

Lagrange Elementary School



LAGRANGE
ELEMENTARY SCHOOL

2025-2026
Student-Parent Handbook

ST. MARY PARISH SCHOOL BOARD

District I	Ms. Guienzy M. Brent
District II	Dr. Tammie L. Wilson, Vice President
District III	Mrs. Lindsey T. Anslem
District IV	Ms. Debra R. Jones
District V	Mrs. Ginger S. Griffin
District VI	Ms. Marilyn P. LaSalle

District VII	Mr. Lawrence A. Guillory
District VIII	Mr. Chad M. Paradee
District IX	Mrs. Alaina L. Black, President
District X	Mr. Andrew V. Mancuso
District XI	Mrs. Rhonda R. Dennis

FOREWARD

St. Mary Parish Public Schools welcomes you to the 25-26 school year. We are pleased to provide you with this student-parent handbook *A Guide to St. Mary Parish Public Schools* compiled to inform students and parents of important information such as this year's calendar, district programs, student-related policies, and various procedures. To reach maximum academic achievement and learn social responsibility, we must work together to maintain safe, structured, and courteous learning environments. This document clearly outlines the expectations of acceptable behavior and defines the consequences for unacceptable behavior. For your convenience, you may also view this handbook on our website. This handbook refers to district-wide regulations. Each school will communicate school-specific procedures and rules to students and parents in school handbooks found on school websites. We encourage you to review these documents with your child and ensure his or her understanding of procedures and expected behaviors.

Parents, thank you in advance for your continued support.

Students, we wish you a school year filled with extraordinary learning experiences.

DISCLAIMER

The regulations in this handbook are consistent with federal and state laws as well as parish policy. It is revised annually prior to the start of each new school year; therefore, any policies and procedures that may change during the school year will not be accurately represented in this handbook. Board approved revisions to existing policies and new policies will be updated in this handbook during the next revision cycle. Also, this handbook presents summaries of policies, procedures, and programming. Complete SMP Board policies can be found on our district website.

NON-DISCRIMINATION (JAA)

It is the policy of the St. Mary Parish School Board not to discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, or disability in the educational programs or the activities which it operates as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Any person having inquiries concerning the St. Mary Parish School District's compliance should contact the following individuals:

Title VII: Kristina Estay, Director of Human Resources (337) 836-6011

Title IX: Barbara Lancelin, Title IX Coordinator for Sexual Harassment (337) 828-1767

Section 504 Implementation: Debra McClarity, Director of Special Services (337) 828-1767

Child Protection Act of 1984: Kenneth Holmes, Supervisor of Child Welfare and Attendance (337) 836-9661

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INSTRUCTIONAL CALENDAR 2025-2026

August				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September				
M	T	W	T	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October				
M	T	W	T	F
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December				
M	T	W	T	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January				
M	T	W	T	F
			1	2
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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
M	T	W	T	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<u>HOLIDAY BREAKS</u>	<u>TEACHER INSERVICE DAYS</u>	<u>PARENT-TEACHER CONFERENCES</u>	<u>PROGRESS REPORTS</u>
SEPTEMBER 1: Labor Day OCTOBER 6-7: Fall Break NOVEMBER 24-28: Thanksgiving DECEMBER 22-JANUARY 2: Christmas JANUARY 19: Dr. Martin Luther King FEBRUARY 16-20: Mardi Gras APRIL 3-10: Easter MAY 25: Memorial Day	AUGUST 1, 4, 5, 6 JANUARY 5 <i>*NO SCHOOL FOR STUDENTS*</i>	OCTOBER 17 MARCH 20 No School for Students	SEPTEMBER 8 NOVEMBER 12 FEBRUARY 4 APRIL 23
	<u>STUDENT FIRST AND LAST DAYS</u> AUGUST 7: First Day of School Fall JANUARY 6: First Day of School Spring MAY 8: Senior Last Day May 14-15: Senior Graduations May 18: 8 th Grade Promotion Ceremonies May 22: Student Early Release Day MAY 26: Report Card Pick-Up/Records Day	<u>LAST DAY OF GRADING PERIOD</u> OCTOBER 10: 1 st Nine-Weeks DECEMBER 19: 2 nd Nine-Weeks-Full Day MARCH 13: 3 rd Nine-Weeks MAY 22: 4 th Nine-Weeks	<u>REPORT CARDS</u> OCTOBER 14 JANUARY 8 MARCH 18 MAY 26: Student Report Card Pick-Up and Teacher Records Day
Note Potential Make-up Days: Fall: 10/6, 10/7, 10/17 (9 th -12 th Virtual), 11/24, 11/25 Spring: 2/19, 2/20, 3/20 (9 th -12 th Virtual) 4/9, 4/10			

ABOUT LAGRANGE ELEMENTARY

Welcome to LaGrange Elementary School. Our school is located at 2129 Chatsworth Road in Franklin, LA 70538. The office number is (337) 828-1991.

VISION

The LaGrange Elementary School community will improve student achievement by teaching the whole child one day at a time and empowering teachers to lead with confidence, collaborate with purpose, and inspire transformation.

