MOVING FORWARD

IBERVILLE PARISH SCHOOLS

2025 - 2026
Student/Parent
HANDBOOK

With our families as partners, the Iberville Parish School System will provide equitable opportunities, academic excellence, and positive school environments so that every student thrives in the path that they choose.

Iberville Parish School Board

P.O. Box 151

Plaquemine, LA 70765-0151

Phone (225) 687-4341

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IBERVILLE PARISH SCHOOL BOARD MEMBERS
PRESIDENT: Yolanda Laws
VICE PRESIDENT: Catherine Williams

DISTRICTS	MEMBERS	ADDRESS
At-Large	Polly Higdon	59395 Stonewall Dr. Plaquemine, LA 70764
A	Theresa Roy	6995 Bayou Paul Road St. Gabriel, LA 70776
B	Catherine Williams	P.O. Box 466 St. Gabriel, LA 70776
C	Pam George	16725 Hwy. 77 Rosedale, LA 70772
D	Daven Tullier	36495 Hwy. 75 Plaquemine, LA 70764
E	Mario Migliacio	58110 Randolphs Dr. Plaquemine, LA 70764
F	Yolanda Laws	24705 Hebert Street Plaquemine, LA 70764
G	Yolanda Holmes	56780 Cpl. Herman Brown White Castle, LA 70788
H	Michael Hebert, Jr.	24850 Stassi Road Plaquemine, LA 70764

IBERVILLE PARISH PUBLIC SCHOOLS

SCHOOL	PHONE#	GRADE
Crescent Elementary 62575 Bayou Road Plaquemine, LA 70764	659-2437 659-7242(Fax)	Pre K-6th
Dorseyville Elementary 31505 Highway 1 – P.O. Box 518 White Castle, LA 70788	545-3805 545-2534(Fax)	Pre K-6th
East Iberville Elementary & High 3285 Highway 75 St. Gabriel, LA 70776	642-5410 642-9607(Fax)	Pre K-12th
Iberville Elementary 58650 Iron Farm Road Plaquemine, LA 70764	687-2217 687-2266(Fax)	Pre K-6th
North Iberville Elementary P.O. Box 200 13770 Highway 77 Rosedale, LA 70772	625-2522 625-2559(Fax)	Pre K-6th
North Iberville High School P.O. Box 200 13770 Highway 77 Rosedale, LA 70772	238-0260 625-2559(Fax)	7th -12th
Plaquemine Senior High P.O. Box 326 59595 Belleview Road Plaquemine, LA 70764	687-6367 687-4422(Fax)	7th – 12th
White Castle High 32695 Graham Street White Castle, LA 70788	545-3621 545-2964(Fax)	7th – 12th

IBERVILLE PARISH PUBLIC PROGRAMS

PROGRAM	PHONE#	GRADE
Atchafalaya Basin Academy Crescent Campus 62575 Bayou Road Plaquemine, LA 70764	659-2437 659-7242(Fax)	K-6th
Math, Science, and Arts Academy East Bank 1825 Highway 30 St. Gabriel, LA 70776	238-0150 642-9748(Fax)	Pre K-12th
Math, Science, and Arts Academy West Bank 57955 St. Louis Road P.O. Box 717 Plaquemine, LA 70764	687-6845 687-6027 687-6826(Fax)	Pre K – 12th
IAPPS 23435 East Street Plaquemine, LA 70764	687-7066	1st – 12th
IVLA 23435 East Street Plaquemine, LA 70764	401- 4419	3rd-12th

Iberville Parish School System's
Vision and Goals

Vision:
With our families as partners, the Iberville Parish School System will provide equitable opportunities, academic excellence, and positive school environments so that every student thrives in the path that they choose.

Goals:

- Equitable Schools: Transform and inspire the Iberville school community with a district-wide commitment to all students' academic success and sense of belonging, regardless of race, class, or ability.
- Academic Excellence: Build teacher and school leader capacity to effectively implement high-quality curricula with fidelity to ensure academic rigor for all.
- Thriving Students: Create school environments that are positive, inclusive, and rich with academic and extra-curricular opportunities that allow students to be engaged, explore interests, and connect with others.
- Families as Partners: Develop authentic partnerships with families focused on improving the experience and outcomes of all students.
- Sound Infrastructure: Refine central office systems and processes in order to increase organizational effectiveness and strengthen support to schools.

Handbook Superintendent's Message - 2025-2026

Dear Students and Families,

Welcome to a new school year! As your Superintendent, it is my pleasure to welcome you to what promises to be an exciting and rewarding year of learning, growth, and achievement.

Our schools are committed to providing a safe and supportive environment where every student is valued and empowered to reach their full potential. This Student Handbook is designed to help you understand the expectations, policies, and resources available to ensure a positive and successful school experience.

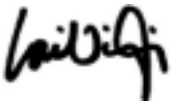
Inside this handbook, you'll find important information about academic standards, student conduct, attendance policies, and much more. Please take the time to read through it carefully and refer to it throughout the year.

We believe that strong partnerships between families, educators, and the community are essential for student success. I encourage you to stay involved, communicate regularly with school staff, and take an active role in your child's education.

Let's make this year one of growth, kindness, and excellence. I look forward to celebrating many accomplishments this year and working together to create a bright future for all our students.

Thanks for your support of our public education school system. Wishing you a successful school year!

With Best Regards,



Louis Voiron, Jr., Ed.D.
Superintendent

IBERVILLE PARISH SCHOOL BOARD
2025-2026 SCHOOL CALENDAR

Teacher Professional Staff Development..... Monday, August 4, 2025
Teacher Professional Staff Development …….. Tuesday, August 5, 2025
Teacher Professional Staff Development(Extended day) ……. Wednesday, August 6, 2025
Teacher Professional Staff Development ……. Thursday, August 7, 2025
Teacher Professional Staff Development ……. Friday, August, 8, 2025
First Full Day for Students ..... Monday, August 11, 2025
Staff Development All Day **(NO STUDENTS)** .....Wednesday, October 8, 2025
Christmas Break Begins (**1/2 Day for STUDENTS**) …… Friday, December 19, 2025
Staff Development All Day **(NO STUDENTS)** .....Monday, January 5, 2026
Parent/Teacher Conference(**NO STUDENTS/Extended day)** …….. Monday, March 16, 2026
***Baccalaureate Ceremony - MSA West, MSA East, IVLA .....**Thursday, May 14, 2026
***Graduation for seniors - PHS, WCHS, EAST, North Iberville High……**Friday, May 15, 2026
Closing Day of School for Students…….....Thursday, May 21, 2026
Teacher Workday **(½ day for Teachers**)……..……..……...Friday, May 22, 2026

***Half day for students and teachers at designated schools on May 14 and May 15, 2026**

HOLIDAYS

Labor Day .....Monday, September 1, 2025
Fall Break.....Monday-Tuesday, October 6 -7, 2025
Veterans' Day .....Tuesday, November 11, 2025
Thanksgiving .....Monday - Friday November 24 -28, 2025
Christmas Break .....Monday, December 22, 2025 - Friday, January 2, 2026
Martin Luther King ……..... Monday, January 19, 2026
Mardi Gras.....Monday-Wednesday, February 16 – 18, 2026
Easter .....Friday, April,3 2026 – Friday April 10, 2026
Memorial Day.....Monday, May 25, 2026
Juneteenth ……..……. Thursday, June 18, 2026

END OF PROGRESS REPORT PERIOD

First Nine Weeks ..... Monday, September 8, 2025
Second Nine Weeks .....Thursday, November 13, 2025
Third Nine Weeks .....Friday, February 6, 2026
Fourth Nine Weeks .....Thursday, April 23, 2026

NINE WEEKS ENDING DATES

First Nine Weeks .....Monday, October 13, 2025
Second Nine Weeks .....Friday, December 19, 2025
Third Nine Weeks .....Friday, March 13, 2026
Fourth Nine Weeks .....Friday, May 21, 2026

PREFACE

The Iberville Parish Handbook on Attendance, Discipline, and Student Records is designed to balance the rights of students, parents, and school personnel with the duty of the School Board to maintain a proper learning environment.

This guide, subject to change, exists for the purpose of pointing out to students, parents, and school personnel certain rights and responsibilities. It contains laws, regulations, procedures, codes, policies regarding rights, duties, and obligations of students, of parents, of school personnel and possible consequences of non-compliance with the rules. Additionally, it contains pertinent information that students need to know.

It is the professional belief of the staff and administrators at all schools of Iberville Parish that this Disciplinary Plan will assist in providing a safer, healthier, and happier atmosphere for every child to learn.

The information concerning discipline in the Handbook exists for the purpose of ensuring orderliness in the schools and safeguarding the rights of students and school personnel. No one has the right to interfere with the student's right to learn or the teacher's right to teach.

Any changes made to this handbook during the academic year will not go into effect until said changes have been first promulgated to the students, parents, and school personnel.

A GUIDE FOR THE PARENT WITH QUESTIONS & GRIEVANCES

A parent is always welcome to "go to the top" with a question, but the most efficient way to get an answer is to ask the person closest to the problem. Here are some time saving steps:

1. If it's about your child, call the school and make an appointment with the teacher or person directly involved with the specific concern.
   A. If it's about the school, call the school secretary who will either answer your questions or direct you to the principal for a direct answer or an appointment.
   B. If it's about the school system in general, or if you feel that one of the departments listed (please refer to the following list of school board departments) would better answer your question call the School Board Office at 225-687-4341 and dial the extension of the department you wish to reach.
2. If there is still an unanswered complaint, you may want to contact the Superintendent.
3. Any parent or visitor is encouraged to visit the schools; however, they must report to the front office upon their arrival.

Nonconformance with school policy shall be considered trespassing, and trespassers shall be subject to arrest.

Central Office Supervisory Staff
Phone: 225-687-4341 Fax: 225-687-5408

Name	Position	Ext.	Department/Duties
Kim Saurage	**Executive Secretary**	**1066**	**Superintendent's Office**
Louis Voiron	**Superintendent**	**1033**	
Bailey Martin	**Curriculum and Instructional Secretary**	**1012**	**Executive Director of Academics**
Rebecca Johnson	**Executive Director of Academics**	**1035**	
Alnita Miller	**Executive Director of Operations**	**1071**	**Operations** ● School food services ● Transportation ● Maintenance
Kylie Blanchard	**HR Secretary**	**1009**	**Human Resources** ● Certification ● Evaluations ● Personnel Records ● Resignation ● Retirement ● Employee's complaints ● Grievances
Gina Lobue	**HR Supervisor**	**1049**	
Nedra Anderson	**Curriculum and Instructional Secretary**	**1030**	**Curriculum/Instruction** **Elementary Curriculum/Instruction** ● K-6th grade curriculum (subjects/content areas;classroom materials;online programs) ● K-6th grade instruction (teaching) ● K-6th grade assessments (district & school academic testing) **Secondary Curriculum/Instruction** ● 7-12th grade curriculum (subjects/content areas;classroom materials;online programs) ● 7-12th grade instruction (teaching) ● 7-12th grade assessments (district & school academic testing) **Career and Tech Curriculum/Instruction** ● Career classes ● Dual enrollment ● Technology education ● Student devices
Allison Junot	**Elementary & Academies Supervisor**	**1008**	
Robert Primus	**Secondary and Academies Supervisor**	**1039**	
Shalonda Skidmore	**Instructional Technology/CTE Supervisor**	**1095**	
Doris Bellot	**Special Education Secretary**	**1016**	**Special Education** ● 504 ● Special education ● Pupil appraisal ● Evaluations ● Gifted ● Talented ● Homebound
Pam Moore	**Special Education Supervisor**	**1078**	

Central Office Supervisory Staff
Phone: 225-687-4341 Fax: 225-687-5408

Name	Position	Ext.	Department/Duties
Bryan Stewart	**Chief Financial Officer**	**1032**	**Finance** ● Payroll ● Benefits
Michele Theriot	**Child Welfare & Attendance Secretary**	**1031**	**Child Welfare and Attendance** ● Truancy ● Expulsions/Discipline appeals ● Residency issues ● Adult education waivers ● Record requests ● Diplomas ● Handbook ● School resource officers ● Student safety
Brandie Blanchard	**Child Welfare & Attendance Supervisor**	**1028**	
Kelcy Dotson	**Transportation Supervisor**	**1070**	**Transportation** ● Pick-up/drop-off times ● Undeliverable child (k-2 grade) ● Report bus issues/unsafe driving ● Bus driver/attendant behavior
Deanadria Johnson	**Transportation Secretary**	**1045**	
Markecia Barthelemy	**Testing and Accountability Supervisor**	**1005**	**Testing and Accountability** ● LEAP/ACT testing ● Report cards ● Transcripts for current students ● FASFA completion ● School Performance Scores ● JCAMPUS
Dianna Outlaw	**Federal Programs Supervisor**	**1015**	**Federal Programs** ● Federal funding ● Homeless ● English Language Learners ● Summer school
Kinly Ogletree	**Early Childhood Secretary**	**1075**	**Early Childhood** ● Pre-k applications ● Child-care center information ● Pre-k disciplinary issues ● CCAP
Lydia Canova	**Early Childhood Supervisor**	**1081**	

Section 1: General Information

Registration for parents with a bona fide Iberville Residence

Registration requirements for students transferring within the school district are listed below:

1. Verification of parent/legal guardian address **(Minimum of 3 documents)**
    a. An acceptable bill includes a current utility bill in parent's name (i.e., gas, water, or electric)
    b. Current lease in parent's name
    c. Proof of home ownership,or
    d. Current tax statement of parent or custodian showing homestead exemption
2. Submit the custodial parents/guardian's drivers license
3. Certified copy of any judicially ordered tutorship, custody or guardianship of any minor child student not domiciled or in the custody of their natural and/or legal parents. Verification of the physical residency of the legal custodian, tutor/tutrix or nonparent shall also be required (If applicable)
4. Birth certificate
5. Social security card
6. Immunization records
7. Drop papers from previous school
8. Report card or transcript from the last school and a copy of the child's disciplinary history

Registration requirements for students transferring from a public or private school outside of Iberville Parish Public Schools, are listed below: **(Minimum of 3 documents)**

1. Verification of parent/legal guardian address
    a. An acceptable bill includes a current utility bill in parent's name (i.e., gas, water, or electric)
    b. Current lease in parent's name
    c. Proof of home ownership
    d. Current tax statement of parent or custodian showing homestead exemption
2. Submit the custodial parents/guardian's drivers license
3. Certified copy of any judicially ordered judicially ordered tutorship, custody or guardianship of any minor child student not domiciled or in the custody of their natural and/or legal parents. Verification of the physical residency of the legal custodian, tutor/tutrix or nonparent shall also be required (If applicable)
4. Birth certificate
5. Social security card
6. Immunization records
7. Drop papers from previous school
8. Report card or transcript from the last school and a copy of the child's disciplinary history

- Updated residency verification may requested at any time during the year

For parents who do not have a bona fide residence
(parent and student(s) are living with someone else)

All of the following documents must be presented

1. Submit a **notarized statement** from the primary occupant (homeowner or renter) and the parent/guardian verifying that the **parent and the student(s)** reside at that address. (Parent and homeowner must appear before notary together)
2. Submit a **copy of a current utility bill** in the homeowner/renters' name (**gas, water, or electric only)**
3. Submit **two (2) additional forms of documentation to link parent to new address (**i.e. cell phone bill, social services form, no junk mail)
4. Submit the custodial parents/guardian's drivers license linking them to the new Address
5. **OR** Homeless qualification paperwork

EMERGENCY CLOSURE OF SCHOOLS

When school is closed or canceled due to inclement weather or emergency situations, an official announcement will be issued through different mediums. The school district will make use of various communication channels such as the district website, official social media accounts, and whenever possible, the district will utilize the "J Call" notification system. Parents should also monitor local media outlets to determine if school has been canceled or closed.

VISITORS TO THE BUILDING

When planning to visit, please contact the office at least one day in advance to allow the building principal to set a schedule. Principals have the discretion to set reasonable parameters on school visits (length of stay, number of visitors, etc.) to ensure the proper protection of instructional time and the welfare of the students and employees. All visitors shall report to the principal's office immediately upon coming onto school grounds for their visit. Principals are authorized to take the necessary steps in dealing with unauthorized visitors.

WITHDRAWAL FROM SCHOOL

Parents of children who are leaving the District or are moving to another school attendance area within Iberville Parish should notify the school at least three days prior to the last day of attendance. Library materials, textbooks, computers, other school property must be returned, and all outstanding debts owed to the school must be cleared before a transfer is complete. Failure to follow these procedures may make it difficult for a student to be enrolled and classified properly in another school. He or she will also be required to pay for any books or other equipment that is lost or damaged.

SCHOOL UNIFORMS

TOPS: Knit pullover style polo shirt with collar in the following colors:

Crescent Elementary	Red
Dorseyville Elementary	Maroon
East Iberville Elementary and High Seniors ONLY	Red White
IAPPS	Navy Blue
Iberville Elementary School, a Montessori Program	Maroon
Iberville STEM Academy Seniors ONLY	Royal Blue Black
MSA-West & MSA-East Seniors ONLY *All students must have school crest	Purple Black
North Iberville Elementary	Dark Green
North Iberville High Seniors ONLY	Dark Green Black
Plaquemine High Seniors ONLY *All students must have school crest	Dark Green (all students) White
White Castle High Seniors ONLY	Maroon Black

BOTTOMS: (*For all schools)

Khaki shorts (NO SHORTS/SKORTS/SKIRTS ALLOWED AT THE ALTERNATIVE PROGRAM), khaki long pants, Capris with normal waistline, jumper, skirts, or “skorts”(ELEMENTARY SCHOOL ONLY) NO “SKORTS” OR SKIRTS ALLOWED IN HIGH SCHOOL(including 6th grade at MSA West) OR IN ALTERNATIVE PROGRAM). If shorts or pants have belt loops, a belt must be worn. Length of shorts and skirts shall be no shorter than two (2) inches above the knee. Pants and shorts must have proper hem; **OR** Black shorts, black long pants, Capris with normal waistline, jumper, skirts, or “skorts”(ELEMENTARY SCHOOL ONLY) NO “SKORTS” OR SKIRTS ALLOWED IN HIGH SCHOOL (including 6th grade at MSA West). If shorts or pants have belt loops, a belt must be worn. Length of shorts shall be no shorter than two (2) inches above the knee. Pants and shorts must have proper hem.

Exemption: Any student requesting an exemption from the student uniform dress code for religious reasons must have their parent/legal guardian request exemption from the Office of Child Welfare and Attendance. Once the request has been reviewed, if approved, the parent/legal guardian will receive written confirmation of the decision. All requests for exemption must be made prior to any actions that would otherwise be a violation of the student uniform dress code.

Pullovers of Any Kind (sweaters, sweatshirts; any garment which is pulled over the head which does not snap, button, or zip from top to bottom):

Pullovers must be the same solid color as the uniform shirt of the student, solid black, or solid gray. Uniform shirt collar must be revealed over the pullover collar. Pullovers must be v-neck or crew style NO HOODS ALLOWED on any pullover while on campus. Pullovers should have no inappropriate or distracting logos, designs, or insignia.

COATS

Coats/jackets/sweaters may be worn. No hoods allowed on any coat/jacket/sweater

*****Exception**: During inclement weather and cold temperatures, exceptions may be made. In the event an exception is made, students will not be allowed to wear hoods indoors and students may be asked to unzip/unsnap/unbutton at times.

ADDITIONAL DRESS CODE REGULATIONS

- No black jeans
- All pants must be properly worn. Pants legs must be worn down and pants must be pulled up to the waist. Pants must have proper hems.
- No joggers, yoga pants or pants with elastic bottoms.
- No caps with political slogans, obscene pictures or writing, advertisements of drugs, tobacco products, alcoholic beverages, or weapons.
- No knit caps, wave-caps, hats, or hoods on campus during regular school hours.
- No rollers, hairnets, or careless, extreme, or distracting hairstyles.
- No BANDANNAS ALLOWED.
- No flip-flops, clogs, barefoot sandals, slippers, crocs, or foamrunner shoes of any kind.

