maureen.Terese@tangischools.org

ENTRANCE AGE: Tangipahoa Parish School Board requires children entering kindergarten at the beginning of the school session for the first time to be at least five (5) years of age on or before September 30 of the calendar year in which the school year begins. Students entering first grade must provide proof they have completed a state-approved kindergarten program.

A child admitted to kindergarten shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

Other children younger than five (5) years of age may enroll in pre-school and other approved programs when offered by the school system.

REGISTRATION: All students seeking to enroll in a Tangipahoa Parish public school are required to complete online registration by clicking [here](#) using a mobile device. Parents may contact the Office of Student Registration at (985) 474-8691 for assistance.

ELIGIBILITY REQUIREMENTS TO ENROLL: All children, including kindergarten, who wish to enroll in TPSS public schools must meet pertinent eligibility requirements. TPSS will grant admission or readmission to any person who meets all of the following criteria:

1. Resides within the geographic boundaries of the school system.
2. Meets the eligibility requirements for school entrance pursuant to statutory provisions.
3. Is nineteen (19) years of age or younger on September 30th of the calendar year in which the school year begins, or is twenty (20) years of age on September 30 of the calendar year in which the school year begins and has sufficient course credits that he/she will be able to graduate within one (1) school year of admission or readmission.
4. Has not received a high school diploma or its equivalent.
5. Is otherwise eligible for enrollment in a public school pursuant to state law and the policies of the School Board and the Louisiana Board of Elementary and Secondary Education.

If a person meets all of the criteria stated above, the School Board shall not deny admission or readmission based on any of the following characteristics: 1) the person voluntarily withdrew from school; 2) the person is pregnant.; 3) the person is a parent; or 4) the person is married. The admission or readmission of a person who will be twenty (20) years of age on September 30th of the calendar year in which the school year begins shall be limited to grade 12. The admission or readmission of a person with an exceptionality shall be subject to federal and state law governing the age of eligibility for services for students with exceptionalities. The Superintendent shall be authorized to develop and implement such administrative procedures as may be necessary or desired to further the efficient implementation of this policy.

ADMISSION REQUIREMENTS: The following documentation shall be required for admission to Tangipahoa Parish public schools. However, appropriate exceptions may be made with the approval of the Superintendent or designee. No document shall be required which would cause or result in discrimination on the basis of race, color, national origin, or immigration status.

1. **Birth Certificate:** A student shall present his/her official birth certificate at the time of enrollment to the Office of Student Registration in order to be registered for attendance at any school in this District. Only records from an official register of vital statistics shall be accepted. A short-form birth certification card shall be acceptable. A copy of the certificate shall be placed in the student's cumulative folder as a permanent record. Only records from the local or state Registrar of Vital Statistics shall be accepted for children born in Louisiana. The School Board may require the submission of additional evidence as for age or race, where such is not conclusively established by the birth certificate.

Children born in Louisiana shall be given a fifteen (15) day grace period to secure a copy of their birth record. Children born out of Louisiana shall be given a thirty (30) day grace period in which to produce a copy of their birth record. It shall be left to the discretion of the Superintendent or designee as to whether or not a child shall continue in school upon failure to comply herewith.

2. **Immunization Requirements:** All students entering a public school in the Tangipahoa Parish for the first time, including pre-school, kindergarten, elementary and secondary, at the time of registration or entry shall present satisfactory evidence of immunity to (or signed dissent document) immunization against vaccine-preventable diseases according to the age-appropriate schedule approved by the Office of Public Health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress. An up-to-date immunization record from the provider or the Louisiana Immunization Network for Kids Statewide (LINKS) database shall be the preferred record of documentation for the Tangipahoa Parish School Board. (For further information regarding immunizations, see the section labeled "MEDICAL INFORMATION" in this Handbook. School principals and all teachers (including kindergarten) are responsible for checking students' records to assure that the provisions of this section are enforced.
3. **Proof of Legal Domiciled Residence:** Every student seeking initial enrollment in or re-entry into a Tangipahoa Parish public school shall complete a new enrollment form and, in addition to the items required above, provide proof of residency. The residence of each student shall be documented and verified upon enrollment in accordance with the following requirements, which are consistent with the relevant provisions of the Superseding Consent Order, Student Assignment or any subsequent applicable order entered in the desegregation case, *Moore v. Tangipahoa Parish School Board*, Civil Action No. 65-15556 (E.D.La.).

This section of policy JBC shall automatically terminate upon the dismissal of the relevant orders in that case, at which time the School Board shall comply with and enforce the residency requirements under such federal and/or state laws that may be applicable at that time until such time as a nondiscriminatory legally compliant can be adopted by the School Board.

- **Registration:** All students seeking to enroll in a Tangipahoa Parish public school shall complete online registration. Students shall be assigned to schools according to the applicable attendance zone of their residence or by transfer provided in

School Board policy *JBCC, Student Assignment*. The district shall verify the residency of each student.

- **Verification of Residency:** The School Board, through the Superintendent and staff, shall verify the residency of each student according to the requirements stated below. The Superintendent and/or his/her designee shall develop and implement an administrative procedure for residency verification which shall allow a parent/legal guardian to appeal a residency determination to the Superintendent whose decision shall be final.
- **False or Fraudulent Documents:** Any person who presents or is complicit in the presentation and/or processing of any document that is falsified or otherwise constitutes a fraudulent document presented for the purpose of having a student assigned to a school for which the student is not zoned to attend under the provisions of any applicable court order affecting Tangipahoa Parish shall be subject to the penalties for perjury or for making a false statement in a federal legal proceeding. The Superintendent and administrative staff shall have the continuing obligation to notify all of its employees and the public of this provision in the manner it deems most effective and efficient to make this provision known to all persons who may be affected by it.
- **First Time or Re-Enrollment:** Each student entering a public school in Tangipahoa Parish for the first time or reentering after interrupted attendance will be required, consistent with paragraphs 1-3 below, to verify his/her residence address as part of the registration process.
 - **Students Residing with Parent(s):** The parent/legal guardian of a student seeking to enroll must provide the school with at least two (2) of the items itemized “a” through “f” below, as verification of their residential address, each of which must include a physical 911 address with the name of the parent/legal guardian. Any document with a post office box as an address will not be accepted. This subsection shall also apply to students who are judicially emancipated and not residing with a parent or legal guardian.
 - Property tax records;
 - Mortgage documents or property deed;
 - Apartment or home lease or notarized statement of the verified property owner identifying himself/herself as the property owner, describing the property, the term of lease, and identifying the leaseholder;
 - Current utility bills showing the physical residence address;
 - Affidavit and/or personal visit by a designated School Board official; and/or
 - In the case of a student living with a legal guardian or of a student who is of age of majority and residing without a parent or legal guardian, the court decree declaring either the Parish resident to be the legal guardian of the student or the student to be judicially emancipated shall be presented.
- 2. **Students Residing with Custodians Other Than Parents/Legal Guardians:** A student who resides with custodians other than a parent or legal guardian shall provide the following to verify his/her residency:

- The non-parental custodial claiming parish/attendance zone residency must provide verification of residency as required by TPSS policy; and
 - The non-parental custodian must provide the TPSS Registration Office a notarized copy of the TPSS Non-Parental Custodian Form stating his/her relationship to the student, that the student will be residing in his/her home for a period of time encompassing the entire upcoming school year, and fully explaining the reason(s) for this arrangement. School attendance zone or parish preference will not be acceptable reasons for non-custodial residency approval.
 - To obtain the Non-Parental Custodian Form, contact Maureen Terese, Coordinator of Registration and Student Assignment, TPSS Family Services Center, 1745 SW Railroad Avenue, Hammond. (Email: Maureen.Terese@tangischools.org Telephone: 985-474-8691)
3. Homeless Students: The School Board shall comply with the requirements of the [McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431](#), with regard to the registration, enrollment, and assignment of any child who presents as homeless.

TPSS PRE-KINDERGARTEN APPLICATION PROCESS: Applications for Pre-Kindergarten will begin on March 1 of each year. Parents will schedule over-the-phone appointments with TPSS Early Childhood staff in order to complete an application. To schedule an application, visit readystarttangi.com and click “book appointment.” Parents must provide state-required documentation in order to determine eligibility. Once an application is accepted for enrollment, parents must complete [online registration](#).

Documents required to apply for Pre-Kindergarten:

- Birth Certificate
- Identification
- Guardianship papers (if applicable)
- Proof of income

Documents required to register for Pre-Kindergarten once the application is accepted:

- See admission requirements above.

Transportation is provided for students attending zoned schools. Students attending outside zoned schools will automatically be enrolled in zoned schools for kindergarten. Parents may apply for a transfer option to attend a school outside of the student’s attendance zone. See “Student Transfers” for the transfer process.

ACADEMIC RECORDS FOR STUDENTS ENTERING FROM A SCHOOL OUTSIDE OF THE PARISH:

Before registering to attend a TPSS public school, students who attended a school outside of Tangipahoa Parish must present to the school of entry all official school records of any school(s) previously attended or information needed to access such records, including necessary authorization to obtain and/or access any and all records.

Students shall be temporarily placed in the appropriate grade and/or course(s) according to academic records received at the time of entry. If no academic records are received, the student shall receive temporary placement. Within five (5) school days, the principal shall request the official transcript and other school records from the school(s) of the student last attended .

A student whose transcript(s) and other records are not received within thirty (30) days shall be given placement test(s). The Pupil Performance Conference Committee shall evaluate the results of the test(s) and recommend the placement of the student according to the results of the test(s).

A student entering a TPSS school from a state-approved school, in or out of the state, will be allowed credit for work completed in the former school.

Students entering a TPSS school from educational settings which are not state approved, or from special home study programs, will be given appropriate placement test(s). The Pupil Performance Conference Committee shall evaluate the results of the test(s) and recommend the placement of the student according to the results of the test(s).

NAME CHANGE: Legal documents from the Bureau of Vital Statistics or Courts must be provided to the school verifying a legal name change, adoptions, or correction of other information before any information contained on permanent records may be amended. A copy of the legal documents shall also be placed in the cumulative folder as proof of the changes.

ADMISSION OF NON-RESIDENTS/INTER-DISTRICT TRANSFERS: Students who are residents of another state or parish other than Tangipahoa Parish will not be permitted enrollment in the School District as long as such inter-district transfers are prohibited by the order(s) in the desegregation case, [Moore v. Tangipahoa Parish School Board, Civil Action No. 65-15556 \(E.D.La.\)](#).

ADMISSION OF CHILDREN OF MILITARY FAMILIES: TPSS will allow a dependent child of an active duty member of the United States Armed Forces, military reserve forces, National Guard, or a Department of Defense civilian to register and preliminarily enroll in a public school under its jurisdiction by remote means, including electronic means, prior to becoming a resident of the state, provided all of the following apply:

1. The student's parent or legal guardian is transferred or pending transfer to a military installation or comparable duty location in Louisiana pursuant to an official military order.
2. The student's parent or legal guardian provides a copy of the official military order transferring the parent or legal guardian to a military installation or comparable duty location in Louisiana to the School Board.
3. The student's parent or legal guardian completes and submits all required registration and enrollment forms and documentation, except that proof of residency shall not be required until ten (10) days after the arrival date specified on the parent or legal guardian's transfer orders.

TPSS will provide a student of a military family who remotely registers the same enrollment opportunities available to resident students, including requesting and applying for school assignment, registering for courses, participating in extracurricular activities, and applying to any school or program that requires an additional request, including a lottery for admission to a specific school or program. A student of a military family registered and enrolled may not attend school until proof of residency is provided in accordance with School Board policy.

ADMISSION OF EXPELLED STUDENTS: No student who has been expelled in accordance with state law from any school in the state will be admitted to any public school in Tangipahoa Parish, except upon the review and approval of the School Board. No student who has been expelled from any school outside the state of Louisiana or any nonpublic school within Louisiana for committing any of the offenses enumerated in state law will be admitted to any TPSS school except upon the review and approval of the School Board.

ADMISSION OF STUDENTS WHO COMMIT A FELONY: The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, whether committed in Louisiana or any other state or country, which had it been committed by an adult would have constituted a felony in Louisiana, may be sufficient cause for the Superintendent to refuse admission of the student to any school in the school district, except upon review and approval of a majority of the elected members of the School Board when a request for admission has been made to the School Board.

ADMISSION OF HOMELESS STUDENTS: Except as provided above with regard to students who have been expelled, no provision in this or any other Tangipahoa Parish School Board policy shall be interpreted to impede the immediate or continued enrollment of homeless youth, according to TPSB policy. (<https://go.boarddocs.com/la/tpss/Board.nsf/public#>)

ADMISSION OF STUDENTS WITH SPECIAL NEEDS: Neither the School Board nor any public school shall require the parent or legal guardian of any student to disclose the student's medical information or special education needs prior to enrolling the student in a public school, unless otherwise specifically required by law. Nothing herein shall prohibit a public school from providing an enrollment preference to a student with special needs when the student's parent or legal guardian has voluntarily provided the school with information regarding such needs.

ADMISSION OF NON-RESIDENTS/INTER-DISTRICT TRANSFERS: Students who are residents of another state or parish other than Tangipahoa Parish shall not be permitted enrollment in the School District as long as such inter-district transfers are prohibited by the order(s) in the desegregation case, Moore v. Tangipahoa Parish School Board, Civil Action No. 65-15556 (E.D.La.). This section of Policy JBC shall automatically terminate upon the dismissal of the relevant order in that case, at which time the School Board shall comply with and enforce the residency requirements under such federal and/or state laws that may be applicable at that time until such time as a nondiscriminatory legally compliant policy can be adopted by the School Board.

CHANGE OF ADDRESS: Only the parent or legal guardian may change a student's address. The parent/legal guardian must report to the child's school and present his/her photo ID along with 2 proofs of the residence from the list below:

- Property tax record
- Mortgage documents or property deed;
- Apartment or home lease or notarized statement of the verified property owner identifying himself/herself as the property owner, describing the property, the term of lease, and identifying the leaseholder;
- Current utility bills showing the physical residence address and service location;
- Declaration of Residence and a personal visit by a designated School Board official; and/or

- In the case of a student living with a legal guardian or of a student who is of age of majority and residing without a parent or legal guardian, the court decree declaring either the Parish resident to be the legal guardian of the student or the student to be judicially emancipated shall be presented.

WITHDRAWING A STUDENT: Only the parent or legal guardian may withdraw a student from the Tangipahoa Parish School System. The parent or legal guardian must report to the student's current school to withdraw the student.

STUDENT ASSIGNMENT: Each student properly enrolled in the Tangipahoa Parish School District pursuant to School Board policy JBC, School Admission, shall be assigned to the school in the District appropriate for his/her grade level in accordance with this policy, which is consistent with the relevant provisions of the Superseding Consent Order, Student Assignment entered in the desegregation case, Moore v. Tangipahoa Parish School Board, Civil Action No. 65-15556 (E.D.La.). This policy or any portion thereof shall automatically terminate upon the entry of any order in that case that supersedes the specific provisions and shall be automatically replaced by such superseding order or portion thereof. This policy shall automatically terminate upon the dismissal of the relevant orders in that case, at which time the School Board shall enforce the attendance zones as in existence at the time and otherwise comply with and enforce the such federal and/or state laws that may be applicable at that time until such time as a nondiscriminatory legally compliant can be adopted by the School Board. The Superintendent shall be authorized to develop and implement such administrative procedures as may be necessary or desired to further the efficient implementation of this policy.

ASSIGNMENT BY ATTENDANCE ZONES: The TPSB shall assign properly enrolled students to grade-appropriate schools within the attendance zone of their residences as verified in accordance with Policy JBC, School Admissions. Students shall attend the assigned school unless granted a transfer according to the provisions below. A school assigned on the basis of the student's residence shall be the student's home school for all purposes unless the home school designation is changed as a result of a Diversity Transfer or special services determination, as addressed below. The attendance zones for purposes of home school assignment shall be enforced as designated by the applicable Student Assignment Plan adopted in the desegregation case, Moore v. Tangipahoa Parish School Board, Civil Action No. 15556 (E.D.La.). Click [here](#) to view attendance zone maps.

STUDENT TRANSFERS: TPSS shall permit only the transfers identified below and under the conditions stated here to alter the home school assignment by attendance zone of residence. No transfer shall be permitted if it will result in the receiving school becoming racially identifiable except as specifically permitted below. No transfer shall be permitted other than those approved, according to the provisions in the desegregation order, by the Chief Equity Officer (CEO). The decision of the CEO, whether to approve or disapprove any transfer may be appealed to and reviewed by the Superintendent, whose decision shall be final. No inter-district transfer shall be permitted. An inter-district transfer is one where a non-resident of the Tangipahoa Parish School District seeks a transfer/enrollment in a District school. For more information about Student Transfers click [here](#).

TYPES OF STUDENT TRANSFERS:

- **DIVERSITY TRANSFERS:** Allows students in grades K-12 to apply for a transfer from sending school to receiving school where the resulting impact on the receiving school is to increase socio-economic and cultural diversity. Transportation is provided to paired schools. Once a Diversity Transfer is granted, there is no need to reapply; the Diversity Transfer shall continue to the school in which the Diversity Transfer was granted and to schools within the said school's feeder pattern until high school graduation.
- **ACADEMIC & JROTC TRANSFERS:** Any high school student may seek a transfer for the purpose of enrolling in a JROTC program and/or an Advanced Placement or other advanced course but only if such course is not offered at his/her zoned home school. The parent/legal guardian shall be responsible for transportation.
- **MAGNET TRANSFERS:** A student may apply for a transfer from his/her home school to another school for the purpose of participating in a Magnet Program. All such applications shall be considered in accordance with the enrollment priorities and the enrollment, withdrawal, and/or retention in the program shall be dependent on compliance with the Magnet Program policy as approved in the desegregation order. The Tangipahoa Parish School District shall provide transportation or, if unavailable, travel compensation to all students who are granted Magnet Transfers. The Tangipahoa Parish School District shall ensure that the magnet application, selection, and related policies are on the School Board's website, at all schools, at the administrative offices, and upon request to parents/legal guardians.
- **JOINT CUSTODY TRANSFERS:** Where a court order granted joint custody and a domiciliary parent is designated, the student shall be assigned to the school zoned for the residence of the domiciliary parent. Where the court order does not designate a domiciliary parent, the parents may elect to have the student attend school in the zone in which either parent resides, provided that, if a transfer is necessary, a timely application is made and a certified copy of the court order of joint custody is presented. Such a transfer shall be for the full school year; no withdrawal or return to the other parent's zoned school shall be permitted.
- **CHILD OF EMPLOYEE TRANSFERS:** Regardless of residence within or outside the Tangipahoa Parish School District, children of full-time school administrators, teachers and other faculty members, non-instructional support personnel, and other personnel assigned to a particular school shall be permitted to attend the school to which the parent/legal guardian is assigned and schools within the related feeder pattern. Transportation for such transferred students shall be provided by the parent at no cost to the School Board. Employees without a feeder school may send their child to their school of choice within the District, if it improves the diversity of the receiving school. The employee will provide transportation. Employees who currently have children in TPSS who were granted employee transfers prior to 2020 will be "grandfathered" so that their children are not penalized.

- **EXTRAORDINARY CIRCUMSTANCE TRANSFERS:** Where “extraordinary circumstances” exist, Extraordinary Circumstance (Hardship) Transfers shall be available when a school’s principal and the Superintendent deem that a transfer is in the student’s best interest and is “extraordinary” in nature. Transportation shall be provided by the School System for such transfers, and the transfer school shall be designated by the School System, not the parent. A parent, however, may request an Extraordinary Circumstance Transfer through the school principal. An Extraordinary Circumstance Transfer may be exempted from the restriction that would deny such a transfer if it resulted in the receiving school becoming racially identifiable based on a case-by-case consideration. The extraordinary circumstance must relate to the student and not solely the parent. Examples include health and safety situations. The need or desire for certain after school care shall not constitute a hardship upon which an Extraordinary Circumstance transfer may be granted. Transportation shall be provided for this type of transfer.
- **TRANSFER REQUEST DEADLINE:** All student transfer requests, except those for Magnet Transfers, shall be submitted by June 1 for the following school year. The Transfer Committee may approve transfer requests submitted after June 1 of each year only if such requests are based upon one of the reasons listed below under *Reasons for Transfers*, which did not arise or was not known to the applicant prior to June 1 as evidenced by supporting documentation, and if the request otherwise complies with the other terms of this policy. All applications for Magnet Transfers must be made in accordance with the Magnet Program application process (see below).

DURATION OF TRANSFERS: All student transfers, except Diversity Transfers, shall be for one (1) school year only and students must reapply every year to continue granted transfers. Diversity Transfers shall continue to the school to which the transfer was granted and the schools within the said feeder pattern until the student graduates from high school.

REASONS FOR TRANSFERS: Pursuant to this policy, no transfer shall be approved unless the student seeking the transfer establishes one of the following reasons. All transfers must be granted or denied in compliance with the related provisions in the applicable desegregation orders.

ATHLETIC ELIGIBILITY FOR TRANSFER STUDENTS: Parents and students should be aware that under the 2020 Mutual Consent Agreement Plan, athletic eligibility for students attending a school outside the attendance zone in which they reside shall be subject to the rules of the Louisiana High School Athletic Association. Student athletic eligibility for students returning to their attendance zone school from a transfer school shall be subject to the rules of the Louisiana High School Athletic Association.

ASSIGNMENT OF STUDENTS WITH EXCEPTIONALITIES: Unless the Individualized Education Program (IEP) of a student with an exceptionality, except a gifted and talented student, requires some other arrangement, the School Board shall require the student with such an exceptionality to be educated in the school that the student would attend if he/she did not have an exceptionality. However, if the educational needs of the student cannot be achieved satisfactorily in a regular class setting, the student may be placed in an educational environment designed to meet the appropriate needs of the student, as determined by the IEP Committee.

However, a student with an exceptionality (except a gifted and talented student) shall be assigned to a school as requested by the parent, in accordance with La. Rev. Stat. Ann. §17:1944, if all the following conditions are met:

1. The parent submits a written request to the School Board responsible for the student and the respective School Board having jurisdiction over the school being requested, by no later than April 1 of the school year preceding the school year for which the parent is requesting the school assignment. The request shall include a recommendation from at least 2 licensed physicians who have treated the student during the year prior to the submission of the request.
2. The School Board responsible for the student and the respective School Board having jurisdiction over the school being requested by the parent enter into an agreement for the assignment of the student to the requested school.
3. The requested school is located at least 10 miles from the school to which the student is assigned, in accordance with applicable school attendance zone requirements.
4. The requested school is located at least 15 miles from the student's home.
5. The requested school is not located in a public school district in which 50% or more of the public schools in the district are charter schools and 50% or more of the public schools in the district participate in a single application and enrollment process for public school enrollment.





TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

STUDENT SERVICES

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DISCIPLINE

STUDENT CODE OF CONDUCT

STUDENT CODE OF CONDUCT: Every student is entitled to an education which shall be offered in an orderly, healthy atmosphere, both physical and emotional, and to firm, fair treatment in all matters pertaining to school life. Education is too important to be the sole responsibility of the schools. The success of school discipline depends upon a collaborative effort among home, school and community. By working together, the school system can achieve the goals it desires - safe, yet orderly schools and a quality education for all children.