MISSION

LaGrange Elementary School provides a safe, supportive learning environment where students are actively engaged in their own learning. Data-driven, research-based instructional practices are utilized in classrooms to meet the individual needs of students. Lagrange Elementary School sets high expectations for students academically and equips them with a solid foundation to be successful in the real world. Unity among all stakeholders and proactive collaboration is essential for student success and growth. We are committed to teaching the whole child and helping students become critical thinkers, productive citizens, and life-long learners.

SCHOOL PLEDGE

At LaGrange Elementary, we choose to:

Be responsible.

Encourage others.

Expect excellence.

Stay safe at all times.

MASCOT

We are the LaGrange Bees.

OUR PRINCIPAL

Mrs. Heidi Mouton currently serves as your school principal. Mrs. Mouton is entering her eighth year at LaGrange Elementary, initially curriculum facilitator for two years. She holds an M.Ed. in Educational Leadership from the University of Louisiana at Lafayette and has served as a teacher at Patterson Junior High School and Patterson High School. Mrs. Mouton finds joy in providing a safe space for students to learn and grow and has a passion for leadership.

OUR DEAN OF STUDENTS

Mrs. Sarah Olivier currently serves as your Dean of Students. Mrs. Olivier holds a master's degree in educational leadership from the University of Louisiana Lafayette and is currently pursuing a Doctorate Degree in Educational Leadership. She has had an extensive career in education, having taught middle and high school English Language Arts (ELA), served as a District Literacy Coach, and worked as an Elementary Master Teacher. In this role, she supported a school-wide literacy initiative focused on the science of reading. Her most recent position was as the Secondary ELA Specialist for St. Mary Parish Public Schools.

ACADEMICS

St. Mary Parish Public Schools Pupil Progression Plan details how students at each grade level are graded, how final grades are determined, and how student are promoted from one grade to the next. This document also includes graduation pathways and outlines programs and needed assessments at each grade level. Here is a link to this document.

[Pupil Progression Plan](#)

PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1

Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to these provisions.

Grade 1

Grade 1 Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 30th of the calendar year in which the school year begins. Any child transferring into the first grade of a public school from another state and not meeting the requirements herein regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in the first grade.

Additional Placement Considerations or Policies Required by the LEA

All students entering kindergarten for the first time will be administered the DRDP-K within the first 30 days of school. Results from this assessment will be used to plan instruction.

Screening data and information from DIBELS 8 testing and Forefront Numeracy Screener will be used to determine student placement.

The state standardized DIBELS test will be administered to children who are seeking enrollment in 1st grade and have not met the kindergarten attendance requirement.

PROMOTION AND RETENTION OF STUDENTS IN GRADES K, 1, 2, 3, 4, 5, 6, AND 7

Promotion for Students in Kindergarten and Grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section VI. Support for students.

Local Policies or Additional Considerations to Determine Promotion of Students at the end of Grades K, 1, 2, 4, and 5

Kindergarten

- Kindergarten students will be graded on the S/N/U scale for all subjects. (S satisfactory A/B/C, N needs improvement D, U unsatisfactory F)
- Every child entering first grade shall meet one of the following criteria:

- All students who attended kindergarten in the public schools in St. Mary Parish shall demonstrate satisfactory performance on the report card as well as recognized benchmark assessments. Students who did not meet the criteria at the end of the school year will be referred to SBLC to determine the appropriate grade level placement and interventions for the student.
- Students who did not attend a state-approved kindergarten shall demonstrate satisfactory performance as measured by the state standardized DIBELS test. Students demonstrating satisfactory performance are placed in first grade. Students who do not meet the criteria may be temporarily placed in kindergarten and tested again after the first four weeks of the school year. The SBLC will meet to determine the appropriate grade level placement of the student.
- Act 266 requires teachers to screen all kindergarten students for dyslexia during the second half of the year or upon request of a parent/guardian or teacher.

Grade 1

- First-grade students will earn letter grades (A, B, C, D, or F) each nine weeks in ELA and mathematics for evaluative and reporting purposes. All other subjects (social studies, science, specials, etc.) will be graded using the S/N/U scale. Eligibility for honor roll status begins in Grade 1.
- First-grade students must pass English language arts and mathematics to be promoted to the next grade.
- If a student fails English language arts or math in first grade, the School Building Level Committee will meet to determine the appropriate grade level placement of the student. The following criteria will be utilized to evaluate the student on skills mastery:
 - Teacher-made tests (mathematics) and/or other forms of math assessments
 - CKLA reading assessments and/or yearly benchmark assessments.
 - Teacher observations and student work samples (reading and mathematics)
 - Numeracy Screener scores and curriculum intervention tools (mathematics)
 - State standardized DIBELS test
 - Lexia data
- Students in first grade who fail four major subjects (English language arts, mathematics, social studies, and science) will be retained.