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

IBERVILLE VIRTUAL LEARNING ACADEMY DRESS CODE

Students are to wear appropriate dress that does not distract from the virtual learning process. Inappropriate attire including but not limited to the following are prohibited: Pajamas or clothing that is transparent or overly revealing, clothing with profanity; derogatory terms; racial slurs; or sexual content. School uniforms will not be required for virtual classes.

IDENTIFICATION BADGES

All students, faculty, staff and Central Office personnel shall wear identification badges at all times; at school and on field trips. Badges must be worn with picture showing. Badges will be scanned to eat breakfast and lunch. Students and staff will also have to use badges to check out material from the library.

If badge is lost, student must purchase a new one at a cost of:
$3.00 - regular ID badge without door access (elementary students)
$5.00 - door access badge (middle/high schools students)

GIFTS/DELIVERIES TO CAMPUS

NO Gifts and/or fast food deliveries will be allowed on any campus

HOMEWORK ASSISTANCE SERVICE

HomeworkLouisiana (HomeworkLa.org), a service of the State Library of Louisiana, offers FREE online tutoring and academic resources from Tutor.com for Louisiana residents from kindergarten students through adult learners. Get help in math, science, social studies or English from a live tutor. The services can be accessed from a Louisiana public library, from your home computer or from your mobile device.

LIMITED ENGLISH PROFICIENCY PROGRAM

The Iberville Parish School Board recognizes that the inability to speak and understand the English language limits the student's effective participation in the educational programs of the school district. Students whose primary language other than English shall be provided additional assistance, in conformity with applicable Federal and State statutes and regulations, until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents shall be notified of their children's eligibility for the limited English proficiency program no later than thirty (30) days after the start of school. Notification shall include their child's level of proficiency and how it was assessed, program components and expectations, parental rights, and any other information required by the Every Student Succeeds Act. All written communications to parents shall be in a uniform format that is comprehensible to families and in a language the parents can understand.

GIFTED/TALENTED PROGRAM

The Gifted/Talented Program in Iberville Parish is an additional program to the regular education program offering enrichment services to students identified as having gifted or talented qualities. Students must qualify for these services using state mandated guidelines. These services are scheduled during the school day at a time in which the student would not miss instruction in major subject areas. A specially designed Individual Education Plan is written and updated once a year to offer supplemental educational activities for each qualified student.

The Gifted/Talented screening process can begin in one of two ways:

1. Parent Initiated - Parents make a request to the school that their child be screened.

2. Teacher initiated - Teachers refer a child to the Student Assistance Team, which will then request parental permission to screen the child.

IBERVILLE PARISH SCHOOL DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY/PLAN
Drafted (May 2018); Revised (June 2020)

In support of strengthening student academic achievement, Iberville Parish School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Louisiana Department of Education.

Iberville Parish School District agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.

- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.

- The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of ESSA:

Parental involvement means the participation of parents/families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) Parents/families play an integral role in assisting their child's learning
(B) Parents/families are encouraged to be actively involved in their child's education at school
(C) Parents/families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
(D) Parents/families are familiar with virtual platforms and/or learning packets used in the case of school closures
(E) Other activities are carried out, such as those described in Section 1116 of the ESEA

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

The Iberville Parish School District will take the following actions to involve parents and family members in jointly developed LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

The district and school policies and the School Improvement/Schoolwide Plans are reviewed each school year and revised annually. Sources used in the development of these policies and plans include individual school meetings, annual parent survey results, parent meetings and parent-teacher conferences. This policy and all school policies are posted on our system and school websites where they are available for parent comments and suggestions. This policy is a working document subject to review and revision.

TECHNICAL ASSISTANCE

The Iberville Parish School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

The Supervisor of Federal Programs and Designated Grants will provide guidance and support on appropriate use of parent involvement funds and review school Parental Involvement Policies, School Improvement/Schoolwide Plans, and School-Parent Compacts to ensure compliance.

ANNUAL EVALUATION

The Iberville Parish School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

Parents are surveyed annually to determine whether parent engagement needs are being met effectively and appropriately through the implementation of the parent and family engagement programs. Parents are given the opportunity to complete the survey via paper copy or electronically. The results of these surveys are used to develop strategies for school improvement and to revise the district and school Parent and Family Engagement Policies. These results are also used in planning future parent workshops and meetings. Areas evaluated include academics and school leadership, parental involvement, Title I, school environment, and the school Parent and Family Engagement Program.

RESERVATION OF FUNDS

The Iberville Parish School District will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

The Title I Parent Involvement Program allocates funds for Parent involvement based on the guidelines as stipulated by the Every Student Succeeds Act (ESSA)-not less than one percent of the LEA Title I allocation for parent involvement. Federal budgets, including Title I, are available to parents upon request.

COORDINATION OF SERVICES

The Iberville Parish School District will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Special Education, Early Intervention Program, English Speakers of Other Languages, Pre-K, Head Start, and other programs as appropriate that encourage and support parents in more fully participating in the education of their children by:

Continuously communicating with parents via multiple media, including:

- District and school websites
- Local media and community/business partners
- Parent-teacher conferences, parent workshops, Parent Resource Center
- Newsletters, emails, signs, posters, and text messaging
- Telephone
- Social Media (Facebook, Twitter, etc.)
- JCampus callout
- Various virtual platforms such as Google Classroom, Google Meet, Seesaw etc.

All communications are in an easy-to-understand language. Translations for other languages may be provided upon request, and to the extent practicable.

BUILDING CAPACITY OF PARENTS

The Iberville Parish School District will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators
- How to navigate virtual platforms in the event of school closures due to COVID-19

All Title I schools will host parent/meeting/workshops/classes that will be held at different times during the day to accommodate family needs. Parents will be kept informed via written correspondence, phone messenger, take home folders, in planners, **virtually,** etc. In addition, information will be posted on websites and social media.

BUILDING CAPACITY OF SCHOOL STAFF

The Iberville Parish School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, in how to reach out, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build its ties between parents and schools by:

- Sending home newsletters/graded papers
- Scheduling parent/teacher conferences
- Making phone calls, home visits; sending home homework, and notes in agendas

- Encouraging parents to serve as volunteers/tutors
- Attending conferences, seminars, workshops, and meetings with parents
- Serving together on school committees
- Reviewing and strengthening parent communications
- Identifying additional virtual supports based on student needs
- Considering regular family surveys and offering parent webinars and “PD” sessions to learn how to navigate virtual platforms.

BUILDING CAPACITY FOR INVOLVEMENT

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions
- Maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs

Iberville Parish Schools strive to include all parents in activities, and to the extent practicable, accommodate parents with disabilities, language barriers, and other special needs. Parent meetings/training are held at various times to meet the needs of all parents.

Additional opportunities for parents to be involved include:

- Volunteering in the school and/or classroom
- School leadership teams such as: PTO, School Councils, and School Leadership Teams

NOTIFICATION OF FERPA

PARENTAL RIGHTS/STUDENT RIGHTS OF PRIVACY

The Iberville Parish School Board recognizes the rights of parental access to certain information regarding their children and the importance of notifying parents of children enrolled in the district’s schools of these rights.

At least annually at the beginning of each school year, parents of each child enrolled in the public schools of Iberville Parish shall be notified of:

- Their right to view any instructional material used in the curriculum for the student of time after the request is received.
- Their right to view any 3rd party surveys (including evaluations) before they are administered to their child, and to opt out of participation for surveys that delve into

sensitive subjects identified by the *Protection of Children's Rights* of the *Family Educational Rights and Privacy Act* (FERPA).

- The collection or use of any personal information for the purpose of marketing the information or for selling that information, including arrangements to protect student privacy that are provided by the School Board in the event of collection, disclosure, or use and their right to opt their child out of participation.
- The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students; and their right to opt out of participation.
- Their rights under FERPA, including giving notice to the parent of the categories of information which the School Board has designated as *directory information* with respect to students, and allowing a reasonable period of time after such notice for the parent to inform the School Board that any or all of the information so designated should not be released without the parent's prior consent.

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

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

STUDENT'S RECORDS

Parents and guardians have the right to inspect and review any school records dealing with their children. Students eighteen (18) years of age or older have the sole right to inspect and review their respective student records. Review and dissemination of any student information shall be conducted under strict statutory precautions. *Student records* are defined to be all official records, files, documents, and other materials directly related to children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system. Such items include, but are not necessarily limited to, identifying data, academic work completed, grades, standardized test scores, attendance data, scores on standardized intelligence, aptitude, and psychological tests, and health data.

DIRECTORY INFORMATION

Information classified as directory information may be disclosed from a student's record without the written consent of the parent or eligible student. Iberville Parish School Board designates the following categories of student information as public or *Directory Information*. The Iberville Parish School Board may disclose this information for any purpose, at its discretion:

- Student name
- Grade Level
- Degrees and awards received
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Iberville Parish School Board designates the following categories of student information as ***Limited Use Directory Information*.**
Photographs, videos or other media containing a student's image or likeness

Accordingly, this information will not be provided to external parties not contractually affiliated with the school system. Use and disclosure of this information shall be limited to entities that provide services to its students. These include but are not limited to providers of yearbooks, student portraits, class rings, graduation supplies (caps, gowns, announcements), and school booster clubs.

A parent or eligible student may refuse to allow the Board to designate any or all of the types of information about the student as directory information thus prohibiting its release to the public. After proper notice, a parent or eligible student shall have thirty (30) days in which to notify the School Board as to which types of information about the student shall not be designated as directory information.

SEARCHES: (Louisiana R.S. 17:416.3)

The board respects the civil rights of the students attending its schools and will uphold those rights. The board will not tolerate violations of law, board policy, or school rules. Any teacher, principal, school resource officer, or administrator in any parish, city, or local system of the state may search any building, desk, locker, area, or automobile parked on school property for evidence that the law, a school rule, parish, city or local board policy has been violated. The school board is the exclusive owner of all buildings, all desks, and lockers. These are subject to being searched. The permission granted to park an automobile or vehicle on any school board property constitutes consent of the owner and/or operator to allow a search of the vehicle.

The teacher, principal, school resource officer, or administrator may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a school board policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and to the nature of the suspected offense. Random searches with a metal detector of students or their personal effects may be conducted at any time, provided the searches are conducted without deliberate touching of the student.

RIGHTS

1.) If at all possible, searches of students should be conducted outside the presence of other students.
2.) If a “pat down” search of a student is to be conducted, that search should be conducted by a teacher, principal, school resource officer, or administrator of the same gender. If at all possible, the delay in finding a person of the same gender should not create a significant likelihood that the item(s) sought in the search will be altered, destroyed, or disposed of in the meantime.
3.) No action taken pursuant to this policy by a teacher, principal, or administrator employed by the Iberville Parish School System shall be taken maliciously or with willful and deliberate intent to harass, embarrass, or intimidate any student.
4.) Whenever a search is conducted on a student because that student is suspected of wrongdoing requiring a search, the school must keep a record of the search, the circumstances leading up to the search and the results of the search. This record shall be filed and maintained in the principal’s office.
5.) Specially trained dogs may be used only for searches of lockers, rooms, buildings, and parking lots. A dog may not be used to search a student.
6.) Any prohibited item seized or discovered in any search shall be safeguarded by the principal or designee and maintained in a secure container. If the item is a firearm, knife, any weapon, or an illegal controlled substance or drug, the principal or designee shall notify the police.

PERSON OTHER THAN STUDENTS

Any school principal, administrator, or school resource officer may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student, not enrolled at the school, or is a school employee. This search can be conducted in any school building or on school grounds. This search may be done randomly with a metal detector when there is reasonable suspicion that a person has any weapons, illegal drugs, alcohol, stolen goods, or other materials or objects which violate the school system policy.

TEACHER BILL OF RIGHTS (R.S. 17:416.18)

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

1. A teacher has the right to teach free from fear of frivolous lawsuits, including the right to qualified immunity and to a legal defense, and to indemnification by the employing school board for actions taken in the performance of duties of the teacher's employment.

2. A teacher has the right to appropriately discipline students in accordance with state law and any city, parish, or other local public school board regulation.

3. A teacher has the right to remove any persistently disruptive student from his/her classroom when the student's behavior prevents the orderly instruction of other

students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his/her designee.

4. A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school, district, and state policy/law.

5. A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury.

6. A teacher has the right to be treated with civility and respect.

7. A teacher has the right to communicate with and to request the participation of parents in appropriate student disciplinary decisions.

8. A teacher has the right to be free from excessively burdensome disciplinary paperwork.

9. A beginning teacher has the right to receive leadership and support, including the assignment of a qualified, experienced mentor who commits to helping him/her become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectations.

10. A teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

HEALTHY SCHOOLS GUIDELINES

The goal for our school system is to educate your child and keep our students and staff safe. For your child to succeed, your child must be healthy and in the right frame of mind to learn. For your child's well-being and for the protection of other students and staff, the following recommendations are provided to you for your consideration.

Please keep your child home and consult with your school nurse if your child develops any of the following symptoms:

• Fever or chills (over 100.4)
• Severe Sore throat
• Severe nasal congestion or runny nose with green mucus
• Nausea or vomiting
• Diarrhea
• Eye redness, eye drainage, eyelid swelling, or pink eye
• Unidentified rash

VISION SCREENING

According to Act 522, vision screening will be conducted by the Iberville Parish School Nurses. Vision screening shall be conducted on all students in grades – Pre-K, K, 1st, 3rd, 5th, 7th, 9th, 11th, and any special request students.

The parent or guardian of students who fail this initial screening will receive a letter of referral explaining the need for further medical evaluation and/or correction as needed.

HEARING SCREENING

According to Act 522, hearing screening will be conducted by the Iberville Parish School Nurses. A hearing screening shall be conducted on all students in grades – Pre-K, K, 1st, 3rd, 5th, 7th, 9th, and 11th, and any special request students.

If the student fails the initial screening, the student will be re-screen within 6 weeks. If the student fails the second hearing screen, a letter of referral will be sent home notifying the parent/guardian of the need for further evaluation by a private medical doctor or audiologist.

SCOLIOSIS SCREENING

A parent/guardian of any student with a concern of their child's back or posture needs to submit a written request for a scoliosis screening to the school nurse at that student's school.

BREAST SELF-EXAMINATION/CERVICAL CANCER CLASS

In accordance with La law: RS 17:275, the Iberville Parish School Nurses shall provide instruction to all senior female students on the proper procedure for breast self-examination and the need for an annual Pap test for cervical cancer. If you choose to opt your child out due to religious reasons, please contact your school nurse.

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 Iberville Parish School Board (IPSB) to certain students. For IPSB to get back some of the money spent on services, IPSB 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, IPSB 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. IPSB cannot require families to sign up for Louisiana Medicaid to receive the health related and/or special education services to which the student is entitled.
2. IPSB cannot require families to pay anything towards the cost of a student's health-related and/or special education services.

3. IPSB 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 permission is given, families have the right to change their mind and withdraw permission at any time.
5. If permission is withdrawn, IPSB will continue to be responsible for providing the student with the services, at no cost to the family.

If you have previously given consent for the Iberville Parish School Board to disclose personally identifiable information and bill for reimbursement for the Louisiana Medicaid-covered health services that are provided to your child and would like a copy or would now choose to revoke consent, please contact the school nurse at your child's school.

COMMUNICABLE DISEASE CONTROL POLICY

The Iberville Parish School Board recognizes the importance of protecting the health and welfare of students, teachers, and other employees of the educational system from the spread of communicable diseases. The School Board will work cooperatively with the Louisiana Department of Health and Hospitals and the Center for Disease Control for the prevention, control, and containment of communicable diseases in schools.

Student Louisiana Revised Statute 17:170 to exclude children from school attendance who have not obtained the immunizations required by law. School personnel will cooperate with public health personnel in completing and coordinating all immunization dates, waivers, and exclusions, including the necessary Communicable Disease Section's School Immunization Report forms to provide for preventable communicable disease control.

In the event of an outbreak of a communicable disease, as defined by the Office of Public Health, at an educational institution or facility, the administrators of that institution or facility are empowered, upon the recommendation of the Office of Public Health, to exclude from attendance un-immunized students and clients until the appropriate incubation period has expired or the un-immunized person presents evidence of immunization.

The Superintendent may exclude a student or staff member from school or employment as recommended by the Louisiana Department of Health and Hospitals when reliable evidence or information from a public health officer or physician confirms him/her of having a communicable disease or infestation that is known to be spread by any form of casual contact and is considered a health threat to the school population. Exclusion of ill students from school settings is to be considered when such exclusion can reduce the spread of disease and the likelihood of secondary cases. Such a student or employee shall be excluded until sufficient medical evidence is presented that his/her condition is no longer contagious.

When reliable medical evidence or information from a public health officer or physician confirms that a student or employee is known to have a communicable disease or infection that is not to be spread by casual contact, (i.e., Human Immunodeficiency Virus and other like diseases), the decision as to whether the affected person will remain in the school or employment setting will be made on a short-term basis by the Superintendent following recommendation by the treating physician. A review panel pursuant to policy approved or Louisiana Board of Elementary and Secondary Education (BESE) shall ultimately decide the placement status of the student/employee. Mandatory screening for communicable diseases that are known not to be spread by casual contact shall not be required as a condition for school entry or for employment or continued employment.

Any medical information that pertains to students or staff members, proceedings, discussions, and documents shall be confidential information. Before any medical information is shared with anyone in the school setting, a "need-to-know" review shall be made which includes the parent/guardian, student if age 18, employee and his/her representative unless the information is required to meet the mandates of federal or state law or regulation, or BESE policy.

LICE POLICY

The IPSB adheres to a strict "No Nit Policy":
Any student found to have lice or nits (lice eggs) shall be excluded from school. In order for the student to return to school, the student must be:

1. Treated using a lice shampoo (OTC or prescribed by MD).
2. Present proof of treatment to the school office or nurse. This includes a note from the doctor or pharmacist or a lice shampoo label.
3. Be free of nits (lice eggs) and lice.
4. Upon return to school, the parent/guardian must bring the student to school and to the office/nurse to be re-examined. The student is not to ride the bus until cleared by school staff.
5. A medically excused absence will only be given for the day the student is sent home and the next day after for the treatment and removal of lice/nits. Medically excused absences for lice are limited to 2 occurrences per year. No additional medically excused days will be given for any additional cases of head lice.

Parents of children with asthma/allergies should consult with their physician before starting any treatments. Parents are responsible for learning how to identify head lice and quickly treating their child's hair and household items. Parents are responsible for continuing to check their child's hair every day for 3 weeks to prevent re-infestation.

RINGWORM - The infection manifests itself usually in the form of one to four flat, ring-shaped sores that can be dry or scaly, or crusted and moist. Ringworm can be transmitted as long as untreated sores remain on the skin. Ringworm medication may be purchased at any drugstore without a prescription. In order to return to school, you must send proof of treatment. A note from your doctor, pharmacist, or a medication label is acceptable. Your child will not be admitted back to school without this note. Once treatment has begun and proof of treatment has been provided, your child may return to school. Upon return, **the affected area must be covered**.

UNIDENTIFIED RASH – If your child is referred to the school nurse or school office with an unidentified rash, your child will not be able to return to school until the rash is determined non-contagious by a physician. Proof from a physician is necessary to return to school.

ADMINISTRATION OF MEDICATION

It is the policy of the Iberville Parish School Board that the administration of medication to students at school shall meet the following conditions and limitations. As used in this policy, the term *medication* shall include all prescription and non-prescription drugs.

1. Written orders, appropriate containers, labels, and information

    A. Medication shall not be administered to any student without a completed *Medication Order* from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state, or any other authorized prescriber authorized in the state of Louisiana to prescribe medication or devices.The following information shall be included:
        1. the student's name
        2. the name and signature of the physician/dentist/other authorized prescriber
        3. physician's/dentist's/other authorized prescriber's business address, office phone number, and emergency phone numbers
        4. relevant diagnosis
        5. name, amount of each school dose, time of school administration, route of medication, and reason for use of medication
        6. a written statement of the desired effects and the child specific potential adverse effects

    B. Medication shall be provided to the school by the parent/legal guardian in the container that meets acceptable pharmaceutical standards and shall include the following information:
        1. name of pharmacy
        2. address and telephone number of pharmacy
        3. prescription number
        4. date dispensed
        5. name of student
        6. clear directions for use, including the route, frequency, and other as indicated
        7. drug name and strength
        8. last name and initial of pharmacist
        9. cautionary auxiliary labels, if applicable
        10. physician's/dentist's/other authorized prescriber's name

2. Parent/legal guardian

    A. The parent/legal guardian who wishes medication administered to his/her child shall provide the following:

1. A written order for each medication to be given at school, including annual renewals at the beginning of the school year. The new orders dated before July of that school year shall not be accepted. No corrections shall be accepted on the physician's *Medication Order* form. Orders for multiple medications on the same form, an incomplete form, or a form with a physician's/dentist's/ other authorized prescriber's stamp shall not be accepted.