The Tangipahoa Parish School System Code of Conduct outlines specific expectations of administrators, teachers, students, and parents. The School Board is dedicated to making sure that all students are in school and engaged in learning. The discipline code as described in this regulation is not intended to be an exclusive list of acts of misconduct and consequences. Students may be disciplined, including suspension and alternative placement following due process, for misconduct that is not specifically identified in this regulation. In addition, the disciplinary consequences listed for each offense may be increased or decreased by the administration or the Tangipahoa Parish School Board due to mitigating or aggravating circumstances. The decision to increase or decrease the consequences for a particular offense rests within the professional judgment and discretion of School Board administrators and/or the School Board.

This Code includes, but is not necessarily limited to, acts of students on School Board property, including buildings, playgrounds, parking lots, sidewalks and School Board transportation, or at a school activity, whether on or off School Board property. This includes acts of students while the student is in route to or from School Board property. The Tangipahoa Parish School System may also discipline students for off-campus conduct that negatively impacts the educational environment or members of the school community, to the extent allowed by law.

The content of this code shall be presented to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the office of Student Services, at each school site and as well as on the Tangipahoa Parish School System's website (www.tangischools.org)

CODE OF CONDUCT PURPOSE:

1. Create a consistent set of expectations for student behavior.
2. Reinforce positive behavior and provide students with opportunities to develop appropriate social skills.
3. Outline the interventions and consequences for students who engage in inappropriate behavior.
4. Explain the rights of students with disabilities including procedural protections when disciplinary action is taken.
5. Engage students in a safe, positive, and supportive learning environment.
6. Describe the rights and responsibilities of all members of the school community.

RIGHTS AND RESPONSIBILITIES: Creating and maintaining our learning environments is a collaborative effort that requires commitment from parents/legal guardians, students and TPSS staff. These stakeholders have the following rights and responsibilities in order to support the expectations and requirements outlined in the Code of Student Conduct.

PARENTS/LEGAL GUARDIANS' RIGHTS <i>Parents'/Legal Guardians' rights regarding the Code of Student Conduct include, but are not limited to:</i>	PARENTS' RESPONSIBILITIES <i>Parents'/Legal Guardians' responsibilities regarding the Code of Student Conduct include, but are not limited to:</i>
<ul style="list-style-type: none"> • <i>Being treated courteously, fairly, and respectfully by all TPSS staff and students.</i> • <i>Being actively involved in their childrens' education.</i> • <i>Receiving information about the policies and procedures of TPSS that relate to their childrens' education.</i> • <i>Receiving regular reports from school staff regarding their children's academic progress or behavior, including but not limited to progress reports, report cards, and conferences.</i> • <i>Receiving information about services for students with disabilities and English language learners, when applicable.</i> • <i>Receiving communication to meet language needs through provided translators.</i> • <i>Receiving information from school staff about ways to improve their childrens' academic or behavioral progress.</i> • <i>Advocating for their children, to include requesting a conference with school staff and reporting concerns or unfair treatment to a person of authority.</i> • <i>Receiving information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by administrators or school staff.</i> • <i>Receiving information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.</i> 	<ul style="list-style-type: none"> • <i>Having their children regularly attend school on time and communicating reasons for absences and tardiness.</i> • <i>Informing TPSS staff about any concerns and/or complaints in a respectful and timely manner.</i> • <i>Partnering with school administrators and teachers to address any academic or behavioral issues.</i> • <i>Supporting TPSS by communicating with their children about acceptable and expected school behavior.</i> • <i>Becoming familiar and complying with TPSS policies, rules and regulations.</i> • <i>Paying all fees and charges levied against their children by TPSS, including costs associated with damage to or loss of books, technology and other school property .</i> • <i>Providing and maintaining updated contact information to TPSS and their children's individual school(s).</i> • <i>Supporting student completion of homework and participation in offered academic support programs.</i> • <i>Being respectful and courteous to staff, other parents/legal guardians and students, while respecting individual differences, cultural diversity and the property of others.</i>

<p style="text-align: center;">STUDENTS' RIGHTS</p> <p style="text-align: center;"><i>Students' rights regarding the Code of Student Conduct include, but are not limited to:</i></p>	<p style="text-align: center;">STUDENTS' RESPONSIBILITIES</p> <p style="text-align: center;"><i>Students' responsibilities regarding the Code of Student Conduct include, but are not limited to:</i></p>
<ul style="list-style-type: none"> • <i>Being treated courteously, fairly, and respectfully by TPSS staff, visitors and other students.</i> • <i>Learning in a safe, equitable, culturally responsive environment.</i> • <i>Being in a respectful learning environment that respects all students as valued members of the school community and accepts and supports various pedagogies. You have the right to:</i> <ul style="list-style-type: none"> ○ <i>Salute the flag and repeat the Pledge of Allegiance.</i> ○ <i>Remain quiet in the classroom should you elect not to participate in patriotic ceremonies. Your non-participation should not disrupt others.</i> ○ <i>Be treated fairly, free from intimidation, ridicule, and harassment because of your belief or religion.</i> ○ <i>Participate in the established daily observance of one moment of silence.</i> • <i>Assembling with friends at a time that will not disturb the regular school activities and meeting at school with prior permission from the principal or sponsor and all arrangements have been approved.</i> • <i>Receiving an education that allows for academic as well as social and emotional growth and development.</i> • <i>Being provided access to appropriate supports and services to meet with success in school.</i> • <i>Expanding educational experiences and growth through extracurricular activities.</i> • <i>Continuing student privacy, security and protection. (Note: Students and their property, including privately owned electronic devices, may be searched if there is reasonable suspicion that a law or school rule has been or is about to be broken.)</i> • <i>Being informed of potential disciplinary action and being given an opportunity to present their explanation (due process).</i> • <i>Receiving a written notice when disciplinary action is taken.</i> • <i>Participating in meetings/conferences by providing input regarding decisions being made to support their academic, behavioral, and social and emotional growth. Additionally, students have the right to review their school record with the principal/designee at a suitable time for all parties.</i> • <i>Expressing themselves. Students are entitled to present their personal opinions in a respectful manner.</i> 	<ul style="list-style-type: none"> • <i>Expressing self and opinion appropriately through an educational environment while respecting individual differences, cultural diversity and the property of others.</i> • <i>Understanding and following acceptable school behavior by being knowledgeable of TPSS policies, rules and regulations.</i> • <i>Ensuring behavior is appropriate and does not intimidate, harass, discriminate against, or harm another student, visitor or TPSS staff.</i> • <i>Behaving in a way that does not disrupt the learning environment.</i> • <i>Demonstrating respect to all TPSS staff, visitors, and other students.</i> • <i>Attending, being prepared, and actively participating in all academic classes.</i> • <i>Completing assignments entirely and in a timely manner while working toward one's full potential.</i> • <i>Advocating for oneself and education.</i> • <i>Maintaining integrity of one's academic assignments.</i> • <i>Communicating to teachers, counselors, or other TPSS staff of unsafe or concerning situations that include but are not limited to bullying, discrimination, harassment, detrimental to student safety, etc.</i> • <i>Informing parents/legal guardians of school- related issues and giving them any materials sent home by the school.</i>

<p style="text-align: center;">TPSS STAFFS' RIGHTS</p> <p style="text-align: center;"><i>TPSS Staffs' rights regarding the Conduct include, but are not limited to:</i></p>	<p style="text-align: center;">TPSS STAFFS' RESPONSIBILITIES</p> <p style="text-align: center;"><i>TPSS Staffs' responsibilities regarding the Code of Student Conduct include, but are not limited to:</i></p>
<ul style="list-style-type: none"> • <i>Being treated courteously, fairly, and respectfully by students, parents/legal guardians and other school staff.</i> • <i>Working in a safe and welcoming environment.</i> • <i>Receiving support from parents/legal guardians, students and other TPSS staff in a school environment that is safe, equitable, culturally responsive and supportive.</i> • <i>Receiving appropriate professional learning and training, especially as it relates to social emotional learning, restorative practices, and positive behavior interventions.</i> • <i>Working in an environment free from intimidation, harassment, or discrimination by staff or students on school property or at school sponsored events, functions, or activities.</i> • <i>Promptly receiving information and notification of disciplinary actions taken by school administrators regarding student referrals for inappropriate behaviors.</i> • <i>Receiving information about necessary accommodations and services for students with disabilities or 504 plans, or are English language learners, as applicable.</i> • <i>Attending and participating in student meetings and conferences by providing input on decisions made to support their academic, behavioral, and social and emotional growth.</i> 	<ul style="list-style-type: none"> • <i>Implementing well-planned, differentiated, rigorous, and engaging daily learning plans according to the standards for professional practice.</i> • <i>Providing proper supervision and classroom management by using restorative practices, positive behavior interventions, and following the Student Code of Conduct.</i> • <i>Ensuring a safe, equitable, culturally responsive, and respectful learning environment.</i> • <i>Referring students to the appropriate staff for behavioral intervention programs or academic support.</i> • <i>Communicating proactively, regularly, and timely with parents/legal guardians about student progress, TPSS policies, behavior expectations.</i> • <i>Being polite and courteous to students, parents/legal guardians, and other staff, serving as role models for students.</i> • <i>Welcoming parents/legal guardians as valued partners in their children's learning by creating opportunities for regular, two-way communication and active participation at problem-solving meetings.</i> • <i>Welcoming parents/legal guardians as valued partners in their children's learning by working to accommodate schedules and meet language needs.</i> • <i>Being knowledgeable about the policies of the TPSS School Board and other applicable laws and regulations and applying them fairly and consistently. Being knowledgeable about federal and state laws, as well as regulations about the disciplinary process for students with disabilities; and, implementing necessary accommodations and services for students with disabilities.</i>

OUR GOALS IN MANAGING STUDENT DISCIPLINE:

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.

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 is 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.”

SOCIAL EMOTIONAL LEARNING 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.

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 (SAT) TEAM 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:

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 shall 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.

STUDENT BEHAVIOR LEVELS/CATEGORIES: At TPSS, we use a four-level system to help identify the type of infraction and the most appropriate interventions and/or consequences. By using this system, the focus is put on taking into consideration the severity, impact, and frequency as opposed to just looking at the behavior itself.

The following behavior categories were designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness of students' social-emotional development, emphasize the importance of helping everyone understand the effect of behavior and point the way for developing a plan for improving.

Level One: These incidents are minor infractions and should be handled in the classroom using interventions, and if needed, classroom-based consequences. They include minor, low-intensity or low-frequency incidents that can interfere with the learning environment. Teachers might need support with selecting interventions for these incidents, but the response does not include office referrals or any exclusion.

Level Two: 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 Three: 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.

Level Four: These incidents include major, more 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. Responses to these incidents could require long-term exclusionary discipline and will trigger the Discipline Review Committee (DRC).

STUDENT BEHAVIOR DESCRIPTIONS: The following section outlines specific behavior descriptions and examples of behaviors that fall under each of the four behavior categories (outlined in the previous section). For additional information or clarification regarding a specific incident, please contact the student's school. *Note: The codes included in the chart below are established by the Louisiana Legislature (LA RS: 17:416) and the Louisiana Department of Education (Louisiana Department of Education School Behavior Report).*

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
01	Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority	PRE-K-6: 1/2/3 7-12: 1/2/3/4
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 Tangipahoa Parish School System, and that employee interprets such language/verbiage/gestures as profane, obscene, humiliating, threatening or explicit in nature.	PRE-K-6: 1/2/3 7-12: 1/2/3/4
03	Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demeaning them or deterring others from associating or dealing with them.	PRE-K-6: 2/3/4 6-12: 3/4
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).	PRE-K-6: 1/2/3 7-12: 2/3/4
05	Is guilty of immoral 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.	PRE-K-6: 3/4 7-12: 3/4
06	Is guilty of conduct or habits injurious to his/her associates	Any intentional (but not malicious) act that causes injury, damage, or pain to another (i.e. play fighting, horseplay).	PRE-K-6: 1/2/3 7-12: 2/3/4
07	Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, or purchase of any drug, narcotic, controlled substance, or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles.	PRE-K-12: 4

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
08A	Uses or possesses tobacco, tobacco products or lighter.	The possession, use, purchase, intent to distribute, concealment, distribution or sale of tobacco products, tobacco paraphernalia or lighters on school grounds, at school-sponsored events, or on school transportation vehicles.	PRE-K-6: 2/3 7-12: 2/3
08B	Uses or possesses nicotine or nicotine or nicotine alternative products including electronic cigarettes and ALL nicotine delivery systems including vapes and herbal delivery systems.	The possession, use, purchase, intent to distribute, concealment, distribution or sale of ELECTRONIC cigarettes, herbal delivery systems or other nicotine electronic delivery systems on school grounds, at school-sponsored events or on school transportation vehicles. <u>Any electronic device or component (cartridge) that contains an illegal substance will be coded under Code 07 and law enforcement will be contacted.</u>	PRE-K-6: 2/3 7-12: 2/3
09	Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcoholic products on school grounds, at school-sponsored events, or on school transportation vehicles.	PRE-K-12: 4
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. (Repeated Minor Infractions)	PRE-K-6: 1/2/3 7-12: 1/2/3/4
11	Cuts, defaces, or injures any part of public school buildings/vandalism	Damage, destruction, or defacement of property belonging to the school or others.	PRE-K-6: 1/2/3 7-12: 2/3/4 VALUE OF DAMAGES IS A FACTOR
12	Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words, or images considered indecent or offensive (graffiti, letters, notes, posters, etc.)	PRE-K-6: 1/2/3 7-12: 2/3/4
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code.	Possesses weapon(s) designed to expel a projectile by action of an explosive such as firearms (loaded or unloaded), parts of a firearm, explosives, etc.	PRE-K-12: 4
14	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 (excludes pocket knives with a blade length <2½" – refer to code 31).	Possesses firearms, knives or blades >2½", which may be used to inflict bodily injury or damage to property (i.e., any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space). <u>This includes ANY item that could be deemed dangerous, does not belong at school or could cause fear/panic. The TPSS strictly forbids ALL dangerous items such as razor blades, mace, BB guns, pellet guns, look-alike weapons, sharp objects, box cutters,etc.</u>	PRE-K-12: 4
15	Throws missiles liable to injure others	Throws any object toward a person that is either heavy, sharp and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	PRE-K-6: 2/3/4 7-12: 3/4

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
16A	Instigates fights while under school supervision	Encouraging or instigating two or more individuals to engage in conflict and strike each other or participate in other physical aggression on a school campus, at a school related event or on school transportation services.	PRE-K-6: 3/4 7-12: 3/4
16B	Participates in a one-on-one fight	Fighting involves two or more parties in conflict when they are striking each other for the purpose of causing harm or injury on a school campus, at a school related event or on school transportation services. This may extend to wrestling or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student that is assaulted and <u>retaliates</u> by hitting/ kicking/etc., may be disciplined for fighting.	PRE-K-6: 3/4 7-12: 3/4
16C	Participates in a Group Fight	GROUP FIGHTS involve THREE or more parties in conflict when they are striking each other for the purpose of causing harm or injury on a school campus, at a school related event or on school transportation services. This may extend to wrestling or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student who is assaulted and <u>retaliates</u> by hitting, kicking, etc. may be disciplined for fighting.	PRE-K-6: 4 7-12: 4
17	Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.	PRE-K-6: 1/2/3 7-12: 2/3/4
18A	Leaves classroom without permission (skipping)	A student failing to report to or leaving the assigned classroom or location without permission and/or failure to return to class.	PRE-K-6: 1/2/3 7-12: 1/2/3
18B	Leaves school premises without permission	A student exits the school campus without properly signing out of school during the school day.	PRE-K-6: 2/3/4 7-12: 3/4
19	Is habitually tardy and/or absent	Reporting late to school or class when the day or period begins without permission.	PRE-K-6: 1/2 7-12: 1/2/3
20	Takes another's property or possession without permission	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	PRE-K-6: 1/2/3 7-12: 2/3/4 <i>(value of the stolen item is a factor)</i>
21	Commits any other serious offense	Any other serious offense not covered by any other of these codes.	PRE-K-12: 4
30	Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon prohibited by Section 921 of Title 18 of the U.S. Code	PRE-K-12: 4
31	Possesses a pocket knife or blade cutter with a blade length of < 2½"	Possesses pocket knife or blade cutter with a blade length of <2½"	PRE-K-6: 3/4 7-12: 4
33	Use of over-the-counter (OTC) medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials. All over-the-counter or prescription medication shall be signed in through the school nurse and held in the office. No student may bring to school and/or take over the counter medication at school, even if the parent is aware and consents.	PRE-K-6: 2/3/4 7-12: 3/4

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
34	Possession of body armor	Possession, including the wearing of any type of gear that protects the person from attack by another.	PRE-K-12: 4
35	Bullying/Harassment	Bullying is the use of force, coercion, hurtful teasing or threat to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying is a subcategory of aggressive behavior characterized by hostile intent, imbalance of power, and repetition over a period of time.	PRE-K-6: 3/4 7-12: 3/4
36	Cyber Bullying/ Cyber Harassment	Cyberbullying is verbally threatening or harassing behavior conducted through such electronic technology as cell phones, email, social media, or text messaging or any other use of technology. Cyberbullying can occur on or off school property. For a student to be disciplined at school for behavior that occurs off campus, the behavior shall be connected to the school environment in some way. Parents may call law enforcement for community based behavior.	PRE-K-6: 3/4 7-12: 3/4
37	False Alarm/Bomb Threat	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, bomb threats, discharging a fire extinguisher, or communicating false threats to a school via electronic means (social media, texts, chat groups, etc.)	PRE-K-6: 3/4 7-12: 4
38	Forgery	Using, making or reproducing another person's signature	PRE-K-6: 1/2/3 7-12: 2/3
39	Gambling	Wagering money or property	PRE-K-6: 2/3 7-12: 2/3
40	Public Indecency	Public exposure of body parts (genitals, buttocks, female breasts)	PRE-K-6: 3/4 7-12: 4
41	Obscene Behavior or Possession of Obscene/Pornographic Material	Engaging in behavior of a sexual nature including consensual sexual activity; possession of sexual images in any form (electronic, book, magazine, phone, drawing, etc.)	PRE-K-6: 3/4 7-12: 3/4 (engaging in any sexual act - even consensual - is a Level 4)
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.	See Page 57 for consequences
43	Improper Dress	Out of Dress Code or failing to wear the school-issued photo ID as directed.	PRE-K-6: 1/2 7-12: 1/2/3
44	Academic dishonesty	Cheating that occurs in relation to a formal academic exercise, and may include plagiarism, fabrication, or deception.	PRE-K-6: 1/2 7-12: 1/2/3/4

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
45	Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes the unauthorized presence of a student on school property while on restrictive access, suspension, or alternate placement.	PRE-K-6: 3/4 7-12: 3/4
46	Failure to Serve Assigned Consequence	Failure to serve Detention, Time-Out Room, Saturday School, Suspension or other assigned consequences.	PRE-K-6: 1/2/3/4 7-12: 2/3/4
47	Misusing Internet	Violating the TPSS Internet Use Policy.	PRE-K-6: 1/2/3 7-12: 1/2/3/4
48	Sexual harassment	Sexual harassment refers to repetitive, unwanted sexual advances from one student to another.	PRE-K-12: 4
49	False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.	PRE-K-6: 2/3 7-12: 3/4
50	Crime of Violence (per R.S. 14:2B)	Violent crime including murder, assault and battery, rape and sexual battery, kidnapping, arson, criminal damage to property, burglary, misappropriation with violence to person, or serious bodily injury.	PRE-K-12: 4

INTERVENTIONS VERSES CONSEQUENCES: Understanding the difference in interventions and consequences is critical in the planning process of incident response. The goal of any response is to minimize the impact of the incident, keep students learning, and effectively change the student's behavior. Suspensions and other exclusionary discipline practices, however, should always be part of a larger behavior plan for the student and should be used as a last resort. On their own, these consequences are unlikely to change student behavior. Therefore, effective student incident response has to contemplate a range of student actions and responses. For example, there are some behaviors that require skillful responses that minimize disruption of learning, remind students of the expectation, and teach alternative behaviors. Other, more serious behaviors may require more intensive interventions and consequences. When determining the appropriate behavior code(s) and response, consider the impact and root-cause of the behavior, willingness to repair the harm, and an appropriate response that will not exacerbate the situation.

Interventions and consequences are not the same thing. Sometimes both are necessary, but interventions should always be part of the response plan. Sometimes, consequences are not necessary if interventions are effectively implemented. Interventions should be goal-centered, aimed to change a specific behavior, prescriptive in length of time required, and articulate specific staff members assigned to the intervention.

An appropriate and timely intervention with intention to change the behavior and address the impact/harm done is critical. Interventions can include the following: 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.

Consequences should be aligned to what you hope the student learns as much as possible (e.g., if a student vandalizes the school with graffiti, his or her consequence could be to clean 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.

TPSS BEHAVIOR INTERVENTIONS

BEHAVIOR INTERVENTION	TPSS DEFINITION AND EXAMPLES
Administrative Conference	A formal conference is held between the student and the appropriate school administrator in an effort to reach an agreement regarding how the student should behave.
Alternate Area Assignment (hallways, cafeteria, etc.)	A student may be assigned to a different area in order to prevent problem behavior. For example, if the student is having difficulty following the school-wide expectations for morning assembly, he or she may be assigned to sit in an area near a duty teacher instead of with his or her class.
Assigned Seating Change	A student shall be reassigned to a different seat in the classroom and/or on the school bus to prevent the recurrence of problem behavior.
Community Service Project	A student may be assigned to conduct community service at the school site while being supervised by a school staff member.
Conference with Student Services Staff	A meeting with the student, the parent/guardian, school administrator, and a Central Office Student Services staff member to discuss problem behavior and attempt to prevent further behavior concerns.
Referral to the Student Assistance Team	Refer the student to the Student Assistance Team (SAT) to assess behavior concerns, make suggestions for interventions or consider formal evaluation.
Cool Down/Time-Out	Positive time-out is designed to encourage children and to teach them self-control and self-discipline. Positive time-out teaches children to understand their brains do not function well when the individual is upset. Students learn the value of taking time out to calm down until their brains are functioning in a way that is advantageous rather than detrimental to them. Positive time-out teaches students the valuable life skill of learning to take the time to feel what he or she feels and to calm down until he or she is able to behave in a more constructive manner.
Counseling	TPSS provides school counseling in every school at various intervals. School counseling is designed to be short-term and solution-focused. Behavioral concerns requiring more extensive intervention are assessed by the school counselor and referred to more appropriate agencies and/or individuals.
Establish Check In/Check Out	Check In/Check Out is an evidence-based behavior strategy used to address ongoing student behavior concerns. The program relies on key concepts such as building relationships, mentoring, and teaching replacement skills. In this program, students check in daily at the beginning of the school day with an adult to receive a goal sheet and words of encouragement. Teachers provide feedback on the sheet throughout the day, and students check out at the end of the day with an adult to discuss whether or not daily goals were met. The student takes the sheet home for the parent/guardian's signature, and returns it the next morning upon checking-in at school.
FINS Referral	A referral to the Families in Need of Services (FINS) office of Hammond City Court or the 21 st Judicial District. This agency is designed to intervene with families early to prevent juvenile court involvement.
Learning Activity in Reference to the Offense	Student may be assigned an activity that shall assist them in understanding the desired behavior and how to prevent future misbehavior.
Mediation/Conflict Resolution	Conflict Resolution attempts to install problem solving skills among students in a dispute by allowing both parties to express their points of view and interests, and provide ways to find acceptable solutions. Conflict resolution teaches students how to resolve conflict in non-violent ways.