Grade 2

- Second-grade students will earn letter grades (A, B, C, D, or F) each nine weeks in ELA and mathematics for evaluative and reporting purposes. All other subjects (social studies, science, specials, etc.) will be graded using the S/N/U scale.
- Second-grade students must pass English language arts and mathematics to be promoted to the next grade.
- If a student fails English language arts or math in second grade, the School Building Level Committee will meet to determine the appropriate grade level placement of the student. The following criteria will be utilized to evaluate the student on skills mastery:
 - Teacher-made tests (mathematics) and/or other forms of math assessments
 - CKLA reading assessments and/or yearly benchmark assessments.
 - Teacher observations and student work samples (reading and mathematics)
 - Numeracy Screener scores and curriculum intervention tools (mathematics)
 - Literacy screener
 - Lexia data
- Students in second grade who fail four major subjects (English language arts, mathematics, social studies, and science) will be retained.

Grades 4-5

- Students in grades 4-5 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- Grades 4 and 5 will include common assessment values in core subject areas for each grading period.
- Students in grades 4-5 who fail English language arts and/or mathematics may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for

enrollment in the program. Attendance and discipline policies apply. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.

- Students in grades 4-5 who fail science and social studies may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Students may be required to attend Attendance Recovery as offered through the school site. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.
- Students in grades 4-5 who fail four major subjects (English language arts, mathematics, social studies, and science) will be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic options that may be offered at either the school or district level: remediation course, documented interventions, After-School Academic Tutoring, and/or High Dosage Tutoring. The SBLC will employ existing student data, parish and benchmark assessments, course grades, numeracy and math curriculum data, Lexia data, previous standardized test data, growth from pre-to-post tests, trends of low performance, and attendance to determine whether the student should be recommended for promotion as well as the requirement of any additional academic options.

Promotion and Mandatory Retention of Students in Grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in Bulletin 1566 – Pupil Progression Policies and Procedures, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see Section VI. Support for students).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

Local Policies or Additional Considerations Used to Determine Promotion of Students at the End of Grade 3

Grade 3

- Students in grade 3 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- Grade 3 will include common assessment values in core subject areas for each grading period.
- Students in grade 3 who fail English language arts and/or mathematics shall be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission

for enrollment in the program. Compulsory attendance and discipline policies apply. Students may be required to attend Attendance Recovery as offered through the school site. Additional options, as stated below in the Academic Options section, may also be instituted based on SBLC recommendations.

- Students in grade 3 who fail science and social studies may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.
- Students in grade 3 who fail four major subjects (English language arts, mathematics, social studies, and science) will be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic Options: Academic options that may be offered at either the school or district level are remediation courses, documented interventions, After-School Academic Tutoring, and/or High Dosage Tutoring. The SBLC will employ existing student data, including but not limited to DIBELS, parish and benchmark assessments, course grades, numeracy screener and curriculum data, Lexia data, previous standardized test data, growth from pre-to-post-tests, trends of low performance, and attendance to determine whether the student should be recommended for promotion as well as the requirement of any additional academic options.

ATTENDANCE (JB) AND TARDIES-LATE TO SCHOOL (JBD)

Louisiana's compulsory attendance laws require 5-year-olds (by September 30th) to enter kindergarten and attend school until age 18. If a child enrolls into SMP later than mandated without evidence of having attended any other instructional program, the Office of Child Welfare and Attendance must refer the parent to the proper court.

Students are expected to attend school regularly and to be on time. Students who are consistently late for school in the morning or who have excessive absences are considered truant. There are serious consequences for truancy.

- Students in grades K-8 who accumulate more than 10 unexcused absences will not be promoted to the next grade.
- High-school students on block schedule who accumulate more than 6 unexcused absences within a course fail the course.
- Absences may be excused with proper documentation (doctor's note, a court-issued excuse, etc.).

RESPONSIBILITIES OF PARENT/LEGAL GUARDIANS (JBE)

Parents/legal guardians shall enforce school attendance for their child. Until the student has caught up with his or her schoolwork, the parent/legal guardian shall ensure that the student makes up missed schoolwork by attending afterschool tutoring sessions, weekend make-up classes, or other remediation opportunities, as determined by the School District. The parents/legal guardians shall also attend meetings at the school on at least a monthly basis relative to the student's progress until the student has caught up on his or her missed schoolwork and until instructional time has been recovered. The principal or designee of each school shall note any concerns that school personnel have relative to a child's school attendance on Supplemental Security Income forms that the school receives relative to that child (RS 17:233).

DISTRICT TRUANCY SUPPORT PANEL (TSP)

The Truancy Support Panel supports schools and families with available interventions to prevent students from becoming truant. JTexts and emails go out daily from the district notifying parents and students of unexcused absences on absence 3, 5, 10, and 10+. Upon 7 unexcused absences, a truancy hearing with TSP is scheduled. At the hearing, parents/legal guardians are given the opportunity to explain the excessive unexcused absences. TSP will also review school truancy interventions, discuss the Family Truancy Agreement, review Compulsory Attendance and Truancy Laws of Louisiana, and provide parents and students with signed copies of each. Non-attendance failure and attendance requirements for grade promotion or course credit will be discussed as well. After the truancy hearing, if the student's absences continue, on absence 10, a FINS referral will be submitted to the proper court.