2. A prescription for all medications to be administered at school, including medications that might ordinarily be available over-the-counter. **Only** the physician/dentist/other authorized prescriber or his/her staff may write on the *Medication Order* form. This form must be signed by the physician/dentist/other authorized prescriber.
3. Arrangements for the safe delivery of the medication to and from school in the properly labeled container as dispensed by the pharmacist; the medication must be delivered by a responsible adult. The parent/ legal guardian will need to get two (2) containers for each prescription from the pharmacist in order that the parent/legal guardian, as well as the school, will have a properly labeled container. If the medication is not properly labeled and does not match the physician's order exactly, it will not be given.

B. Provide no more than a thirty-five (35) school day supply of medication in a properly labeled container to be kept at school.
C. The initial dose of a medication shall be administered by the student's parent/legal guardian outside the school jurisdiction with sufficient time for observation for adverse reactions.
D. The parent/legal guardian shall work with those personnel designated to administer medication as follows: Cooperate in counting the medication with the designated school personnel who receive it and sign the *Drug Receipt* form.

3. Student self-medications

Only those medical conditions which require immediate access to medications to prevent a life threatening or potentially debilitating situation shall be considered for self-administration of medication. Compliance with the school policy for a drug free zone shall also be met if possible.

Self-administration of medications by a student with asthma or diabetes or the use of auto-injectable epinephrine by a student at risk of anaphylaxis shall be permitted by the School Board, provided the student's parent or other legal guardian provides the school in which the student is enrolled with the following documentation:

A. Written authorization for the student to carry and self-administer such prescribed medications.
B. Written certification from a licensed medical physician or other authorized prescriber that the student:
    1. has asthma, diabetes, or is at risk of having anaphylaxis
    2. has received instruction in the proper method of self-administration of the student's prescribed medications to treat asthma, diabetes, or anaphylaxis
C. A written treatment plan from the student's licensed physician or authorized prescriber for managing asthma, diabetes, or anaphylactic episodes. The treatment plan shall be signed by the student, the student's parent or other

legal guardian, and the student's physician or other authorized prescriber. The treatment plan shall contain the following information:

1. The name, purpose, and prescribed dosage of the medications to be self-administered.
2. The time or times the medications are to be regularly administered and under what additional special circumstances the medications are to be administered.
3. The length of time for which the medications are prescribed.

The School Board shall inform the parent or other legal guardian of the student in writing that the school and its employees shall incur no liability as a result of any injury sustained by the student from the self-administration of medications used to treat asthma, diabetes, or anaphylaxis. The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against any claims that may arise relating to the self-administration of medications used to treat asthma, diabetes, or anaphylaxis.

A student who has been granted permission to self-administer medication by the School Board shall be allowed to carry and store with the school nurse or other designated school official an inhaler, auto-injectable epinephrine, or insulin, at all times.

Permission for the self-administration of asthma or diabetes medications or use of auto-injectable epinephrine by a student shall be effective only for the school year in which permission is granted. Permission for self-administration of asthma or diabetes medications or the use of auto-injectable epinephrine by a student shall be granted by the School Board each subsequent school year, provided all of the requirements of this part of the policy are fulfilled.

Upon obtaining permission to self-administer asthma or diabetes medication or to use auto-injectable epinephrine, a student shall be permitted to possess and self-administer such prescribed medication at any time while on school property or while attending a school sponsored activity. A student who uses any medication permitted by this policy in a manner other than as prescribed shall be subject to disciplinary action; however, such disciplinary action shall not limit or restrict such student's immediate access to such prescribed medication.

4. Diabetes

Each student with diabetes who seeks care for his/her diabetes while at school or while participating in a school-related activity shall submit a diabetes management and treatment plan on an annual basis. Such a plan shall be developed by a physician licensed in Louisiana or adjacent state, or other authorized health care prescriber licensed in Louisiana who is selected by the parent or legal guardian to be responsible for such student's diabetes treatment. *School-related activities* include, but are not limited to, extracurricular activities and sports.

A student's diabetes management and treatment plan shall be kept on file in the school in which the student is enrolled and shall contain:

A. A detailed evaluation of the student's level of understanding of his/her condition and his/her ability to manage his/her diabetes.
B. The diabetes-related healthcare services the student may receive or self-administer at school or during a school-related activity.

C. A timetable, including dosage instructions, of any diabetes medications to be administered to the student or self-administered by the student.
D. The signature of the student (if age appropriate), the student's parent or legal guardian, and the physician or other authorized health care prescriber responsible for the student's diabetes treatment.

The parent or legal guardian of a student with diabetes shall annually submit a copy of the student's diabetes management and treatment plan to the principal or appropriately designated school personnel of the school where the student is enrolled. The plan shall be reviewed by appropriate school personnel either prior to or within five (5) days after the beginning of each school year, or upon enrollment if the student enrolls after the beginning of the school year or as soon as practicable following the student being diagnosed with diabetes, or as warranted by changes in the student's medical condition.

The parent or legal guardian shall be responsible for all care related to the student's diabetes management and treatment plan until the IHP is developed, the parents or legal guardian have agreed to and signed the IHP, and the diabetes management and treatment plan is put into place by the school nurse.

The School Board may utilize an unlicensed diabetes care assistant to provide appropriate care to a diabetic student, or assist a student with self-care of his/her diabetes, in accordance with the student's diabetes management and treatment plan, the student's IHP, and regulations contained in *Health and Safety*, Bulletin 135. An *unlicensed diabetes care assistant* is defined as a school employee who is not a healthcare professional, who is willing to complete training requirements established by BESE, and is determined competent by the school nurse to provide care and treatment to students with diabetes. An *unlicensed diabetes care assistant* also means an employee of an entity that contracts with the school or school system to provide school nurses who are responsible for providing health care services required by law or the Department of Education.

In accordance with the student's diabetes management and treatment plan, the student shall be permitted to self-manage his/her diabetes care as outlined in the student's management and treatment plan.

5. Administration of medication on field trips and other extracurricular activities

If a student with an identified medical need is to attend a field trip or other school-sponsored activity, the parents shall be notified to ascertain if any medication must be administered on the field trip or school-sponsored activity away from school. If so, the parent/legal guardian shall accompany the student to the activity to administer any medication.

If the parent/legal guardian cannot attend the field trip/activity with his/her child, the parent/legal guardian shall request in writing that the medication be administered on a pending field trip/activity by a non-School Board employee designated by the parent, or another trained person designated by the School Board. Such requests shall include supporting documentation as outlined in this policy. The request shall state that the parent/legal guardian gives permission for the designee or another trained person to administer the medication. If the parent does not designate a non-School Board employee to attend the field trip/activity, once the proper documentation has been submitted, the School Board shall assign a trained School Board employee to accompany the student on the field trip or other school-sponsored activity.

STATE OF LOUISIANA

MEDICATION ORDER

TO BE COMPLETED BY LA, TX, AR, OR MS LICENSED PRESCRIBER

(In most instances, medications will be administered by unlicensed personnel.)

PART 1: PARENT OR LEGAL GUARDIAN TO COMPLETE.

Student's Name _____ Birthdate _____

School _____ Grade _____

Parent or Legal Guardian Name (print): _____

Parent or Legal Guardian Signature:_____ Date:_____

(Please note: A parental/legal guardian consent form must also be filled out for medication to be administered.)

PART 2: LICENSED PRESCRIBER TO COMPLETE.

1. Relevant Diagnosis(es): _____ICD-10 CODE:_____
2. Student's General Health Status: _____
3. Medication: _____
4. Strength of medication: _____ Dosage (amount to be given): _____
   Check Route: ❑ By mouth ❑ By inhalation ❑ Other _____
   Frequency _____ Time of each dose _____
   _____ *School medication orders shall be limited to medication that cannot be administered before or after school hours.* ***Special circumstances must be approved by school nurse.***
5. Duration of medication order: ❑ Until end of school term ❑ Other _____
6. Desired Effect: _____
7. Possible side-effects of medication: _____
8. Any contraindications for administering medication: _____
   _____
9. Other medications being taken by student when not at school:
   _____
   _____
10. Next visit is: _____

_____ _____

Prescriber's Name **(Printed)** Address Phone and Fax Numbers

_____ _____ _____

Prescriber's Signature Credential (i.e., MD, NP, DDS) **NPI#** Date

Each medication order must be written on a separate order form. Any future changes in directions for medication ordered require new medications orders. Orders sent by fax are acceptable. Legibility may require mailing original to the school. Orders to discontinue also must be written.

PART 3: LICENSED PRESCRIBER TO COMPLETE AS APPROPRIATE.

Inhalants / Emergency Drugs

Release Form for Students to be Allowed to Carry Medication on His/Her Person

Use this space only for students who will self-administer medication such as asthma inhaler.

1. Is the student a candidate for self-administration training? ❑ Yes ❑ No
2. Has this student been adequately instructed by you or your staff and demonstrated competence in self-administration of medication to the degree that he/she may self-administer his/her medication at school, provided that the school nurse has determined it is safe and appropriate for this student in his/her particular school setting? ❑ Yes ❑ No
3. If training has not occurred, may the school nurse conduct a training program? ❑Yes ❑ No

_____

Licensed Provider's Signature Date

Section 2: Attendance Policies

SCHOOL ATTENDANCE

The Compulsory School Attendance Law (R.S. 17:221) is designed to protect and guarantee the rights of children to take advantage of educational opportunities provided by the State of Louisiana. Law assigns the basic responsibility for regular attendance to the parents of the child. The school board is keenly aware that it shares with parents or guardians this responsibility. The school board recognizes that each day's absence interrupts the learning process and results in delays and deficiencies in the child' attainment of skills and knowledge. (R.S. 17:221 requires that children attend school each day scheduled by the school system).

ATTENDANCE DEFINITION

In a plan for addressing the deep concerns about student attendance in the Iberville Parish Public Schools, the following parishwide definition of absenteeism and an explanation of the coding procedure to be used in recording student absences have been established.

The following definition of absenteeism shall be used by all schools in Iberville Parish:

A student is considered to be in attendance when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition of attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state approved education component, or participating in school-authorized field trips.

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

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

3. Late to school: A student is considered late to school if they arrive at school after the bell has rung for students to report to their first hour/homeroom class.

4.) Tardy to class: A student is considered tardy to class when the child arrives in their classroom after the tardy bell has rung.

ATTENDANCE POLICY

Elementary All students in Iberville Parish public schools in grades K-8 must attend a minimum of 159 days or 60,420 minutes a school year to be eligible to receive credit for the course taken.

High Schools In order to receive credit, high school students shall be in attendance a minimum of 30,400 minutes (equivalent 80 days), per semester or 60,420 minutes (equivalent to 159 school days) a school year.

* Exceptions can only be made in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Attendance Recovery:

If students in Kindergarten and 1st grade do not meet the minimum attendance requirements of 159 days present, they shall attend attendance recovery during the school year and/or summer school. 2 hours of attendance recovery will equal a recovered day of attendance. Attendance recovery will take place during after school tutoring sessions and/or summer school.

If students in 2nd through 12th grade do not meet the minimum attendance requirements of 159 days present, they shall attend attendance recovery during the school year and/or summer school. 4 hours of attendance recovery will equal a recovered day of attendance. Attendance recovery will take place during after school tutoring sessions and/or summer school.

TRUANCY

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 (5th) unexcused absence or fifth (5th) unexcused occurrence of being tardy within any school semester. The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned. The parent or legal guardian of any student age 7 through age eighteen who is considered habitually absent or habitually tardy shall be punished by a court of competent jurisdiction

WRITTEN EXCUSES

All medical verification of extended personal illness excuses for a student's absence, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused and the student not allowed to make up work missed. Should a parent send in a written excuse verifying a child's absence that absence will be unexcused for truancy purposes, but the child will be allowed to make up any missed assignments. The five(5) day timeline also applies to a parent's written note.

EXEMPTIONS

Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance 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.

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state;
2. Extended hospital stay in which a student is absent as verified by a physician or dentist;
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state; or
5. Observance of special and recognized holidays of the student's own faith.

6. 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.

7. 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.

Students granted excused absences for the above shall be allowed to make up missed school work. Failure to make up missed work in the time allotted will result in a failing grade for assigned work.

FLOW CHART FOR TRUANCY REFERRALS

Step 1:

- School's Designee collects and records any doctor's excuses daily
- Before or at a child's third unexcused absence or unexcused occurrence of being tardy the principal, or his designee, shall hold a conference with such student's parent or legal guardian. This written notification shall be the letter generated by JCAMPUS and 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.
- JCAMPUS calls and generates attendance letters to parents/guardians of students with a minimum of three (3) unexcused absences and again with five (5) unexcused absences notifying family of the Truancy Policy/Laws. Attendance clerks will also attempt to make contact with parents/guardians regarding absences and document these attempts in the student record.

Step 2:

- Each day the attendance clerks at each school will pull an audit of a school's attendance record for all students and identify students with a minimum of three (3) absences (unexcused or otherwise).
- The list of these students shall be given to the school's MTSS team leader.
- Letters are generated and sent home with the students.

Step 3:

- Each day the attendance clerks at each school will pull an audit of a school's attendance record for all students and identify students with five (5) (unexcused or otherwise) absences or five (5) late-to-school/checkouts.
- Once a student gets five (5) (unexcused or otherwise) absences or five (5) late-to-school/checkouts their names are turned over to the school's MTSS team leader for possible intervention.
- For the students who have received **five (5) unexcused absences** letters are generated and sent home with the students.

- These students' names along with the following accompanying documentation shall be sent to the Child Welfare and Attendance Office immediately:
    A. Name of student
    B. Copy of the three (3) day letter
    C. Copy of the five (5) day letter
    D. Printed copy of the student's attendance report from JCAMPUS
    E. Printed demographics page for each student

Step 4:

- Contact of parent/guardians with student(s) that have five (5) unexcused absences and excessive tardies will be made through letters sent home by the school and a follow-up home visit by the district's truancy officer.

Step 5:

- If the student continues to accumulate absences the process in step 3 will be repeated with every student at each five (5) day period (5, 10, 15, etc.)
- Parents given the opportunity to participate a truancy intervention program
- A Court Summons will be recommended by the Child Welfare and Attendance Supervisor
- The district truancy officer will make a mandatory home visit to issue the court summons to the student(s)' parent/guardian.

A copy of each JCAMPUS generated letter will be filed at the individual school for documentation purposes.

CHECK IN PROCEDURES

Students arriving at school after the school day has begun must report to the office with a parent or guardian. A medical excuse or other documentation shall be presented for excusal consideration.

CHECK OUT PROCEDURES

Elementary School

- Students may be checked out by parent or legal guardian no later than 30 minutes prior to dismissal.
- A valid photo identification must be shown upon request.

High School

- Students may be checked out by a parent or legal guardian no later than 30 minutes prior to dismissal.
- A valid photo identification must be shown upon requests.

Each Iberville Parish School will have a written procedure dealing with student checkouts. All staff responsible for checking students out will receive training on the procedure and training will be documented. The procedure shall contain a minimum of the following:

1. Person checking the student out shall show a picture I.D.

2. Person checking the student out shall be listed on the student information sheet that has been completed and signed by the parent/guardian.

3. If official paperwork is received that changes custody or does not allow a parent access to the child, that information shall be listed on the student information card and JCAMPUS. Official court papers must be signed by a judge.

4. If a school receives a phone call to allow students to be checked out, a verification call must be made to parent/guardian from phone numbers listed on the student information form.

5. If there is any doubt as to whether the person checking the student out has the appropriate authorization please contact the Child Welfare and Attendance Office for assistance.

Section 3: Academics

GRADING POLICY

Pre-Kindergarten- 12th Grade

Grading Scale for Regular Courses	
Grade	**Percentage**
A	**90-100**
B	**80-89**
C	**70-79**
D	**60-69**
F	**0-59**

Pre-K and K students will receive proficiency level based on mastery of standards on their progress reports.

1st - 12th Grading for Major Subjects

- Major subjects in grades 1st - 12th grade shall be assigned the letter grades A, B, C, D, or F. For such courses, the following quality points will be assigned. Higher level courses (DE, IB, AP) will follow the college/university syllabus and grading policies.

    - Letter grade A = 4 quality points
    - Letter grade B = 3 quality points
    - Letter grade C = 2 quality points
    - Letter grade D = 1 quality points
    - Letter grade F = 0 quality points

Grade Averaging Rules

- If the quality points average more than one point and is a .4999 or less, the letter grade earned shall be the lower of the two grades. All averages (marking period and final) shall be rounded to the third decimal place.

Final Grade Averaging Scale	
Grade	Average
A	4.000-3.500
B	3.4999-2.500
C	2.499-1.500
D	1.499-1.000
F	0.999-.000

Methods for Obtaining Grades

- Daily participation and conduct shall not be included as an independent grade
- At least 4 but no more than 6 Major assessments and at least 5 minor grades per nine weeks aligned to the grade level standards in each subject during each marking period shall account for 100% of the grade for that period.
- Major Assessment Grades will account for 70% of the grade:
    - Curriculum and Common District Assessments
    - Teacher Made Tests
    - Student Projects
    - Unit Assessments
    - Portfolio/Performance Assessments
    - Mid and End of Module Assessments
    - Culminating Writing Tasks
- Minor Assessment Grades will account for 30% of the grade and may include:
    - Spelling quiz grades (1st - 3rd grade only)
    - Quiz grades
    - Homework assignments
    - Bellwork/Avg of Weekly Bellwork

K-6* grade students will earn an S or U in Health/Physical Education, Art, Music, Handwriting and Foreign Language, if applicable.

***MSA 6th grade students** will earn letter grades in the Arts, Physical Education and Foreign Language.

Note: Since MSA 6th grade students earn letter grades in the Arts, Physical Education and Foreign Language, they will follow the promotion criteria in PPP for grades 7-8.

GRADE AVERAGING FOR GRADES 1-6

Students are required to have 4 quality points for the year with at least 2 points earned in the second semester. For final grades, fractions at or above ½ will be rounded off to the next highest number.

GRADE AVERAGING FOR GRADES 7-8

1. 7th-8th grade students' grades will be averaged to attain a final grade. The final grade shall reflect a letter grade average of four marking periods and a final exam grade.

2. Examination grades will be included in averaging grades for those grade levels where applicable.

3. Students are required to have 4 quality points for the year with at least 2 points earned in the second semester including the final exam grade.

4. For final grades, fractions at or above ½ will be rounded off to the next highest number.

5. For 7th and 8th graders enrolled in courses for Carnegie credits, refer to the promotion guidelines for 9th – 12th.

9TH GRADE - 12TH GRADE

Grading Scale for Higher Level High School Courses

Higher Level Courses (Honors, Advanced Placement, Dual Enrollment, International Baccalaureate)		Local Honors	AP, Dual Enrollment, IB, LDOE Approved Honors
Letter Grade	**Percentage Range**	**Quality Points**	**Quality Points**
A	**90-100**	**4**	**5**
B	**80-89**	**3**	**4**
C	**70-79**	**2**	**3**
D	**60-69**	**1**	**1**
F	**0-59**	**0**	**0**

Dual Enrollment courses: will utilize Board of Regents criteria (page 14)

Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching high school course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college credit course.

Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript but the grade on the secondary transcript shall not be lower than the grade received on the postsecondary transcript.

A student in the secondary grades (9 – 12) is placed on a grade level based on the number of Carnegie units earned. To meet graduation requirements, a student repeats only required subjects failed. To earn credit in a subject, a student must be enrolled and be in attendance in a course for at least 80 days during the semester.