BEHAVIOR INTERVENTION	TPSS DEFINITION AND EXAMPLES
Outside Agency Referral	The student is referred to a community agency with the goal of receiving additional assistance for the behavior of concern.
Parent Contact	To communicate a concern, the school administrator or staff member calls, emails, and/or sends a letter to the parent/guardian at the phone number(s), email address, and mailing address included in the student's file. Notes that include the date of contact, manner of contact, and the name of the person contacted should be kept in the student's discipline file by the school administrator.
Referral to RKM Primary Care or Southeast Community Health Systems Mental Health Professional	TPSS has two on-site partnerships with local community health centers-RKM Primary Care and Southeast Community Health Systems. Licensed mental health professionals are available on every campus. Parent/guardian permission must be obtained.
Reflection Activity Sheet	A Reflection Sheet is a very effective tool to use when a student is displaying unacceptable behavior. The student would be required to complete and submit a prepared form pertaining to the problem behavior. The process of reading and writing about one's behavior allows time for cool down, re-teaching, and reflection.
Restorative Practices	Provide an opportunity to improve and repair relationships between students, teachers, and school communities. The purpose is to build healthy schools, increase positive behavior, decrease inappropriate and/or anti-social behavior, repair harm and restore relationships.
Reteaching Schoolwide/Classroom Expectations	Providing repeated teaching of the schoolwide expectations and rules by setting.
Social Skills Instruction	Assigning behavior-specific social skills instruction using an evidence-based program (Character Counts, Skill Streaming, Life Skills, Second Step, Safe Schools for Students etc.)
Role Play Appropriate Behavior and/or Responses	Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who shall make a decision regarding a behavior or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role.
Schedule Modification	Modify a student's schedule in order to prevent future problem behavior (separate students who are in conflict, avoid student-teacher mismatch, etc.)
Small Group Intervention/Counseling	Group counseling, involving a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students with social/emotional, relationship issues and situational concerns. By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment, and learn to communicate and cooperate with others.

STUDENT REMOVAL FROM CLASSROOM: A student shall be immediately removed from a classroom by the teacher and placed in the custody of the principal or designee if the student's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of students or the teacher, when a student exhibits disrespectful or threatening behavior toward a teacher such as using foul or abusive language or gestures directed at or threatening a student or teacher, when a pupil violates the school's code of conduct, or when a student exhibits other disruptive, dangerous, or unruly behavior, including inappropriate physical contact, inappropriate verbal conduct, sexual or other harassment, throwing objects, inciting other students to misbehave, or destroying property. The student should not be kept out of school past the suspension period imposed by the principal.

A student removed from the classroom shall be assigned school work missed and shall receive either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his/her designee, upon the recommendation of the student's teacher.

Any student removed from class in grades K-6 shall not be permitted to return to class for at least 30 minutes unless agreed to by the teacher. A student removed from class in grades 7-12 shall not be permitted to return to class during the same class period, unless agreed to by the teacher initiating the disciplinary action.

Whenever a teacher is struck by a student, the student, in addition to any other discipline given, shall be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the building level committee, finds the striking incident to be entirely inadvertent.

Upon the student being removed from class and sent to the principal's office, the principal or designee shall conduct a counseling session with the student to discuss the particular misconduct. Once removed, the student shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

1. In-school suspension
2. Detention
3. Suspension
4. Initiation of expulsion hearings (Discipline Review Committee)
5. Assignment to an alternative school
6. Requiring the completion of all assigned school and homework which would have been assigned and completed by the student during the period of suspension.
7. Any other disciplinary measure authorized by the principal with the concurrence of the teacher or building level committee.

TPSS BEHAVIOR CONSEQUENCES

BEHAVIOR CONSEQUENCE	TPSS DEFINITIONS AND EXAMPLES
Alternative School Placement	A student may be placed in the TPSS Alternative Education Program for a minimum of 45 school days up to 4 complete school semesters depending upon the nature of the behavior offense. Students placed in the Alternative Education Program may not attend any TPSS sponsored event of any sort during the period of their expulsion. Students who are released from the Alternative Education setting may return to their normally zoned school setting.
Before or After-School Detention	<i>Detention</i> shall mean activities, assignments, or work held before the normal school day, after the normal school day, or on weekends. Failure or refusal by a student to participate in assigned detention shall subject the student to immediate suspension. Assignments, activities, or work which may be assigned during detention include, but are not limited to, counseling, homework assignments, behavior modification program, or other activities aimed at improving the self-esteem of the student. Transportation shall be provided by the family.
Bus Suspension	A student's bus riding privileges may be suspended for 1 day through the remainder of the school year, depending upon the severity or frequency of the behavior offense.

BEHAVIOR CONSEQUENCE	TPSS DEFINITIONS AND EXAMPLES
Change of Placement Recommendation (Recommend Expulsion)	Students who seriously or repetitively violate the district Code of Conduct may be referred for a Change of Placement hearing. The student and parent will be informed of the date and time of the meeting with 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. 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.
Confiscation	Items not allowed in school or items that are being used inappropriately shall be taken. Such items may be returned to the students or the parent/guardian in accordance with TPSS timelines/guidelines.
In School Suspension (ISS)	In-School Suspension (ISS) is when a student is removed from his/her usual classroom placement to a separate class setting for a minimum of one complete school day. Students shall be required to work on their assigned classwork and are responsible for all regular class assignments while assigned to ISS. Restroom and lunch shall be monitored. Bathroom breaks shall be scheduled.
In-School Detention	Detention held during the school day (lunch, intervention time, recess) and supervised by a school staff member. During the detention, the student may be assigned re-teaching of expectations, remedial work, reflection sheets pertaining to the misbehavior, community service, counseling, or other restorative options.
School Based Alternative Program	A student may be placed in a long term in-school suspension setting on their regular school; campus with the recommendation of their building principal and the agreement of the student's legal guardian. This consequence is in lieu of being placed in the district's off site Alternative Program. Students placed in this setting will be provided work by their regular classroom teacher. Students will be expected to complete and submit such work in order to earn credit. All students in this setting will be monitored closely and provided behavioral interventions to remediate the associated behaviors which resulted in their placement.
Loss of Privilege	Student may be removed from a favorable activity as a consequence.
Out of School Suspension	A student is temporarily prohibited from participating in his/her usual placement within school. This usually involves temporary removal from school. The student cannot participate in any before or after school activities nor attend any school related event.
Parent Shadow (Reverse Suspension)	A student remains at school instead of being sent home. A parent/guardian shall come to school and spend the day (or time designated by the school) with the child. The goal is to reduce out of school suspensions, increase parental involvement, and foster a home/school partnership.
Restitution	A student is responsible for payment and/or restoration of TPSS property and/or the personal property of others which has been vandalized, damaged, lost, or stolen.

LEVELED SYSTEMS OF DISCIPLINARY RESPONSES AND INSTRUCTIONAL INTERVENTIONS

In an effective approach to intervention and discipline, when students do not meet behavioral expectations, they receive support to address the root causes of the behavior and learn appropriate alternatives. When a specific student behavior does not change following an intervention, or the behavior increases in frequency, intensity, or duration, a problem-solving approach identifies alternative interventions and responses. All stages of a system of interventions will include opportunities for learning acceptable replacement behaviors within the school and community and access to interventions to address the underlying causes of behavior.

Delivering disciplinary sanctions to unwanted behaviors will sometimes be needed but reducing inappropriate behavior through support is preferred. Therefore, leveled systems of disciplinary responses will be utilized as part of a comprehensive policy around behavior that includes instructional, preventive, and proactive strategies. The delivery of disciplinary sanctions should only serve four key functions:

- *preventing a negative behavior from being rewarded;*
- *preventing a problem behavior from escalating;*
- *preventing a problem behavior from significantly interrupting instruction; and*
- *preventing physical and/or social-emotional harm to others.*

EQUITABLE PROCESSES FOR MANAGING STUDENT BEHAVIOR: As with academic error correction and feedback, responses to student behavior are anchored in an instructional approach that emphasizes teaching and the modeling of desired behaviors in a supportive classroom environment. A combination of teacher and administrative responses will be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic instructional time. Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies student behaviors that are teacher managed versus those that are administrator managed.

The TPSB has a vested interest in the consistent and equitable implementation of policy across school sites and varying demographics. To ensure greater consistency, the Board has developed the TPSS Leveled Responses with descriptors of student behaviors and prescribed certain minimum and maximum disciplinary action. 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's 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 to change his or her behavior in the future?*

DETERMINE THE LEVEL OF THE BEHAVIOR INFRACTION AND BUILD A 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 the Plan and Notify the Student and Parent: A parent or legal guardian must be contacted at the phone number, email address, or mailing address on file any time a student is seen in the office for discipline. Follow the procedures listed below for specific behavior consequences which require a higher level of notice.

POTENTIAL RESPONSE PLANS BY LEVEL

LEVEL ONE: INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS	DISCIPLINARY CONSEQUENCES
Written or verbal apology	Loss of privileges, reward, or preferred activity
Private and respectful redirection/reteaching	Classroom/recess/PE detention
Private student/teacher meeting to discuss concern	Phone call home
Role play appropriate behavior and responses	Restitution/restorative session
Mediation/Conflict Resolution	Confiscation
Social skills instruction (Character Strong)	Community service
Reflection activity	
Parent contact to explore concerns	
Environmental modification: change seats, provide individual work space, allow alternate seating options	
Behavior Contract	
Cool Down/Time Out	

LEVEL TWO: INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 Consequences and/or additional options below may be used:</i>
Referral to the school counselor	Before or after school detention or Saturday detention
Classroom observation/data collection by an outside observer	In school suspension up to 3 days
Administrative conference with staff, students and family	Reverse suspension (Pre-K-Grade 6)
Establish check-in, check-out	Out of school suspension up to 3 days
Social skills coaching referral	

LEVEL THREE INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1 or 2 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 or 2 Consequences and/or additional options below may be used:</i>
Referral to the Student Assistance Team (SAT)	In-School Suspension up to 5 days
Referral to Families in Need of Services (FINS)	Out-of-School Suspension up to 5 days
Referral to mental health counseling (RKM/SE)	Placement in a school-based Alternative Program for up to 30 schools days (requires a parent conference)
Create a Behavior Plan and begin daily tracking	Return from suspension conference with parent
Team Meeting (all teachers, administration, parent, student, and service providers)	Report to service providers (FINS, Probation)

LEVEL THREE INTERVENTIONS AND CONSEQUENCES	
Special Education Collaboration	Contact law enforcement
Reconvene 504 Committee	Conference with Student Services

LEVEL FOUR INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1, 2 OR 3 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1, 2 OR 3 Consequences and/or additional options below may be used:</i>
If Section 504/Special Education, conduct manifestation determination review.	Out-of-School Suspension for 15 school days
	Refer to the Discipline Review Committee to conduct a Due Process Hearing

SPECIFIC DISCIPLINE INCIDENTS REQUIRING UNIQUE CONSEQUENCES AND INTERVENTIONS

PHYSICAL AGGRESSION/FIGHTING: The TPSS has determined that individual (one on one) and group fights pose a significant risk to the safety of our school campuses. To deter students from engaging in aggressive physical confrontation we have offered the following interventions:

1. **Anonymous reporting:** Students or parents can enter an anonymous tip on the P3 Tips App to alert school personnel of any potential conflict that needs to be addressed prior to engaging in physically aggressive behaviors.
2. **Deescalation:** Parents or students can alert school personnel via phone call, email, text message or in person to attempt to resolve any disputes peacefully. The district has trained professionals to engage students in adult monitored conflict resolution/peer mediation.
3. **Counseling Support:** If a student is having difficulty with managing conflict effectively, each school has an assigned school counselor that can support the student and provide strategies to resolve problems without becoming verbally or physically aggressive. Group and individual counseling is available. In addition, most schools also have on-site professional mental health services available through a partnership with RKM Primary Care. Parents or students can request counseling services at any time.

Should students decide to engage in a physical confrontation with another student or group of students, the following will occur:

- Students alternatively placed by the Discipline Review Committee (DRC) for fighting will attend one full semester at the Alternative Site for the first fight, two full semesters at the Alternative Site for their second fight in one school year.
- Students alternatively placed by the Discipline Review Committee (DRC) for a group fight will attend two full semesters at the Alternative Site.

Conflict Resolution: If a student is found guilty of fighting after a thorough inquiry process, he/she will be required to attend a conflict resolution class before returning to school. A parent/guardian will be required to attend a portion of the class with their child.

VAPING: Among youth, e-cigarettes, especially the disposable kind, are more popular than any traditional tobacco product. According to the [2021 National Youth Tobacco Survey](#), more than 2 million U.S. middle and high school students reported using e-cigarettes in 2021, with more than 8 in 10 of those youth using flavored e-cigarettes. A recent CDC report says disposable e-cigarette use has increased 1,000% among high school students and 400% among middle school students since 2019.

All students who use or possess tobacco, tobacco related products and/or any type of electronic cigarettes (e-cigarettes, vape pens, and other non disposable and disposable vaping devices) including any and all nicotine delivery systems, will be given a Discipline Consequence according to TPSS policy. Students may not use tobacco or tobacco related devices on any school campus, any school board transportation vehicle or at any school sponsored event.

Each time a vape/electronic cigarette is located and confiscated we will contact our law enforcement partners to evaluate the situation. If it is determined that the device contains nicotine/nicotine related products the student will be given the consequences/interventions below. If the device is determined to contain an illegal substance (THC, Marijuana or other illegal substances) the student will be recommended for expulsion and referred to the Discipline Review Committee for a Due Process Hearing. Additionally, the student will be arrested for possession of illegal substances in a Drug Free School Zone. It is important for students and parents to be aware of the severe mandatory consequences for possessing illegal substances on campus (RS 17:416 requires us to place students under 16 out of school for TWO COMPLETE SEMESTERS and students 16 and older out of school for FOUR COMPLETE SEMESTERS).

INTERVENTIONS AND CONSEQUENCES FOR VAPING: Our goal is for all students and parents to understand the risks and consequences for using tobacco or tobacco related products. Louisiana requires young people to be 21 years of age or older to purchase and use vapes, cigarettes, or other tobacco-related products.

ELEMENTARY (GRADES PRE-K-6)		
1st Occurrence	2nd Occurrence	3rd Occurrence
Confiscation and Disposal	Confiscation and Disposal	Confiscation and Disposal
Mandatory Conference with Parent	Mandatory Conference with Parent	Mandatory Meeting with Student Services
1 day In-School Suspension	3 days In-School Suspension	1 Day Out-of-School Suspension
Recommend Counseling	Mandatory Counseling	FINS Referral
	Parent/Guardian must come to school to watch a vaping informational video with the student	Parent/Guardian must come to school to watch a vaping informational video with the student

MIDDLE/HIGH (GRADES 7-12)		
1st Occurrence	2nd Occurrence	Third Occurrence
Confiscation and Disposal	Confiscation and Disposal	Confiscation and Disposal
Mandatory Conference with Parent	Mandatory Conference with Parent	Mandatory Meeting with Student Services
3 days In-School Suspension	5 days In-School Suspension	1-3 Days of Out-of-School Suspension
Recommend Counseling	Mandatory Counseling	FINS Referral
	Parent/Guardian must come to school to watch a vaping informational video with the student.	Parent/Guardian must come to school to watch a vaping informational video with the student

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 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 student's 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 SYSTEM FOR BUSES: Bus behaviors, like school behaviors, must come with both interventions and consequences depending upon the following factors:

- *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 his or her behavior in the future?*

DETERMINE THE LEVEL OF THE BUS BEHAVIOR INFRACTION AND BUILD A 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 the Plan and Notify the Student and Parent: A parent or legal guardian must be contacted at the phone number, email address or mailing address on file any time a student is seen in the office for discipline

BUS INFRACTION CODES: Bus Infraction codes are the same as school infraction codes. For example, disrespecting your bus driver is as serious as disrespecting your teacher. You COULD receive the same consequences for either infraction. There are a few situations that are unique to school buses (moving while in motion, getting on/off at incorrect bus stops) that can also be addressed through our regular coding and Level System. However, it is to be noted that the bus is an extension of the school building and having possession of weapons, knives, drugs, vapes or engaging in serious behavior such as fighting, group fighting, battery, sexual activity or any other crimes will result in not only removal from the school bus, but also referral for a Due Process Hearing and potential removal from your school by the Discipline Review Committee.

LEVEL ONE: INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS	DISCIPLINARY CONSEQUENCES
Parent contact to explore concerns	Move the student's seat
Private and respectful redirection/reteaching	Conference with administrator
Reflection activity	Loss of privileges on bus

LEVEL TWO: INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 Consequences and/or additional options below may be used:</i>
Have an administrator ride the bus to observe	Before school, after school or Saturday detention
In-person parent conference with the student, parent, bus driver, and administrator	Bus suspension (1 to 5 days)
	Confiscation
	Restitution
	Community service

LEVEL THREE INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1 OR 2 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 OR 2 Consequences and/or additional options below may be used:</i>
Referral to the Student Assistance Team (SAT)	Bus suspension up to 30 days (should be progressive)
Referral to Families in Need of Services (FINS)	Out-of-School Suspension up to 10 days
Referral to mental health counseling (RKM/SE)	Return from suspension conference with parent
Special Education Collaboration	Report to service providers (FINS, Probation, etc.)
Reconvene 504 Committee	Contact Law Enforcement
Referral to the School Counselor	Conference with Student Services and Transportation Supervisor (may issue longer term bus suspensions)

LEVEL FOUR INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1, 2 OR 3 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1, 2 OR 3 Consequences and/or additional options below may be used:</i>
If Section 504/Special Education, conduct Manifestation Determination Review	Out-of-School Suspension for 15 days Refer to the Discipline Review Committee to conduct a Due Process Hearing

STUDENT USE OF ELECTRONIC DEVICES (including cell phones)

No student shall possess, on his/her person, an electronic telecommunication device throughout the instructional day. Electronic telecommunication devices shall include, but not be limited to, cellular telephones, Smart Watches, personal computers, laptops, electronic instruments, iPads, iPods, tablet devices, e-readers, or similar devices.

If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day, or prohibited from being turned on and used during the instructional day. These provisions shall not be applicable to a student whose Individualized Education Program, Individualized Accommodation Plan, Section 504 Plan, or Individualized Health Plan requires the student's use of an electronic telecommunication device.

VIOLATIONS

First Offense: The device (phone, etc.) shall be taken from the student, labeled with the student's name, kept in a locked place at the school, and returned to the student at the end of the school day. For this offense and any subsequent offense the parent shall be notified of the incident and associated consequence via email at the email address on file for the parent/legal guardian. If no email address is on file, then said notification shall be provided via text message to the phone number on file. The parent shall be notified of the incident. A behavior contract with the student will be initiated and agreed upon.

Second Offense: The phone shall be taken from the student then labeled with the student's name and kept in a locked place at the school until the parent or guardian can set up a conference with the administrator to develop a plan to resolve the issue and upon which time the device will be returned to the parent/guardian. The conference between the guardian and the administrator shall take place within three (3) school days after receiving a written or electronic communication from the parent.

Third and Subsequent Offense: The phone shall be taken from the student then labeled with the student's name and kept in a locked place at the school until the parent or guardian can set up a conference with the administrator to develop a plan to resolve the issue and upon which time the device will be returned to the parent/guardian. This conference shall take place no sooner than seven (7) school days and no later than 14 school days from the date that the parent/legal guardian sends in a written or electronic communication requesting said conference.

Should a student refuse to follow a directive and relinquish an electronic device when requested to do so by school personnel, he/she shall be placed on the appropriate level according to the Student Code of Conduct.

PARENTAL NOTIFICATION: The principal or his/her designee shall provide oral or written notification to the parent or legal guardian of any student removed from the classroom. Such notification shall include a description of any disciplinary action taken.

When a student has been removed from a classroom, the teacher may require the parent, tutor, or legal guardian of the student to have a conference with the teacher in the presence of the principal or his or her designee before the student is readmitted. Upon the student's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and the contemplated disciplinary measures to be taken before the principal implements such measures. If appropriate, a referral may be made to the building level committee. In addition, a conference between the teacher or other appropriate school employee and the student's parent, tutor, or legal guardian shall be required prior to the student being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the student into another setting.

PARENT CONFERENCES: In any case where a teacher, principal, or other school employee is authorized to require the parent, tutor, or legal guardian of a student to attend a conference or meeting regarding the student's behavior, and after notice, the parent, tutor, or legal guardian willfully refuses to attend, the principal, or his/her designee, shall file a complaint, in accordance with statutory provisions, with a court exercising juvenile jurisdiction. Notice of the conference, specifying the time and date of the conference, shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the student's registration card or by sending a certified letter to the address shown on the student's registration card.

REPORTS TO PRINCIPALS: Any teacher or other school employee may report to the principal any student who acts in a disorderly manner or is in violation of school rules, or any misconduct or violation of school rules by a student who may or may not be known to the teacher or employee. Incidents of alleged discipline violations shall be reported on the School Behavior Report/School Bus Behavior Report form provided by the Louisiana Department of Education. The forms shall be submitted in accordance with procedures outlined by the School District, the Superintendent, and school system

personnel. The principal shall review and act upon such information submitted, to determine if suspension or other disciplinary action is necessary. Should the principal fail to act on any report of misconduct or school violation, he/she shall explain the reasons for doing so to the Superintendent or his/her designee and to the teacher or school employee, student, parent, or legal guardian reporting the violation.

DUE PROCESS (January 5, 2021): The United States Constitution states that “no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

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.

STUDENT SUSPENSION PROCEDURES: Students may be suspended from attending school for sufficient cause. Students may be suspended for not more than ten school days by the school principal, any assistant principal, or (in their absence) any school disciplinarian. The principal, assistant principal, or (in their absence) disciplinarian may suspend the student after giving the student oral or written notice of the charges against the student, and if the student denies the charges, an explanation of the facts as known to school personnel and an opportunity to present the student's version of what occurred must be provided. The notice shall include the fact that the student's entire disciplinary record may be reviewed, because of its relevance to both whether to suspend and the period of suspension to impose.

Upon the short-term out of school suspension of any student, the principal, assistant principal, or (in their absence) disciplinarian responsible for such suspension reports the facts of the case in writing to the student's permanent disciplinary record and the student and/or the student's parent(s). This letter shall also inform the student and/or the student's parent(s) of the conditions of the suspension, including (but not limited to):

1. The period of the suspension, including the date that the student may return to school
2. The date and time of the parental conference that is required prior to the student's return to school. In the event the student's parent/legal guardian refuses to attend the return conference,

the student should be allowed to return to school and a FINS referral should be completed within 48 hours.

3. Notice that the student is prohibited from coming on school property and/or to scheduled school activities during the period of suspension
4. Information about the availability of community-based, alternative or other educational options (virtual activities, working on assignments from home)

Notwithstanding any public school, state or local policies, a student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress code or tardies, shall be recommended for expulsion.

REVIEW/APPEAL OF OUT OF SCHOOL SUSPENSIONS: Upon request of the parent or legal guardian, the superintendent's designee (Student Services Staff Member) shall forthwith review the action taken, and confirm or disapprove such action based on an examination of the written record of the student's behavior. The superintendent's designee shall give his/her decision in writing to the student and/or the student's parent(s). If the superintendent's designee confirms the suspension, but alters the consequences in any fashion, the letter shall explain the alterations in detail. The decision of the superintendent's designee shall be final. The parent/legal guardian should continue to pick up and turn in the student's work while they are out of the building, unless the student is able to access academic assignments through the use of technology.