SCHOOL ABSENCE AND TRUANCY PROTOCOL

Absence	Action
Absence 3	The principal will contact the parent or legal guardian to discuss the parent's/legal guardian's responsibility to enforce the student's attendance as well as the civil penalties that may be incurred if the student is habitually absent (RS 14:92.2).
Absence 5	The parent/legal guardian must attend a mandatory conference with the principal or designee to discuss make-up work and recovery options. The parent/legal guardian will be informed that for additional unexcused absences, the student will be referred to the district's Truancy Support Panel.
Absence 7	The principal or designee will notify the Truancy Support Panel. A truancy hearing will be scheduled.
Absence 10	The student will be referred to the proper court. Here the court will determine the civil penalties that may be incurred, the need for prosecution, and/or the sanctions placed upon the student and parents/legal guardians.

SCHOOL LATE-TO-SCHOOL TARDY PROTOCOLS

Tardy	Action
Tardy 3	The principal will contact the parent/legal guardian to discuss the parent's/legal guardian's responsibility to ensure the student's timely arrival to school daily.
Tardy 5	The parent/legal guardian must attend a mandatory conference with the principal or designee to discuss the consequences for additional unexcused tardies.
Tardy 7	The parent/legal guardian must attend a mandatory conference with the principal or designee to discuss the consequences for additional unexcused tardies including the civil penalties that may be incurred if the student continues to be habitually tardy (late to school).
Tardy 10	The student will be referred to the proper court. Here the court will determine the civil penalties that may be incurred, the need for prosecution, and/or the sanctions placed upon the student and parents/legal guardians.

ARRIVAL AND DISMISSAL PROCEDURES

ARRIVAL PROCEDURES

Students are not to arrive to school before 7:30 A.M. They will not be allowed to be dropped off early to sit in the office before 7:30. Parents, you are taking a risk if you allow your child to arrive any earlier. The students will be unsupervised before 7:30 A.M. Do NOT drop them off and leave. Wait until a duty teacher is present.

Tardies to school will be enforced. Please have your child to school by 7:50 so all are ready to begin instruction in the classroom at the 7:55 tardy bell. The car rider side door will close at 7:50 as well as the breakfast line. After this time, parents will have to pull up front. Students who walk in after 7:55 will be marked tardy and must be signed in by a parent or guardian. Instruction begins at 7:55.

Bus Riders

- Students are to ride only their assigned bus.
- Addresses for bus riders need to be added to the Bus Transportation Sheet that will be sent home. Any changes in address need to be reported to the office immediately.
- Students may not ride a different bus without written approval from a parent/guardian.
- As a safety precaution for students, they will not be allowed to be taken out of the bus line by a parent or guardian. Students must be checked out in the office.
- Bus riders will remain in class at the end of the day and will be called down as buses arrive.

Bus riders must follow the following rules:

1. Be present at the bus stop 10 minutes before scheduled pickup time.
2. Obey the driver promptly.
3. Keep the bus clean.
4. Obey any bus patrol orders.
5. Avoid teasing, scuffling, or creating a disturbance.
6. Keep arms, legs, and head inside the bus.
7. Stay seated when the bus is moving.
8. Keep all articles inside the bus; do not throw anything out windows.
9. Avoid transporting large items; items must fit under the seat.
10. Whisper.
11. Obtain permission before opening windows.
12. Ride assigned bus.
13. Get off the bus at assigned location only.

Note: Violation of bus rules will result in disciplinary action from administration. Fighting on the bus will result in a three-day suspension from school and an additional suspension off the bus. Parents are responsible for transportation if children are suspended from the bus. Cameras are used to monitor bus behavior. Major referrals given on the bus will follow the consequence progression chart for school misbehavior with the “Loss of Privilege” being suspension from bus after the third time.

Car Riders

- Parents delivering students to school in the morning are to use Chinaberry Road. To ensure your child’s safety, all parents must enter the drop off lines.
- Students must be dropped off at the side door no later than 7:50. At 7:50, that door will close, and parents will have to drive to the front of school. If a school enters after 7:55, he or she is tardy to school and must be signed in by the parent.
- Parents, please do not drop off or pick up your child in front of the school in the bus-loading zone. You will be politely asked to move. Following school rules applies to all stakeholders.
- Parents are to pick up students in the back of the building for dismissal each day from Chinaberry Road.
- Car riders will be dismissed from class at 3:05.

Walkers

LaGrange Elementary does not allow students to walk to and from school. The only methods of transportation are bus or car.

DISMISSAL PROCEDURES

- If there is any change in how your child is to get home, you must notify the office by 2:30. We need enough time to notify students prior to the start of dismissal procedures.
- Your child must consistently be either a car rider or bus rider. Help us make dismissal as safe and smooth as possible by following the rules.
- Rainy Day Plans: Checking out students early is not a plan. We should not have an excessive number of calls each rainy day. Please plan so on any rainy day, your child knows what to do.
- If your child is left at school past 4:00 and we cannot contact a parent or guardian, Franklin PD will be called.