In order to receive (1) full Carnegie Credit, the student must earn (4) quality points with (2) quality points being in the second semester.

Semester and final grade averages will be rounded for averages of a 0.6 or higher.

Example 1: Student earns a D and an F for an average of 0.5. The semester average would be an F because 0.5 is less than 0.6.

Example 2: Student earns a C and a D for an average of 1.5. The semester average would be a C because 1.5 is higher than 0.6.

Classification is based on the total number of units earned.

Grade 10	No fewer than 6 units of credit A minimum of 1 completed course in English A minimum of 1 completed course in mathematics
Grade 11	No fewer than 12 units of credit A minimum of 2 completed courses in English A minimum of 2 completed courses in mathematics
Grade 12	No fewer than 16/17 units of credit providing the 7 remaining units being taken would permit graduation as defined by the Louisiana Department of Education

*All completed English and math courses must satisfy graduation requirements for a TOPS University Diploma or Jump Start TOPS Tech (Career) Diploma

Note:

- Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester. (i.e. attained both academic success at 60% or higher and a minimum rate of 94% attendance during the semester). For ½ credit earned, the final grade shall reflect a letter grade average of 2 marking periods AND a final exam.
- Mid-term grades are only allowed for half credit courses
- All full credit courses require a final exam for grades 7-12

Artificial intelligence:

The use of artificial intelligence (AI) to complete *any portion of* assignments are prohibited unless specifically directed by the teacher. Students should recognize that use of AI is a form of plagiarism when used in lieu of independent thinking.

Iberville Virtual Learning Academy

Students must maintain virtual settings and behaviors that are conducive for instruction and that minimize distractions.

Virtual/Remote Work Settings

1. Students must use a district issued device while participating in virtual/remote instruction.

2. Students are expected to have a designated work area in their home cleared of everything other than what is required for class. Students must be seated at a table or desk.

3. Working stations must be free of foreign objects that are not being utilized for instruction.

4. The device being used for instruction must be positioned to allow teachers to observe both the working space and student, especially during testing.

5. When possible, students are encouraged to work in areas that are isolated from other individuals and pets. If circumstances exist that do not allow complete seclusion, the parents will need to share this information separately with the instructor. Instructors will only require what the parent can reasonably provide.

6. Additional electronic devices should not be kept or used within the visible working area, unless they are being utilized for instruction and are teacher approved. This includes televisions, phones, earphones and other devices that may provide distractions from teacher guided instruction.

7. Students will follow daily guidance from their teachers regarding best methods of communicating and participating during virtual classes. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent on the design of instruction and direction of the teacher.

8. Students are expected to remain positively engaged in instruction and participate.

9. Behavior that is disruptive to the virtual class setting will be addressed using progressive discipline measures as outlined in the IPSB Student Code of Conduct

10. No student will be allowed to record any teacher during virtual or remote instruction

11. All students participating in virtual instruction must have a signed consent form on file with the IVLA office

12. Students do not have to wear uniforms. However, modest clothing is required.

APPENDIX I: COURSE REQUIREMENTS CHART

SUBJECTS	TOPS UNIVERSITY DIPLOMA		JUMP START TOPS TECH CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	**One of the following:** English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	**One of the following:** English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	**One of the following:** English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	**One of the following:** English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	**One of the following:** English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE—AS (Honors), or Literature in English Part 1: Cambridge AICE—AS (Honors)	2	**The remaining units shall come from the following:** Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE - AS (Honors), Literature in English Part 1AICE - AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE - AS (Honors), Literature in English Part 2: Cambridge AICE - AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	**One of the following:** English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE—AS (Honors), or Literature in English Part 2: Cambridge AICE—AS (Honors)		
	NOTE: If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.			
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 *(The elective course Algebra I-Part 1 is a prerequisite.)*
	1	Geometry	1	Geometry[1]
	1	Algebra II	1	Financial Literacy
	1	**One of the following:** Algebra III, Advanced Math—Functions and Statistics, Advanced Math—Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math—Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE—AS (Honors), Math 2 (Part 1): Cambridge AICE—A Level (Honors), or Math 2 (Part 2): Cambridge AICE—A Level (Honors)	1	**The remaining units shall come from the following:** Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math—Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Transition to College Math, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, Integrated mathematics I,II, and III may be substituted for algebra I, geometry, and algebra ll and shall count as three math credits, Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE—AS (Honors), Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	NOTE: The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.			
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	**One of the following:** Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE—AS (Honors), Chemistry II: AICE—AS (Honors), or Physics II: Cambridge AICE—AS (Honors)
	2	**Two units chosen from the following:** (a) Earth Science; (b) **one of** Environmental Science, Environmental Awareness; (c) **one of** Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership); (d) Agriscience II*; (e) **one of** Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE—AS (Honors); (f) **one of** AP Environmental Science, IB Environmental Systems; (g) **one of** Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE; or (h) **one of** AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE—AS (Honors); (i) **one of** Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE—AS (Honors), or Human Anatomy and Physiology		
	***The elective course Agriscience I is a prerequisite for Agriscience II.**			
Social Studies	1	**One of the following:** U.S. History, AP U.S. History, or IB History of the Americas I	1	**One of the following:** U.S. History, AP U.S. History, or IB History of the Americas I
	1	**One of the following:** Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	**One of the following:** Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	**Two units chosen from the following:** (a) **one of** European History, AP European History, Western Civilization, or History (European): Cambridge AICE—AS (Honors); (b) **one of** World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE—AS (Honors); (c) **one of** World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE—AS (Honors); (d) History of Religion; (e) **one of** IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE—AS (Honors); (f) AP Psychology, History of Religion, or African American history*		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team Adapted PE for eligible students or JROTC or may be substituted
	NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.			
World Language	2	Two units from the same language (§2345)[2]		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	2	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Financial Literacy	1	Financial Literacy		
Total Units	24		23	

Refer to Bulletin 741 and the LDOE Graduation Requirements page the most current information. REVISED JULY 1, 2024

1 Geometry is now required for JumpStart TOPS Tech (Career Diploma) students with a Fall grade 9 2023-2024 entry year and thereafter. For grade 9 entry prior to 2023-2024, students must take three additional Math courses of which Geometry is an option.

2 Computer Science has been added to TOPS University students with a Fall grade 9 2023-2024 entry year graduating in 2026-2027 and thereafter.

GRADUATION HONOR POLICY

Students' formal ranking will be based on the Latin Titles indicating high academic achievement, in place of the traditional Valedictorian and Salutatorian awards. The following Latin Rankings will be used to recognize top academic honors:

RANKING	GPA
Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699
Honors	3.000 - 3.499

A. In order to qualify for the above honors, a student must have been enrolled in one of the parish high schools during his/her junior and senior years.

B. Academic honors will be based on the grade point average of all four (4) years of high school including any high school credit courses taken during junior high, including summer school and correspondence courses.

C. Transfer credit for courses (electives) using grades other than “A”, “B”, “C”, “D” or “F” will not be used to determine a student’s grade point average.

D. All grades must be used in determining a final average for ranking, including F’s which have been repeated or completed successfully at a later date.

E. Students are ranked at the end of their junior year (temporarily) and at the end of their senior year (permanently).

F. High school students may repeat a course for self-improvement or to establish eligibility to participate in programs requiring specific standards. The first recorded grade would remain on the (transcript) cumulative card but with a notation added indicating the course was repeated along with the resulting grade.

G. Dual Enrollment, Advanced Placement and International Baccalaureate, shall be weighted as follows: A = 5, B = 4, C= 3, D= 1; thus, such advanced courses will carry one extra quality point per letter grade, as indicated above, only. If a student transfers from one school to another, the weighted system applies only when the same honor courses are offered in the school to which he/she transfers.

H. All other courses will have a weight as follows: A = 4, B = 3, C =2, D = 1, and F=0

Participation in Graduation Ceremonies

Grades 6, 8, & 12

If a student commits any of the following infractions during the fourth nine-weeks of the 2025-2026 school year, he/she will not be allowed to participate in any of the school's commencement exercises. Below is a list of those offenses:

1. Fighting
2. Possession of drugs, tobacco, alcohol, and firearms or weapons.
3. Threats and/or battery of any kind against any school employee or any student.
4. Destruction of school property.
5. Engaging in any form of immoral behavior, lewd conduct and/or sexual acts.
6. Blatant disrespect to a school employee.
7. Leaving campus without permission.
8. Use of the internet and/or electronic communication equipment for non-educational purposes.
9. Falsifying information to intentionally mislead and/or deceive any of our school personnel.
10. Any other serious offense that may cause a major school disruption and/or create a situation that may endanger the life of students, visitors or employees.

The above enumeration refers to any school related activity, including but not limited to field trips and athletic events held at school and away from campus.

The following process applies to graduating seniors assigned to the IAPPS program:

- For those seniors assigned to IAPPS during the fall semester, but due to return to the home-based school for the start of the second semester:
  - IAPPS Director will notify the home-based school no later than 3:00 p.m. on the day students are released for the holidays of all graduating seniors scheduled to return.
  - If a graduating senior is assigned to IAPPS anytime during January through May, they shall not participate in graduation exercises at the home-based school

Note:

- **All fees owed to the school and/or school board must be paid in full to participate in graduation ceremonies.**

LHSAA Scholastic Eligibility

1. Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements. In this context, elementary schools include grades 1-8; high schools include grades 9-12. Promotion into the 9th grade shall be in accordance with the approved local Pupil Progression Plan.

2. First Semester Eligibility: To be eligible for the first semester of the school year, a student shall have earned at least six (6) units from the previous year, which shall be listed on the student's transcript and shall have earned at least a "C" average (defined as a 1.5) as determined by the Local Education Authority when considering all "graded" subjects.

3. Second Semester Eligibility: To be eligible for the second semester of the school year, a student shall pass at least six (6) subjects from the first semester.

4. Seniors: A senior (12th grade) student who has accumulated 20 or more units shall be required to take at least four (4) subjects/units per semester, none of which shall be subjects/units the student has previously taken and passed. The four (4) required subjects/units may include college courses that have been approved by the State Department of Education and/ or the Louisiana Board of Regents. A senior attempting four units in the first semester must pass all four units to be eligible in the second semester. Likewise, a senior attempting five units in the first semester must pass all five units, and a senior taking six or more units in the first semester must pass six units for second semester eligibility.

2025-2026 Assessment Calendar

Office of Assessment, Accountability and Analytics

Pre-K to Grade 8			
Grade Level(s)	**Assessment**	**Delivery**	**Date(s)**
Pre-K	Gold or Department-Approved Alternative	Teacher	**Fall Checkpoint Finalized**: October 31 Winter Checkpoint Finalized: February 28 **Spring Checkpoint Finalized**: May 30
Kindergarten	Kindergarten Entry Assessment (KEA); DRDP-K or Gold KEA (*Pending future BESE policy to streamline Kindergarten assessments)*	Teacher	Administer within first 30 school days **Data Submission Deadline**: (October tentative)
K-3	K-3 Statewide Literacy And Numeracy Screening	CBT: For BOY or MOY, administer grade 3 first. For EOY, administer grade 3 as early as possible in the administration window.	**Beginning of Year (BOY):** First 30 days of school **Middle of Year (MOY):** December 1-31 **End of Year (EOY):** April 1-30
3	Grade 3 Literacy Rescreening	CBT	**For qualifying grade 3 students**: Last week of school through June 30. (Minimum two week wait between 2nd and 3rd Grade 3 EOY administrations
3-8	LEAP 2025	PBT: Grade 3 only CBT: Grades 3-8	**CBT**: April 1-May 15 **PBT:** Grade 3: April 15-17 (ELA/math) April 20-22 (science and social studies)

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Grades 9-12			
Grade Level(s)	**Assessment**	**Delivery**	**Date(s)**
9-12	LEAP 2025	CBT	**Fall**: December 1-December 19 **Spring for grade 12 retest:** March 30-May 15 **Spring for all HS students:** April 1-May 15 **Summer**: June 22-26
9-12	LEAP 2025 English I and English II Field Test	CBT (Requires all students who take English I and English II to participate)	**Spring:** April 1-May 15
11	ACT	CBT	**Window 1**: March 10-13, March 16-20 Online standard time, accommodations online and paper **Window 2**: March 24-27, March 30-31, April 1-3 Online standard time, accommodations online and paper
11-12	WorkKeys Standard (Optional)	CBT	**Online Testing**: October 6 - April 3
	WorkKeys Accommodated (Optional)		**Fall Window 1**: Oct 1-3; 6-10, 13 **Fall Window 2**: Oct 15-17; 20-24, 27 **Spring Window1:** March 11-13, 16-20, 23 **Spring Window 2**: March 25 -27, March 30-April 3; April 6
9-12	CLEP (Optional)	CBT	**Open Window**: Complete by May 15
9-12	AP (Optional)	CBT	**Open Window**: Complete by May 15

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Small Populations			
Grade Level(s)	**Assessment**	**Delivery**	**Date(s)**
3-8, 11	LEAP Connect	CBT	February 23-March 27
K-12	ELPT/ELPT Connect	CBT	February 23-March 27
K-12	ELPS	CBT	Open Window (within first 30 days of student's enrollment)
Entering 5 or 9	State Placement Test for LEAP	CBT	Open Window: Notify DRC 30 days prior to administration

National and International Assessments (Selected Schools)			
Grade Level(s)	**Assessment**	**Delivery**	**Date(s)**
4, 8, 12	NAEP	CBT	TBA

KEY

ACT: American College 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

K3 Literacy Screening: Statewide administration in mCLASS

K-3 Numeracy Screening: Statewide administration, TBA

L**EAP 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

NAEP: National Assessment of Educational Progress

PBT: Paper Based Test

Window: A range of days from which school systems or schools choose the dates and times for assessment administration

ACT WorkKeys: Optional assessment that measures essential workplace skills

c

PUBLIC SCHOOL CHOICE

VERIFICATION OF INITIAL ELIGIBILITY

1. Documentation of the prior school enrollment of the student shall be provided; such as report card or official correspondence.

2. The system shall verify that the school of prior enrollment was most recently assessed as a “D” or “F”.

3. The parent or guardian shall identify the school to which the student is seeking to be enrolled, and the School Board shall verify that such school was most recently assessed as a “C” or better.

VERIFICATION OF CAPACITY

1. The primary obligation of the School Board shall be to provide for the enrollment of students who reside within Iberville Parish and more specifically to provide for enrollment of students in Iberville Parish in the schools aligned with duly established attendance zones. Therefore, the School Board shall not enroll students under *Louisiana Public School Choice* provisions to the extent that such enrollment may conflict with this primary obligation.

2. Upon receipt of an application for enrollment under *Louisiana Public School Choice* provisions, the School Board shall verify whether the school to which the student is seeking to be enrolled has sufficient capacity.

3. The capacity verification shall take into account grade level and special program requirements, such as gifted and talented and shall be made on a school by school basis.

4. For purposes of determining capacity, any school which has an anticipated enrollment of greater than eighty percent (80%) of its optimal total student capacity,in the grade in which the student seeks to enroll, will be deemed to have insufficient capacity to allow for a *Louisiana Public School Choice* enrollment. Any school that has portables or modular buildings shall be considered at capacity.

5. Upon such a determination, the parent will be advised that the school to which enrollment is sought has insufficient capacity.

6. The verification of capacity shall be an annual determination for the re- enrollment of *Louisiana Public School Choice* students for each subsequent year.

EXCESS APPLICATIONS

1. In the event the number of applications for enrollment exceeds the capacity in any particular school, students enrolled in the school for the prior year shall have preference.

2. If, after enrolling all prior year students, applicants exceed the remaining capacity, applicants will be selected at random until capacity is no longer available.

ATHLETIC ELIGIBILITY

Parents and guardians shall be responsible for contacting the Louisiana High School Athletic Association (LHSAA) to determine the eligibility of the student for participation in varsity sports. In order to participate in varsity sports sanctioned by the LHSAA, students must have written approval of the LHSAA.

INELIGIBILITY

A student meeting any of the following shall be ineligible to enroll as a Louisiana Public School Choice student:

1. The student was expelled for disciplinary reasons in the preceding school year;
2. The student was suspended more than once in the preceding school year;
3. The student was involved in more than one fight or other acts of violence on school grounds in the preceding school year;
4. The student was found in possession of any illicit drug or narcotic on school grounds the preceding school year;
5. The student has more than ten (10) unexcused absences during the preceding school year.

After enrollment a student shall be ineligible to continue enrollment as a Louisiana Public School Choice student if any of the following apply:

1. The student is suspended more than once in the school year;
2. The student is expelled for disciplinary reasons during the school year;
3. The student is involved in more than one fight or other act of violence on school grounds during the school year;
4. The student is found in possession of any illicit drug or narcotic on school grounds during the school year;
5. The student has more than ten (10) unexcused absences during the school year.

CONSENT OF HOME SCHOOL DISTRICT

No student may enroll without the written consent of the School Board, with which the student was previously enrolled,to both of the following:

1. To make payment to the School Board in an amount equal to the Iberville Parish School Board local per pupil amount recognized in the Minimum Foundation Program for the school year in which the student seeks to enroll, in proportion to the portion of the school year during which the student is enrolled, and the appropriate local share of capital expenditures; and

2. To provide records and information necessary for the School Board to determine the students eligibility/ineligibility.

GUIDELINES FOR PUBLIC SCHOOL CHOICE

1. Students who exercise the option of *Louisiana Public School Choice* shall adhere to all Iberville Parish School Board rules and regulations at the receiving schools.

2. Students shall remain at the choice school for the entire school year. They cannot return to the original school during the school year.

3. Students shall wear the uniform of their new choice school.

4. Students may remain at the choice school until they have completed the highest grade in the school.

5. All *Request for Transfer* forms must be completed and returned to the student's current school no later than time and date set by the School Board.

Section 4: Academy Procedures

Math, Science, and Arts Academies and Iberville STEM Academy (Grades 9-12 ISA only)

Entrance

- Applications will be accepted during a designated time in the month of February and/or March
- Student selection process is on a lottery basis depending on available seating
- Students in grades 2-12 who enter with a GPA below 2.5 shall start on probation
- Students must be in good behavioral standing

Academic and Behavior Standing

- **Good Academic Standing:**
  - 2.5 GPA
  - Pass All Classes
  - Student must score proficiency on state required English/Language Arts and Math grade level assessments (Grades K-12).

- **Good Behavior Standing:**
  - The Academy will adhere to all discipline procedures of the district
  - No suspensions - First time will result in probation
  - If another suspension is received, this will result in dismissal at the end of the academic school year
  - If expelled to the IAPPS, students will not be allowed to return to the Academy

- **Probationary Standing**
  - Students who enter with a GPA below 2.5 must start on probation
  - Students who do not achieve the 2.5 GPA will be identified at midyear/end-of-year and an administrative meeting shall occur to notify teachers and parents of probationary status
  - Parents and students will be given a success plan including interventions and supports offered by the Academy
  - The student will be given a minimum of one (1) semester of probationary status to raise his/her GPA

- **Dismissal**
  - Students will be dismissed at end-of-year for failure to achieve:
    - 2.5 GPA (**IF** they have been given the mandatory probationary period)
    - Pass All Classes
  - If a student is dismissed, he/she may reapply after one academic school year. Student must be in good academic standing and have no major discipline offenses
  - Students who end the year with a GPA, of 2.0 – 2.49 and successfully complete IPSB summer program will be eligible to return and begin the new year on probation
    - This option is available two (2) times

Atchafalaya Basin Academy

Entrance

- Student must have a GPA of 2.5 (if applicable)
- Student must score proficiency on state required English/Language Arts and Math grade level assessments (Grades K-6).
- Student must be in good behavioral standing
- No truancy violations

Academic and Behavior Standing

- **Good Academic Standing:**
  - 2.5 GPA
  - Must score proficiency on state required English/Language Arts and Math grade level assessments (Grades K-6).