CHANGE OF PLACEMENT/EXPULSION RECOMMENDATION PROCEDURES: Students may be suspended from attending school pending a Due Process Hearing for long term removal for sufficient cause. Students may be suspended for not more than fifteen school days by the school principal, any assistant principal, or (in their absence) any school disciplinarian pending the convening of the Discipline Review Committee (DRC). The principal, assistant principal, or (in their absence) disciplinarian may suspend the student after giving the student oral or written notice of the charges against the student, and if the student denies the charges, an explanation of the facts as known to school personnel and an opportunity to present the student's version of what occurred must be provided. The notice shall include the fact that the student's entire disciplinary record may be reviewed, because of its relevance to recommend a long term change of placement. Every effort will be made to hold a change of placement hearing within 10 days of removal from school. Upon the request for long term removal for any student, the principal, assistant principal, or (in their absence) disciplinarian responsible for such request reports the facts of the case in writing to the student's permanent disciplinary record and the student and/or the student's parent(s). This letter shall also inform the student and/or the student's parent(s) of the conditions of the suspension, including (but not limited to):

1. The period of the suspension (at maximum 15 school days), including the date that the student should report for their Discipline Review Committee meeting if known as that time.
2. If the meeting date has not been finalized, the school will notify the parent at least 48 hours in advance with the time and location of the meeting.
3. Notice that the student is prohibited from coming on school property and/or to scheduled school activities during the period of suspension pending the DRC.
4. Provide a copy of the Due Process Brochure for Parents.

The Discipline Review Committee meeting will be held at a neutral site (usually the TPSS Central Office). A panel of three independent and ethnically diverse members will hear both the school and the student/parents rendition of the facts of the case. After hearing all facts of the case the committee will deliberate and then provide:

1. A written decision regarding the removal or return of the student in question.
2. If the student is returned to school with conditions, those conditions will be outlined in writing and a written copy will be provided to the parent/legal guardian.
3. If the student is removed from school and placed in the Alternative Education Program the length of such placement and any conditions of their release will be outlined in writing and a written copy will be provided to the parent/legal guardian.
4. Students placed at the Alternative Education Site will be provided notice that the student is prohibited from coming on school property and/or to scheduled school activities during the period of removal.
5. A copy of the appeal process outlining the procedures and timelines should a parent disagree with the DRC's decision will be provided to the parent/legal guardian in writing.

In the event the student's parent/legal guardian fails to attend the conference without providing notice or refuses to attend the conference, the Discipline Review Committee will review the case as provided by the school and provide the written decision to the parent/legal guardian as well as the appeal process in writing to the address on file with the school district.

LESS COMMON SITUATIONS WHICH IMPACT STUDENT SAFETY AND MAY INVOLVE EMERGENCY RESPONDERS OR LAW ENFORCEMENT

RESPONSE TO THREATS AND CRIMINAL ACTS: School officials must be prepared to respond to threats or acts of criminal behavior, by students, school personnel and visitors, from physical assaults to bomb threats. The procedures for notifying law enforcement officials of school-related incidents, crimes committed by students or school employees, or medical emergencies are contained in our individual school Crisis Plans which are submitted annually. TPSS has adopted both an evidenced based Suicide Assessment Protocol and an evidence based Threat Assessment Protocol. Upon arrival, all district and emergency response efforts will be coordinated with school officials. When a student engages in behavior that poses a substantial risk of injury to the student or others, school officials must make every effort to safely de-escalate the behavior by using strategies and interventions for addressing behavioral crises and utilizing the in-school and community resources. Additionally, the parent must be given an opportunity to speak with the student if safety considerations permit. If the situation cannot be safely addressed, the principal/designee must call 911. Parents will be notified as soon as possible in all emergency situations.

DELINQUENT STUDENTS: Students who regularly disrupt the normal school environment shall be considered as delinquent, and may be reported by appropriate school personnel to the juvenile court. Any student that exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general may be recommended by the principal for expulsion, assignment to an appropriate alternative educational placement, or transfer to adult education if the student is:

- 17 years of age or older with less than 5 units of credit toward graduation;
- 18 years of age or older with less than 10 units of credit toward graduation; or
- 19 years of age or older with less than 15 units of credit toward graduation.

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 the 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.

DEFINITIONS:

- Suspension shall mean that a student is temporarily prohibited from participating in his/her usual placement within school. This usually involves temporary removal from school of no more than 10 days.
- In-school suspension shall mean (1) student is removed from his/her usual classroom placement to an alternative educational placement for a minimum of one complete school day, and (2) no interruption of services occurs. (An alternative educational placement may be located on or off the school site, provided that the student continues to receive instructional services and remains under the supervision of school personnel or their designees.)
- Detention shall mean activities, assignments, or work held before the normal school day, after the normal school day, or on weekends. Failure or refusal by a student to participate in assigned detention shall subject the student to immediate suspension. Assignments, activities, or work which may be assigned during detention include, but are not limited to, counseling, homework assignments, behavior modification programs, or other activities aimed at improving the self-esteem of the student.
- Expulsion shall mean the removal of a student from school for at least one school semester.
- In-school expulsion shall mean (1) student is temporarily removed from his/her usual classroom placement to an alternative educational placement for a period of time specified by the Office of Student Services, and (2) no interruption of instructional services occurs. (An alternative educational placement may be located on or off the school site, provided that the student continues to receive instructional services and remains under the supervision of school personnel of their designees.)
- Consequence shall mean 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 shall mean 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.
- Short-term exclusion shall 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 is 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 educational services.

- **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.



STUDENT DRESS CODE: The policy of the Tangipahoa Parish School Board shall be that no mode of attire shall be considered proper for school wear that disrupts the classroom and/or the school's positive learning environment. In questions regarding student dress and grooming, the principal of each school (or his/her designee) shall make the final decision as to what is considered proper or improper dress according to the guidelines provided.

The School Board desires to teach each student to use good judgment in his/her total appearance so that the attention of others is not distracted from the purpose of the school. Cleanliness and the values of the community shall be a basic consideration.

NOTIFICATION: The School Board shall notify the parent or guardian of each student of the dress code specifications and their effective date. The dress code shall be distributed in written form or posted on the school's website annually. If the School Board modifies the existing uniform policy, it shall notify in writing, the parent or guardian of each student of the policy adoption or uniform policy modification at least sixty (60) days prior to the effective date of the new or revised policy. Each school shall display any uniform selected for a reasonable period prior to the proposed effective date for wearing of the uniform. However, nothing shall prohibit the School Board from requiring a new or revised dress code or uniform policy without the required notice in the event of an emergency. For the purposes of this policy, emergency shall mean an actual or imminent threat to health or safety which may result in loss of life, injury, or property damage.

BODY ARMOR: It shall be unlawful and against School Board policy for any student or non-student to wear or possess on his/her person, at any time, body armor on any School Board property, school campus, at a school-sponsored function, on a school bus or other school transportation, or in a firearm-free zone, with limited exceptions as enumerated in La. Rev. Stat. Ann. §14:95.9, which includes permitting a student to wear, carry, or possess a backpack on school property or a school bus that has bullet-resistant metal or other material intended to provide protection from weapons or bodily injury.

School-sponsored functions shall include, but not be limited to, athletic competitions, dances, parties, or any extracurricular activities. A firearm-free zone means any area inclusive of any school campus and within 1,000 feet of any such school campus, and within a school bus, wherein the possession of firearms is prohibited, except as specifically set forth in La. Rev. Stat. Ann. §§14:95.2(C) and 14:95.6(B).

DRESS AND GROOMING GUIDELINES: The dress and grooming of the students shall be that which, in the opinion of the ordinary reasonable person, contributes to the health and safety of the individual and which is non-disruptive to the educational activities and processes of a school. No student shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, blade, symbols, sign or other things which are evidence of affiliation with drugs, alcohol, violence or gang related activities or exhibits profane or obscene language/gestures.

The School Board shall not exclude a student on account of a natural, protective, or cultural hairstyle. Natural, protective, or cultural hairstyle shall include, but is not limited to, afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls and hair styled to protect hair texture or for cultural significance.

DRESS CODE REGULATIONS FOR GRADES PRE-K-12:

1. Appropriate clothing and footwear shall be worn.
2. Students in grades Pre-K-12 may only wear stud earrings. Piercings other than in the ear are not allowed.
3. Hairstyles, facial hair, and hair color, mustaches shall be clean, neatly groomed (1/4 inch facial hair) and shall not distract from the learning environment nor be a safety factor for any of the school's curricular offering. Neatly groomed facial hair will be allowed. Any hairstyles, facial hair or hair color that distracts from the unique environment of a school shall be dealt with by the principal of that school or his/her designee.
4. No sleeveless garments shall be worn.
5. No hats, caps, or other headwear shall be worn on school campuses or school buses on regular school days, except when a medical condition or religious belief so warrants. However, this provision shall not apply to necessary headgear outdoors in inclement weather.
6. Students will be allowed to wear loose-fitting walking shorts if the bottom of the garment is knee-length.
7. Jumpers and skirts in Pre-K-12 must meet the Dress Code Guidelines below.
8. No midriff shirts or blouses shall be worn.
9. Students who participate in extracurricular activities (e.g. sport team member, cheerleaders, spirit group dancers, band members, other drill teams) may wear the group's uniform to an event on extracurricular days that are previously designated by the site administration. Extracurricular days are defined as days that shall have some extracurricular event that will be held either before, during, or after normal school hours.
10. Modifications to the Dress Code may be made only with the approval of the Superintendent or his/her designee.
11. All pants must be worn at the waistline and, if pants have belt loops, a belt must be worn.
12. All items of clothing must be worn as intended by design.
13. Throughout the district, Fridays shall be known as "Spirit Day." On "Spirit Days", students will be permitted to wear school-designed and produced spirit shirts.

SCHOOL UNIFORM REGULATIONS:

PANTS:

1. All students' (boys and girls) pants shall be as follows:
2. Females may wear capris pants.
3. Khaki or navy color twill "slacks" with or without pleats, with or without belt loops (if belt loops, students must wear a belt), with or without pockets.
4. Blue jeans may only be worn on spirit days and events approved by the Superintendent or his/her designee.
5. Pants must be bought in the child's appropriate size. No sagging, oversized, wide-legged, bell bottom, cargo, safari, sweatpants, wind suit pants or carpenter pants shall be allowed.

SHIRTS:

1. All students K-12 shall have a choice of long or short sleeve, polo style (pull over) or oxford style (button up) white or navy color shirts. Each school shall have an option of a school color shirt to wear (principal's discretion and approval). Turtleneck shirts or shirts with a zipper are not acceptable.
2. Solid white, black, navy or school-approved color T-shirts may be worn under regular uniform shirts. The sleeves of the shirts worn under the regular uniform shirts can be long or short and extend past the sleeve of the top shirt. Thermal underwear and turtleneck shirts are not allowed.
3. Elementary girls shall have an option to wear the "Peter Pan" collar, white, button up blouse.
4. On Spirit days, students may wear a single design school "Spirit" T-shirt (short or long-sleeved) designed by and sold by each individual school, in lieu of a polo shirt. All outside sourced "spirit" T-shirts are strictly prohibited and will result in disciplinary actions.

FACE COVERINGS: If face coverings are necessary due to illness or preference, students may wear face coverings made of solid material (no mesh) of any color with or without a school logo or the student's name/initials.

OUTER GARMENTS:

1. Students may wear heavy coats or jackets of any color or style outdoors and on school buses; however, these coats or jackets may not have inappropriate insignia, logos, or language. Dusters or trench coats are not allowed. Heavy coats or jackets must be removed upon entering a school building. **No hoodies are allowed on school campuses or school buses.**
2. Light jackets or sweatshirts without a hood in navy, white or school-approved color may be allowed for indoor wear.
3. Students shall be allowed to wear school-sponsored organization jackets, sweatshirts and sweaters, i.e. FFA, BETA, athletics, etc.
4. A regulation uniform shirt must be worn under all outerwear.

SHOES: All shoes must have a closed back and front. No sandals, wedged soles, platforms, high heels, crocs, slippers, shower shoes, flip flops, moccasins, or knee-high shoes will be allowed.

JUMPERS/SKIRTS: Jumpers and skirts must be khaki or navy colored twill only and must not be more than 3 inches above the knee.

SHORTS/SKORTS: Shorts/skortts shall be khaki or navy colored twill only and must not be more than 3 inches above the knee.

BELTS:

1. Belts with designs, emblems, insignias, monograms, logos, holes, studs, etc. that are offensive (at the discretion of the school principal) will not be allowed.
2. Belt buckles must be plain, standard style (no metal spikes or studs).
3. Belts must be the appropriate length for the student's waist size.
4. Elementary students are encouraged to wear belts. Belts are mandatory for middle, junior high, and high school students when wearing pants or shorts that have belt loops.

SCHOOL ISSUED STUDENT ID BADGE: Students in grades 5-12 are required to wear a school-issued student ID badge that must be visible at all times.

DEVIATIONS TO THE SCHOOL UNIFORM POLICY FOR SPECIAL OCCASIONS: The Superintendent and/or his/her designee shall consider for approval all deviations to the uniform policy for special occasions/events upon written request from the school principal. Homecoming/Red Ribbon week must be approved by the Superintendent and/or designee.

DRESS CODE VIOLATIONS: Violations of the Student Dress Code shall be addressed in accordance with the Student Code of Conduct Handbook. Students in grades Pre-K-5 shall not be suspended or expelled from school or suspended from riding on any school bus because of a school uniform violation that is not tied to willful disregard of school policies.

ATTENDANCE: In accordance with state law, it is the responsibility of every parent, tutor, or legal guardian of a child between the ages of seven (7) and eighteen (18) to enforce the attendance of his or her child at the school to which the student is assigned. Once a pupil arrives at school, he/she is expected to remain and attend each class throughout the day.



A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, participating in school-authorized field trips or other school-approved activities, taking a state-approved virtual course, or attending school virtually (district program or school assigned).

HALF-DAY ATTENDANCE: A student is considered to be in attendance for one-half day when he or she is: 1) physically present at a school site or participating in an authorized school activity; and, 2) under the supervision of authorized personnel for more than 25% but not more than half (26%-50%) of the student's instructional day.

WHOLE-DAY ATTENDANCE: A student is considered to be in attendance for a whole day when he or she is: 1) physically present at a school site or participating in an authorized school activity; and, 2) under the supervision of authorized personnel for more than 50% (51%-100%) of the student's instructional day.

HIGH SCHOOL STUDENTS: Compulsory attendance laws and Louisiana Board of Elementary and Secondary Education (BESE) regulations require high school students to be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis in order to be eligible to receive credit for courses taken.

ELEMENTARY STUDENTS: Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year in order to be eligible to receive credit for courses taken.

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

JURISDICTION: All students shall be under the jurisdiction of the school during normal school hours, from the time the student arrives at school each day until he or she leaves the school campus in the afternoon. In case a student rides a bus, he or she shall be under the jurisdiction of the school from the time he or she boards the bus until the student exits the bus in the afternoon. Students shall be under the jurisdiction of the school while attending any school sponsored activity either at school or away from school. This shall apply to all students, including athletic teams, pep clubs, bands and other student organizations. In disciplinary matters, the School Board's authority may extend beyond the limits set forth above, in accordance with state law.

PERFECT ATTENDANCE: The Tangipahoa Parish School Board shall recognize students who have perfect attendance. A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. To attain the distinction of perfect attendance, a student shall be present for the duration of each student instructional day during the school year for his/her school.

This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, participating in school-authorized field trips or other school-approved activities, taking a state-approved virtual course, or virtual learning.

If a parent chooses to have his/her child participate during school hours in any extracurricular activities that are not authorized by the school (educational travel vacations, educational outreach programs, gymnastics, dance, sports, etc.) the student shall not be eligible for perfect attendance. However, the student shall be allowed to make up any missed work with prior approval from the principal and those days may be excused if the reason for missing school was for educational purposes. The principal shall have the option to assign an assignment that will be aligned with the educational field trip. Students shall be allowed one (1) educational field trip per semester. All educational travel field trips must be approved prior to the trip. The principal shall make the final determination on whether the trip was educational and aligned with the school's curriculum.

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age 5 by September 30 of the calendar year in which the school year begins through age 18 shall send the child to a public or nonpublic school, as defined by La. Rev. Stat. Ann. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his/her child in kindergarten pursuant to La. Rev. Stat. Ann. 17:151.3 (D) or the child graduates from high school prior to his/her 18th birthday. A child below the age of 5 who legally enrolls in school shall also be subject to these provisions. If a child in these age brackets was a resident of this parish when school opened and enters school late without having attended another public or nonpublic school or approved home study program during the current school session within or without the parish, a statement should be secured from the parents or guardian giving the reasons why the

child has not been in school. If these reasons are not satisfactory, the matter should be referred to the Supervisor of Child Welfare and Attendance, who may find it necessary to refer it to the proper court.

EXCEPTIONS TO COMPULSORY ATTENDANCE: Certain exceptions to the compulsory attendance laws are allowed as provided by state law and included in policy JBD, Absences and Excuses. In addition, statutes provide for the following:

- The parent, tutor, or other person responsible for the school attendance of a child between the ages of sixteen (16) and eighteen (18) who is enrolled in school may request that the student be allowed to attend an effective adult education program or a career and technical education program.
- A child who is at least seventeen (17) years of age and who, after successfully completing a program established by the Louisiana Board of Elementary and Secondary Education, has been issued a Louisiana high school equivalency diploma in accordance with criteria established by the Louisiana Board of Supervisors of Community and Technical Colleges shall be considered exited from high school and shall not be subject to compulsory attendance laws.
- Compulsory attendance does not apply to any child who is under the age of seventeen (17) and is attending or seeking admission to a National Guard Youth Challenge Program in Louisiana.
- Any minor employed to perform or render artistic or creative services shall be exempt from the compulsory school attendance statutes for those days during which the minor is engaged in rendering such services.

FAILURE TO COMPLY: Failure to abide by the compulsory school attendance laws of the state may result in a referral to Families in Need of Services (FINS) which is a state mandated program or to the District Court with jurisdiction.

STUDENT ABSENCES AND EXCUSES: The Tangipahoa Parish School Board recognizes that the fundamental right to attend the public schools places upon students the accompanying responsibility to be faithful in attendance. Regular attendance can be assumed to be essential for a student's successful progress in the instructional program. The parent or legal guardian shall enforce the attendance of the student at the school to which the student is assigned. The principal of a school, or his/her designee, shall notify the parent or legal guardian in writing on or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

Each school shall attempt to provide verbal notification to a child's parent, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide written notification to a child's parent, tutor, or legal guardian when that child has been absent from school for 5 school days in schools operating on a semester basis, and for 10 days in schools not operating on a semester basis. The accumulation of days absent need not be consecutive. No public elementary or secondary school pupil shall be permitted for any reason to absent himself/herself from school attendance during the school day upon his/her own authority, unless legally emancipated.

The principal or designee shall make all reasonable efforts to verbally notify the parent or other person responsible for the pupil's school attendance of any such prohibited absence by a pupil.

TYPES OF ABSENCES: The days absent for elementary and secondary school students shall include non-exempt excused absences, exempted excused absences, unexcused absences, and suspensions.

1. **Non-exempt excused absences:** absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
2. **Exempted excused absences:** absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
3. **Unexcused absences:** any absences not meeting the requirements set forth in the excused absences and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in the student's own home or for their own parents or tutors) unless it is a part of an approved instructional program. Students shall be given failing grades for those days missed and shall not be given an opportunity to make up work.
4. **Suspensions:** non-exempt absences for which a student is allowed to make up his/her work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence shall be considered when determining whether or not a student may or may not be promoted, but shall not be considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

EXTENUATING CIRCUMSTANCES: Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Director of Student Services or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.
- Extended hospital stay in which a student is absent as verified by a physician or dentist.
- Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state.
- Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.
- Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials.
- Observance of special and recognized holidays of the student's own faith.
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.
- Absences as verified by the principal or his/her designee as stated below:
 - Prior school system-approved travel for education;
 - Death in the immediate family (not to exceed one week); or
 - Natural catastrophe and/or disaster.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the school system. Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course.

SCHOOL-APPROVED ACTIVITIES: Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered present and shall be given the opportunity to make up work.

CHILD PERFORMERS: Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions.

WRITTEN EXCUSES: For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor's, dentist's, or nurse practitioner's written statement of a student's incapacity to attend school shall be required for those absences for 3 or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical verification of extended personal illness, must be presented within 7 school days of the student's return to school, or the student's absence shall be considered unexcused and the student will not be allowed to make up missed work.

REPORTING ABSENCES: The attendance of all school pupils shall be checked each school day and at the beginning of each class period and shall be verified by the teacher keeping such record, which shall be open to inspection by the Director of Student Services or duly authorized representative at all reasonable times. All schools shall immediately report to the Director of Student Services any unexplained, unexcused, or illegal absence, or habitual tardiness. The Director of Student Services shall, after written notice to the parent or legal guardian of a child or a personal visit of notification, report any such child who is habitually absent or who is habitually tardy to the family or juvenile court of the parish as a truant child, to be dealt with in such manner as the court may determine.

APPEAL OF ABSENCES: When a student exceeds the maximum number of absences allowed, the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a decision shall be made and communicated to the parents or legal guardian by letter. High school students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met.

TARDY: For the purpose of notification, tardy shall include, but not be limited to being late to school or leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day. However, it shall not include reporting late to class when transferring from one class to another during the school day. Habitual tardiness on the part of students will not be tolerated. Students who exhibit habitual tardiness will be subject to disciplinary action, appropriate under the circumstances. Parents of students who continue to be tardy will be notified for a conference with the principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.

EARLY DISMISSAL:

1. There should be an emergency or doctor's appointment in order to check a student out early.
2. Perfect attendance should not be granted to persons who leave early except in extenuating circumstances as determined by the principal.
3. Teachers should be sure to document students leaving early in his/her roll book.
4. Early dismissal shall be treated the same as tardiness on a per semester basis.

ABSENCES AND EXCUSES REGULATIONS (November 7, 2019): Any time a student is absent from school, he/she must have a written excuse for that absence from a parent or legal guardian or attending physician. This also includes parts of days missed (example: checking in or out). Doctors' excuses are to be sent in within 7 days following a visit to the doctor. All excuses must include the first date of treatment and the discharge date. Doctors' excuses will not be accepted after this period of time.

1. First Day - The student is notified when he/she returns to school to bring a note from the parent or guardian.
2. Second Day - The school may contact the parent or guardian.
3. Third Day: The absence becomes unexcused.

EXCUSES:

1. Absenteeism will be excused on the basis of the following state and parish-approved reasons for being absent:
 - personal illness;
 - extreme illness in the immediate family;
 - death in the immediate family;
 - recognized religious holidays;
 - school-sponsored activities; and/or
 - extenuating circumstances (see TPSS Policy JBD: Absences and Excuses)
2. Excuses will be given by the principal or his/her designee for any of the above reasons based on a note from the parent, guardian, or attending physician. Parents and guardians are allowed only 3 written excuses per semester.
3. For excused absences (as marked on excuse form from the office), students will have an opportunity within 3 days of return to make up missed work, including tests. It is the student's responsibility to ask the teacher for make-up work.
4. Students with "excessive absences," and/or 3 unexcused absences accumulated will be reported to the TPSS Student Services Office.
5. A student must be in school for either 4 periods or the equivalent of two-thirds of his/her student day to be counted present and to be allowed participation in extracurricular activities.

6. A student has up to 7 school days (up to 12 days if the doctor or hospital is out of the local area) from time of re-entry to school to bring a doctor's excuse. The doctor's excuse should contain the date of the first day of treatment and the date of the last day of treatment or discharge.
7. The school will notify parents after a child has missed 3 days of unexcused absence.
8. The school will notify parents after a child has missed 5 school days in schools operating on a semester basis, and 10 school days in schools not operating on a semester basis. If verbal notification cannot be made, the school shall provide written notification to a child's parent, tutor, or legal guardian of such absences.