Behavior Expectations and PBIS

CODE OF CONDUCT

It is the purpose of the St. Mary Parish School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. The school's primary goal is to educate, not discipline; however, when the behavior of the individual student disrupts the learning environment or comes in conflict with rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

INTERVENTIONS AND CONSEQUENCES

Our approach in how we deal with discipline has shifted some in that it aligns with Social Emotional Learning, restorative practices, and TBRI. Trust-based Relational Intervention (TBRI) is a research-based model that trains teachers and caregivers to provide effective support and treatment for at-risk children. With our teachers trained in TBRI and the support of an SEL coach, we will be able to incorporate more of a restorative approach to discipline rather than a punitive approach. These are some interventions teachers will use to address minor behaviors in the classroom and ultimately prevent escalation to an office-managed behavior:

- Re-teach expectations
- Change of seating
- Calming corner
- Buddy teacher
- Student conference
- Parent communication
- Reminders, prompts, or cues
- Earned privileges
- Positive reinforcement
- SEL Coach
- Restorative circles
- Student choice
- Check in/out
- Behavior tracker

When a student breaks a classroom rule, teachers will intervene accordingly.

1. The first correction will be a verbal warning and a mark on the student's conduct chart.
2. The second correction will result in offering some time in the Calming Corner until the student is ready to rejoin the learning community and another mark on the student's conduct chart.
3. The third correction will result in another mark on the student's conduct chart, a Minor Discipline Referral (MDR), and a phone call home.

A record of minor infractions will be kept by the teacher, and a copy of the minor referral will go home to the parent. Consequences for minor infractions are as follows:

- 1st minor infraction – Conference with student, classroom behavior interventions, documentation of infraction, and parental contact made by teacher.
- 2nd minor infraction – Conference with student, classroom behavior interventions, documentation of infraction, and parental contact made by teacher.
- 3rd minor infraction – Conference with student, classroom behavior interventions, documentation of infraction, school specific intervention(s), and parental contact made by teacher.
- 4th minor infraction – Teacher completes office referral form for repeated rule violation. Contact made by administration.

REFERRALS

Major referrals will be given when a student habitually breaks a classroom rule, when the office must intervene to manage a behavior, and/or when the behavior interrupts the learning of other students. The administrator will intervene, investigate, notify parents, process referral, and determine consequence.

NOTE: ALL DISCIPLINE MATTERS ARE LEFT TO THE DISCRETION OF THE ADMINISTRATION.

STUDENT ADJUSTMENT CENTER (SAC)

Student Adjustment Center will be held on Wednesday afternoons from 3:10-4:10 (one hour) or 3:10-5:10 (two hours). Notices will be sent home on the day of the infraction. All students must be signed out by an adult. All students must be picked up within 10 minutes after the dismissal time, or Franklin Police will be contacted. If a student fails to attend assigned detention, he/she will be rescheduled to attend the following Saturday. A one-day suspension will result if a student does not attend the rescheduled detention.

IN-SCHOOL SUSPENSION PROGRAM (ISS)

- Suspension shall mean that the student is temporarily prohibited from participating in his/her usual placement within school. This usually involves temporary removal from regular class activities and all other school sponsored activities.
- In-School Suspension shall mean removing a student from his/her normal classroom setting but maintaining him under supervision within the school. Students participating in the in-school suspension may receive credit for work performed during the in-school suspension. However, any student who fails to comply fully with the rules for in-school suspension may be subject to immediate out-of-school suspension.
- ISS will be held at each individual school. Students not suspended from the bus may ride the bus to and from school. Non-attendance may result in being assigned additional days to the ISSP Center/classroom.
- Parents will be contacted to report to the school to sign the student ISSP Admit Form. Parents are not required to sign students in and out or spend time in the ISS Center/classroom.

Bell SCHEDULE

Times	Event
7:30 AM	Entry to School/Breakfast in Cafeteria
7:55 AM	Tardy Bell/Instruction Begins
10:50-11:10 AM	1 st Grade
10:55-11:15 AM	Kindergarten
10:55-11:15 AM	5 th Grade
11:10-11:30 AM	2 nd Grade
11:15-11:35 AM	3 rd Grade
11:25-11:55 AM	Pre-K
11:30-11:50 AM	4 th Grade
12:55-1:10 PM	K-2 nd Recess
1:00-1:15 PM	3-5 Recess
3:05 PM	Dismissal

BUS TRANSPORTATION (JCDAD)

Daily transportation is provided to and from school to all students except for students in grades 6-12 who live within a mile of school and elementary students who live within a quarter mile of school (RS 17:158). Due to traffic, weather, road construction, etc. noted pick-up and drop-off times cannot be exact times. It is important that students arrive at the bus stop timely, ten minutes before scheduled pickup time. Parents should allow for ten minutes after scheduled pick-up or drop-off time; however, when there is a prolonged delay on a route, the district will notify parents with a Jtext. As early as possible, a Jtext will notify parents when students ride a different bus for various reasons. The school bus is an extension of the school building; therefore, the SMP Student Code of Conduct applies to each bus rider. Behavior issues shall be reported to the school principal who will address the misconduct according to the SMP Discipline Matrix. It is important to make the daily bus ride to and from school as safe as possible. This is greatly dependent upon students following Bus Expectations. For any behavior that causes an unsafe condition on the bus, the Bus Operator will find a safe place to park and contact law enforcement for assistance.