- **Good Behavior Standing:**
  - The Academy will adhere to all discipline procedures of the district
  - No suspensions - First time will result in probation
  - If another suspension is received, this will result in dismissal at the end of the academic school year
  - If expelled to the IAPPS, students will not be allowed to return to the Academy

- **Probationary Standing**
  - Students who do not achieve the 2.5 GPA will be identified at midyear/end-of-year and an MTSS meeting will occur to notify teachers and parents of probationary status (if applicable)
  - Parents and students will be given a success plan including interventions and supports offered by the Academy
  - The student will be given a minimum of one (1) semester of probationary status to raise his/her GPA

- **Dismissal**
  - Students will be dismissed at end-of-year for failure to achieve:
    - 2.5 GPA (**IF** they have been given the mandatory probationary period)
    - Pass All Classes
  - If a student is dismissed, he/she may reapply after one academic school year. Student must be in good academic standing and have no major discipline offenses

Academy Dismissal Appeal Process

Upon receipt of a dismissal letter from an academy program, the parent/guardian may request and submit the official IPSB academy appeal form(found in the back of this handbook) within 15 calendar days to the Academy Director. The appeals form must include documented evidence of hardship and/or extenuating circumstances. An appeals committee meeting will subsequently be scheduled. The appeals committee shall consist of the Academy Director, the Supervisor of the Academy, and the Executive Director of Academics.

The appeals committee shall hold an appeal meeting and make a recommendation to the Superintendent who will make a decision based on the recommendation of the committee. The decision of the Superintendent shall be final.

Iberville Virtual Learning Academy

Entrance

- Open to all Iberville Parish students
- Application/Enrollment form process

Academic and Behavior Standing

- Log on to each scheduled course weekly
- Report to Iberville Virtual Learning Academy for unit exams all state mandated tests, and if determined unsatisfactory student progress
- Be on pace in every course
- Maintain a passing grade in every course each nine weeks
- Maintain weekly contact with teacher(s) via email

Probationary Standing

- Students who are two weeks behind in coursework will be identified and a meeting will occur to notify teachers and parents of probationary status
- Parents and students will be given a success plan with specific academic goals including mandatory on-site assistance
- Students will be given a minimum of one (1) nine weeks of probationary status

Dismissal

- Students will be dismissed at the end of a semester for failure to achieve:
    - active participation
    - a passing grade in every course by the end of the semester (If they have been given the mandatory probationary period)

Section 5: Child Nutrition

OVERVIEW OF THE CHILD NUTRITION PROGRAM

It is the policy of the Iberville Parish School Board Child Nutrition Program to serve the highest quality meals that are economically feasible. If at any time you have questions relative to the Child Nutrition Program in Iberville Parish Schools, please feel free to contact the Child Nutrition Department at the Iberville Parish School Board office (225-687-4341) during regular business hours of 8:00 am until 4:15 pm

The District participates in the Community Eligibility Program (CEP), therefore ALL MEALS (Breakfast and Lunch) are served Free of Charge to all students enrolled in Iberville Parish School Board schools.

COMMUNITY ELIGIBILITY PROVISION

Making positive eating choices just got a little easier.
Iberville Parish School Board participates in an innovative school nutrition program intended to encourage students to enjoy wholesome, nutritious meals at school while eliminating paperwork for parents.
The program, known as Community Eligibility Provision (CEP), is funded by the U.S. Department of Agriculture as a means of ensuring students get the food they need to do their best at school. Recent studies reveal that when students are hungry, they are often distracted in the classroom, they are absent from school more often and score lower on standardized tests. The program allows all Iberville Parish School students to receive breakfast and lunch at school at no cost. Additionally, no school meal application is required.
This community-based program will only be as successful as the community that supports it. The greater the number of students that participate in the program by enjoying breakfast and lunch at school, the more successful the program will be for achieving the academic goals of the district, so please encourage your children to participate in school meal programs.

If we can be of any further assistance, please contact us at IBERVILLE PARISH SCHOOLS, Attention: AlNita Miller, Executive Director of Operations, School Food Service Department, 58030 Plaquemine St., Plaquemine, LA 70764, (225) 687 - 4341 or sfssupe@ipsb.education.

CAFETERIA RULES

In order to keep the cafeteria clean and attractive, we ask students to be mindful and respectful of others by:

- Always entering the cafeteria with their Student ID displayed and accessible for scanning – School Board Policy requires all students to wear their Student ID's at all times - Student ID's are required for all meal services.
- Being courteous to the Cafeteria Technicians, Teachers and other students
- Respect the authority of the Teachers and Cafeteria Technicians
- Keep the tables and floors clean – if you drop it, pick it up
- Place all debris / trash in the proper containers
- Proceed through the cafeteria line in an orderly manner – no pushing, shoving or running
- Speak in a normal voice
- Proceed quietly when going to and from the cafeteria; be mindful of the classes that are still in session.

SCHOOL MEAL PAYMENT POLICIES

ALL SCHOOL MEALS MUST BE PAID IN ADVANCE - NO CHARGING IS ALLOWED. This policy is for everyone - students, teachers, staff and visitors. Prepayment for meals and/or extras may be made online using LINQ Connect! (formerly Titan Family Portal).

Online payments/prepayments are available - by creating an account with LINQ Connect, using the link: https://linqconnect.com/. LINQ Connect charges a convenience fee for each transaction. Follow the steps on the website.

Students must receive the initial meal offered before purchasing a second meal or anything extra.

Meal Cost

According to the Healthy Hunger Free Kids Act, meal pricing for school lunches is done with a formula from the USDA called the Meal Price Equity Calculator. Henceforth, the cost of meals is determined by the local School Food Service Office with the School Board's approval.

Second Meals and / or Extra Menu Items

Each student is offered one lunch and one breakfast free of charge. Students may purchase additional food items at a minimal cost or an extra meal at the adult price.

If a student wishes to purchase a second meal or an extra menu item, he / she may purchase that item at the price posted in the cafeteria. Second meals or extra menu items may NOT be charged. Students must have money in their account for second meals and extras.

Adult Meals

All persons – principals, teachers, parents, and visitors who eat in the cafeteria must pay for their meals. All meals shall be eaten in the dining area.

Adults may purchase meals at the Adult Meal Price posted in the cafeteria. Adult meals may NOT be charged.

NON-SUFFICIENT FUND (NSF) CHECKS

If one (1) non-sufficient fund check is received from a single household, IPSB - CNP will not accept a second check from anyone who has written a check with non-sufficient funds. Online payments will be accepted for payment of meals thereafter. Additionally, the service fee charged by the financial institution handling the NSF check will be paid by the issuer of the check.

REFUNDS (EOY)

The computer software used by the School Food Service department tracks meal payments and deductions for the purchase of meals or extra sales items. At the end of the school year, all persons, parents/guardians, etc. may receive a refund of unused money from their respective account by requesting it, in writing to the cafeteria manager prior to the last two weeks of school of the current school year.

All balances in a student's LINQ Connect account may be carried over to the new school year and / or assigned to another sibling or student.

DIET/MEDICAL EXCEPTIONS

The Child Nutrition Program attempts to accommodate all reasonable medical exemptions.

If a student has a documented medical condition that prohibits him/her from consuming specific food items, the parent or guardian is required to submit, annually, the "IPSB Prescription For School Meal Modification" form. This form must be signed by a Licensed Physician/Recognized Medical Authority. In addition, for each specific food allergy item/ food group listed to be omitted, an approved substitute item must be listed. The form for food allergies and dietary restrictions can be found on the IPSB website at www.ipsb.net, Departments, School Food Service, Child Nutrition Information for Parents, or the IPSB Prescription for School Meal Modification form. All diet/medical conditions should be discussed with the School Nurse. The School Nurse will notify the Cafeteria Manager of those students enrolled at each school that have specific medical exemptions.

While the Child Nutrition Program attempts to accommodate all reasonable diet prescriptions and medical exemptions, we understand that we may not have the capacity to accommodate all types of diet prescriptions and medical restrictions. In the event we are not able to accommodate a specific medical exemption, the parent or guardian is expected to supply the student meals.

Guidelines and Requirements For Diet Prescriptions for Meals at School

These guidelines and requirements have been established to ensure the safety of students when a menu change is medically necessary.

- A new Diet Prescription Form must be completed every year.
- Diet prescription forms must be filled out completely.
- Diet prescription form must be signed by a Physician/recognized Medical Authority.
- Diet Prescription forms will not be altered unless the Diet Prescription Form is updated by the physician.
- Diabetic Meal Plans: include the number of carbohydrates for each meal and snack. Must be monitored by a school nurse.
- Food Allergens: include specific and detailed information regarding foods to omit and substitute.
- If the student cannot have fluid milk, please document appropriate substitutes.
- Diet Prescription Forms must be completed before implemented at the school site.
- Menu substitutions will be provided at the discretion of the Child Nutrition Services Office according to current food availability.
- Please allow 5 days for processing in the Central Office. Parent/Guardian will need to provide breakfast and/or lunch during this time. Please fax, mail or deliver the form to the school cafeteria or Iberville Parish School Board, Child Nutrition Program, P. O. Box 151, 58030 Plaquemine Street, Plaquemine, LA 70765, Phone # (225) 687-4341; Fax # (225) 687-1318 or email sfssupe@ipsb.education.
- If the student has a Food Intolerance (digestive system response) – Level I, Check the foods that apply. The indicated allergen foods will be eliminated from the student's meal tray if it's in its whole form. (Example: The student has an intolerance to eggs; the student will not be served whole eggs such as scrambled eggs, hard boiled eggs, etc.)
- If the student has Food Allergy (immune system response) – Level II, check the foods that apply. The indicated allergen foods will be eliminated from the student's meal tray in its in its whole form, as well as any food that contains the allergen food as an ingredient. (Example: The student has an allergy to eggs, the ingredient listing will be reviewed for eggs and any foods containing eggs will be eliminated from the student's meal tray). Please indicate if the student has a history of inhalation induced anaphylaxis reaction to the specified allergen.
- Confirmation of process completion will be sent to parent/guardian via contact number/e-mail provided.

Definition of Disability

- **Student with disabilities** - any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.
- **Physical or mental impairment** - (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological; musculo- skeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The term physical or mental impairment includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; mental retardation; emotional illness; and drug addiction and alcoholism.
- **Major life activities** - functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1.) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights 1400
Independence Avenue, SW
Washington, D.C. 20250-9410;
2) fax: (202) 690-7442; or
3) email: program.intake@usda.gov.

Please note that the complainant can file directly with USDA or send the complaint to the State Agency who will forward to USDA.

PRESCRIPTION FOR SCHOOL MEAL MODIFICATION - 2025 - 2026

Please return to the school. For the safety of the student, this form MUST be thoroughly and legibly completed.
This document is in effect for the current school year (until May 31, 2025) and must be renewed annually.

Student's Name _____ DOB _____ Age _____

School _____ Grade/Classroom _____

Parent's Name _____ Parent's E-mail _____

Address _____
(Street or P. O. Box) (City) (State)

Telephone Number: Cell: _____ Home: _____ Work: _____

List Disability/Medical Condition(s) that require special dietary needs: _____

_____

Diet Prescription (Mark all that apply.):

			Carbohydrate Grams		*Carbohydrate Grams*	
▢ **Diabetic:**	_____	Flexible Carb Count **OR**	_____	Breakfast	_____	AM Snack
			_____	Lunch	_____	PM Snack

▢ **Lactose Intolerance** (eliminate fluid milk) ▢ Yes ▢ No ▢ Substitute Juice
Allow other dairy items (some examples are cheese, yogurt, sour cream, non-fat dry milk, whey, casein, milk solids, etc.).
▢ Yes ▢ No

▢ **Egg Intolerance (eliminate eggs in pure form):** ▢ Yes ▢ No
Allow eggs as an ingredient in foods (some examples: cookies, cake, muffins, cornbread, French toast, pancakes, waffles, pastas, meatballs, meatloaf, breading on chicken products/ entrees, mayonnaise, ranch dressing, etc.). ▢ Yes ▢ No

▢ **Wheat Intolerance:** ▢ Yes ▢ No
Eliminate breads, buns, rolls, cornbread, cornbread dressing, pizza, corn dogs, pasta, crackers, muffins, donuts, cereal bars, most breakfast cereals, French toast, waffles, pancakes, cookies, brownies, cakes, flour, tortillas, etc. ▢ Yes ▢ No
Allow foods containing small amounts of wheat: (some examples are: batter/breading on entrees, meatloaf, roux in gumbo, etc.).
▢ Yes ▢ No

▢ **Texture Modification: (check one)** ▢ Chopped ▢ Diced ▢ Ground ▢ Liquified ▢ Pureed

▢ **Other Diet Prescription:** _____

FOOD ALLERGY *(immune system response)* **- Eliminate all ingredients/products with food allergen**

▢ Dairy Products *(**no** milk, no cheese, no yogurt, no whey, no NFDM, no casein allowed as an ingredient)*
▢ Eggs *(**no** cookies, cake, muffins, cornbread, French toast, pancakes, waffles, pastas, meatballs, meatloaf, breading on chicken products/entrees, mayonnaise, ranch dressing, etc.).*
▢ Wheat ▢ Soy Protein *(will allow soybean oil)*
▢ Fish ▢ Other: _____

PLEASE INFORM US OF POTENTIALLY SEVERE ALLERGIES TO THE FOLLOWING: THESE ITEMS ARE NOT OFFERED ON SCHOOL MENUS
▢ Shellfish ▢ history of inhalation reaction
▢ Tree Nuts ▢ history of inhalation reaction
▢ Peanuts ▢ history of inhalation reaction

I certify that the above named student needs modified school meals prepared as described above because of the student's disability or chronic medical condition.

Doctor's Name & Address _____
(Please Print)

1

_____ _____ _____
Licensed Physician/Recognized Medical Authority Signature Office Telephone # Date

The IPSB PRESCRIPTION FOR SCHOOL MEAL MODIFICATION for the 2025 - 2026 school year is posted on the School Food Services webpage.

Please follow the below steps to access/locate this form.

Ipsb.net
Departments
School Food Service
Child Nutrition Information for Parents
PRESCRIPTION FOR SCHOOL MEAL MODIFICATION 2025

Civil Rights Complaint Procedures for Child Nutrition Programs

Iberville Parish School Board is a sponsor of the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) Child Nutrition Programs Nutrition Services, including *NSLP, SBP, Special Milk, CACFP, SFSP and FFVP*.

The Iberville Parish School Board provides benefits to all eligible individuals without discrimination in accordance with Federal civil rights laws and USDA policy, as governed by FNS Instruction 113-1. The USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, age, sex, and disability.

Program participants who feel they have been discriminated against while participating in the Child Nutrition Programs, including during the serving of meals, will be instructed to contact Ms. AlNita J. Miller, Executive Director of Operations, at (225) 687-4341, ext. 1071 or by fax at (225) 687-1318 to voice their complaint. All complaints alleging discrimination on the basis of race, color, national origin, age, sex, or disability, either written or verbal, must be processed within the established time frames.

Right to File
Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within **180 days** of the alleged discriminatory action. Only the Secretary of Agriculture may extend this time under special circumstances. The complainant must be advised of confidentiality and Privacy Act applications. The Executive Director of Operations will not attempt to resolve the complaint themselves, without first providing the complainant with information on how they can file a complaint.

Forms
The Executive Director of Operations will provide, all persons wishing to file a complaint, instructions on where to obtain the USDA Program Discrimination Complaint Form. However, use of this form will not be a prerequisite for acceptance of the complaint.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish) for assistance in filing a complaint.

Filing a Complaint

The Cafeteria Manager or the Executive Director of Operations will provide instructions to the complainant on where to forward the completed USDA Program Discrimination Complaint Form by:

- mail: 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
- fax: (202) 690-7442;
- or e-mail: program.intake@usda.gov.

Verbal Complaints:

In the event a complainant wishes to make the allegations verbally or in person and refuses or is not inclined to place such allegations in writing, the Executive Director of Operations or Cafeteria Manager will write up the elements of the complaint for the complainant utilizing the USDA Program Discrimination Complaint Form.

Acceptance of Written or Verbal

All complaints received by the Child Nutrition Supervisor or Cafeteria Manager written or verbal, will be forwarded to the U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights (OCR) within 5 calendar days of receipt of the complaint. Anonymous complaints will be handled as any other complaints, to the extent feasible, based on available information.

Complaints will be forwarded to OCR via:

- mail: 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
- fax: (202) 690-7442; or
- e-mail: program.intake@usda.gov.

Iberville Parish School Board will:

- maintain a copy of any correspondence regarding the complaint for at least four years after the date the complaint is closed;
- make its employees available to the FNS Civil Rights Director (CRD) to be interviewed as necessary during investigations;
- provide necessary documents as requested by the FNS CRD or the Louisiana Department of Education (LDOE) within the timeframes established by FNS guidance;
- participate in attempts to resolve the complaint.

State Agency Notification

If the Executive Director of Operations is notified that a program participant has filed a Civil Rights complaint or they have filed a complaint on behalf of a program participant, they will notify the Louisiana Department of Education. The Executive Director of Operations will provide information as requested by the LDOE during the OCR investigation of the complaint.

A note on Louisiana protected classes: The Louisiana Constitution additionally protects individuals from discrimination based on- religion, religious ideas, beliefs, or affiliations; birth; culture; physical condition; political ideas or affiliations; and national ancestry.

Please see Louisiana Constitution of 1974 Art. I, § 3. Right to Individual Dignity and Louisiana Constitution of 1974 Art. I, § 12. Freedom from Discrimination. To file a complaint, please contact the LDOE Division of Nutrition Support at 225.342.9661 or childnutritionprograms@la.gov

This document provides a process for Sponsors to follow for handling civil rights complaints. Sponsors must insert the required information in the blank sections to customize the template with district-specific information.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary
for Civil Rights 1400
Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

The LaChip Lunch Flyer for the 2025 - 2026 school year is posted on the School Food Services webpage.

Please follow the below steps to access/locate this flyer.

lpsb.net
Departments
School Food Service
Child Nutrition Information for Parents
LaCHIP Lunch Flyer 2025

OR by accessing the below link:

https://ldh.la.gov/assets/medicaid/MedicaidEligibilityForms/LaCHIP_Lunch_Flyer_FINAL.pdf

LaCHIP Lunch Flyer

LaCHIP Lunch Flyer (Spanish)

Section 6: Transportation

Transportation Schedule 2025-2026

School	Start	Dismiss	Morning Bus Arrival	Early dismissal Times
Crescent	7:30	2:40	6:55 - 7:25	11:15
Dorseyville	8:00	3:00	7:30 - 7:55	11:45
East Iberville Elementary and High	8:15	3:25	7:45 - 8:00	12:00
IAPPS	7:30	2:10	6:55 – 7:25	11:15
Iberville Elementary	8:10	3:20	7:35 - 8:05	11:45
North High School	7:25	2:35	6:50 - 7:20	11:10
MSA-W Elementary	8:00	3:10	7:35 - 8:05	11:35
MSA-W High School	7:20	2:30	6:45 - 7:15	11:05
MSAE	7:20	2:30	6:55 - 7:15	11:05
North Iberville	7:25	2:35	6:50 - 7:20	11:10
Plaquemine	7:30	2:40	6:55 - 7:25	11:15
White Castle	7:20	2:35	6:45 - 7:15	11:05
Remaining Iberville Stem Academy Students (plaquemine area)	8:00	2:25	7:15-8:00	11:00

SCHOOL BUS CONDUCT

School bus transportation is a PRIVILEGE to all students. Being a Privilege means it can be taken away if conduct and behavior is not in accordance with school board policy. The safety and well being of all students, attendants and drivers depends on acceptable behavior and observance of Iberville Parish rules and regulations. Any student who violates any of these rules will be reported to the proper authority and his/her privilege of transportation may be taken away. These rules also apply to all student activity trips as well as regular bus routes to and from school.