TRUANCY: The Tangipahoa Parish School Board recognizes truancy as absence from class or school for any portion of a period or day without permission from home or school. Students shall not be allowed to leave the campus without proper permission at any time during the school day, including before school begins, after school while waiting for their bus, or any disciplinary session which the student has been directed to attend. Students shall remain on the campus at all times unless granted permission to be off-campus, or be subject to disciplinary action. Violations of attendance laws and regulations may lead to suspension and/or expulsion from school.

School personnel shall be expected to make every reasonable effort to assist a child who is habitually absent or tardy. A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truant officer, or other law enforcement personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any school semester. Any student who is a juvenile and who is considered habitually absent from school or habitually tardy shall be reported by visiting teachers and Supervisors of Child Welfare and Attendance to the family or juvenile court of the parish or city as a truant child.

GUARDIAN'S RESPONSIBILITY: With regard to any student in grades K-8 who is considered habitually absent or tardy in any case where the student is the subject of a court-ordered custody or visitation plan, the parent or legal guardian who is lawfully exercising actual physical custody or visitation of the student shall be responsible for the student's attendance at school on those days and shall be solely responsible for any absence or tardiness of the child on such days.

ATTENDANCE REPORTS FOR STUDENT DRIVERS: In accordance with state law, students are obligated to attend school regularly and be in attendance a minimum number of days during the school year. In order for a minor to obtain or renew a driver's license or learner's permit for the operation of a motor vehicle, the minor shall present evidence to the Office of Motor Vehicles that he or she is enrolled and attending school or a recognized program or has completed the required minimum units of credit for graduation.

Upon request of any minor who is enrolled and attending a school and who is eligible to apply for a driver's license, the Superintendent, principal, or appropriate designee shall provide to him/her documentation of his/her meeting the required attendance requirements.

A student who does not meet the required minimum school attendance provisions may be subject to denial or suspension of his/her driver's license or learner's permit. It is the policy of the Tangipahoa Parish School Board (TPSB) to provide written notification of a minor student who has been determined by the principal to be a dropout or habitually absent or tardy to the Louisiana Office of Motor Vehicles for denial or suspension of driving privileges.

In addition, a minor student's driver's license or permit may also be suspended when written notification is received by the Office of Motor Vehicles from the principal that the minor student has been expelled or suspended from school or assigned to an alternative educational setting for 10 or more consecutive school days. Such disciplinary action shall be limited to expulsions, suspensions, or alternative educational assignments for infractions involving the sale or possession of drugs, alcohol, or any other illegal substance, the possession of a firearm, or an infraction involving assault or battery of a member of the school faculty or staff.

The TPSB, through the principal, shall provide written notification to any minor whom the principal has determined to be a dropout or habitually absent or tardy and his/her parent or guardian that the principal intends to subject the minor to driver's license denial or suspension. The written notification shall advise the minor of his/her right to seek a hearing of the School Board of such determination or to make a request of the School Board to obtain a hardship waiver within 15 days of the mailing of the notification. The principal shall send a copy of the notification to the School Board.

If the School Board is notified of a request for a hearing or a request for a hardship license within 15 days after the date of mailing the written notification, the School Board shall hold a hearing to make a determination upon such request. If no such request is received by the School Board, or if the School Board determines after a hearing that such student is a dropout or is habitually absent or tardy and is not entitled to a hardship waiver, then the School Board shall provide written notification to the Office of Motor Vehicles that the minor's license should be suspended or denied.

HARDSHIP WAIVER: The School Board may waive the attendance requirements for any minor for whom a personal, family, or economic hardship requires the minor to have a driver's license for his/her own, or his/her family's employment or medical care as provided in [La. Rev. Stat. Ann. §17:226](#). The minor or his/her parent or legal guardian may present other evidence that indicates compliance with attendance requirements outlined in state law at the waiver hearing. The School Board shall notify the *Office of Motor Vehicles* of the outcome of the minor's hardship waiver hearing within 24 hours after conducting the hearing.

DEFINITIONS (for purposes of this Policy):

- **Dropout:** a person 15 years of age or older but less than 18 years old, who was enrolled in a school and withdrew, or who was enrolled at the end of the previous school year and is not enrolled on October 1 of the following school year, or who has more than 10 consecutive days of unexcused absences from school or 15 days total unexcused absences during a single semester. *Dropout* does not mean a person who is 1) temporarily absent due to illness, suspension, or expulsion; 2) attending or has graduated or completed another educational program approved by the Louisiana Board of Elementary and Secondary Education; or 3) transferred to a nonpublic school, a correctional institution or an approved home school program, or moved out of state.

- **Habitually absent or tardy:** when either condition continues to exist after all reasonable efforts by a principal or other appropriate authority have failed to correct the condition after the 5th unexcused absence or 5th unexcused occurrence of being tardy within any month, or if a pattern of 5 absences a month is established or as otherwise provided in [La. Rev. Stat. Ann. §17:233.3](#))
- **Minor:** unemancipated child who is at least 15 but less than 18 years of age.

MEDICAL INFORMATION

COVID-19: Students with COVID-like symptoms will be sent home. The school nurse at your child's school will inform you of the current protocol and guidelines.

PICKING UP A SICK CHILD FROM SCHOOL: If you are notified by the school that your child is ill, you must make arrangements to have your child picked up from school **within one (1) hour.**

CHRONIC MEDICAL CONDITION(S) AND/OR HEALTH PROBLEM(S): In order for proper care to be provided for students at school, it is the responsibility of the parent/guardian to **notify the school nurse** when a student has a chronic medical condition or health problem. This **MUST** be done at the beginning of every school year, or as soon as the parent/guardian becomes aware of the student's condition throughout the school year if the child's medical condition changes. This will enable the parent/guardian to discuss with the school nurse the care the child may need at school. Some examples of chronic medical conditions are seizures/epilepsy, diabetes, asthma, celiac disease, and/or severe allergic reactions to insects or food that require the use of an Epi-pen or Benadryl during the school day.

TIPS FOR DETERMINING WHEN A CHILD SHOULD NOT ATTEND SCHOOL: Parents/guardians should carefully consider their child's statement of feeling ill. The following guidelines will help determine when a child should **NOT** attend school:

- **Diarrhea/Vomiting:** Students who are vomiting or having diarrhea (2 or more watery stools) will be sent home from school and will not be allowed to return until they are symptom free for 24 hours. Children should be kept home if they were vomiting or experiencing diarrhea during the night.
- **Fever:** Students who have a fever of 100.4° F or higher will be sent home. Students will be readmitted after they have been fever free for 24 hours without the use of fever reducing medications, i.e., Tylenol, Motrin, and Advil. (Please refer to the protocol concerning student absences.)
- **Pink Eye:** Symptoms of pink eye such as eye drainage, crusty eyelids, redness on the white part of the eyes, swelling, and itching may indicate pink eye, which is a contagious disease. Children with these symptoms will be sent home and should be seen by a doctor for a diagnosis. A doctor's excuse that states **WHEN** the student will be allowed to return to school will be required. No eye drop medication is allowed at school.
- **Rash/Lesions:** A student with an undiagnosed rash or lesions will not be allowed to stay at school. Skin rashes or lesions will be considered possibly contagious. A doctor's excuse is required in order for the student to return to school.

- **Boils**: Students with boils must be seen by a doctor and must remain home for 24 hours after starting antibiotics. A doctor's note will be required in order for the student to return to school, and when he or she returns to school, the boil must be covered.
- **Head Lice**: To help prevent the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse or trained school personnel. The student shall be examined to determine an infestation by looking closely through the hair and scalp for nits or live lice. If an active infestation is present, based on the presence of live lice or many nits less than ¼ inch from the scalp as per the American Academy of Pediatrics (AAP), the parent/guardian shall be notified to arrange pickup of their child from school. The parent/guardian shall be provided information on the biology of head lice, methods to eliminate infestation, and directions to examine household contacts for infestation. (See back the exclusion form.) According to the AAP, nits more than ¼-inch from the scalp indicate the infestation is probably old and no longer active and does not need to be treated. If the recommended lice product has been used, students may return to school with minimal nits present. The parent/guardian must bring the student to school and remain until the school nurse or trained personnel determines if the student may return to class. If live lice are found, one additional excused day may be given. Before re-admittance to the classroom, the school nurse or trained school personnel shall re-examine the student's head for an active infestation. Students should not miss more than one (1) day of school for the treatment of head lice. Additional days will be considered unexcused.

IMMUNIZATIONS: Students entering school for the first time shall present a completed or up to date immunization record (Louisiana State Law Statute LA R.S. 17; 170). All students entering 6th grade **AND 11 years old** or any student who is 11 years old (regardless of grade) shall present evidence of age- appropriate vaccinations including a Tdap booster, meningitis vaccine and a second varicella (chickenpox) vaccine.

All students entering 11th grade **AND 16 years old**, or any student who is 16 years old (regardless of grade) shall present evidence of age-appropriate vaccinations including a second Meningitis vaccine. Starting with the 2023-24 school year, all students are required to have 2 doses of Hepatitis A vaccine.

Students without up-to-date immunizations will be excluded from school until proper documentation that the vaccine(s) were received or an appointment card has been submitted to the school nurse.

Students who have not received proper immunizations may not be allowed to come to school if there is an outbreak of communicable disease at school (chickenpox, measles, pertussis, etc.). If an outbreak of a vaccine-preventable disease occurs, upon the recommendation of the state office of public health, school administrators may exclude from attendance unimmunized students until the appropriate disease incubation period has expired, or the unimmunized person presents evidence of immunization.

Students may participate in school without the required immunizations if either of the following are present: 1) A written statement from a provider stating the procedure is contraindicated for medical reasons; or 2) a written letter of dissent from the parent or guardian. Letters of dissent must be completed by the legal parent or guardian and submitted to the school nurse. The form may be

obtained from the school nurse or from the TPSS website under "School Nursing Services." If this dissent is due to a medical reason, a written statement from the doctor must be received.

VISION AND HEARING SCREENING: Students' vision and hearing are screened by the school in Pre-K, Kindergarten, grades 1, 3, 5, 7, 9 and 11, and from parent or teacher referrals. If a problem is detected, a note will be sent home to the parent referring them to their physician for a more complete evaluation.

POST-SURGERY, HOSPITALIZATION OR DENTAL PROCEDURES: If a student is hospitalized, has surgery, or a dental procedure requiring sedation, he or she must bring a note from the physician or dentist allowing the student to return to school and including any restrictions, etc.

MEDICATIONS: Parents/guardians should contact the school nurse if his or her child needs to take medications (prescription and/or over-the-counter) for chronic conditions at school. State law requires a Medication Administration Form to be completed by the physician and parent/guardian. If a student is prescribed a new medication, he or she must remain at home for one (1) day after the first dose of the new medication in order to be observed for adverse reactions.

MEDICATION ADMINISTRATION GUIDELINES: Medications given at school should be limited to those which cannot be administered before or after school. Emergency medications may be administered at school. A written Medication Order from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state (TX, AR, or MS), or any other prescriber authorized in the state of Louisiana to prescribe medication or devices is required.

A Medication Order is also necessary for medications that might ordinarily be available over the counter. The Medication Order must be written on the "Medication Order Form" approved by the TPSB. This form may be obtained at the school office or on the TPSS website (www.tangischools.org). Orders for multiple medications on the same form, incomplete forms, or a form with a prescriber's stamp will not be accepted. The Parent/Guardian Request and Authorization for Medication Administration Form must be completed.

Students are not allowed to transport medications to school. Medication must be delivered to school by a parent/guardian in a properly labeled container as dispensed by the pharmacist. The parent/guardian should get two (2) containers from the pharmacist for each medication to be given at school so there is proper labeling for the medication to be given at home and at school. If the medication is not properly labeled and does not match the physician's order exactly, it cannot be given. Only a thirty-five (35) school day supply of medication may be brought to school. The initial dose of a medication must be administered outside of the school jurisdiction with sufficient time for observation for adverse reactions

At the beginning of each school year and any time there is a change in medication (e.g. dosage or time), a new Medication Order Form and a new Parent/Guardian Request and Authorization for Medication Administration Form must be completed. Under no circumstances will a parent be allowed to make changes to a medication (e.g. dosage or time) without a written Medication Order. An appointment must be made with the school nurse if new medication will be brought to school and if a change in a medication order occurs.

ATHLETICS



The TPSB is committed to the belief that for the learning process to be complete, additional student activities such as athletics, must be an integral part of the educational program. Interscholastic athletics may be made available for students in the schools of the school district. The Superintendent or his/her designee shall develop and maintain an athletic program in the school district that emphasizes participation of all students.

The conduction of all athletic programs within the school district shall comply fully with regulations of the Louisiana High School Athletic Association (LHSAA) and policies of the TPSB. The Board shall allow students to participate in as many sports activities and academic activities as he/she is capable of participating in without fear of reprisal.

Students participating in a home study program approved by the Louisiana Board of Elementary and Secondary Education (BESE) may be eligible to participate in interscholastic athletic activities at a high school that is a member of the Louisiana High School Athletic Association (LHSAA). To be eligible to participate, the home study student shall meet each of the following requirements:

1. The student shall be subject to the same residency or attendance zone requirements as other students participating in the athletic activity.
2. The student's parent or legal guardian shall make a written request for the student to participate in interscholastic athletic activities to the principal of the school providing the activity. Such a request shall be made not later than the first 11 days of the school year.
3. The principal of the school providing the athletic activity shall approve or disapprove such written request within 30 days after receipt by the principal of all information and documentation requested by the principal from the student or the student's parent or legal guardian, or both. Such information and documentation shall be as noted in item 5 below, as well as information and documentation that is required of other students relative to participation in the athletic activity. The decision by the principal to approve or disapprove the written request for the student to participate shall be final.
4. If participation is approved, then at the time of participation in the athletic activity, the student and the student's home study program shall be in full compliance with all guidelines, standards, and requirements established by state law for home study programs.
5. The student shall submit documentation from BESE that the student is in a home study program approved by BESE. The student shall submit a copy of his/her transcript showing units of study completed or in progress, the grades earned for such study, and his/her cumulative grade point average.
6. The student shall be required to meet academic standards required of other students to participate in the athletic activity.
7. The student shall be required to meet all other standards and requirements applicable to a student participating in the athletic activity, including but not limited to tryouts, practice time, codes of conduct and student discipline, physical exams, proof of age, permission forms, waivers, required paperwork, fees, and transportation arrangements but excluding any requirements that the student be enrolled in or attend the school, or both.
8. The student shall be required to meet conditions applicable to students at the school relative to having any required insurance coverage either by participating, if otherwise eligible, in insurance programs offered through the school or school system or by providing for such insurance coverage in another manner.

After a decision is made by the principal to approve a request for the student to participate, then the student shall participate in any tryouts for such activity at the same time and in the same manner as other students who want to participate in the same activity.

Any home study student who provides, or on whose behalf others provide, any false representation, documentation, or verification of the student's qualifications for the purpose of meeting eligibility requirements to participate in interscholastic athletics shall be ruled ineligible to participate in accordance with policies of the LHSAA and shall be subject to the same penalties as other students. Likewise, a school determined to be knowledgeable of any false representation, documentation, or verification of a home study student's qualifications for the purpose of meeting eligibility requirements to participate in interscholastic athletics shall be subject to penalties as established by the LHSAA for use of an ineligible student athlete.

A student who has been enrolled in a public or nonpublic school during the school year in which the student begins home study or during the previous school year and who was determined ineligible to participate in one or more interscholastic extracurricular activities at such school for reasons related to student conduct or academic performance, or both, shall be ineligible to participate in interscholastic athletic activities for one (1) calendar year from the date the student was determined ineligible.

A student who has been enrolled in a public or nonpublic school during the school year in which the student begins home study shall not be eligible to participate in interscholastic athletic activities during the remainder of that school year nor during the following school year.

PARTICIPATION REQUIREMENTS: No student shall be permitted to practice or participate in any interscholastic athletic program in any public school of the TPSB until such student shall have furnished to the principal of the school documentation that he/she has met the following requirements:

1. Evidence of having had a physical examination by a licensed physician who shall have completed documentation as required by the Louisiana High School Athletic Association (LHSAA).
2. Properly complete a School Entrance and General Health Exam Form/LHSAA Medical History and pass a medical examination by a licensed physician prior to the first time he/she participates in a sport in a LHSAA school. Physicians may continue to use the original LHSAA Sports Physical Form in performing sports physicals. In addition, parents shall be required to complete the Authorization for Release of Confidential Information.
3. Once a student passes the initial medical examination and completes an LHSAA Medical History Form prior to the sports season in which he/she participates, he/she shall annually pass any medical screening or medical examination required by a licensed physician and shall update his/her LHSAA Medical History Form as required.
4. A copy of all completed and signed medical examination and participation/release of information forms (and any others required by the School Board) shall be on file at the school for every student before he/she practices or participates in interscholastic athletics during that school year.
5. An agreement signed by the student's parent(s) or legal guardian(s) to hold the TPSB and its employees, agents, assigns and insurers harmless from and against any liability for any accidents involving the student while participating in such athletic activities and any injuries suffered by the student during, or as a result of, such participation. The agreement shall also authorize team physicians to treat the student in the event of an injury requiring emergency treatment.
6. Students shall sign a form consenting to random drug screening and must obtain the written consent of their parent(s) or guardian(s) for said tests in order to be eligible to participate in any athletic activity (see TPSB Policy IDFAA - Drug Testing of Athletes).

Adherence to the rules of athletic representation and participation shall be strictly enforced by the TPSB. Any violations of athletic rules shall be immediately reported to the Superintendent by the principal. In the event that a member school, member school principal, or member school coach is penalized or cited by the LHSAA due to a violation, the athletic director, principal, and coach involved shall provide a full report to the Superintendent. If found warranted, the Superintendent in turn shall make a report to the School Board with pertinent recommendations for disciplinary action.

TPSS endorses the scholastic eligibility requirements as a condition for participation in high school extracurricular activities as stipulated by the LHSAA. Scholastic requirements shall be as follow:

1. To be eligible for the first semester of the school year, a student shall have earned at least 6 units from the previous school year, which shall be listed on the student's transcript, and shall have at least a "C" average as determined by the School Board when considering all "graded" subjects.
2. To be eligible for the second semester of the school year, a student shall pass at least 6 subjects from the first semester. A senior attempting 4 units in the first semester must pass all 4 units to be eligible in the second semester. Likewise, a senior attempting 5 units in the first semester must pass all 5 units, and a senior taking 6 or more units in the first semester must pass 6 units for second semester eligibility.
3. The LHSAA includes specific eligibility rules for special education students which must be met for their participation.

Individual schools or the School Board may set higher, but not lower scholastic requirements for interscholastic athletic participation. Athletes shall have either school student insurance or a signed statement from the parent showing that the student is otherwise covered for any accident or injuries that may occur during any athletic participation. No students shall be allowed to practice or participate in interscholastic athletics until this requirement has been met.

REGULATIONS: All athletic programs of the TPSB shall be governed by the following regulations:

HIGH SCHOOLS:

- A. Interscholastic athletic competition at the high school level shall be governed by rules of the Louisiana State High School Athletics Association LHSAA).
- B. Transfer Eligibility: No student shall be eligible for transfer if said student was in violation of Article 2 of the LHSAA Handbook for the current year.
- C. School Transfer: Students enrolled in any Tangipahoa Parish School must comply with the rules contained in the LHSAA Handbook, Section 1.13, in order to participate in interscholastic competition.

JUNIOR HIGH SCHOOLS:

- A. A player who fails 2 basic subjects will not be eligible to compete in athletics until such time (9-weeks, semester, etc.) that student achieves a grade point average of 1.5. Major subjects are mathematics, science, literature or reading, English or language, and social science.
- B. A student cannot compete in junior high athletics if he/she has reached his/her 15th birthday prior to August 1. When a student enters the 7th grade, he/she has four (4) consecutive semesters of eligibility.
- C. The athletic program of the parish will schedule all athletic events the previous year in May.
- D. Each football team should play a minimum of 7 games, but should not schedule more than 10 games in regular play.
- E. Each team will play a minimum of 10 games and 3 tournaments in basketball.
- F. All coaches shall be responsible for their respective teams. The coach of the home team will be responsible for all game arrangements, obtaining game officials from a certified list of officials, etc.
- G. The principal will be responsible for providing the necessary supervision of spectators by faculty members, not to include coaches, and to provide necessary police security.
- H. The following individuals will be admitted to the game: players that are uniform dressed (or shown), 2 managers, 1 bus operator, cheerleaders, sponsors, and coaches. Only the coach and principal (or designee) will be allowed to identify the person(s) who enter the gate.
- I. Parents shall be informed that no insurance policy covers all medical and hospitalization bills.
- J. High schools and junior high schools shall be allowed to assess students up to one-half of the total premiums for senior high football coverage.

- K. All athletic programs will follow the guidelines in the Tangipahoa Parish School System (TPSS) Junior High School Athletic Handbook and rules of the LHSAA.
- L. Athletic teams will be required to play a minimum number of games per sport.

ELEMENTARY SCHOOLS:

- A. The School Board endorses the following standards outlined by the Southern Association of Colleges and Schools in its "Guide to the Evaluation and Accreditation of Elementary Schools" as the policy of the parish pertaining to interschool athletics at the elementary level:
- B. An interschool competitive sports program among the elementary schools which is of a varsity pattern with scheduled league games and a championship shall not be permitted for grades 1 - 6, and such a program is discouraged for grades 7 and 8 where these grades are part of an elementary school. In contrast, schools shall develop effective physical education programs for all pupils.

MISCELLANEOUS REGULATIONS:

- A. Funding for athletic programs shall be accomplished by using local school funds from the General Fund, or designated major sports program to the minor sports program. Fund-raising activities and outside school organizations are other sources of funds.
- B. No student shall be denied participation on athletic teams because of a required participation fee. (No participation fees shall be charged.)
- C. The school administrator shall determine which sports to participate in based on adequate funding and interest in the sport. No minor sports shall be mandated unless:
 - 1. A faculty member is willing to accept full responsibility as sponsor. Responsibility shall be outlined by the principal.
 - 2. Complete funding is provided in advance by the minor sport club, each year. Funding must be provided for both boys and girls, if required, before any practices or games are scheduled. All minor sports clubs shall have prior approval of all fund raising activities as required by the School Board.
 - 3. The principal shall designate the coach or parent coach and outline the coach's responsibilities.
- D. The parent shall sign a release form which shall release the parish School Board from any liability in event of accident or injury to the student. Such waivers signed by parents shall be witnessed by 2 school officials.
- E. In order for a student to participate in athletics, he/she must subscribe to the student insurance plan.
- F. Parents/guardians shall be required to give written permission for coaches to bring athletes for medical attention when the parents/guardians cannot be contacted or accompany the athlete.
- G. Parents shall be informed that neither the TPSB nor the school is liable for any athletic injuries.
- H. Parents of students holding student insurance shall be responsible for processing all student insurance claims; that is, parents should collect or assemble all claims and bills necessary to be sent to the insurance company for processing. The TPSS Risk Manager should be notified.

ATHLETIC AWARDS: The selection of students for all athletic awards, such as trophies, medals, jackets, sweaters, etc., shall be the responsibility of each respective public school in the parish.