CHILD ABUSE (JGCE)

A mandatory reporter is any teacher, childcare provider, any person who assists in teaching, training or supervision of a child, public or private school, teacher's aide, principal, school support staff, bus driver, coach, CTE instructor, social worker, probation officer, foster care parent, group home facilitator, police officer, school resource officer, etc. whether in a professional or voluntary role.

REPORTING GUIDELINES

- When the abuse or neglect is suspected to be perpetrated by a parent, legal guardian, or any other individual that resides inside the home with the student, the mandatory reporter shall make the report to the Louisiana Department of Child and Family Services **and** Law Enforcement.
- When the abuse or neglect is suspected to be perpetuated by someone other than a parent, legal guardian, or other individual that does not reside inside the home with the student, the mandatory reporter shall make the report to the Louisiana Department of Child and Family Services local.
- Dual reporting to DCFS and law enforcement is permitted.
- To report to DCFS, the mandatory reporter shall make a report of suspected abuse or neglect requiring immediate assistance via the designated state child protection reporting hotline telephone number. A report of suspected abuse or neglect which is of a non-emergency nature may be reported via the Louisiana Department of Children and Family Services Mandated Reporter Portal online. Reports may also be made in person at any child welfare office.
- If a report involves alleged sex trafficking, all mandatory reporters shall report via the hotline telephone number regardless of whether there is alleged parental or caretaker culpability.
- Abuse or neglect perpetrated by a teacher or childcare provider shall immediately be reported to local or state law enforcement.
- As a mandatory reporter, the School Resource Office shall not receive information from another mandatory reporter, commence, or oversee any investigation into that report.

If a mandatory reporter is prohibited from immediately making the report required by statutes to the department or law enforcement because of School Board policies or employee manual, the mandatory reporter shall file a complaint with local or state law enforcement. Local or state law enforcement shall investigate the complaint and if violations are confirmed, the School Board shall be subject to the penalties provided for in La. Rev. Stat. Ann. §§14:131.1 and 403. The School Board shall not discriminate or retaliate against an employee who is a mandatory reporter for complying with this policy. If the School Board discriminates or retaliates against an employee for compliance, the School Board shall be subject to additional penalties as provided for in LA. Rev. Stat. Ann. §§14:131.1 and 403.

CEREMONIES AND HONORS

SUPER BEE OF THE MONTH

Each grade level will nominate one student to be recognized as the "Super Bee of the Month." The nomination should be based on citizenship, effort, and achievement, not necessarily high academic achievement. Since there are two homeroom classes per grade level, the two grade level teachers will alternate choosing a Super Bee of the Month

from their homeroom class. The student will earn a certificate, a goody bag, and a yard sign to display at home for that month. Yard signs should be returned at the end of each month.

FIFTH GRADE STUDENT OF THE YEAR

Students must have a 3.1 cumulative GPA (grades 2-5) and exhibit qualities in leadership, service, and citizenship. Students who meet the criteria are nominated for the award and must prepare an essay and participate in an interview. One winner will be chosen by a team of outside judges to represent the school at the parish level.

END OF THE YEAR AWARDS

- Each teacher will determine which student achieved the **highest average** for the year in all subject areas. This will be calculated by getting an average over the four nine-weeks.
- Each teacher will select a student in each subject area who showed the **greatest improvement** over the course of the year.
- Each teacher will select a student in each subject area who showed strong **citizenship**.
- Students who maintained **Honor Roll** all year will receive an award.
- Students who maintained **Principal's List** all year will receive an award.
- Students with **perfect attendance** will be recognized at the end-of-the-year assembly and receive a certificate.

LAGRANGE ELITE STUDENT SOCIETY (L.E.S.S.)

In order to be invited into LaGrange's Elite Student Society, students must have a GPA of a 3.5 and have no major referrals. Students are allowed one nine-weeks of a probation period before being removed from L.E.S.S. If a student enters the second nine-weeks, the first nine-weeks was considered his or her probation period and must meet the requirements for the remaining nine-weeks. A special award will be given to students with a 4.0 GPA per nine-weeks, and students who maintain a 4.0 GPA for all four nine-weeks will be recognized for such a special accomplishment. Each celebration will be held in the cafeteria where we will serve breakfast to our honor students and their parents.

CHILD NUTRITION PROGRAM (EE)

The Child Nutrition Program administers a Food and Nutrition Program in accordance with federal and state standards. SMP participates in the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). Healthy school meals will be provided according to USDA guidelines. The Community Eligibility Provision (CEP) is a program established by the Healthy, Hunger-Free Kids Act that allows students to receive free meals under the SBP and NSLP.

NOTE: For the 2025-2026 school year, St. Mary Parish is eligible to operate as a district-wide CEP. All students will receive breakfast and lunch at no charge. Upon receiving a school meal, students will present their school ID's or lunch cards to be scanned at the point of service necessary for proper documentation of participation.