1. Students shall remember that the driver is the person of full authority over the bus and the passengers that may be riding the school bus.
2. Students must respect the bus driver as the authority of the bus by obeying promptly and courteously.
3. All students must be on time at the bus stop. The bus will not wait for students who are tardy. Students are not to run after the bus if the rider is late.
4. All students must wait for the bus to come to a complete stop before trying to get on or off the bus. If a student must cross the street, that student must wait for the bus driver to signal the student to cross the street.
5. All students must sit down after boarding the bus, and remain seated until the bus reaches the students' stop. The driver has the authority to assign specific seats to students.
6. Fighting, bullying, pushing, tripping, kicking, or sexual harassment, etc. by students will not be tolerated on the school bus.
7. Students are NOT allowed to use tobacco, tobacco products, drugs, alcohol, lighters or matches while on the bus.
8. Students are not allowed to use profanity, abusive language or shouting on the bus or out of the bus windows.
9. Students are not to extend their head or any body part outside of the bus windows.
10. Students are not to throw any object in or out of the bus windows at any time.
11. Students are not allowed to Eat or drink on the bus.
12. Students are NOT allowed to bring any type of animal on the bus at any time.
13. Students are Not to bring firearms, knives, explosives devices, firecrackers, or other dangerous materials aboard the bus. If items are found they will be confiscated and the student(s) will be subject to appropriate discipline.
14. Students must keep the aisle clear at all times. Personal items should be stored on the student's lap or under the seat.
15. Students must keep the bus clean at all times (No littering).
16. Students must use handrails when boarding and exiting the bus.
17. Students should only get on and off the bus at their designated stop unless the school gives permission and a parent's note is issued to the school principal.
18. Students transported to any athletic, academic, or co-curricular activity will return to the point of departure on the bus. Exceptions can be made by school administration.
19. Students and parents are encouraged to report any inappropriate behavior that may happen on the bus.
20. The use of Cell phones or electronic devices on buses is at the discretion of the bus driver.

** Any cost that may occur from breaking these bus rules will be the responsibility of the student's parents or guardian.*

Section 7: Discipline

PHILOSOPHY OF DISCIPLINE

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.

Every child shall comply with all rules and regulations of both the state and the Iberville Parish School Board having to do with student behavior. In a democracy there exist many privileges and freedoms, all of which are dependent on observance of certain rules and regulations.

Each teacher in Iberville Parish is responsible for providing an environment that will bring about effective learning, thus enabling each student to achieve his maximum potential. The home shares responsibility in the education of the youth and the attitude of home toward school is reflected by the student.

Building Families Changing Lives

Iberville Parish Early Childhood Program

Behavior Management Policy

Policy Type: Health and Safety
Policy Creation Date: January 2017
Policy Revision: May 2025
Regulations: Head Start Program Performance Standards **§**1302.17; **§1302.90 (c) (1) (i-ii)(A-D)**; §1302.47(b)(5)(v); Louisiana Early Learning Center Licensing Regulations Bulletin 137

Purpose: The Iberville Parish Early Childhood Program is committed to using positive behavioral strategies when teaching children how to manage their own behavior. Child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment. Classroom adults model positive and acceptable behaviors. Young children do not possess the skill and judgement necessary to always know what behavior is appropriate.
Scope: This policy covers the use of positive behavioral strategies with children while in the care of Iberville Parish Early Childhood Programs and applies to all staff, contractors, and volunteers indoors, outdoors, field trips, playgrounds and on school buses. Head Start uses the need for behavior guidance as a teaching opportunity to provide children with the knowledge, confidence, and security necessary for emotional and social growth and self-regulation skills development.
Policy: All Iberville Parish staff, contractors, and volunteers are required to follow the program's Behavior Management policy and Standards of Conduct. All Iberville Parish staff, contractors, and volunteers must utilize appropriate behavior management strategies to ensure children are safe at all times.

Part 1: Behavior
Behavior guidance issues can be avoided with good classroom management and planning, having materials available and activities planned in advance based on student need, and using transitions, as stated in the Teaching and the Learning Environment Policy.

Louisiana Early Learning Center Licensing Regulations Bulletin 137 §1509. Policies:
a. The Iberville Parish Early Childhood Program has developed and will implement a written behavior management policy describing the methods of behavior guidance and management that shall be used at each center.
b. The behavior management policy shall prohibit children from being subject to any of the following:

ii. physical or corporal punishment which includes but is not limited to yelling, slapping, spanking, yanking, shaking, pinching, exposure to extreme temperatures or other measures producing physical pain, putting anything in the mouth of a child, requiring a child to exercise, or placing a child in an uncomfortable position;
ii. verbal abuse, which includes but is not limited to using offensive or profane language, telling a child to "shut up", or making derogatory remarks about children or family members of children in the presence of children;
iii. the threat of a prohibited action even if there is no intent to follow through with the

threat;

iv. being disciplined by another child;

v. being bullied by another child;

vi. being deprived of food or beverages;

vii. being restrained by devices such as high chairs or feeding tables for disciplinary purposes; and

viii. having active play time withheld for disciplinary purposes, except timeout may be used during active play time for an infraction incurred during the playtime;

c. Time out:

i. a time out shall take place within sight of staff;

ii. the length of each time out shall be based on the age of the child and shall not exceed one minute per year of age;

d. the behavior management policy shall establish steps for addressing behaviors identified by the site as dangerous and/or out of control behaviors. Suspension or expulsions should only be considered as a final action after the implementation of behavior support strategies, including at a minimum:

i. engaging parents by written communication and/or parent conference; and

ii. providing a referral to EarlySteps, Child Search, and/or mental health consultant if appropriate.

Iberville Parish Early Childhood Behavior Support Guidance:

All staff must follow the Classroom Management and Organization Guidelines as stated in the Teaching and the Learning Environment Policy, particularly following Social & Emotional Guidance as stated in the Tier 1 Curriculum. Evidence of curriculum implementation non-negotiables stated in this policy must be consistently present.

Iberville Parish school employees are required to follow the Behavior Support Guidance. This policy ensures all steps are completed to ensure social emotional support has been provided to transition and support students.

Written communication (Daily/Weekly Teacher/Parent Communication Form) and a parent conference via phone call must occur when challenging behaviors arise. If behaviors do not decrease, an in-person parent conference must take place to discuss the possibility of a behavior referral to the Mental Health Specialist. All communication with parents must be documented in JCAMPUS.

In the event behaviors continue to be disruptive, persistent, and challenging, teachers are required to follow Behavior Support Guidance Steps for a behavior referral and coaching from the Mental Health Specialist. Referrals will not be accepted unless all proactive measures have been taken.

Building Families Changing Lives

Iberville Parish Early Childhood Program

Behavior Support Guidance Steps:

1. EC Teacher will fill out the "Early Childhood Behavior Referral Form."
2. Early Childhood Mental Health Specialist will observe teacher and student interactions to determine the function of the behavior(s).
3. Early Childhood Mental Health Specialist will analyze all documentation and records to determine tiers for behavior support.
4. Upon determination of tier, EC Mental Health Specialist will initiate a meeting with the team to create the Behavior Support Plan to establish roles and responsibilities.
    a. Tier 1: Meeting will include ECMHS, EC Coach/EC Staff, teacher & para.
    b. Tiers 2 & 3: Meeting will include ECMHS, EC Coach/EC Staff, teacher & para, & School Behavior Support Team.
5. A parent meeting will be initiated by ECMHS to review the Behavior Support Plan as well as resources for at-home support.
    a. Meetings will include ECMHS, EC Coach/Staff, teacher & para, and parent/guardian. School Behavior Support Team members will be invited to attend the meeting.
6. Behavior Support Plan will be implemented. Coaching will be determined on an individual basis.
    a. Fidelity Checks for data tracking and implementation of behavior support strategies will be conducted regularly. Follow-up support visits for teachers of tier 2 children will take place twice a month and teachers of tier 3 children will receive follow-up support visits weekly.
    b. Further meetings with the ECMHS, EC Staff, teacher & para, School Behavior Support Team, and parent/guardian can be initiated by any member of the team on an as needed basis.

Challenging Behaviors that Require Immediate Action

If a child demonstrates unacceptable behavior that poses safety threats, staff will intervene to provide immediate and directly related consequences for the child, then restate positive behavior expectations. If these less-intrusive measures are ineffective, the child may be **temporarily** separated from the group until the precipitated behavior has stopped. The child must be allowed to return to the group as soon as this happens. A child separated from the group must be recorded on the Separation Log by the person who is taking the child out of the classroom. Immediate safety threats are defined as behaviors that may hurt children or adults, including self-harm. If the child is unable to gain composure and still poses a safety threat after 30 minutes, the parent can be contacted to come get the child from school. If the parent refuses to answer calls or has no means of transportation, the School Resource will attempt to locate the parent and provide transportation. Early Childhood students are not allowed to be transported by the school resource officer without an adult family member that is listed on the master card present.

If the child is separated from the group for behavior that poses a safety threat three or more times in one day, the child's parent must be notified and the parent must come get the child. A parent conference with the Behavior Team/administrator must take place within 24 hours. At this time, a Behavior Support Plan will be created or modified if one is in place.

If the child is sent home 3 or more times for unacceptable behavior that poses safety threats, a suspension can be an option. All temporary suspension requirements must be met when returning to school.

Once the child returns to school, a parent conference with the behavior team/school administration must occur within 24 hours of the child returning to school.

If the parent refuses to attend the required behavior meetings, the principal should notify the Early Childhood Supervisor.

Part 2: Suspension & Expulsion

Head Start Program Performance Standard §1302.17: Suspension and Expulsion

(a) *Limitations on suspension*.

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that has not been reduced or eliminated by the provision of interventions and supports recommended by the mental health consultant and the program needs time to put additional appropriate services in place.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety. A program must explore all possible steps and document all steps taken to address the behavior(s) and supports needed to facilitate the child's safe reentry and continued participation in the program. Such steps must include, at a minimum:

(i) Continuing to engage with the parents, mental health consultant, and other appropriate staff, and continuing to utilize appropriate community resources;

(ii) Providing additional program supports and services, including home visits; and,

(iii) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate, or if the child has an individualized family service plan (IFSP) or individualized education program (IEP), consulting with the responsible agency to ensure the child receives the needed support services.

(b) *Prohibition on expulsion*.

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious behavioral concerns, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act of 1973 to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Iberville Parish Temporary Suspension Process

A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. **The principal and the Early Childhood Supervisor** will decide if a suspension is necessary, but temporary suspension will not exceed **1** day. The principal will fill out the Early Childhood School Behavior Report and consult with the Early Childhood Supervisor. If the suspension is deemed necessary, the principal will make parental contact.

When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps, document all steps taken to address such problems, and facilitate the child's safe participation in the program **before** recommending suspension. Such steps must include, at a minimum:

1. Documented written communication and conferences via phone call and in person between the teacher and the parents about the child's behavior.
2. All steps in the Behavior Support Guidance must be followed before suspension can be considered unless there is an immediate safety threat (this does not mean non-compliance from a child).
3. Recorded observations done by the Mental Health Specialist and the Early Childhood Administrator from the school documenting the challenging behaviors and action steps already taken.

4. Consultation with Mental Health Specialist to provide local community resources.
5. Determine whether a SAT referral is appropriate. If the child is already in the SAT process, contact the SAT coordinator to determine the status of the child's case.

If the child has an individualized family service plan (IFSP) or individualized education plan (IEP), the program must ensure the child receives the needed support services and the child's IEP case manager and special education supervisor must be consulted **before** a temporary suspension can occur.

After a series of suspensions, a parent must take the following action steps in order to avoid the child being recommended for expulsion.

1. Participate in home visits from the Mental Health Specialist.
2. Implement suggested interventions at home.
3. Observe the child in the classroom setting.
4. Utilize suggested community resources.
5. Participate in parent training programs to strengthen their skills in managing their child's behavior.

If the parent refuses to take the action steps listed above, the principal should notify the Early Childhood Supervisor to discuss the expulsion process.

Iberville Parish Suspension Appeal Procedure

Any parent, tutor, or legal guardian of a pupil suspended shall have the right to appeal to the superintendent or his/her designee, who shall conduct a hearing on the merits. If the parent or legal guardian is not present for the hearing after having been properly notified, the hearing may proceed and the results of the hearing shall be mailed to the parent or legal guardian within three (3) school days by certified mail, return receipt requested. The decision of the Superintendent on the merits of the case, as well as the term of suspension, shall be final, reserving to the Superintendent the right to remit any portion of the time of suspension.

Iberville Parish Expulsion Process

If, after a program has explored all possible steps and documented all steps taken as described in this policy, a program, in consultation with the parents, the child's teacher, the principal, a pupil appraisal representative, the Mental Health Specialist, and the Early Childhood Supervisor, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

A pupil may be expelled from school if an offense or a series of events committed by the pupil is serious enough to warrant such action. Upon the recommendation for expulsion of a pupil by the team, once the required steps are taken, the Superintendent or his/her designee shall conduct a hearing to determine the facts of the case and make a finding of whether or not the student is guilty of conduct warranting a recommendation of expulsion.

Notification of the time, date, and place of the expulsion hearing shall be mailed to the parents. Following the hearing, the Superintendent or his/her designee shall notify the parents of the decision rendered.

At the hearing, the principal and/or teacher concerned may be represented by any person appointed by the Superintendent and the concerned teacher may be permitted to attend and present any relevant information. Until the hearing, the pupil shall remain suspended.

Upon the conclusion of the hearing and upon finding the student guilty of conduct warranting expulsion, the Superintendent or his designee shall determine whether such student shall be expelled or if other disciplinary action shall be taken.

Iberville Parish Expulsion Appeal Procedure

The parent or tutor of the pupil may, within five (5) days after the decision to expel has been rendered, request the Board to review the findings of the Superintendent or designee at a time set by the Board. After reviewing the findings of the Superintendent or designee, the School Board may affirm, modify, or reverse the action of the Superintendent or designee.

If a Board member chooses to attend an expulsion hearing at the campus level, he/she shall excuse himself/herself from participating in any appeal proceedings before the Board related to that expulsion hearing.

Training

Iberville Parish Early Childhood Staff will receive training during the onboarding process and annually thereafter during preservice.

I acknowledge that I have been trained, have read and understand, and have access to the Behavior Management Policy.

_____ _____

Printed Name Signature

_____

Date

DISCIPLINE PROCEDURES

All schools will have specific procedures for addressing student behaviors that do not meet expectations

- The district has developed a discipline chart that identifies “Minor” and “Major” infractions and potential consequences and/or interventions
- “Minor” infractions are split into two categories: Respect and Responsibility
- “Minor” infractions will be addressed at the classroom level and require documented interventions prior to office referral/”Major”
- “Major” infractions will follow district policy and state statutes

When a minimum of four (4) documented infractions have occurred in a category and interventions have been conducted but the Student’s behavior continues to prevent the orderly instruction of other Students that such behavior is deemed a “Major” infraction the teacher may have the Student immediately removed from the classroom, accompanied by a completed Louisiana student behavior report (Form A or B), and placed in the custody of the principal or the designee. A Student removed from the classroom pursuant to this subparagraph 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.

Upon being sent to the principal’s office pursuant to the provisions of this subparagraph the principal or his designee shall:

- Advise the pupil of the particular misconduct of which he/she is accused as well as the basis for such accusation
- Allow the pupil the opportunity at that time to explain his/her version of the facts
- Conduct a counseling session with the pupil as may be appropriate to establish a course of action consistent with school board policy

A pupil in kindergarten through grade six removed from a class shall not be permitted to return to the class for at least thirty minutes unless agreed to by the teacher initiating the disciplinary action. A pupil in grades seven through twelve removed from a class shall not be permitted to return to the class during the same class period unless agreed to by the teacher initiating the disciplinary action. Additionally, the pupil shall not be readmitted to the class until the principal has implemented one of the following disciplinary measures:

- In-School suspension
- Detention
- Suspension
- Assignment to an alternative program
- Initiation of expulsion hearings
- Requiring the completion of all assigned school and homework which would have been assigned and completed by the student during the period of suspension

Upon the third removal from the same classroom pursuant to this subparagraph, the teacher and the principal shall discuss the disruptive behavior patterns of the Student and the potentially appropriate disciplinary measure before the principal implements a disciplinary measure. In addition, a conference between the teacher or other appropriate school employee(s) 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.

Notwithstanding any provision of law to the contrary, whenever a Student is formally accused of violating the provisions of R.S. 14:34.3, or school disciplinary rules or both, by committing a battery or an assault on any school employee, the principal shall suspend the Student from school immediately and the Student shall be removed immediately from the school premises without the benefit of the suspension procedures provided by R.S. 17:416 and this disciplinary handbook; however, the necessary notifications and due process procedures shall follow as soon as practicable. In accordance with 2006 La. Acts 733, 'assault' means an attempt to commit a battery on a school employee or administrator, or the intentional placing of those persons in reasonable apprehension of receiving a battery by the student, or the student's making statements threatening physical harm to the employee or administrator.

NOTE: When there is an incident involving a student and there is also an issue of immediate danger or intent to do harm or harm himself/herself, the student may be referred immediately as appropriate to the Iberville Parish Alternative Positive Program of Students (IAPPS) pending the investigation and the hearing.

Categories of Minor Infractions

Four minor referrals in a category will result in a major referral

Respect	Responsibility
Willful disobedience	Is habitually tardy and/or absent
Treats authority with disrespect	Eating/drinking/littering
Uses profane and/or obscene language	Skipping class or school
Disturbs the school/habitually violates rules	Disturbance in classroom or campus
Leaves school or classroom without permission	Habitually violations of school/class rules
Leaving bus without permission	Dress code violation
Treats student with disrespect	Failure to serve assigned consequence
Public display of affection	Refusing to sit in assigned seat
Refuse to comply	Not having proper materials, supplies, and/or equipment for participation
False report	Not participating in class
Public display of affection-willful disobedience	Horse playing
Makes unfounded charge against authority	Violates off limits area
	Cell Phone violations
	Not dressing out for PE
	Sleeping in class
	No homework
	Talking in class
	Unauthorized use of technology
	ID violation
	Indecent language
	Misusing internet
	Incomplete or no punish work
	No hall pass
	Academic dishonesty/cheating
	Leaves campus without permission

*** Depending on the circumstances some of these may be considered major referrals

Intervention List:

1.) Ripple Effects
2.) De-escalation
3.) Check in/out (student should determine who they check in/out with)
4.) Conflict resolution
5.) Schedule adjustment
6.) Reteach expectations
7.) Establish a home/school communication system
8.) Mentoring with specific focus
9.) Reflective activity/journaling
10.) Establish contract
11.) Meeting with student
12.) Assign partners

Major Infractions with Corresponding Consequences

DISCIPLINARY OPTIONS:

The principal or his or her designee shall provide oral or written notification to the parent or legal guardian of any student removed from the classroom for violating the school's Code of Conduct and/or exhibiting disruptive or inappropriate behavior. Such notification shall include a description of any disciplinary action taken. The student shall not be readmitted to the class until the principal has implemented one of the following corrective strategies or disciplinary options after the student is assured of his or her due process:

1. Administrative conference
2. One or more of the following options:
    a. Lunch detention
    b. In-School suspension
    c. Refer students to the MTSS team (intervention)
    d. After school detention
    e. Require completion of assigned regular and/or remedial school and homework
    f. Refer to guidance counselor (intervention)
    g. Require an administrative conference with the parent or guardian (include the teacher in conference upon the teacher's request)
    h. Deny participation in school events and/or extracurricular activities including, but not limited to, sports and field trips
    i. Schedule adjustment (intervention)
    j. Behavior contract
    k. Refer to the SBLC (include all required documentation) (intervention)
    l. Denial of driving privileges on school property
    m. Denial of electronic device privileges
    n. Any other disciplinary measure pursuant to law or board policy
3. One - day out of school suspension
4. Two or three day out of school suspension
5. Only with the approval of the Office of Child Welfare and Attendance greater than three, but not more than ten days of suspension.
6. Suspension and recommendation for expulsion/exclusion

Discipline Chart

Infraction	Definition	Consequence Options
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; Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms	2, 3, 4, 5
Uses/possesses controlled dangerous substances	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	6 Notify campus SRO
Uses /possesses tobacco and/or lighter/electronic cigarettes(vapes) or similar devices	The possession, use, purchase, intent to distribute, concealment, distribution or sale of tobacco products or any paraphernalia, e cigarettes, etc. linked to the above on school grounds, at school-sponsored events, or on school transportation vehicles	2, 3, or 4
Uses /possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcohol products on school grounds, at school- sponsored events, or on school transportation vehicles	3, 4, 5, or 6

Cuts, defaces, injures school/vandalism	Damage, destruction, or defacement of property belonging to the school or others	1, 2,3,4,5, or 6 If restitution is warranted the student shall remain out of school until: - Restitution is paid - Payment plan for restitution has been made - Alternative restitution plan has been arranged - Return is dictated by the Superintendent
Possesses weapons, prohibited under federal law	Possessing weapon designed to expel a projectile by action of an explosive, Use of this code requires Firearms and Explosives Weapon Code per SIS User Guide	6 Notify CWA Supervisor Notify school SRO
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 of less than 2 ½ inches)	Possesses firearms (not covered by Code 13), knives or blades greater (>) than two and one-half (2.5) inches, or any object, device, instrument, material or substance, which may be used to inflict bodily injury or damage to property; or possession of any look-alike weapon or object (not prohibited by federal law) which can place a person in reasonable fear or apprehension of serious harm. *Use of this code requires "Other Weapon Code" per SIS User Guide	3, 4, 5, or 6 Notify CWA Supervisor May notify school SRO
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.	1,2,3,4,5,or 6

Instigates or participates in fights	To purposely cause or invite any intentional gesture written, verbally, electronically, or physically promote a student or students to fight, OR A hostile confrontation with physical contact involving two or more individuals Note: If his/her actions are determined to be consistent with the definition of self-defense the student shall not be disciplined.	2,3,4,5,or 6 If the student(s) are found to be an aggressor in two or more fights the student(s) shall be recommended for expulsion
Stealing	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	1, 2, 3, 4, 5, or 6 acceptable provisions for restitution of stolen property by the student's parents /adult student (18 yrs. or older) Notify school SRO
Sexual Harassment	Intimidation, bullying, or coercion of a sexual nature.	1,2.3,4,5, or 6 May notify school SRO
Bullying	Any pattern of obscene gestures, written electronic or verbal communication that threatens harm, taunting, malicious teasing, physical acts, but not limited to hitting, kicking, pushing or damaging personal property and repeatedly shunning or excluding students from activities.	1,2,3,4,5, or 6 Complete Bullying forms

Arson	The damage to property by the use of an explosive substance or the setting on fire to any school or personal property.	4,5,6
Threatening administrator, faculty, school personnel, student(s)	A communication in person, in writing or through the use of the Internet to injure a person or to kill a person, who is a teacher, employee of the school system or a student of the school.	3,4,5,6

********By law, upon a student's third out of school suspension a recommendation for expulsion is mandatory*******

PHYSICAL ALTERCATIONS

A top priority of the Iberville Parish School Board is to provide a physical and psychologically safe environment for students. Parents can be assured that every precaution will be taken to keep their children safe, and to prevent violent acts from occurring at our schools. Students reasonably concluded to be acting in self-defense may not be disciplined. Self defense is defined as the use of reasonable force to protect oneself from bodily harm from the attack of an aggressor and/or to remove oneself from danger.