ACADEMICS

Chasity Liuzza, Director

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STUDENT PROGRESS CENTER FAMILY PORTAL: The TPSS is committed to including parents/guardians in the educational process, and one way to accomplish this is through a web application called “[Student Progress Center](#).” This online system allows parents/guardians a safe and secure means of reviewing their child’s class assignments, grades, attendance records, discipline, transcripts, fees, and other information. Current grades are posted for every subject a student takes. When teachers enter test and assignment grades, the student’s average is shown, thereby allowing parents/guardians the ability to monitor the child’s progress in each subject. For more information regarding OnCourse Connect, parents/guardians should contact the child’s school. Forms and user guides may be found on the TPSS website (www.tangischools.org) under “Families.” Families will receive information for setting up an account through email.

MAJOR & MINOR SUBJECTS - GRADES 1-4	
<p><u>MAJOR SUBJECTS</u></p> <p>Reading English Mathematics</p>	<p><u>MINOR SUBJECTS</u></p> <p>Science Social Studies Foreign Language (<i>when offered</i>) Electives*</p> <p><small>*Must be approved by the Louisiana Department of Education</small></p>
MAJOR & MINOR SUBJECTS - GRADES 5-8	
<p><u>MAJOR SUBJECTS</u></p> <p>Reading English Mathematics</p>	<p><u>MINOR SUBJECTS:</u></p> <p>Health & Physical Education (<i>grades 7 & 8</i>) Foreign Language (<i>when offered</i>) Science Social Studies Electives*</p> <p><small>*Must be approved by the Louisiana Department of Education</small></p>
<p><i>Students must achieve an absolute “D” in Reading, English, and Mathematics.</i></p> <p><i>Students may fail 1 major subject, social studies or science and 1 minor subject and be promoted.</i></p> <p><i>A student may fail 2 minor subjects and be promoted.</i></p>	

GRADING SCALE

KINDERGARTEN

S = Satisfactory (80-100%) P = Progressing (70-79%) N = Not Satisfactory (0-69%)

GRADES 1-8

A grading system for all major and minor subjects will be used by all schools in determining the credit given for each unit using a letter grade assigned according to a four-point scale as follows:

A - 4 points (90-100%) B - 3 points (80-89%) C - 2 points (70-79%) D - 1 point (60-69%) F - 0 points (0-59)

**Effective 8/1/2024 per LDOE*

GRADES 9-12

A grading system for all major and minor subjects will be used by all schools in determining the credit given for each unit using a letter grade assigned according to a four-point scale as follows unless otherwise stated:

A - 4 points (90-100%) B - 3 points (80-89%) C - 2 points (70-79%) D - 1 point (60-69%) F - 0 points (0-59)

**Identified by an asterisk (*) in front of course title on transcripts & cumulative records for Honors Courses*

**Effective 8/1/2024 per LDOE*

GRADES 9-12

Quality Points for very specific high school courses will be determined based on the scale values given in the chart below when determining the credit given for each unit using a letter grade assigned.

QUALITY POINTS

<u>Letter Grade</u>	<u>Quality Points</u>	<u>Honors/DE (Includes DE Courses with Technical/Community College)</u>	<u>TOPS Approved Weighted Courses (BESE) Course List Based on 5 pt Weighted Scale)</u>
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

**Board approved 7/30/2024*

GRADES 9-12

Quality Points for courses that are Honors/DE that are not on the LDOE 5 point list are listed below and will be determined by using the four-point-five scale in the chart above when determining credit for each Unit using a letter grade.

(H)*English I & II	(H)*Algebra I	(H)*Biology I	(H)*World Geography
(H)*Physical Science	(H)*Geometry	(H)*American History	

STUDENT EVALUATION REPORTS (REPORT CARDS) & PROGRESS REPORTS	
ELEMENTARY STUDENTS	<i>Student Evaluation Reports (Report Cards) will be issued to elementary students at the end of each 9-week period. Student Evaluation Reports should <u>not</u> be returned to the school.</i>
HIGH SCHOOL STUDENTS	<i>Progress Reports will be issued to high school students every 9 weeks. Formal Student Evaluation Reports (report cards) will be issued at the end of the first and second semester. Student Evaluation Reports should <u>not</u> be returned to the school.</i>

TEXTBOOKS: Textbooks are issued to students at the beginning of each year or semester, as applicable. Students are responsible for the proper use and care of textbooks and other materials of instruction that are on loan during the school year. If textbooks that are issued are lost, the student must pay the full cost of the textbook in order for a replacement to be provided. If textbooks that are issued become damaged, the student will be assessed a fee for damages. Extreme damages will result in full payment of the cost of the textbook. Some classes use classroom sets of textbooks that are not issued to students, however, a textbook may be checked out for home use when needed.

CLASSIFICATION OF STUDENTS (GRADES 9-12):

ATTENDANCE:

Students must attend school a minimum number of days per semester as established by Bulletin 741. (See Attendance Regulations.)

CARNEGIE UNITS – CLASSIFICATION BY GRADES:

- **Career Diploma Students/Tops Tech/Jump Start Diploma:**
 SOPHOMORE - 5 units JUNIOR - 10 units SENIOR - 16 units GRADUATE - 23 units
- **University Diploma:**
 SOPHOMORE - 6 units JUNIOR - 11 units SENIOR - 17 units GRADUATE - 24 units

NOTE: Information regarding promotion, retention, and graduation requirements may be found in the TPSS Pupil Progression Plan online at <http://tangischools.schoolwires.net/domain/530>.

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS: All middle school students will be able to enroll in a minimum of 3 Carnegie (high school) credit courses in grades 6-8 (one per year). Students can earn up to 4 Carnegie units in middle school. High school courses offered at the middle school level include the following:

2022-2023 School Year: During the 2022-2023 school year, all 6th grade students will participate in the Computer Technology Literacy (JH)/Health Education (JH) course. In addition, all 7th grade students will take the Computer Technology Literacy (JH) Health Education (JH) course as well. All 8th grade students will continue to participate in the Quest for Success/QFS course. The change will allow incoming 6th grade students to receive foundational computer skills via the Computer Technology Literacy course prior to participating in the Introduction to Business Computer Applications/IBCA course during the 2023-2024 school year. It will also provide the Introduction to Business Computer Applications/IBCA Teachers an opportunity to fully internalize the IBCA curriculum and expectations.

2023-2024 School Year: Please note that during the 2023-2024 school year, all 6th grade students will participate in the Computer Technology Literacy (JH)/Health Education (JH) course; all 7th grade students will participate in the Introduction to Business Computer Applications/IBCA course; and all 8th grade students will take the Quest for Success/QFS course. Students who meet eligibility requirements outlined in the TPSS Pupil Progression Plan may be

eligible to take other core high school courses. For elective courses, students will receive pass/fail final grades. For final grades in TOPS core courses, students will receive a letter grade.

2024-2025 School Year: Please note that during the 2024-2025 school year, all 6th grade students will participate in the Computer Technology Literacy (JH)/Health Education (JH) course; all 7th grade students will participate in the Introduction to Business Computer Applications/IBCA course; and all 8th grade students will take the Quest for Success/QFS course. Students who meet eligibility requirements outlined in the TPSS Pupil Progression Plan may be eligible to take other core high school courses. For elective courses, students will receive pass/fail final grades. For final grades in TOPS core courses, students will receive a letter grade.

HONORS COURSES CRITERIA FOR ADMISSION (GRADES 9-12): High school students may take honors courses if they meet the criteria for admission outlined in the Pupil Progression Plan. The following honors courses have been designated to follow the grading system for honors subjects:

(H) English I, II, III, IV	(H) Spanish III, IV	(H) French III, IV	(H) Algebra I, II
(H) Geometry	(H) Trigonometry	(H) Advanced Mathematics	(H) Calculus
(H) Physics	(H) Chemistry I, II	(H) Physical Science	(H) Biology I, II
(H) American History	(H) World History	(H) World Geography	

All International Baccalaureate Subjects & All College Board Advanced Placement Subjects

HONOR ROLL AND PRINCIPAL'S ACHIEVEMENT ROLL

LEVELS OF RECOGNITION FOR ACADEMIC ACHIEVEMENT (GRADES 1-7):

4.0 & above-Honor Roll	3.5-3.9-Honor Roll	3.0-3.4- Honor Roll	Principal's Achievement Roll
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SELECTION CRITERIA (GRADES 1-7): Teachers use the letter symbols A, B, C, D, and F to report pupil progress in all grade levels except kindergarten. These same letter symbols are used to indicate pupil progress for each academic subject area that is listed on the report card. The selection of students for Honor Roll recognition or Principal's Achievement Roll recognition will be determined by the grades earned in academic subjects only. Students who receive a "D" or "F" for a nine-week grade will **NOT** be eligible for the Honor Roll. A student is **NOT** eligible to receive Honor Roll recognition if his or her promotion is in danger. Conduct is not an academic subject area; therefore, it is **NOT** a factor to be used in selection of students for Honor Roll recognition.

ADMINISTRATIVE OPTIONS: School participation in the Honor Roll program for grades 1-3 is optional. Participating schools may decide to publicize Honor Roll and Principal's Achievement Roll recognition in a manner deemed most appropriate by the local school administration.

LEVELS OF RECOGNITION FOR ACADEMIC ACHIEVEMENT (GRADES 8-12):

4.0 & above-Honor Roll	3.5-3.9-Honor Roll	3.0-3.4-Honor Roll	Principal's Achievement Roll
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ADMINISTRATIVE PROCEDURES: To recognize honor students for academic achievement, the percentage grade will be converted to a letter grade, the honors grading scale will be used for honors subjects, and honor roll for high schools will be acknowledged at semesters only.

PRINCIPAL'S ACHIEVEMENT ROLL: This is intended to provide recognition for students who achieve continuous progress consistent with their ability. Students may receive this recognition if they do not satisfactorily complete the minimum levels required for promotion.

HONOR STUDENTS: Beginning with the freshman class of 2008-2009, to be eligible to compete for scholastic honors in a particular TPSS school, a student must have been registered in that school for the final semester of his/her senior year (90 days). Should the student fail to register during the first 10 days of the spring semester because of personal illness or illness in the family, this fact must be substantiated by a doctor's certificate. The high school average of all

semester grades is used in determining the honor students. To determine who shall be the honor students in the graduating class, the following procedure will be followed: All subjects in which credit was received shall be listed in the transcript sent to the Louisiana Department of Education. The cumulative grade point average (GPA) on the official transcript will be used as a basis for determining who will be honor students. Public recognition of honor students should be given at commencement exercises. Students will be recognized as honor students by using the following system: Summa Cum Laude-4.0 GPA, Magna Cum Laude-3.999-3.50 GPA, and Cum Laude-3.499-3.00 GPA.

ACCELERATION (Grades K-8 and 9-12 Criteria): Policies and procedures that address the placement of students who show evidence that they will benefit more from the instructional program at an advanced grade level may be found on the TPSS website (www.tangischools.org).

LEAP 2025 REMEDIATION COURSE: Students may apply a maximum of 2 Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.

CAREER AND TECHNICAL EDUCATION: The TPSB believes the basic objective of the school district shall be the preparation of individuals to function effectively in society. Vocational instruction shall be designed to prepare individuals for entry-level employment in a specified occupational field, or for future education appropriate to the student's occupational objective. All vocational programs shall be planned and administered within the school district in accordance with all requirements set by the Louisiana Department of Education. The TPSS adheres to the equal opportunity provisions of federal and civil rights laws and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements. All students have the opportunity to participate in Career & Technical Programs of Study including, but not limited to areas of Health Care, Construction Crafts & Trades, IT Computer Technology, Culinary Programs, and Agriculture.

Admission requirements for each course may be found in the student course guide/schedule packet of the individual campus where the course is being offered. Contact the guidance counselor at the specific school site for additional information, program requirements, and/or any questions you may have.

Inquiries concerning application of the policy related to Section 504 may be referred to Brooks Kelly, Section 504 Coordinator, via email (Brooks.Kelly@tangischools.org).

TITLE I FAMILY ENGAGEMENT



Parent and family engagement is a priority of the School Board for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the School Board throughout their children's elementary and secondary school careers. The concept of parent and family engagement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting. Federally funded Title I Family Engagement Teacher offers free services to all parents whose children attend Title I schools or who meet the guidelines of schoolwide programs. Children do not have to be school age.

The Family Engagement Policy encourages and supports efforts by families to take a more active role in their child's learning by 1) offering family training sessions to guide families in helping their children with school work; 2) guiding families in preparing their young children for future entry into the School System; 3) and providing individual consultations to families seeking guidance in improving their child's academic skills.

The Family Engagement Teacher follows the Tangipahoa Parish School System school calendar. The Elementary Secondary Education Act (ESSA) requires Title I schools to give timely information regarding the professional qualifications of their child's classroom teachers and paraprofessionals, if requested by parents or guardians. If the Tangipahoa Parish School System Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the following: *Louisiana Handbook for School Administrators, (Bulletin 741, Section 349)*.

https://www.louisianabelieves.com/docs/default-source/policy/ldoe-complaint-procedures-for-essa-violations.pdf?sfvrsn=a9799c1f_6.

Parents may also request a copy of this bulletin by calling the State Department toll free at 1-877-453-2721. The bulletin contains detailed procedures that have been established for resolving complaints filed against the Department of Education or a local education agency pursuant to provisions of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 6301, et. Seq. (ESEA). For further information, contact the Title I Office at 985-748-2470.

The TPSS Parent and Family Engagement Policy may be found at

<https://www.tangischools.org/departments/federal-programs/federal-programs-initiatives>

PARENTS' RIGHTS AND RESPONSIBILITIES: The Tangipahoa Parish School Board is committed to honoring the rights of parents and promoting parental involvement in our community's schools. The School Board recognizes the fundamental rights of parents to direct the upbringing, education, and care of their minor children. To this end, the Board establishes the following standards and expectations. The foregoing policy supersedes all current policies, procedures and/or practices and shall be deemed incorporated, as if fully set forth, in the Student Code of Conduct. The Board recognizes the following parental rights:

1. The right to direct the education and care of his/her minor child;
2. The right to direct the upbringing and the moral or religious training of his/her minor child;
3. The right to enroll his/her minor child in a public school or as an alternative, a private school, including a religious school, a home education program, or other available options;
4. The right to access and review all school records related to his/her minor child;
5. The right to make health care decisions for his/her minor child;
6. The right to access and review all medical records of his/her minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released;
7. The right to consent in writing before a biometric scan of his/her minor child is made, shared, or stored;
8. The right to consent in writing before any record of his/her minor child's blood or DNA is created, stored, or share
9. The right to be notified promptly if an employee of the school district suspects that a criminal offense has been committed against his/her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Family Services and notifying the parent would impede the investigation.

This policy, however, does not preclude an employee of the School District from acting in his or her official capacity within the scope of his or her authority. Any School District employee who encourages or coerces, or attempts to encourage or coerce, a minor child into withholding information from his/her parent may be subject to disciplinary action. Except as otherwise provided by law, employees of the School District will not provide medicinal drugs to a minor child without first obtaining written parental consent.

PROMOTING PARENT INVOLVEMENT:

- The School District shall provide parents with opportunities to participate in schools to improve parent and teacher cooperation in such areas as homework, school attendance, and discipline.
- The School District shall provide parent opportunities to learn about their child's course of study, including the source of any supplemental education materials.
- Parents will be able to object to instructional materials and other materials used in the classroom, based on beliefs regarding morality, sex, and religion or the belief that such materials are harmful. Alternative assignments/materials will be provided.
- Parents can withdraw their minor child from any portion of the School District's comprehensive health education that relates to sex education, or any instruction regarding sexuality if the parent provides a written objection to his/her minor child's participation.
- Parents shall be notified in advance of such course content so that they may withdraw his or her minor child from those portions of the course.
- Parents shall have the opportunity to learn about the nature and purpose of clubs and activities offered at their minor child's school.

PARENT REQUESTS FOR INFORMATION: A parent may request, in writing, from the Superintendent the information required to be shared by this policy. Within 10 days, the Superintendent will provide such information to the parent. If the Superintendent denies a parent's request for information or does not respond to the parent's request within 10 days, the parent may appeal the denial to the School Board. The School Board will place a parent's appeal on the agenda for its next public meeting. If it is too late for the parent's appeal to appear on the next agenda, the appeal will be included on the agenda for the subsequent meeting. The District will inform parents how to:

1. Opt-out of comprehensive health education that relates to sex education instruction or any instruction regarding sexuality.
2. Receive information about school choice options.
3. Exempt his/her child from immunizations.
4. Review statewide standardized assessment results.
5. Qualify his/her child in gifted or special education programs.
6. Inspect instructional materials.
7. Access information relating to the School District's policies for promotion or retention, including high school graduation requirements.
8. Have access to a school report card and be informed of his/her minor child's attendance requirements.
9. Access information relating to the state public education system, state standards, report card requirements, attendance requirements and instructional materials requirements.
10. Participate in parent-teacher associations and organizations that are sanctioned by the School Board of the Department of Education.
11. Opt-out of any district-level data collection relating to his/her minor child not required by law.

TESTING SCHEDULES

BIRTH - GRADE 8			
GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATES
BIRTH - PRE-K	GOLD TEACHING STRATEGIES OR DEPARTMENT-APPROVED ALTERNATE ASSESSMENT	TEACHER	FALL CHECKPOINT FINALIZED: OCTOBER 31 WINTER CHECKPOINT FINALIZED: FEBRUARY 28 SPRING CHECKPOINT FINALIZED: MAY 31
K	KINDERGARTEN ENTRY ASSESSMENT DRDP OR GOLD	TEACHER	ADMINISTER WITHIN THE FIRST 30 DAYS OF SCHOOL DATA SUBMISSION DEADLINE: (OCTOBER TENTATIVE)
K-3	DIBELS STATEWIDE LITERACY SCREENER	CBT	BEGINNING OF YEAR (BOY) ADMINISTER WITHIN THE FIRST 30 DAYS OF SCHOOL MIDDLE OF YEAR (MOY) ADMINISTRATION: DECEMBER 2-20 END OF YEAR (EOY) ADMINISTRATION: APRIL 1-30
K-3	K-3 LITERACY ASSESSMENT RESCREENING FOR GRADE 3	TBA/ TEACHER	FOR QUALIFYING STUDENTS: 2ND SCREENING IN MAY; 3RD SCREENING IN SUMMER AFTER APPLICATION OF INTERVENTIONS
6 - 8	LEAP INNOVATIVE ASSESSMENT PROGRAM	CBT	FALL: OCTOBER 28 - NOVEMBER 8 WINTER: JANUARY 27 - FEBRUARY 7 SPRING: APRIL 2 - MAY 14
3 - 8	LEAP 2025 (ELA, MATH, SOCIAL STUDIES, SCIENCE)	CBT	CBT WINDOW: APRIL 2 - MAY 14

GRADES 9 - 12			
GRADE LEVELS	CONTENT	DELIVERY	TEST DATE(S)
9 - 12	LEAP 2025	CBT	FALL WINDOW: DECEMBER 2-20 SPRING WINDOW: APRIL 2 - MAY 14 SUMMER WINDOW: JUNE 23-27
11	ACT	CBT	WINDOW 1: MARCH 11-14; MARCH 17-21 ONLINE STANDARD TIME, ACCOMMODATION ONLINE AND PAPER WINDOW 2: MARCH 25-28,31; APRIL 1-4 MAKEUP ONLINE STANDARD TIME, ACCOMMODATION ONLINE AND PAPER
11 (as applicable)	WorkKeys (optional)	CBT	OCTOBER 2 - APRIL 11 (POLICY REQUIRES 30 DAYS BETWEEN WORKKEYS TEST ADMINISTRATIONS TO PROVIDE FOR MEANINGFUL REMEDIATION.).
		PBT	FALL WINDOW 1 ACCOMMODATED: OCTOBER 2-14 FALL WINDOW 2 ACCOMMODATED: OCTOBER 16-28 SPRING WINDOW 1 ACCOMMODATED: MARCH 12-24 SPRING WINDOW 2 ACCOMMODATED: MARCH 26 - APRIL 7 (POLICY REQUIRES 30 DAYS BETWEEN WORKKEYS TEST ADMINISTRATIONS TO PROVIDE FOR MEANINGFUL REMEDIATION.).
9-12 (as applicable)	CLEP (optional)	CBT	OPEN WINDOW COMPLETE BY MAY 16
9-12 (as applicable)	AP (optional)	PBT	OPEN WINDOW COMPLETE BY MAY 16

SMALL POPULATIONS			
GRADE LEVELS	CONTENT	DELIVERY	TEST DATE(S)
3-8, 11	LEAP CONNECT ELA, MATH, SCIENCE	CBT	FEBRUARY 10 - MARCH 19
K - 12	ELPT/ELPT CONNECT	CBT	FEBRUARY 10 - MARCH 19
ENROLLING INTO 5 & 9	STATE PLACEMENT TEST	CBT	OPEN WINDOW
4, 8, 12	NAEP	TBD	TBD
K - 12	ELPS	CBT	OPEN WINDOW (WITHIN FIRST 30 DAYS OF STUDENT'S ENROLLMENT)

KEY FOR TESTING SCHEDULE DOCUMENT: ACT: American College Test PBT:Paper Based Test AP: Advanced Placement, various subjects
 CBT: Computer Based Test CLEP: College Level Examination Program, various subjects ELPS: English Language Proficiency Screener
 ELPT: English Language Proficiency Test ELPT Connect: ELPT Alternate Assessment K-3 Literacy Screening: Statewide administration in mCLASS
 NAEP:National Assessment of Educational Progress LEAP 2025 Grades 3-8: ELA, Mathematics, Science, Social Studies
 LEAP 2025 High School: English I, English II, Algebra I, Geometry, Biology, US History, Civics
 LEAP Connect: Alternate Assessment; grades 3-HS ELA, Mathematics, Science ACT WorkKeys: Optional assessment which measures essential workplace skills
 Window: A range of days from which school systems or schools choose the time and date for assessment scheduling



EDUCATIONAL TECHNOLOGY

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The TPSB believes it is necessary for all persons to become aware of the acceptable use of technology. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. The School Board retains the right to monitor all computer usage and files for compliance to all regulations and/or procedures.

Age and grade appropriate classroom instruction shall be provided regarding Internet and cell phone safety. Such instruction shall include appropriate online behavior, interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as well as areas of concern as authorized in state and federal law.

In addition, the School Board, in conjunction with local law enforcement agencies, shall develop and distribute age and grade appropriate information to each student regarding Internet and cell phone safety and online content that is a threat to school safety. The information shall include the following:

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

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

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

Technology, particularly Internet access and email, is available to students and employees in the Tangipahoa Parish School System. The Tangipahoa Parish School Board's goal in providing these resources to its students is to enhance innovative education for students through access to unique resources and collaborations. Furthermore, teachers will improve learning and teaching through research, teacher training, collaboration, and dissemination of successful educational practices, methods, and materials.

Guidelines are provided so that the technology users are aware of the responsibilities they are about to assume. Responsibilities include appropriate, efficient, ethical, and legal utilization of network resources. All users, including students, employees, or any other users of School Board computers, hardware, and network shall abide by all policies of the School Board and any applicable administrative regulations and procedures.

All users shall sign the Technology Contract on a yearly basis. The signature shall be binding and indicates that he/she has read the terms and conditions carefully, understands their significance, and shall adhere to their provisions. These should be kept on file at each school or office.

TERMS AND CONDITIONS

1. Acceptable Use - Technology resources in the Tangipahoa Parish School System (TPSS) shall ONLY be used to support teaching and learning.