MEAL PRICES FOR 2025-2026

Breakfast Price (subject to change)	Person Purchasing
\$2.25	School Board Employee
\$3.50	Second Meal & Visitors

Lunch Price (subject to change)	Person Purchasing
\$3.75	School Board Employee
\$5.25	Second Meal & Visitors

All schools implement Offer vs. Serve (OVS) by offering a complete school lunch (5 items) and a complete school breakfast (4 items). Students must take at least the minimum required for each meal. Extra meals or snacks must be paid in advance daily, weekly, monthly, or annually. Cash, checks, or debit/credit cards made online at www.myschoolbucks.com are accepted for extra servings. If a check is returned, it will be the parent's responsibility to pay the amount due and NSF fees. At the end of the school year, parents may request a refund for the student account balance, or the remaining balance will roll over to the next school year. If a child transfers to another school within the district, the balance can also be transferred. Menu and online payment information are available on the district website under the parent-student tab. Menus are

subject to change. Foods from fast food restaurants, plate lunches, or meals from any other establishments are not permitted in the cafeteria. Soft drinks, flavored beverages, concentrated sweets, high calorie, high sodium, and high fat foods are prohibited. Water and juice (100% fruit juice) are also allowed.

COMPLAINTS AND GRIEVANCES BY STUDENTS (JCE)

Students have both the right and the responsibility to express school-related concerns and grievances to the administration in a responsible manner. For the discussion and consideration of grievance, any student or group of students should request a meeting time and place of the school principal. One faculty member of the student's choice may be present at such meetings.

COUNSELING SERVICES

Students at middle and high schools receive guidance and counseling services by Professional School Counselors who collaborate with parents and school personnel to address student needs. These services are also available as needed to elementary students. Counselors may also make referrals to appropriate agencies based on student needs. Professional School Counselors assist students with career exploration and planning, and they also assist students with scholarship information and applications. Among other daily responsibilities, counselors coordinate school assessment programs, create student schedules, and work with students, families, and school personnel to keep students on track for graduation.

DYSLEXIA SCREENING AND PROGRAMS (JGC)

The SMP Dyslexia Screening Policy follows *Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students and Louisiana Act 266*. Schools will administer universal dyslexia and related disorders screening to all kindergartners at the end of the school year. Screening can be requested by a parent or legal guardian at any grade level. The Dyslexia Screening Specialist at each school site is responsible for the coordination of screening. Classroom teachers participate in the screening process as well. If a student is found to be at risk, parents will be notified, and concerns will be discussed. The SMP Board has adopted several programs to fulfill the mandates of this law and criteria for instruction. For concerns about dyslexia screening, first call your child's teacher, the Dyslexia Screening Specialist, or the Professional School Counselor at the school your child attends.

EMERGENCY SCHOOL CLOSURES (EBBD)

Occasionally, weather conditions, power failure, or water issues, etc. deem it necessary to close school or end the school day early either for specific schools or for the entire school district. As soon as a determination can be made, SMP will inform families and staff of the closure. A JTEXT notification will be sent out at the earliest reasonable hour, the district and the impacted school websites, and social media will be utilized to inform the public and families of the school closing(s). Public announcements and releases to the news media will also be disseminated as needed.

ENROLLMENT AND RESIDENCE VERIFICATION INFORMATION (JBCC)

When registering students, parents must provide proof of legal custody (court documents), the child's birth certificate, immunization records, social security card, and the parent or legal guardian's current Louisiana driver's license or state-issued ID. In addition to these documents, the parent or legal guardian must also provide residence verification documentation to determine attendance zone. Homeowners & renters will provide one document from group A and one document from group B. Group A documents are mortgage statement, property tax bill, deed, homestead exemption, lease, or rental agreement. Group B documents are the current (last 30 days) electricity bill, water bill, cable bill, gas bill, or city utilities. If the parent or legal guardian and the student live in someone else's home (multi-family home), the homeowner will provide the group A and B documents, and the parent or legal guardian will present two documents (WIC documents, SNAP documents, food stamp documents, disability check, social security documents, Medicaid documents) that have been mailed to the home or current Louisiana driver's license, or current voter's registration card.

Use the following link to look up your school attendance zone. You can enter your full address and click search. Be sure to specify if your child is attending elementary, middle, or high school.

<https://stmary.edgear.net/DMSZones/>

EXTRACURRICULAR CLUBS AND ORGANIZATIONS, ETC.

AFTER SCHOOL CLUBS

Academic and extracurricular clubs are available for students who wish to enrich their school experience. Clubs will be available for students in grades K-5 and meet on Wednesdays throughout each month beginning in September. More information about these clubs is sent out throughout the year by club sponsors.

AFTER SCHOOL TUTORING

After-school tutoring is offered to those students who need academic support. Fourth and fifth graders are invited to attend after-school tutoring beginning at the end of August based on LEAP scores from the previous spring. After the first nine weeks, students in 3rd, 4th, and 5th who received a failing grade on their report card will also be invited to attend. Students will receive a letter in which parent permission is required. Please be sure to include your child's method of transportation for dismissal. A tutoring bus is provided. All tutoring cancellations are communicated through JText. Tutoring attendance is required and extremely important. If your child misses three or more tutoring sessions, he or she will be replaced with another student needing the help.