- Fighting
  - Every fight on campus, at extracurricular activities, on school buses, summer school, summer feeding program, extended school year and summer enrichment programs, and at school bus stops will result in disciplinary action.
  - Each of the student aggressors involved shall also be suspended and/or expelled from school.
  - Once a student participates in a **SECOND PHYSICAL FIGHT** and through an investigation by the principal or designee is determined to be the aggressor, the principal/director shall recommend expulsion.
- Discretionary Request for alternative placements
  - Group/Gang Fights
  - Any altercation that causes a major disruption to the school
  - Any altercation that results in serious bodily harm
    - As defined by law

ELECTRONIC TELECOMMUNICATION DEVICES

No student, shall possess, on his/her person, an electronic telecommunication device, including but not limited to, any personal electronic device including any device in a student's possession that electronically communicates, sends, receives, stores, reproduces or displays voice and/or text communication or data on any elementary or secondary school building, or on the grounds thereof or on any school bus used to transport public school students. If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds 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. The devices shall include, but not be limited to, cellular phones, smart phones, e-readers, iPods, smart watches, cameras, video recorders and personal GPS tracking devices with audio. Neither the Iberville Parish School Board nor any individual schools under the jurisdiction of the School Board shall be held responsible for lost, stolen, confiscated, or damaged electronic devices.

The provision of this paragraph is not 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.

Students must receive authorization from a school administrator before they will be allowed to use their cell phones.

A violation of these provisions shall be grounds for disciplinary action as listed in the student handbook.

A properly authorized medical device worn by a student shall not be in violation of this policy.

MANDATORY EXPULSION TO ALTERNATIVE SITE

1. Any student committing battery on a school board employee shall be automatically suspended in accordance with R.S.17:416 A (1) (c) and the principal shall recommend expulsion as provided by school board policy. For students age ten (10) and under, if appropriate, law enforcement officials should be contacted.

   No student suspended in accordance with the provisions of the above paragraph shall be considered for readmission to the school in which the school employee allegedly battered by the Student is assigned, until all hearings and appeals associated with the alleged violations have been exhausted.

   Except when the school system has no other school of suitable grade level for the student to attend, no Student found guilty by a court of competent jurisdiction of violating the provisions of R.S. 14:34.3 or found guilty at a school system suspension hearing of committing a battery on any school employee shall be assigned to attend or shall attend the school in which the school employee battered by the Student is assigned.

Notwithstanding any provision of R.S. 17:158 to the contrary, a school system shall not be required to provide transportation to any Student reassigned to attend a school pursuant to the provisions of the above paragraph if providing such transportation for the Student will result in additional transportation costs to the school system.

2. State law requires the Superintendent to expel a pupil for minimum periods of time if found guilty of certain offenses, as follows:

   <u>Possession and/or distribution of drugs, possession of a firearm, possession of a knife with a blade equal to or in excess of two and one-half inches in length</u>

   1.) <u>Students in grades 6th - 12th grade:</u> If after an appropriate hearing a pupil is found guilty of possession of a firearm, or knowledge of and intentional distribution, or possession with intent to distribute, any illegal drug or substance on school property, on a school bus, or at a school sponsored event, or found in possession of a knife with a blade equal to or in excess of two and one half inches in length the pupil shall be expelled for four (4) complete semesters.

   2.) <u>Students in grades K-5</u>: If after an appropriate hearing a pupil is found guilty of possession, or knowledge of an intentional distribution or possession with intent to distribute any illegal drug or substance on school property, on a school bus or at a school sponsored event, possession of a firearm, or possession of a knife with a blade equal to or in excess of two and one-half inches in length the pupil shall be referred to the superintendent/designee for appropriate punishment.

ADDITIONAL REASONS FOR EXPULSION

1. Any student in 6th-12th grade who is suspended a third time within the same school year for any offense, excluding those related to dress codes or tardiness
2. Students caught in possession of any electronic device during testing shall be recommended for expulsion and may be expelled to an alternative site or alternative educational program.

Expulsion, especially those outlined above, shall not apply to the following:

1. A student carrying or possessing a firearm or knife for purposes of involvement in a school class, course, or school approved co-curricular or extracurricular activity or any other activity approved by appropriate school officials.

2. A student possessing any controlled dangerous substance that has been obtained directly or due to a valid prescription or order from a licensed physician. However, such student shall carry evidence of that prescription or physician's order on his person at all times when in possession of any controlled dangerous substance that shall be subject to verification.

IBERVILLE ALTERNATIVE POSITIVE PROGRAM FOR STUDENTS (IAPPS)

The Iberville Parish School Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a pupil in this parish and one that cannot be imposed without due process, since expulsion deprives a pupil of the right to an education. Pupils suspended or expelled/excluded from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process at an alternative school site. An alternative setting may be located on or off the school site.
The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma. Pupils may be assigned to IAPPS for a specified amount of time however additional time shall be added to a student's assigned time when:

1. Student is absent from school (excused or unexcused absence)
2. Receives a minor referral (one week added)
3. Receives a major referral (two weeks added)
4. Student must actively participate in provided counseling

Any expelled pupils attending the alternative education program and exhibiting disorderly conduct shall be dismissed from that program and shall not be permitted to return to any school program until the period of expulsion has ended.
Upon the request of the student's parent, tutor, or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board, to attend an alternative education program.

*** IAPPS is mandated to provide supports and interventions based on student needs**

DUE PROCESS

The due process rights of students and parents as set forth in Louisiana Revised Statute §17:416A are as follows:

> Prior to any suspension, the school principal or his designee, shall advise the pupil in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the pupil shall be given an opportunity at that time to explain his or her version of the facts to the school principal or his designee...
>
> Notice in writing of the suspension and the reason therefore shall be given to the parent or parents of the pupil suspended. Any parent, tutor or legal guardian of a pupil suspended shall have the right to appeal to the Parish Superintendent of Schools, who shall conduct a hearing on the merits.

In regard to suspension and due process, the decision of the Superintendent of Schools is final. However, for expulsions, the due process may continue to a court decision. If a student is expelled the parent or tutor of a pupil has the right to appeal, within 5 days in writing the decision of the Superintendent of Schools to the Iberville Parish School Board for a review of the findings of the Superintendent. The parent or tutor of a pupil has the right to appeal the decision of the School Board to the district court for the Parish in which the student's school is located. Due process is a right, and, just as with any other right, there is a responsibility. To protect this right, it is the student's responsibility to:

- Conduct themselves in accordance with established codes of conduct.
- Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- To assist the school staff in running a safe school for all students enrolled therein.

DISCIPLINE FOR VIRTUAL LEARNERS

Students should refrain from engaging in any of the behaviors identified in IPSB Code of Conduct while engaged in virtual classes. The Iberville Parish School Board has extended its existing behavior guidelines to the virtual classroom in a manner that addresses virtual instruction in remote locations.

Behaviors that could result in disciplinary actions for online students include but are not limited to cyberbullying, wearing inappropriate clothing, repeated tardiness, inappropriate use of electronic media, threats, and intentional disturbance of an online class.

Students who violate the student code of conduct will be subject to one, or more of the following virtual disciplinary consequences: Student Conference/Warning, Out-Of-School Suspension and Expulsion/Exclusion.

Student Conference/Warning entails either a teleconference or an in-person conference with the student, parent/guardian(s) and a school administrator. The teacher will refer the infraction to the principal or designee to enter into the JCampus data reporting system. The student would not have a disruption in schooling and will not be removed from the class.

Out-of-school suspension entails a student only having access to power points and or assignments/materials outside of live learning sessions. Students will be suspended from live sessions and interactions with peers during the suspension. The student is not allowed to attend school-sponsored programs or activities during the suspension. The length of a suspension is determined by the school administrator with suspensions of more than 3 days requiring approval from Child Welfare and Attendance. The teacher will refer the infraction to the principal or designee to enter into the JCampus data reporting system.

Recommended Expulsion/Exclusion will be reserved for serious discipline infractions. The IPSB will ensure that the student's constitutional rights are observed and upheld during the course of a recommendation for expulsion/exclusion.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior was a manifestation of the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures that would be applied to students without disabilities. However, if it is determined that the violation was a manifestation of the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the violation so that it does not recur.

SECLUSION AND RESTRAINT

IPSB recognizes that, in order for students to receive a free and appropriate education, a safe environment needs to be provided. In doing so, the IPSB also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing with violent or noncompliant student behavior.

IPSB shall sanction the use of student seclusion and restraint techniques when such use is consistent with the student's Individualized Education Plan (I.E.P.), Section 504 plan, or behavior intervention plan, and with the requirement that I.E.P. Teams consider the use of positive behavioral interventions and support when the

DISCIPLINE APPEAL PROCESS

Any parent of a student receiving a discipline option less severe than a suspension shall have the right to appeal to the principal of the school and shall not be heard by the superintendent or school board. The decision of the principal shall be FINAL.

Any parent, tutor, or legal guardian of a pupil suspended shall have the right to appeal to the Superintendent or his/her designee, who shall conduct a hearing on the merits. If the parent or legal guardian is not present for the hearing after having been properly notified, the hearing may proceed and the results of the hearing shall be mailed or hand delivered to the parent or legal guardian within three (3) school days by certified mail, return receipt requested. The decision of the Superintendent on the merits of the case, as well as the term of suspension, shall be final, reserving to the Superintendent the right to remit any portion of the time of suspension.

The parent or tutor of the pupil who has been recommended for expulsion in accordance with state law may, within five (5) days after the decision to expel has been rendered, request the School Board to review the findings of the Superintendent or designee at a time set by the School Board; otherwise the decision of the Superintendent shall be final.

If requested, as herein provided, and after reviewing the findings of the Superintendent or his/her designee, the School Board may affirm, modify, or reverse the action previously taken. The parent or tutor of the pupil shall have such right of review even if the recommendation is reduced to a suspension.

The parent or tutor of the pupil who has been recommended for expulsion in accordance with state law may, within ten (10) days, appeal to the district court for the parish· in which the student's school is located, an adverse ruling of the School Board in upholding the action of the Superintendent or his/her designee.

The court may reverse or revise the ruling of the School Board upon a finding that the ruling of the School Board was based on an absence of any relevant evidence in support thereof. The parent or tutor of the pupil shall have such right to appeal to the district court even if the recommendation for expulsion is reduced to a
suspension

BULLYING AND HAZING

The Iberville Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student feels bullied, threatened, or harassed while in school or participating in school-related activities. Students and their parents/ guardians shall be notified that the school, school bus, and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior such as threatening or harassment, made on campus, at school-sponsored activities or events, on school buses, at school bus stops, and on the way to and from school or a school-sponsored activity or event shall not be tolerated. Even if made in a joking manner, these statements or actions of bullying, hazing, or similar behavior towards other students, school personnel, or school property, shall be unacceptable.
All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy. *Bullying* shall mean:

1. A pattern of any one or more of the following:
    a. Gestures, including but not limited to obscene gestures and making faces.
    b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. *Electronic communication* includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
    c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
    d. Repeatedly and purposefully shunning or excluding from activities.
2. Where the pattern of behavior as enumerated above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a

student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

3. Where the pattern of behavior enumerated above has the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Hazing shall mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school-sanctioned athletic program practice or event or military training program.

Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing shall be prohibited. The consent, stated or implied, of the hazing victim shall not be a defense in determining disciplinary action.

NOTICE TO STUDENTS AND PARENTS ABOUT BULLYING/HAZING

The School Board shall inform each student, orally and in writing, at the required orientation conducted at the beginning of each school year, of the prohibition against bullying, hazing, or similar behavior of a student by another student; the nature and consequences of such actions, including the potential criminal consequences and loss of driver's license; and the proper process and procedure for reporting any incidents involving such prohibited actions. A copy of the written notice shall also be delivered to each student's parent or legal guardian.

REPORTING BULLYING/HAZING

The principal or his/her designee shall be authorized to receive complaints alleging violation of this policy. All employees, parents, volunteers, or any other school personnel shall report alleged violations to the principal or his/her designee. Any written or oral report of an act of bullying, hazing, or similar behavior shall be considered an official means of reporting such act(s). Complaints, reports, and investigative reports of bullying, hazing, or similar behavior shall remain *confidential*, with limited exception of state or federal law.

The reporting of incidents of bullying, hazing, or similar behavior shall be made on the *Bullying Report* form, which shall include an *affirmation of truth*. Any bullying, hazing, or similar behavior report submitted, regardless of recipient, shall use this form, but additional information may be provided.

STUDENTS AND PARENTS

Any student who believes that he/she has been, or is currently, the victim of bullying, hazing, or similar behavior, or any student, parent, or guardian, who witnesses bullying, hazing, or similar behavior or has good reason to believe bullying, hazing, or similar behavior is taking place, may report the situation to a school official, who in turn shall report the situation to the principal or his/her designee. A student, or parent or guardian, may also report concerns regarding bullying, hazing, or similar behavior to a teacher, counselor, other school employee, or to any parent chaperoning or supervising a school function or activity. Any such report shall remain *confidential* to the extent allowed by law.

SCHOOL PERSONNEL

Any school employee, whether full- or part-time, and any parent/volunteer chaperoning or supervising a school function or activity, who witnesses or learns of bullying, hazing or similar behavior from a student or parent, shall report the incident to the principal or his/her designee. Verbal reports shall be submitted by the employee or parent/volunteer on the same day as the employee or parent/volunteer witnessed or otherwise learned of the incident, and a written report shall be filed no later than two (2) days thereafter.

All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, shall be encouraged to report any act that may be a violation of this policy to the principal or his/her designee.

FALSE REPORTS

Intentionally making false reports about bullying, hazing, or similar behavior to school officials shall be prohibited conduct and shall result in appropriate disciplinary measures as determined by school rules or School Board policy.

INVESTIGATION PROCEDURE

Investigations of any reports of bullying, hazing, or similar behavior of a student by another student shall be in accordance with the following:

1. Timing- the school shall begin an investigation of any complaint that is properly reported and that alleges the prohibited conduct the next business or school day after the report is received by the principal or his/her designee. The investigation shall be completed not later than ten (10) school days after the date the written report of the incident is submitted to the principal or his/her designee. If additional information is received after the end of the ten-day period, the school principal or his/her designee shall amend all documents and reports required to reflect such information.
2. Scope of Investigation- an investigation shall include documented interviews of the reporter, the alleged victim, the alleged bully or offender, and any witnesses, and shall include obtaining copies or photographs of any audio-visual evidence. Interviews must be conducted privately, separately, and confidentially. At no time shall the alleged offender and alleged victim be interviewed together.

   The principal or his/her designee shall collect and evaluate all facts using the *Bullying Investigation* form.

PARENTAL NOTIFICATION

Upon receiving a report of bullying, hazing, or similar behavior, the school shall notify the parents or legal guardians of the alleged offender and the alleged victim no later than the following business or school day. Delivery of notice to the parents or legal guardians by an involved student shall not constitute the required parental notice.

Before any student under the age of eighteen (18) is interviewed, his/her parent or legal guardian shall be notified by the principal or his/her designee of the allegations made and shall have the opportunity to attend any interviews with their child conducted as part of the investigation.

All meetings with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender shall be in compliance with the following:

1. Separate meetings shall be held with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender.
2. Parents or legal guardians of the alleged victim and of the alleged offender shall be informed of the potential consequences, penalties, and counseling options.

In any case where a teacher, principal, or other school employee is authorized to require the parent or legal guardian of a student who is under the age of eighteen (18) and not judicially emancipated or emancipated by marriage 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, pursuant to Louisiana Children's Code, Article 730 or 731, with a court exercising juvenile jurisdiction. The principal may also file a complaint on the grounds the student is a truant or has willfully and repeatedly violated school rules, or any other applicable ground when, in his/her judgment, doing so is in the best interests of the student.

DOCUMENTATION

At the conclusion of an investigation of bullying, hazing, or similar behavior, and after meeting with the parents or legal guardians, the principal or his/her designee or School Board shall:

1. Prepare a written report containing the findings of the investigation, including input from students' parents or legal guardians, and the decision by the principal or his/her designee or school system official. The document shall be placed in the school records of both students.
2. Promptly notify the reporter/complainant of the findings of the investigation and whether remedial action has been taken, if such release of information does not violate the law.
3. Keep reports/complaints and investigative reports confidential, except where disclosure is required to be made by applicable federal laws, rules, or regulations or by state law.
4. Maintain reports/complaints and investigative reports for three (3) years.
5. As applicable, provide a copy of any reports and investigative documents to the School Board for disciplinary measures, or to the Louisiana Department of Education, as necessary.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the alleged victim, students, teachers, administrators or other school personnel pending completion of the investigation.

APPEAL

If the school principal or his/her designee does not take timely and effective action, the student, parent, or school employee may report, in writing, the incident to the School Board. The School Board shall begin an investigation of any properly reported complaint that alleges prohibited conduct the next business day during which school is in session after the report is received by the School Board.

If the School Board does not take timely and effective action, the student, parent, or other school employee may report any bullying incident to the Louisiana Department of Education.

DISCIPLINARY ACTION

Once a report has been received at a school and a school principal or his/her designee has determined that an act of bullying, hazing, or similar behavior has occurred, and, after having met with the parent or legal guardian of the student involved, the principal or his/her designee or applicable school official shall take prompt and appropriate disciplinary action against the student and report criminal conduct to law enforcement. Counseling and/or other interventions may also be recommended.

Students may be disciplined for off-campus bullying, hazing, or similar behavior the same as if the improper conduct occurred on campus, if the actions of the offender substantially interfere with the educational opportunities or educational programs of the student victim and/or adversely affect the ability of the student victim to participate in or benefit from the school's education programs or activities.