2. **Privileges** - The use of technology is a privilege, not a right, and therefore inappropriate use may result in the cancellation of those privileges by the administrator in each school, the Tangipahoa Parish School System Director of Technology or the Superintendent or his/her designee.
3. **Acquisition of Technology** - ALL hardware and software purchases and installations shall be pre-approved by the Technology Department. All technology hardware and software resources purchased by TPSS are the property of the Tangipahoa Parish School Board and are loaned to students and faculty for their use.
4. **Appropriate Network Usage** - Users are expected to abide by the Tangipahoa Parish School System rules of network etiquette and Digital Citizenship as put forth by the TPSS Digital Citizenship curriculum. These include, but are not limited to the following:
 - A. Be polite; do not send abusive, threatening, bullying, intimidating and/or harassing messages to others.
 - B. Use appropriate language.
 - C. Hardware or software shall not be destroyed, modified, or abused in any way.
 - D. Do not use the network in a way that would disrupt the use of the network by other users (e.g. downloading huge files during prime time, sending mass email messages, installation of unapproved software, or annoying other users using chat, talk, or write functions). The network should be used only for research, information gathering, and academic practice directly related to school assignments and extracurricular projects supervised by school faculty.
 - E. The network is NOT designed to be used as a radio or television for the classroom. Any such use should be DIRECTLY related to instruction. All streaming media not directly related to instruction is prohibited.
 - F. Malicious use of the network to develop programs that harass other users or infiltrate a computer, computing system, or network is prohibited. Use of the network to damage the software components of a computer or computing system is prohibited.
 - G. Using the network for commercial purposes, gambling, financial gain, fraud, illegal acts, or threatening the safety of a person is prohibited.
 - H. Use of the network to access or process pornographic materials, inappropriate text files, and files dangerous to any individual or group is prohibited.
 - I. Network use for product advertisement, political lobbying, or illegal activities is strictly prohibited.
 - J. The posting or transmission of images or information in any format related to the school, staff, or students that are defamatory, abusive, pornographic, or which could be construed as threatening or impugning the character of another person is prohibited.
5. **Security** - Security on any computer system is a high priority, especially when the system involves many users. If a user can identify a security problem on the Internet or WAN, he/she must notify the school administrator who will notify the TPSS Technology Department. Do not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer users may be denied access to technology resources.
 - A. Do not discuss or reveal personal addresses, phone numbers or any other personal identifiable information of students or colleagues.
 - B. Gaining unauthorized access to resources or entities is prohibited. Users should access only those files that belong to them or which they have been granted permission to use by faculty or coworkers.
 - C. Files stored on district computers and servers should be limited to those relating to formal school courses or activities.
 - D. Sharing logins and using the account or password of another user is prohibited. Distribution of passwords by other than designated staff is forbidden.
 - E. Users shall log off or lock their personal accounts when they step away from the computer for more than a few moments to prevent unauthorized access.

- F. Bypassing Filters or Security Systems - Attempts to remove, modify, or bypass software, hardware, and configurations installed to prevent Internet or other access to pornographic material, other objectionable materials, or prohibited resources is forbidden. Such violations shall result in cancellation of computer use privileges and mandatory suspension from school.
6. Email - Electronic Mail (email) is not guaranteed to be private. The TPSS Superintendent and Technology Department personnel who operate the system have access to all mail. Messages relating to or in support of illegal activities must be reported to authorities.
- A. TPSS provides email accounts for its employees and students and does not warrant access to other email services or messaging services. Tangischools email accounts are to be used for professional correspondence.
Web mail is not permitted on any computers located in classrooms or used by students except for TPSS provided student accounts.
 - B. Email signatures shall ONLY include the following:
Name and Position; School or Office; Physical Address; Voice and Fax numbers; Email address and/or website address; School Mission Statement;
 - C. Users shall not post or forward email chain letters” or send annoying or unnecessary messages to others.
 - D. Users shall not use district e-mail to mass email and “spam” any users (internal and external) with unauthorized communications or solicitations.
 - E. E-mail, chat, and instant messaging of any form should be used for legitimate and responsible communication only. Use of these technologies for commercial purposes, financial gain, fraud, illegal acts, or threatening the safety of a person is prohibited.
 - F. Hate mail, including statements that bully, threaten, intimidate and harass, discriminatory remarks, cursing, and other antisocial behaviors are prohibited on the network.
7. Use of Electronic Devices
- A. The use of all recording devices of any kind, including but not limited to all kinds of cameras, video recorders, audio recorders, etc. except for instructional purposes or TPSS official business is strictly prohibited.
 - B. Student use of the Internet, cameras, cell phones, “IPODS” and/or any other electronic systems, on or off campus, that subsequently causes substantial disruption to the educational environment, interferes with the rights of others, or can be considered a threat, will result in the student receiving discipline in accordance with the parish’s Student Code of Conduct.
8. Violating Copyright Laws
- A. The illegal installation, downloading, copying or sharing of copyrighted software for use on district computers is prohibited.
 - B. Transmission of any materials in violations of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted software, music, videos, and other materials protected by trade institutions.
9. Vandalism - Vandalism shall result in cancellation of privileges and/or other disciplinary actions. Vandalism related to technology is defined as any malicious attempt to harm or destroy the equipment or data of another user, LAN, WAN, or other networks that are connected to the TPSS network. This includes, but is not limited to, the uploading or creation of computer viruses. The student and his/her parents are responsible for compensating TPSS for any losses, costs or damages incurred for violations of School Board policies/procedures and school rules while the student is using school computers, including the cost of investigating such violations.

10. Consequences of Misuse

- A. According to the Tangipahoa Parish School Board Policy Manual, school principals shall discipline any user who accesses, sends, receives, or configures electronically any profane, threatening, bullying, intimidating, harassing, pornographic and/or obscene language or pictures.
- B. The use of off campus resources including web pages, social networking sites, or Web tools that subsequently cause “material disruption” at school is prohibited and the responsible student will be disciplined in accordance with the parish’s Student Code of Conduct.
- C. Any individual failing to follow the enumerated terms and conditions for technology use shall be subject to appropriate disciplinary measures as determined by school administrators, the Superintendent and/or the TPSS Technology Department. Students may receive consequences through the Student Code of Conduct policy.
- D. Employees who choose to violate the Technology Acceptable Use policy may be subject to adverse personnel action.

11. Monitoring - Teachers shall instruct students on responsible technology use and monitor all student technology use to ensure student compliance with this policy. Teachers and administrators have the right to monitor ALL student activity using the network and other technology resources.

CODE OF CONDUCT: The Code of Conduct applies to all users of these technology resources. Honesty, integrity, and respect for the rights of others should be evident at all times. The technology user shall be held responsible for his/her actions and activities. Unacceptable uses of the network will result in disciplinary action including possible revocation of these privileges.

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

TPSS is committed to providing for each of its schools a program of student activities to all students in a manner which allows students equal opportunity to participate in services and activities. All activities shall be in compliance with pertinent regulations of the Louisiana Board of Elementary and Secondary Education. All work missed by students while participating in student activities or events shall be made up and completed in a manner that would be required of any other students in order to receive credit. No student shall be allowed to participate in any event on the day or night while the student is under suspension from school or absent for a full day of school the day of the activity unless released by a health care provider or excused by the Director of Student Services for extenuating circumstances.

- **SPECIAL EDUCATION STUDENT PARTICIPATION:** All non-academic and extracurricular services and activities shall be offered to all exceptional students in a manner that allows them equal opportunity to participate in services and activities.
- **CO-CURRICULAR ACTIVITIES:** Co-curricular activities are activities that are relevant, supportive, that are an integral part of the program of studies in which the student is enrolled, and that are under the supervision and/or coordination of the school instructional staff.
- **EXTRACURRICULAR ACTIVITIES:** Extracurricular activities are those activities that are not directly related to the program of studies which are under the supervision and/or coordination of the school instructional staff and which are considered valuable for the overall development of the student. Extracurricular activities shall not be scheduled during instructional time.

Notwithstanding any policy, rule, or regulation adopted by the School Board to the contrary, no student otherwise eligible to participate in an extracurricular activity, including interscholastic athletics, shall be limited in the number of such activities in which the student may participate in a school year. Complaints alleging that a student has been denied an opportunity to participate in an extracurricular activity based upon the student’s race should be communicated to Gary Porter, Director of Student Services, via email (Gary.Porter@tangischools.org) or telephone (985-748-2465).



STUDENTS WITH DISABILITIES

Rachel DiBenedetto, Special Education Coordinator
Telephone: 985-310-2121 Email: rachel.dibenedetto@tangischools.org

Susan Dubois, Pupil Appraisal Coordinator
Telephone: 985-310-2176 Email: susan.dubois@tangischools.org

Melissa Neeson, Child Search Coordinator
Telephone: 985-310-2156 Email: melissa.neeson@tangischools.org

PARENT REQUEST FOR CONSIDERATION OF EVALUATION SERVICES

Parents may request to have their child referred to the local Student Assistance Team (SAT) for consideration of the possible need for an Individuals with Disabilities Act (IDEA), Section 504, and/or Dyslexia evaluation. These requests must be submitted in writing to the principal with a copy to either the Pupil Appraisal Coordinator of the Office of Students with Disabilities at 1745 S.W. Railroad Avenue, Suite 302, Hammond, LA 70403, or to the Section 504 Coordinator at 59656 Puleston Road, Amite, LA 70422.

CHILD FIND/ PROCESS FOR SPECIAL EDUCATION

Pre-K Population

- A. Brochures are placed in daycares, head starts, doctor's offices, and offices of schools with PreK-aged students. The Child Search Coordinator also attends community forums and presents such brochures to parents and or attendees.
- B. This transition booklet covers 2 years 2 months and 2 years 9 months children. Child Search Coordinator attends a transitioning meeting with Family Service Coordinator for children being serviced through Part C. She meets with parents/guardians. She presents every parent with a rights booklet along with the Early Childhood Transition Process. In addition, the evaluation process is explained to each parent/guardian.
- C. Child find letters are sent out two times a year to every public school with pre-k-aged students. This letter is also given to all private/parochial schools with pre-k-aged students. The letters are brought to the schools and teachers then send them home with the students.



School Aged Population

- D. "Child Find" letters are sent out two times a year to every public school and private parochial schools. In addition, the first page is a notification sent via email to every principal of public and private/parochial schools indicating directions for the "child find" letters. Our SER data manager runs a report indicating the number of students at each school. Letters are copied and sent to the school for each student.
- E. TPSS Student Assistance Team handbook – provided to every SAT Chairperson of each school. Annual training is conducted with Chairpersons to review the process for referrals and documentation.
- F. Written requests from parents are scheduled upon request with no limits on the number of referrals accepted.

TRANSFER OF EXCEPTIONAL STUDENTS:

Exceptional students with a current Individual Education Plan (IEP) who transfer for any reason from one approved public school to another within the parish or from another Louisiana school system will be placed in the appropriate special education program as specified on the Services/Placement Section of the Individual Education Plan (IEP) within 5 days of enrollment. Exceptional students who transfer from out of state, migrant and/or private school must present documentation of a current IEP and/or individual evaluation that meets Bulletin 1508 eligibility requirements from the transferring school. Students with this documentation will be placed in the appropriate special education program as specified on the IEP within 10 days of enrollment. If the exceptional student has a current IEP, but has no individual evaluation from the transferring school, the student will be interim placed in the appropriate special education program as specified on the IEP within 10 days of enrollment.

Upon receipt of the individual evaluation, the evaluation will be reviewed by Pupil Appraisal personnel to determine if the evaluation meets Bulletin 1508 eligibility criteria. If the evaluation meets Bulletin 1508 criteria, the IEP committee will conduct an initial IEP for the student. If the evaluation does not meet Bulletin 1508 criteria, an initial evaluation will be conducted concurrently with the Interim IEP.

An out of state transfer student whose evaluation does not meet Bulletin 1508 but who exhibits a low-incidence disability condition will be placed on an interim IEP in order for the initial evaluation to be completed. Upon completion of the evaluation, an initial IEP will be completed if Bulletin 1508 criteria are met.

When a previously identified exceptional student enters school from a home study plan, his or her evaluation will be reviewed by Pupil Appraisal Personnel. If the evaluation is current (within the last 3 years), an IEP meeting will be held within 30 calendar days to determine placement. Students whose multidisciplinary evaluation has expired (3-year timeline) shall be placed in the regular education program in accordance with local policy. The student will be referred to the Student Assistance Team (SAT) to initiate an evaluation to determine the need for special education and/or related services. If the evaluation is not current (within the last three years), Pupil Appraisal personnel will review to assist the school in determining the appropriate placement (i.e., Interim placement or SAT).

No student who has been expelled in accordance with state law from any school in the state will be admitted to any school in the TPSS except upon the review and approval of the Board. No student who has been expelled from any school outside the state of Louisiana or any nonpublic school within Louisiana for committing any of the offenses enumerated in state law shall be admitted to any school in the TPSS except upon the review and approval of the governing body of the admitting school.

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

Discipline procedures for children with exceptionalities in the TPSS 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 and §530; and Tangipahoa Parish School Board policy. 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 alternate 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 10 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 school district must provide services that 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 the 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 district's failure to implement the IEP. On the date that 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 exceed 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 will 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 will be reviewed and modified to address the current behavior. If the school district 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:

- 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 section 930 of title 18, United States Code;
- 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 U.S.C. 812(c)); or
- 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) of section 1365 of Title 18, United States Code.

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, unless a reevaluation is conducted and the student's IEP team determines these are the Least Restrictive Environment (LRE). Any parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or the school district 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 due process hearing under Bulletin 1706, §507 (Filing a Request for Impartial Due Process Hearing) and § 508 A and B (Due Process Hearing Request). Ref. LA. Regulations for Implementation of the Children with Exceptionalities Act, Bulletin 1706 Subchapter B: §530. Seclusion/restraint procedures provide guidance for the use, reporting, documentation and oversight of seclusion and restraint in the TPSS following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE). These procedures specifically address the statutory requirements of La. R.S. 17:416.21 (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint being used as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies that may be used by the Tangipahoa Parish School Board and its personnel in addressing the educational needs of students with exceptionalities. For the purposes of this document, the TPSS may encompass adopted policies, administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under La.R.S.17:416.21 (Act 328 of 2011) and applicable sections of Louisiana Bulletin 1706. You may ask your school administrator for a full copy of these procedures.

ANNUAL NOTICE REGARDING CONSENT TO BILL MEDICAID AND SHARE INFORMATION WITH THE LOUISIANA DEPARTMENT OF HEALTH: Schools in Louisiana have been approved to receive partial reimbursement from Louisiana Medicaid for the cost of certain health-related services provided by the Tangipahoa Parish School System to certain students. In order for Tangipahoa Parish School System to get back some of the money spent on services, Tangipahoa Parish School System needs to share with Louisiana Medicaid the following types of information about certain students: name; date of birth; gender; type of services provided, when and by whom; diagnosis (if any) and Louisiana Medicaid ID. If your child is eligible to receive services to meet his/her needs, the services may be provided by the school system and/or you may take your child to another provider that accepts Medicaid. With one-time written parental permission, Tangipahoa Parish School System seeks partial reimbursement for services provided by Louisiana Medicaid including, among others, a hearing test or eye exam; occupational or speech or physical therapy; some school nurse visits; and counseling services. After the initial permission is given, this annual notice is provided each year. Please be advised of the following:

1. Tangipahoa Parish School System cannot require families to sign up for Louisiana Medicaid in order to receive the health related and/or special education services to which the student is entitled.
2. Tangipahoa Parish School System cannot require families to pay anything towards the cost of a student's health-related and/or special education services.
3. Tangipahoa Parish School System is given permission to share information with and request reimbursement from Louisiana Medicaid:
 - a. This will not affect the student's available lifetime coverage or other Louisiana Medicaid; nor will it in any way limit the family's use of Louisiana Medicaid benefits outside of school.
 - b. The permission will not affect the student's special education services or IEP rights in any way, if the student is eligible to receive them.
 - c. The permission will not lead to any changes in the student's Louisiana Medicaid rights; and
 - d. The permission will not lead to any risk of losing eligibility for other Medicaid funded programs.
4. Once the permission is given, families have the right to change their mind and withdraw permission at any time.
5. If permission is withdrawn, Tangipahoa Parish School System will continue to be responsible for providing the student with the services, at no cost to the family.
6. If a parent wishes to withdraw previously given written consent, please contact the student's service provider (i.e. Occupational Therapist, Physical Therapist, Speech Therapist, APE Teacher).



CHILD NUTRITION

Kendra Reed, Director

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We believe that schools should play a vital role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. With this in mind, a “Wellness Policy” (TPSS Policy JGB) was created and implemented. We believe that for students to achieve personal, academic, developmental and social success, we must strive to establish healthy eating habits that can last a lifetime. This policy is a comprehensive plan to promote physical activity for all grade levels, and encourage consumption of healthier foods throughout the school day.

CEP / FREE MEAL BENEFITS EXTENDED: All students in Tangipahoa Parish Public Schools will receive a one free breakfast and one free lunch daily during the 2024-2025 school year as part of the Community Eligibility Provision (CEP) Program. CEP is a school meal funding option from the United States Department of Agriculture. CEP status is determined by the percentage of students from households receiving public benefits. The CEP* Program allows all eligible schools to offer one (1) breakfast and one (1) lunch daily to all students at no charge. Meal applications will no longer be used to determine meal eligibility within our Child Nutrition Program.

**CEP is a key provision of the Healthy, Hunger-Free Kids Act of 2010.*

BREAKFAST: Breakfast is served in all Tangipahoa Parish School System schools. Breakfast service begins with the arrival of buses and continues until the school day officially begins. Each breakfast menu consists of nutritionally balanced menu choices that include fruit, fruit juice, low-fat milk, whole grains/breads, and meat or meat alternates.

LUNCH: Lunch service may consist of at least two menu choices daily. Each lunch menu consists of nutritionally balanced menu choices that include fruit, fruit juice (high school only), low-fat milk, whole grains/breads, vegetables and meat or meat alternatives. Lunch for students in grade levels Pre-K-4 will only consist of the selected main menu for the day. Lunch for students in grade levels 5-12 shall be given a similar option for lunch, with a choice of a sandwich or the hot entrée choice of the day (Mama’s Kitchen). Lunch for high school students shall consist of an option of three (3) menu choices daily: a sandwich or the hot entrée choice of the day (Mama’s Kitchen) or a salad entree (Tuesdays and Thursdays only). Per USDA, all meal components must be met to constitute a reimbursable meal. Breakfast and lunch menus are posted on our district website each month, but may change due to food availability. **NOTE: On half-days of school, both breakfast and lunch are scheduled to be served.**

PANDEMIC/SPECIAL EXTENUATING CIRCUMSTANCES MEALS PROTOCOL: In the event of a pandemic, any special extenuating circumstance, or any main school closures, refer to the TPSS district website for more meal service guidance and updates as it becomes available.

SPECIAL DIETARY NEEDS: If a student has special dietary needs, in order for him or her to receive a special diet/menu substitution, federal and state regulations require a current "Special Accommodations with School Meal Programs Form" to be completed each school year regardless if a previous form was completed the prior year. The form must be signed by your child's physician or recognized medical authority. The completed form must be submitted to the TPSS Child Nutrition Department before any type of changes and/or substitutions are made to a student's diet.

Menu substitutions will be provided at the discretion of the Child Nutrition Services office according to the current food availability. If your child has special dietary needs, please go to the TPSS website, select "Departments", "Child Nutrition" then "Special Dietary Needs". Please print out the current school year's Special Accommodations with School Meal Programs" form and submit the completed form to our office. The completed form can then be faxed to the Child Nutrition Department at 985-748-2487 (quickest method) or sent by mail to: Tangipahoa Parish School System, Attn: Child Nutrition Department, 59656 Puleston Road, Amite, LA 70422.

NOTE: Please allow at least 5 business days for processing in the Central Office and notification to the student's cafeteria. Confirmation of process completion will be sent to parent/guardian via contact number/email provided. If the TPSS Dietitian/Wellness Coordinator has any questions regarding any dietary orders, we will contact the Licensed Physician or medical authority listed on the Special Diet Request form.

EXTRA SALES ITEMS ("SMART SNACKS"): We encourage ALL students to make healthier snack choices that give them the nutrition they need to grow and learn. At the discretion of the school administrator, extra sale items are offered to students after the consumption of a reimbursable meal served from the cafeteria. Students who also bring their lunch to school may not purchase any extra sales items without the purchase of a reimbursable meal served in our cafeterias. Students may only purchase items which consist of 100% juice and "Smart Snacks" approved items. "Smart Snacks" (required by the Louisiana Department of Education and the United States Department of Agriculture) allows schools to offer foods and beverages to students with higher nutritional values, while limiting junk food. This USDA regulation applies to all foods and beverages sold on campus to students during the "school day". All extra sales items must meet the nutritional guidelines of "Smart Snacks." Therefore, soft drinks, candy, etc. cannot be sold in our cafeterias.

Schools will accept cash payments or the exact amount of money for all extra sales items purchased from the cashier. If funds are available in a student's meal account, the cost of any extra sales items purchased from the student's meal account will be deducted. If parents or guardians do not want extra sales deducted from their child/childrens' meal account, they should notify the school cafeteria immediately, but must communicate to the child he/she must pay the cashier on the point of service line for any extra sales items purchased. To encourage consumption of healthier foods throughout the school day, adults and students are prohibited from taking carbonated beverages and any other outside fast foods into the cafeteria during meal service.

ONLINE PAYMENTS FOR MISCELLANEOUS FOOD ITEMS: Online payments are made available through our computer programs with the MySchoolBucks online payments systems. Go to our Tangipahoa Parish School System website (www.tangischools.org), choose the tab "District" from the main webpage, choose "Pay A Fee" and select "MySchoolBucks" for cafeteria fees only, or go directly to the site (www.myschoolbucks.com.) *A program fee of \$3.25 will be accessed for each credit/debit card transaction made. Please note that if you are paying by electronic check, the program fee will be \$2.75 per meal payment on the same date.* To set up an account, have student identification information for each child, school name, and payment method (Master Card, Visa, Discover, or e-check) for account information. If you have any questions, please contact the Child Nutrition Department at 985-748-2480 or MySchoolBucks customer service at 1-855-832-5226.

STUDENT ACCOUNTS: If a student ended the year with money in his or her account, the money will be forwarded to the next school year. If the student transfers to another school within the TPSS district the money will also be forwarded to the next school year. If the students transfer out of the district, refunds are available upon request. Please contact your child's school cafeteria or TPSS Child Nutrition Department.

POINT OF SERVICE IDENTIFICATION: Barcode Scanners or Dual Key PIN pads are used by the cashiers' at each Point of Service (POS) to identify the student. Students should wear ID Badges when present on all school campuses. Students must have an ID badge or barcode card available for cashiers each day.

NON-DISCRIMINATION STATEMENT: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the bases of race, color, national origin, sex, (including gender identity expression and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

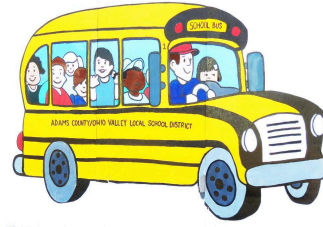
To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form. This form may be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> from any USDA office by calling (866) 632-9992 or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410; or (2) fax: (833) 256-1665 or (202) 690-7742; or (3) email: Program.Intake@usda.gov. This institution is an equal opportunity provider.

TRANSPORTATION

Kim Notariano, Supervisor

Telephone: 985-748-2408

Email: Kim.Notariano@tangischools.org



The goal of the TPSS Transportation Department is to transport student bus riders safely to and from school each day. The school bus is the safest form of road transportation; however, the bus can become unsafe when student behavior disrupts the bus drivers from their driving responsibilities or the student does not adhere to safety rules. Parents and guardians are responsible for working with the bus driver and other TPSS personnel to ensure the safety and welfare of their child/children on the bus as well as the bus stop. This can be accomplished by having a cooperative relationship with the school bus driver through courteous communication and by reminding student bus riders to follow the established rules and procedures included herein.

SPECIAL ACCOMMODATIONS: Parents or guardians should notify the school principal regarding any special medical conditions or accommodations that will affect a student's transportation on the school bus. The "*Special Needs Bus Application & Confidential Medical Information Bus Form*" must be completed for any student who is determined by the IEP Team to require special accommodations to ride the bus. "Special Needs Bus Applications" require five (5) work days for approval and two (2) additional days after the bus driver receives the approved application before transportation can begin.

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 student's 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 SYSTEM FOR BUSES

Bus behaviors, like school behaviors, must come with both interventions and consequences depending upon the:

- **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?

DETERMINE THE LEVEL OF THE BUS BEHAVIOR INFRACTION AND BUILD A 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 the Plan and Notify the Student and Parent: A parent or legal guardian must be contacted at the phone number, email address or mailing address on file any time a student is seen in the office for discipline.

Bus Infraction codes are the same as school infraction codes. For example, disrespecting a school bus driver is as serious as disrespecting a teacher. Students COULD receive the same consequences for either infraction. There are a few situations that are unique to school buses (moving while in motion, getting on/off at incorrect bus stops) that can also be addressed through our regular coding and Level System. However, it is to be noted that the bus is an extension of the school building and having possession of weapons, knives, drugs, vapes or engaging in serious behavior such as fighting, group fighting, battery, sexual activity or any other crimes will result in not only removal from the school bus, but also referral for a Due Process Hearing and potential removal from school by the Discipline Review Committee.

LEVEL ONE: INTERVENTIONS AND CONSEQUENCES

BEHAVIORAL INTERVENTIONS	DISCIPLINARY CONSEQUENCES
PARENT CONTACT TO EXPLORE CONCERNS	MOVE THE STUDENT'S SEAT
PRIVATE AND RESPECTFUL REDIRECTION/RETEACHING	CONFERENCE WITH ADMINISTRATOR
REFLECTION ACTIVITY	LOSS OF PRIVILEGES ON BUS

LEVEL TWO: INTERVENTIONS AND CONSEQUENCES

BEHAVIORAL INTERVENTIONS <i>Any Level 1 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 Consequences and/or additional options below may be used:</i>
HAVE AN ADMINISTRATOR RIDE THE BUS TO OBSERVE	BEFORE OR AFTER SCHOOL OR SATURDAY DETENTION
IN-PERSON PARENT CONFERENCE WITH STUDENT, PARENT, BUS DRIVER AND ADMINISTRATOR	BUS SUSPENSION 1-5 DAYS
	CONFISCATION
	RESTITUTION
	COMMUNITY SERVICE

LEVEL THREE INTERVENTIONS AND CONSEQUENCES

BEHAVIORAL INTERVENTIONS <i>Any Level 1 OR 2 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 OR 2 Consequences and/or additional options below may be used:</i>
REFERRAL TO THE STUDENT ASSISTANCE TEAM (SAT)	BUS SUSPENSION UP TO 30 DAYS <i>(SHOULD BE PROGRESSIVE)</i>
REFERRAL TO FAMILIES IN NEED OF SERVICES (FINS)	OUT OF SCHOOL SUSPENSION UP TO 10 DAYS
REFERRAL TO MENTAL HEALTH COUNSELING (RKM/SE)	RETURN FROM SUSPENSION CONFERENCE WITH PARENT
SPECIAL EDUCATION COLLABORATION	REPORT TO SERVICE PROVIDERS - FINS, PROBATION
RECONVENE 504 COMMITTEE	CONTACT LAW ENFORCEMENT
REFERRAL TO THE SCHOOL COUNSELOR	CONFERENCE WITH STUDENT SERVICES AND TRANSPORTATION SUPERVISOR <i>(MAY ISSUE LONGER TERM BUS SUSPENSIONS)</i>

LEVEL FOUR INTERVENTIONS AND CONSEQUENCES

BEHAVIORAL INTERVENTIONS <i>Any Level 1, 2 OR 3 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1, 2 OR 3 Consequences and/or additional options below may be used:</i>
IF SECTION 504/SPECIAL EDUCATION, CONDUCT MANIFESTATION DETERMINATION REVIEW	OUT OF SCHOOL SUSPENSION FOR 15 DAYS
	REFER TO THE DISCIPLINE REVIEW COMMITTEE TO CONDUCT A DUE PROCESS HEARING

VERIFICATION AND EMERGENCY DATA FORM: The prompt return of the “Verification and Emergency Data Form” “Parent & Student Bus Policy Acknowledgement Form” to the school bus driver is required by parents. Students who do not ride a bus on a regular basis should return the form to the school principal.

SCHOOL BUS ISSUES, CHANGES, AND DELAYS: In the event of bus changes, late arrivals, late departures, schools will make every effort to inform parents when prior notice is provided by the Transportation Department. In the event of emergencies and prior notice cannot be made by the school, parents should be assured that students will be brought home on a bus even if it is not the regularly assigned bus.

GUIDELINES FOR PARENTS/GUARDIANS TO ENSURE THE SAFETY OF THEIR STUDENT BUS RIDERS

1. Provide the bus driver with the appropriate phone number(s) and emergency number(s) and notify the school and the second bus driver immediately if any telephone numbers change or are disconnected.
2. Provide the bus driver with pertinent written information regarding any special care the student may need while on the bus.
3. Ensure that the student rider meets acceptable hygiene standards before boarding the bus.
4. Have the child at the designated bus stop at least 5 minutes before designated scheduled time and provide the necessary supervision until the bus arrives.
5. Contact the bus driver to obtain their child’s bus stop time and location.
6. Contact the TPSS Transportation Department (985-748-2423) to request a review of the bus stop location if your child is walking more than three-tenths of a mile from the end of their driveway to the bus stop location, if there is a safe alternative. The School System has established that no student will walk more than three-tenths (1600 feet) of a mile from the end of their driveway to the bus stop location, if there is a safe alternative. In the event of inclement weather or other extenuating circumstances, the driver will make the appropriate adjustments to drop the children off at their address, if at all possible.
7. Ensure that any specialized carrying equipment is in safe working order and secure the child into the carrying equipment before he or she boards the bus.
8. Meet the bus upon its return to the designated bus stop at the scheduled time.
9. Make a reasonable and timely effort to notify the bus driver prior to the beginning of the morning run if the child is unable to attend school.
10. Help keep the area to and from the loading area clear of obstacles and unnecessary debris.
11. Help keep bus turnarounds and lanes clear of parked vehicles and garbage cans to provide easy access to bus stops.
12. Call the school in case of an emergency that might prevent the parent from meeting the child at the bus and give the name of the person who will meet the child in place of the parent so the school may give this information to the bus driver. Make sure that this person’s name is on the child’s emergency information form.
13. Provide transportation to and from school if suspension from the bus is authorized.
14. Cooperate with school and the school bus driver in teaching children safety precautions, and good habits for school bus passengers.
15. Assist the bus driver when there are disciplinary problems.
16. Try not to distract the driver during loading or unloading and keep conversations with the driver to a minimum, since this may cause traffic delays or an accident. Parents should schedule a conference with the bus driver by contacting the child’s school.
17. It is against the law and School Board policy to verbally abuse the driver, detain the driver from his or her bus route, or board the school bus. Individuals who violate this Louisiana Law (Statute 14:122) may be prosecuted.
18. Familiarize yourself and follow local School Board and school-level policies regarding school bus transportation.

SAFETY RULES FOR STUDENT SCHOOL BUS RIDERS

A school bus with undisciplined passengers is a hazardous bus! Student misbehavior can lead to accidents. The driver must concentrate on driving and cannot be expected to constantly supervise the students while the bus is in motion. Therefore, for the safe operation of the school bus, student riders should be aware of and obey the following safety rules:

1. Be on time! The bus cannot and will not wait for you. Cooperate with the driver. Your safety depends on it!
2. Follow the bus driver's instructions when waiting for and leaving the bus. Do not cross the road until the bus driver gives you the universal crossing signal.
3. Have written permission authorized by the principal to get off at a stop other than your own. Parents may request a "Special Transportation Request Form" from the principal of the school the student attends. There is a five (5) day waiting period for special requests. NOTE: Special transportation requests will be considered on a "space available basis." Students may only reserve space on one bus each morning and one bus each afternoon.
4. Be courteous, safety conscious, quiet, well-behaved, remain in your seat, and face the front when the bus is in motion.
5. Do not extend your arms, head, or other objects out of the windows and/or doors and do not throw objects in the bus or out of windows and/or doors.
6. The "EMERGENCY DOOR" is to be used only in the case of an emergency. Do not use it at any other time!
7. Help keep the bus clean by not eating and/or drinking on it. Do not use or bring on board the bus alcohol, illegal drugs, tobacco, e-cigarettes, vaping, matches, cigarette lighters, obscene materials, pets, glass objects (except eyeglasses), weapons (including knives), and objects too large to be held in your lap or placed under your seat (including band instruments).
8. Vandalism (damaging the bus by marking on, cutting, tearing, taking apart, etc. the interior or seats) by student bus riders will not be tolerated. Students who damage the bus in any way will be held accountable for paying for damages and their bus riding privileges will be suspended until all monetary obligations have been made to the school district.
9. Keep the center aisle open! Do not put your feet, books, or any other object(s) that may obstruct the walkway in the aisle. Do not fight on the bus! Fighting on the bus will have the same consequences for students as fighting on the school campus.

PROCEDURES FOR WAITING FOR AND BOARDING THE SCHOOL BUS: Be at the designated bus stop at least 5 minutes before the normal arrival time of your bus dressed appropriately for the weather (jacket, raincoat, etc.). Wait quietly on the sidewalk. If a sidewalk is not present, wait at least 6 feet (3 giant steps) off the roadway. Avoid pushing, shoving, fighting or rough play. Be careful not to damage private property such as flowerbeds, shrubs, etc. and beware of moving vehicles and pedestrians exhibiting unusual behavior.

If you have to cross the roadway to board the bus, be sure to wait for the driver to give you the universal crossing signal before you begin to cross, then cross at least 10 feet (5 giant steps) in front of the bus. Always look in both directions for oncoming vehicles before crossing. Never cross the roadway behind the bus. Make sure the bus driver can see you at all times. When the bus arrives, wait until the bus stops and the door opens. Then, board the bus in single file when the driver tells you to do so and don't push or shove others who are boarding. Use the bus handrails at all times when boarding the bus. Be careful when stepping up on slick steps in rainy weather. Once you are on the bus, proceed to the seat that the bus driver has designated for you, sit down, and be quiet. (NOTE: Factors such as safety, physical disabilities, age, and conduct are determining considerations for seat assignments.)

PROCEDURES FOR EXITING THE SCHOOL BUS: Remain in your seat until the bus arrives at your designated bus stop. Once the bus has stopped, proceed promptly and orderly to the front of the bus. The bus driver will control traffic with the school bus flashing lights and stop arm signal to ensure a safe crossing. Follow your driver's directions and/or signals while crossing. Use the bus handrails at all times when exiting the bus. Be careful when stepping down on slick steps in rainy weather! Be careful that clothing with drawstrings and book bags with straps are not caught in the handrails or doors. If you have to cross the roadway, cross in front of the bus. **NEVER CROSS THE ROADWAY BEHIND THE BUS!** Walk at least 6 feet (3 giant steps) away from the side of the bus and then at least 10 feet (5 giant steps) in front of the bus. Wait for the driver to give you the universal crossing signal before you begin to cross. Always look in both directions for oncoming vehicles before crossing. Be sure that the bus driver can see you at all times. If you drop something near the bus, tell the bus driver. Never try to pick it up because the driver may not be able to see you. Walk directly home by the safest route. Do not go to your mailbox or to a friend's house. Avoid trespassing on private property and beware of moving vehicles and pedestrians.

PROCEDURES IN CASE OF AN ACCIDENT OR EMERGENCY: All students who ride the bus on a regular basis should be aware of the procedures to follow for emergency evacuation of the school bus. Students who do not ride a bus to and from school on a regular basis must also be instructed on these procedures for extra-curricular activity trips. Report any emergency (fire, smoke, injured or sick student, etc.) to the school bus driver. Remain calm and encourage others to do the same. Stay in your seat until the driver tells you what to do or until you are sure of what is the safest move to make. Do not panic or move without thinking. Do not move injured persons unless absolutely necessary. Do not touch emergency equipment or door control handles unless told to do so by the bus driver, except in the case of an extreme emergency and you are the closest person to the door.

PROCEDURES FOR EMERGENCY EVACUATION OF A SCHOOL BUS: Emergency exits of the bus are as follows: rear emergency door, front entry door, windows, windshield, large rear glass, and roof-mounted escape hatches. In an emergency situation, leave everything on the bus. Your life is more important than your coat, purse, book sack, or lunch box. Passengers closest to the exit should leave first and clear the exit quickly so others can follow. Older students should offer to assist younger students when exiting. If a young child cannot open the door, an older child or two small children could open it. Kick out windows if doors are blocked or stuck. If there is a need to jump from the bus, bend your knees to cushion your landing. Move away from the bus to a safe area off the roadway or street. If the driver is injured, seek help from passing automobiles or from the nearest house.





DEVICE* LOAN AGREEMENT

*Chromebook, iPad or Laptop)

INSTRUCTIONS: PLEASE READ THIS AGREEMENT, SIGN WHERE INDICATED ON PAGE 2, AND RETURN THIS AGREEMENT TO THE SCHOOL.

TPSS has purchased a district-wide Accidental Damage Plan (ADP) for Chromebooks. Any accidental damage to Chromebooks will be covered under the TPSS Accidental Damage Plan with no charge to the student's account. Chromebooks take the place of traditional textbooks and are utilized for state and local assessments.

AGREEMENT

1. One device, with a charging adapter, is being provided to the student in excellent working order.
2. Students may not alter the device or charging equipment in any way. For example, students may not write on or place stickers on any of the Tangipahoa Parish School System loaned equipment.
3. The device and charger are the property of Tangipahoa Parish School System and are loaned to the student for educational purposes only for the academic school year. The student may not deface or destroy property in any way. Inappropriate use of the device may result in the student losing his or her right to use the device. The equipment must be returned when requested by Tangipahoa Parish School System, or if the student withdraws from a Tangipahoa Parish School prior to the end of the school year.
4. The device may be used by the student only for non-commercial purposes, in accordance with the district's policies, rules, and the district's Technology Acceptable Use Policy, as well as, local, state, and federal statutes.
5. One user with specific privileges and capabilities has been set up on the device for the exclusive use of the student to which the device has been assigned. The student may not change or allow others to change the privileges and capabilities of the user's account.
6. The student should not attempt to add, delete access, or modify other users' accounts on the device.
7. The device has identification labels on it. These identification labels should not be altered, removed, or modified in any way. Removing these labels results in total loss of the device; therefore, you will be charged for the device.
8. The student acknowledges and agrees that the use of the device is a privilege and that by agreeing to the terms hereof, the student acknowledges his/her responsibility to protect and safeguard the device and to return it in the same excellent condition that it was received.
9. In the event that the device and/or charger is intentionally damaged, lost or stolen, the parent/guardian is responsible for the cost to replace the equipment. The cost for each device is listed at the end of the agreement.
10. The district has the ability to track the location of each device and remotely control access to each device. In the event of theft or loss, it is very important to notify a school administrator immediately.

Parent/Guardian Responsibilities: *Your child has been issued technology equipment owned by the Tangipahoa Parish School System to improve and personalize his or her education. It is essential that the following guidelines are enforced to ensure the safe, secure, and ethical use of the technology equipment. Therefore, you, the parent or guardian hereby agrees to:*

- ✓ Supervise the child's use of the loaner technology equipment at home.
- ✓ Discuss family expectations regarding the use of the Internet at home.
- ✓ Supervise the child's use of the Internet.
- ✓ Not attempt to repair the device or clean it with anything other than a soft, dry cloth. Do not use window cleaner or any other liquid cleaner to clean the device.
- ✓ Immediately report to the school any problems with the device, including damage or theft.
- ✓ Not allow my child to leave the device in a vehicle.

DEVICE LOAN AGREEMENT

Page 2 of 2

- ✓ Ensure my child recharges the battery each night.
- ✓ Return the loaned technology equipment to school when requested or upon the child’s withdrawal from TPSS.
- ✓ Reimburse the TPSS for the cost or replacement of lost, intentionally damaged, or stolen loaned technology equipment.

Student Responsibilities: *This device is an important learning tool and is to be used for educational purposes only. In order to borrow this technology equipment from the TPSS, the student must be willing to accept the following responsibilities:*

- ✓ Abide by School, District, including the Student Code of Conduct and Technology Acceptable Use Policy, all local, state, and federal laws regarding technology use
- ✓ Treat the device and charging cables with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby
- ✓ DO NOT write, draw, or place stickers or labels on the device.
- ✓ DO NOT lend the device to anyone, not even friends or siblings.
- ✓ DO NOT give personal information when using my device.
- ✓ Use email or any other computer communication for appropriate, legitimate, and responsible communication.
- ✓ Keep all accounts and passwords secure, and do not share these with any other person.
- ✓ DO NOT attempt to repair or alter the device in any way.
- ✓ DO NOT leave the device in a vehicle.
- ✓ Recharge the device every night.
- ✓ Return the device when requested or upon withdrawal from TPSS.
- ✓ Provide the device as requested by any TPSS staff member to be inspected at any time.
- ✓ DO NOT take photographs or videos of other people with the device except if required for an educational assignment.

Acknowledgement: *By signing below, I hereby acknowledge I have read, understand and agree to accept responsibility for the equipment assigned to the student.*

STUDENT’S NAME (PLEASE PRINT): _____ DATE: _____

SIGNATURE OF PARENT/GUARDIAN: _____ DATE: _____

DEVICE COSTS FOR REPAIR AND REPLACEMENT

- ★ **Device Replacement Cost: \$250.00**
 - Intentional damage to a device that is beyond repair will be considered a total loss and will result in a \$250.00 charge to the student’s account. The school will investigate to determine if damage was intentional.
 - A lost or stolen device will result in a \$250 charge to the student’s account. If a device is deemed to be stolen, a police report will need to be filed and provided to the school.
- ★ **Device Repair Cost: \$80.00**
 - Intentional damage to a device that can be repaired will result in an \$80 charge to the student’s account, regardless of the damage. Cracked screen, keyboard damage, etc.
- ★ **Replacement Charger Cost: \$25.00**
 - If a device charger is lost or intentionally damaged, the charge is \$25 for a replacement.



**TECHNOLOGY CONTRACT
ACCEPTABLE USE POLICY (AUP)**

*A signed copy of this document must be on file in the student tracking folder.
In the case where the teacher is the user, the AUP is signed in Vector training assignments.*

USER/STUDENT: I have read and understand the Tangipahoa Parish School System (TPSS) Technology Acceptable Use Policy and will abide by the regulations. I also understand misuse is unethical and illegal. Should I commit any violation, my access privileges may be revoked and disciplinary action will be taken.

USER/STUDENT'S NAME (please print): _____

SCHOOL: _____

USER/STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN: As the parent/guardian of the above-named student, I have read the Terms and Conditions of the TPSS Technology Acceptable Use Policy. I understand that this access is designed for educational purposes and TPSS has taken available precautions to monitor student access. However, I also recognize it is impossible for TPSS to restrict all controversial materials, and I will not hold TPSS responsible for the materials acquired on the network. I hereby give my permission for my child to have school use of technology, including the Internet.

PARENT/GUARDIAN'S NAME (please print): _____

SIGNATURE: _____ DATE: _____

DAYTIME PHONE NUMBER: _____

EVENING PHONE NUMBER: _____



OPT-OUT FORM*

****FOR STUDENT PHOTOGRAPHS, VIDEOS, AND/OR DIRECTORY INFORMATION***

It is the policy of the Tangipahoa Parish School Board to allow photographs and video footage of students to be used in district-produced materials including, but not limited to websites, brochures, social media, posters, other printed materials, and news media. Some of your child's information may be shared with organizations or other entities such as the Louisiana Office of Student Financial Assistance (LOSFA), Louisiana High School Athletic Association (LHSAA), various clubs and organizations that your child will join (BETA, FCA, FHA, etc.), local news media (athletics, honor roll, events, and awards), event programs (football and other sporting events, music and theatrical performances, graduation and award ceremonies, etc.), online resources and educational tools (digital library resources, homework help, etc.) any postsecondary education institution(s) to which your child applies, and school photography provider.

This Opt-Out Form allows students/parents/guardians the option of not allowing TPSS to take photographs and/or videos or share student directory information for these purposes. Failure to exercise this option releases and discharges the Tangipahoa Parish School Board from any and all claims arising out of the use of photographs, or any right that the parent or minor may have.

To exercise this option, parents/guardians//emancipated students should check the box below, sign where indicated, and return the form to the school. Students/Parents/Guardians shall be responsible for communicating their opt-out preference to the school staff.

I do not give the Tangipahoa Parish School System permission to take videos and/or photographs of my child and/or to share student directory information regarding my child whose name is listed below.

STUDENT'S NAME (please print): _____ GRADE: _____

SCHOOL: _____

PARENT/GUARDIAN'S NAME (please print): _____

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____



SCHOOL-PARENT COMPACT

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

In conjunction with the district services rendered under the Board's parental involvement program, the School Board shall maintain contact and communication with social service and health agencies, faith-based institutions, and community groups to support key family and community services and issues. In particular, the Tangipahoa Parish School Board has a strong relationship with and support from community and/or governmental organizations such as Families in Need of Services (FINS), Partners in Education, and District Parent/Teacher Association (PTA). One of the primary goals of these groups is to support, supplement, and assist in improving involvement of parents of children in the Tangipahoa Parish public schools. In compliance with Louisiana R.S. 17:235-2 (grades 1-12) and Every Student Succeeds Act (ESSA) of 2015 relative to commitment by school students and their parents or guardians, the Tangipahoa Parish School System has written a Statement of Compliance (see sample below) regarding school attendance, homework assignments, and school rules. Each school year, students in grades 4-12 and each parent/guardian of students in grades 4-12 shall sign a Statement of Compliance. A copy of the signed document will remain on file at the school.

STUDENT AGREEMENT: As a student, I will: 1) Attend school daily except when absent for reasons due to illness or other excused absences; 2) Arrive at school on time each day; 3) Demonstrate significant effort toward completing required homework assignments; and 4) Follow school and classroom rules.

STUDENT'S SIGNATURE* _____ DATE _____

**A PARENT/GUARDIAN MAY SIGN FOR STUDENTS IN GRADES 1-3.*

PARENT / GUARDIAN AGREEMENT: As a parent/guardian, I agree to the following: 1) I will ensure that my child attends school daily except for reasons specified in #1 of the Student Agreement; 2) I will ensure that my child arrives at school on time each day; 3) I will ensure that my child completes his or her homework assignments; and 4) I will attend all required parent and teacher or principal conferences.

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

TEACHER / PRINCIPAL AGREEMENT: As a teacher/principal, I agree to: 1) Be available on the first day of school to answer questions relative to the statements of compliance; 2) Support the success of students in school; 3) Provide students with an environment conducive to learning; 4) Notify parents of the student's progress and attendance; and 5) Provide time for parent/teacher conferences.

TEACHER'S SIGNATURE: _____ DATE: _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