PARENTAL RELIEF

If a parent, legal guardian, teacher, or other school official has made four (4) or more reports of separate instances of bullying, and no investigation pursuant to state law or this policy has occurred, the parent or legal guardian of the alleged victim may request that the student be transferred to another school operated by the School Board.

Such a request shall be filed with the Superintendent. Upon receipt of the request to transfer the student to another school, the School Board shall make a seat available at another school under its jurisdiction within ten (10) school days of the parent or legal guardian's request for a transfer. If the School Board has no other school under its jurisdiction serving the grade level of the victim, within fifteen (15) school days of receiving the request, the Superintendent shall:

1. Inform the student and his/her parent or legal guardian and facilitate the student's enrollment in a statewide virtual school.
2. Offer the student a placement in a full-time virtual program or virtual school under the School Board's jurisdiction.
3. Enter into a memorandum of understanding with the Superintendent or director of another governing authority to secure a placement and provide for the transfer of the student to a school serving the grade level of the student, in accordance with statutory provisions.

If no seat or other placement is made available within thirty (30) calendar days of the receipt of the request by the Superintendent, the parent or legal guardian may request a hearing with the School Board, which shall be public or private at the option of the parent or legal guardian. The Board shall grant the hearing at the next scheduled meeting or within sixty (60) calendar days, whichever is sooner.

At the end of any school year, the parent or legal guardian may make a request to the School Board to transfer the student back to the original school. The School Board shall make a seat available at the original school that the student attended. No other schools shall qualify for transfer under this provision.

TRAINING

The School Board shall provide a minimum of four (4) hours of training for all new employees who have contact with students and two (2) hours of training each subsequent year for all school employees who have contact with students, including bus drivers, with respect to bullying, in accordance with state statutory provisions.

RETALIATION

Retaliation against any person who reports bullying, hazing, or similar behavior in good faith, who is thought to have reported such behavior, who files a complaint, or who otherwise participates in an investigation or inquiry concerning allegations of bullying, hazing, or similar behavior is prohibited conduct and subject to disciplinary action.

CHILD ABUSE

The provisions of this policy shall not be interpreted to conflict with or supersede the provisions requiring mandatory reporting pursuant to Louisiana Children's Code, Art. 609 and as enforced through La. Rev. Stat. Ann. §14:403.

DATING VIOLENCE

Dating Violence is defined as the physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner.

WARNING SIGNS

These warning signs do not mean a relationship will definitely turn violent.

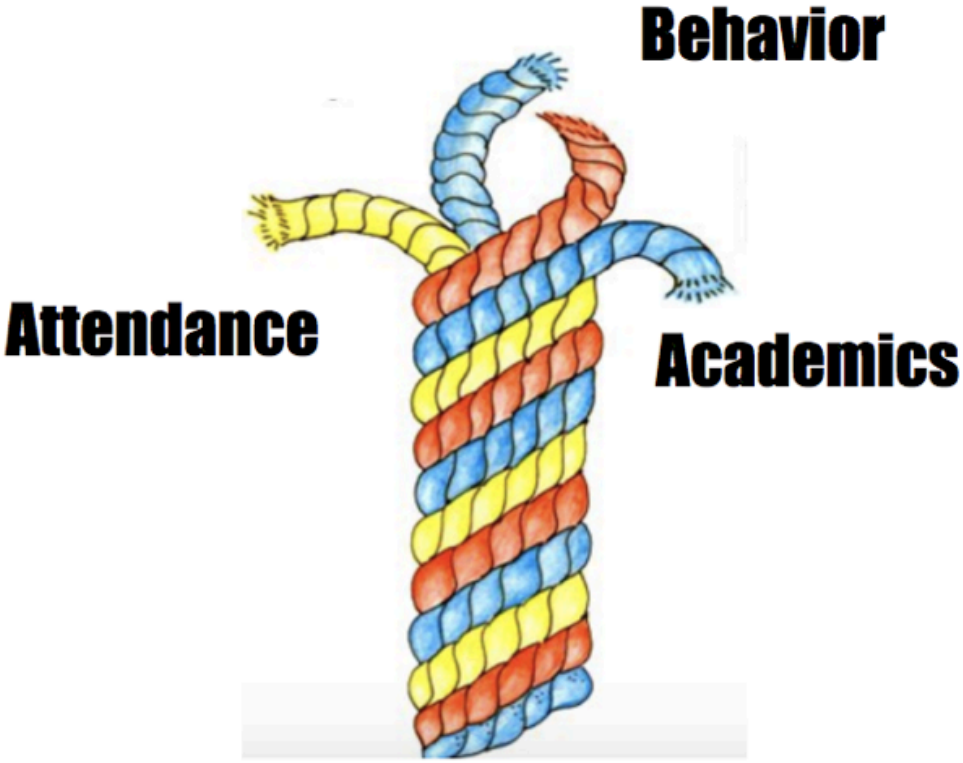
- Excessive jealousy
- Constantly checking in with you or making you check in with him or her
- Attempts to isolate you from friends and family
- Insulting or putting down people you care about
- Is too serious about the relationship too quickly
- Has had a lot of bad prior relationships, and blames all of the problems on the previous partners
- Is very controlling, which may include giving you orders, telling you what to wear and trying to make all of the decisions for you
- Blames you when he or she treats you badly by telling you all of the ways you provoked him or her
- Does not take responsibility for own actions
- Has an explosive temper
- Pressures you into sexual activity you are not comfortable with
- Checking cell phones, emails or social networks without permission

REPORTING DATING VIOLENCE:

All allegations of dating violence shall be reported to school administrators, school counselors, school nurses or other faculty members. Once an allegation is initiated and a confidential file is started the parent/legal guardian will be contacted by both the victim and the perpetrator. A report should be submitted to a local or state law enforcement agency.

Multi-Tiered System of Supports (MTSS)

The Iberville Parish School System is committed to the implementation of a comprehensive Multi-Tiered System of Supports (MTSS) for students to be taught expectations for being successful. In addition to teaching these expectations, each school is expected to develop a system of rewards for students who meet expectations and an effective system of interventions for students who do not meet expectations. The emphasis of MTSS is to change student behaviors when they do not meet desired expectations. Each school will have an MTSS plan available for students and parents/guardians to review.



Plaquemine High School Student Fees

Fee Description	Cost	Deadline
PE Uniform and Locker	$25.00	September 2, 2025
Senior Dues	$150.00	February 27, 2026
ID Badge	$5.00 (if needed for lost ID)	As needed
Laptop Fee	$10.00	August 18, 2025
Parking Pass	$20.00 before Labor Day $25.00 after Labor Day	September 1, 2025

During the 2025-2026 school year all items will be paid for with School Cash.School Cash is an easy to use and safe way to pay for school fees. Use the QR code below to sign up or visit ipsb.schoolcash.com. Service fees will be added at check out.

What is MTSS?

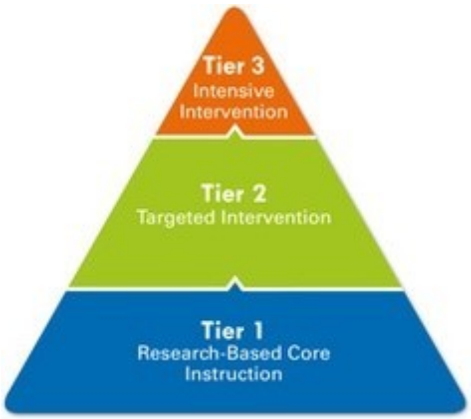
MTSS is a framework that many schools use to provide targeted support to struggling students. It focuses on the “whole child.” MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.

How MTSS Works

MTSS isn’t a particular “curriculum.” It’s a proactive approach that has several key elements:

- Universal screening for all students early in each school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students’ academic, behavioral, social, and emotional needs
- The use of evidence-based strategies
- A school-wide approach to student support. Teachers, counselors, psychologists, and other specialists work as a team when they assess students and plan interventions.
- Professional development so staff can deliver interventions and monitor progress effectively
- Family involvement so parents can understand the interventions and provide support at home (MTSS/SAT meetings)
- Frequent monitoring of students' progress so educators can use this data to help decide if more interventions are needed
-

The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.



<u>Tier 1 - School Wide Action Plan</u>

Goals:

1. Provide written and communicated clear processes and procedures for classroom management and effective instruction.
2. Establish clear behavior expectations, rewards and consequences (PBIS & interventions).
3. Ensure consistent implementation of all of the above.
4. Monitor progress to ensure that multiple infractions with classroom interventions (with tracking system) with no change in behavior under Tier 1 structures lead to Tier 2.

<u>Tier 2 - MTSS support (before SAT Team intervenes)</u>

Goals:

1. Provide specific resources, interventions, methods/strategies are provided for teachers when students consistently fail to meet expectations.
2. Encourage parental engagement.
3. Establish behavior intervention plans and progress monitoring systems.
4. Monitor progress to ensure that if little to no progress is made at tier 2 level and direct teaching of replacement behaviors and/or continued accumulation of Infractions, students are referred to Tier 3.

Tier 3 - SAT support

1. School Administration/MTSS coordinator or SAT facilitate collaborative meetings with parents, teachers, and students.
2. Schedule a time to analyze results and revise plans, if needed.
3. Determine to proceed with an official SAT case when appropriate (lack of effectiveness of interventions indicate a possible disability).

MTSS Criteria for Success Plaquemine High School

In order to be a successful student at PHS, each month you must:

- Maintain a clear discipline record (no major referrals)
- Have passing grades in all classes (no D's or F's)
- Have no more than 2 unexcused absences
- Have no more than 2 tardies and/or late to schools/early checkouts

Students who meet the monthly criteria will be rewarded with one of the following:

- Game Day
- Dances
- March Madness
- Student vs. Staff volleyball game
- Student vs. Staff basketball game
- Movie Day
- Fall Fest
- Christmas party
- May Day
- and much more!!!

Capturing Kids Heart Themes

Capturing Kids Hearts is a program that is committed to building relationships between students, staff, parents, and the community by focusing on "social-emotional wellbeing, a relationship-driven campus culture, and student connectedness."

August	Empathy	January	Respect
September	Empathy	February	Kindness
October	Self-Direct	March	Courage
November	Teamwork	April	Perseverance
December	Responsibility	May	Integrity

Be on the lookout for our Capturing Kids Hearts Surveys so that we can ensure we are better serving you, your students, and our community.

Discipline

For incidents in the classroom, a teacher will **fill out a google infraction form**, and follow the consequence ladder. Action will be taken by the administration and/or ISS depending on the severity and frequency of the unwanted behavior by the student. Minor incidents will be tracked and shared with staff during MTSS meetings. For major incidents, teachers can call the office for an Administrative Dean of Discipline to assist in removing student(s) from the classroom.

Minor Infractions
 	
*4 minors = 1 Major
After a minimum of 3 interventions have been implemented
	Possible Infraction Consequences
	
	• Call and/or Email Home
	• Parent/Teacher Conference
	• Call from Disciplinarian and Office Referral
	• Referral to MTSS Team for behavior plan (after 3 major referrals)
	• Loss of Privileges
	• Seating Change
	• Lunch Detention
	• ISS Detention
	• Saturday School
		Possible Interventions
		
		• Use of CKH Questions
		  ○ What are you doing?
		  ○ What are you supposed to be doing?
		  ○ Are you doing it?
		  ○ What are you going to do about it?
		• Reiterate Social Contract
		• Verbal/Nonverbal Reminders of Behavior(s)
		• Model Appropriate Behavior
		• Student Conference
		• Parent Contact
		• Verbal Cue(s)
		• Preferential Seating
		• Small Group Instruction
		• Peer Mediation with Counselor
		• Implement Reward System
		• Behavior Tracking System

Major Infractions	**Possible Infraction Consequences**
	
	• Call and/or Email Home
	• Parent/Teacher Conference
	• Cal from Disciplinarian and Office Referral
	• Referral to MTSS Team for Behavior Plan (after 4 major referrals)
	• Loss of Privileges
	• Seating Change
	• Behavior Plan
	• Lunch Detention
	• ISS Detention
	• Saturday School
	• In School Suspension
	• Out of School Suspension
	• Recommended Exclusion
	• Disciplinary Hearing
		Possible Interventions
		
		• Use of CKH Questions
		  ○ What are you doing?
		  ○ What are you supposed to be doing?
		  ○ Are you doing it?
		  ○ What are you going to do about it?
		• Reiterate Social Contract
		• Verbal/Nonverbal Reminders of Behavior(s)
		• Model Appropriate Behavior
		• Student Conference
		• Parent Contact
		• Re-teach Expectation(s)
		• Verbal Cue(s)
		• Preferential Seating
		• Small Group Instruction
		• Counselor Referral
		• Restorative Practices
		• Peer Mediation
		• Implement Reward System
		• Behavior Tracking System
		• Assigned Teacher/Staff Mentor

*At Administration Discretion

PHS Consequence Ladder

Student's Name _____Grade _____Teacher_____ Period_____

Step #1- Date _____

Behavior

____ Failure to Follow Teacher's Directives ____ No Materials/Not Prepared ____ Off Task
____ No Laptop for Class ____ Chewing Gum/Straws ____ Horseplay
____ Refuse to Close Laptop ____ Out of seat w/out permission ____ Excessive Talking
____ Eating/Drinking in class ____ Sleeping in Class **(after being warned)**
____ Failure to Complete SEL Behavioral written reflection /Detention ____Other
_____

Action Taken: Verbal Warning /Classroom Intervention

Intervention Description: _____

Step #2- Date _____

Behavior
____ Failure to Follow Teacher's Directives ____ No Materials/Not Prepared ____ Off Task
____ No Laptop for Class ____ Chewing Gum/Straws ____ Horseplay
____ Refuse to Close Laptop ____ Out of seat w/out permission ____ Excessive Talking
____ Eating/Drinking in class ____ Sleeping in Class **(after being warned)**
____ Failure to Complete SEL Behavioral written reflection /Detention ____ Other
_____

Action Taken: Verbal Warning /Classroom Intervention

Intervention Description: _____

Step #3- Date _____

Behavior
____ Failure to Follow Teacher's Directives ____ No Materials/Not Prepared ____ Off Task
____ No Laptop for Class ____ Chewing Gum/Straws ____ Horseplay
____ Refuse to Close Laptop ____ Out of seat w/out permission ____ Excessive Talking
____ Eating/Drinking in class ____ Sleeping in Class **(after being warned)**
____ Failure to Complete Punish-work/Detention ____ Other _____

Action Taken: Contact Parent By Email/Phone/Letter and SEL Behavioral written reflection or Detention

Date and Description of Parent Contact: _____

***Documentation: Copy of email/letter; including the address used and/or phone number called.**

Date and Description of Punish-work/detention: _____

Step #4- Date _____

Behavior
____ Failure to Follow Teacher's Directives ____ No Materials/Not Prepared ____ Off Task
____ No Laptop for Class ___ Chewing Gum/Straws ___ Horseplay
____ Refuse to Close Laptop ____ Out of seat w/out permission ____ Excessive Talking
____ Eating/Drinking in class ____ Sleeping in Class **(after being warned)**
____ Failure to Complete Punish-work/Detention ____ Other
_____

Action Taken: Parent-Teacher Conference and Additional SEL Behavioral written reflection /Detention

Date and Description of Parent - Teacher Conference: _____

***Documentation: Copy of email/letter (including address used and/or phone number called) to request Parent-Teacher Conference**

Date and Description of reflection/detention: _____

COMMITMENT

My signature is an indication that I am not objecting to my child's (children) name(s) being released to agencies and/or persons that in the School Board's judgment fulfill the mandates of the Family Education Rights and Privacy Act.

Initial _____I agree with Paragraph I Date:_____

Additionally, my child's photograph and/or film or video pictures may be published or broadcast in connection with school events that in the judgment of the School Board will be useful to the school system. If you object to items in either the first paragraph or the second paragraph, please indicate the same to us.

Initial ____I agree with Paragraph 2 Date:_____

_____ _____

(Print Student's Name) (Parent's Signature)

Statement of Compliance In Accordance With HB 1990 of the 1999 Regular Session of the Louisiana Legislature

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

_____ _____

(Student's Signature) (Date Signed)

_____ _____

(Parent's Signature) (Date Signed)

RELATIONS WITH ARMED FORCES/MILITARY AGENCIES

The Iberville Parish School Board shall allow military recruiters the same access to secondary students as offered to postsecondary institutions and prospective employers. Military recruiters shall also have access to names, addresses and phone numbers of secondary students except in the case of a student whose parent has requested the information not be released.

DATE: _____

Confirmation and Acceptance

This is to certify that my child and I have received, read, discussed, and understand this copy of the Iberville Parish Handbook on Attendance, Discipline, and Student Records.

NAME OF SCHOOL: _____

NAME OF STUDENT: _____ GRADE: _____

SOCIAL SECURITY NO. _____

_____ _____

(Student's Signature) (Parent's Signature)

Denial of Permission

As a parent or legal guardian, I have read and understand the Acceptable Use Policy; However, I do not want my child to have access to the internet. I further understand that it is my responsibility to sign this denial of permission in the presence of school administration each year.

Child's Name: _____

Parent's Signature: _____

Witness: _____ Date: _____

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:226, R.S. 17:235.2, and R.S. 17:416; Bulletin 741 section 1105

*In instances where a child/student has a chronic illness that frequently causes him/her to miss school, a parent/guardian may submit a "Chronic Illness Letter" to the office of the school. When a Chronic Illness Letter is on file, the parent/guardian must **also** call the school each day the student is absent due to the chronic illness **and** provide a written note upon return. This letter must be renewed each school year.*

IBERVILLE PARISH PUBLIC SCHOOLS
CHILD WELFARE AND ATTENDANCE OFFICE
58030 PLAQUEMINE STREET
PLAQUEMINE, LA 70764
(225) 687-4341 Office ● (225) 687- 4416 FAX

CHRONIC ILLNESS / MEDICAL CONDITION

DATE: _____

STUDENT: _____ **DATE OF BIRTH**: _____

PARENT/GUARDIAN: _____ **PHONE #**: _____

Chronic illnesses and medical conditions must be certified in writing by a physician and updated each year. The original of this document must be provided to the child's school each year, and the **Parent/Guardian must call the school each day the child is absent to notify the attendance clerk that the child is absent as a result of the documented chronic illness or medical condition and upon the child's return provide a written note.**

DIAGNOSIS:

_____

_____

The above named student is under my care for a chronic illness/medical condition. This illness/condition may require him/her to be absent in excess of the total number of days allowed per school year.

_____
PHYSICIAN Signature

_____
PHYSICIAN NAME (PRINTED)

_____
OFFICE ADDRESS

_____
CITY STATE ZIP

_____
OFFICE PHONE NUMBER

Iberville Parish School Board

Academy Dismissal Appeals Form

Instructions: Within 15 calendar days of receipt of the dismissal letter, the parent/guardian of the student will submit the fully completed appeal form including documented evidence of any hardship and/or extenuating circumstance directly to the Academy Director or Principal.

Student's Name:	Current Grade Level:
Academy Program Attended:	
Parent's/Guardian's Name:	
Parent's/Guardian's Phone number:	
Parent's/Guardian's Email Address:	
Date Dismissal Letter Received:	
Reason for Dismissal: *circle one* Academic Discipline	
Reason for the Appeal: *Fully explain the reason for the appeal and include and/or attach supporting evidence for the Appeal Committee to consider.*	

Supporting Evidence: *Provide a description of the supporting evidence for the appeal.*	
Parent's/Guardian's signature:	
Date submitted:	
Bottom portion to be completed by IPSB Personnel	
Received by:	Date received:
Date received by Director/Principal:	
Date Supervisor notified:	
Date of Appeal Committee Meeting:	
Signatures of Appeal Committee Members:	
Director/Principal	
Supervisor	
Executive Director of Academics	
Appeal Committee Findings and Recommendation to the Superintendent	
Findings:	Recommendation:
Superintendent's Decision	
Decision:	Date:

P.O. BOX 151 •PLAQUEMINE, LA 70765-0151 •PH. (225) 687-4341•FA X (225)687-5408•www.ipsb.net