4-H

4-H is a service-based club which allows students to build skills that enable them to become leaders. The club is open to all 4th and 5th grade students. Requirements include club dues set by the Parish agency, participation in one 45-minute lesson per month, and participation in the yearly Zoo-to-Boo Parish activities held the last week of October. Optional activities include entering items in the annual 4-H Fair, participation in food drives, and other community service efforts.

BETA CLUB

Jr. Beta is offered to qualifying students in 4th and 5th grades. The National Beta Club is the largest independent, nonprofit, educational, youth organization in America. For more than 80 years, it has prepared today's students to be tomorrow's leaders. The National Beta Club's mission statement is to promote the ideals of academic achievement, character, service, and leadership among students. At Lagrange Elementary, fourth and fifth graders are given an acceptance invitation to join the junior beta club. These students are chosen based on their final grade point average which is a 3.4 or higher. These members are expected to maintain a 3.4 grade point average, display excellent behavior (no minor or major referrals) throughout the school year. Grades are checked with every marking period starting with the first report card. If any participating member cannot maintain the specific grade point average or receives a behavior referral, then he or she will be dismissed from the club. In addition, students will be asked to complete various service projects throughout the year, as well as participate in fundraiser projects to raise funds for the annual Junior Beta Club State Convention. Another requirement that Beta Club members are expected to fulfill is completing 15 service hours. When students fulfill these expectations, then he or she will receive a certificate of achievement and completion. Fourth grade students maintaining these obligations will be invited and accepted to join the following school year.

FIELD TRIPS

- Field trips within our area and to nearby points of interest are scheduled by various classroom teachers throughout the school year. These trips are designed to supplement different aspects of the curriculum and to introduce students to the resources of the community. Parents will receive notice of field trips well in advance of the scheduled trip and will be asked to sign field trip permission forms.
- Field trip fees must be paid in advance. Deadlines are set for field trip money. We cannot accept late payments. Most field trips require the school to send payments in advance; therefore, refunds will not be given for students or chaperones. Any pictures taken cannot be posted on any social media for other students' safety. Please only take pictures of your own children.
- Chaperones must be cleared through the office. All chaperone guidelines must be followed. Failure to adhere to these guidelines will result in loss of privileges of chaperoning any future field trips.

SCHOOLWIDE EVENTS

- Red Ribbon Week: Our school participates in a school-wide, week-long structured emphasis on helping our students say “NO” to drugs and alcohol and “YES” to healthy/responsible choices. While this is a week-long activity, instruction, and emphasis on being drug free and making good choices are yearlong.
- Read Across America Week: This week is usually celebrated in February or March and emphasizes the importance of literacy. The school participates in dress-down days as well as fun activities that support and promote the love of reading.
- Black History Month: Black History Months is celebrated in the month of February. We sell t-shirts to celebrate this week as well as plan and participate in dress-down days and activities.

SCHOOL PARTIES

The School Board allows three parties per year (Halloween, Christmas, and Easter) for elementary students. Teachers will plan parties for these holidays. Due to the number of students in classes and the limited space in classrooms, parents are not invited to school parties. There are other functions where parent attendance is welcome and highly encouraged.

SNACK SALES

No gum, soft drinks, or sunflower seeds may be consumed on school property. We encourage students to buy snacks and drinks during the afternoon recess. Any snacks sold must adhere to the USDA’s Smart Snacks in School Nutrition Standards.

FAMILY EDUCATION RIGHTS AND PRIVACY—STUDENT RECORDS (JR)

The Family Education Rights and Privacy Act of 1974 has clarified the right of parents to examine school records and files of their children. These rights are also given to legal guardians and to individual students as soon as they reach the age of 18. The following information is available to parents: Achievement Scores, Aptitude Test Scores, Grades, Attendance Data, Health Records, Ratings by Teachers and Counselors, and Behavior Reports. Records may be reviewed by submitting in writing a request to the principal 45 days in advance of the review. Records must be examined in the presence of an authorized staff member to ensure the correct interpretation of the test scores, notes, or other valuable material. Parents have the right to challenge the content of any records and receive a formal hearing. School records may be released only with the consent of parents or legal guardians, except requesting universities, Armed Forces, and authorized state agencies.

FEDERAL PROGRAMS (DFC)

TITLE I

Every Student Succeeds Act

Title I is a federally funded program designed to provide educational and supplemental services to meet the needs of children who reside in qualifying attendance areas. Title I funds may be used for supplementary instructional activities, specialized personnel, materials, and equipment in schools attended by significant numbers of economically disadvantaged children who need assistance and support. Each school receiving Title I services has a schoolwide plan outlining specific use of funds to help children meet performance standards. The Title I program has also established pre-kindergarten classes for children who demonstrate an academic need for preschool experiences and live within the attendance area of a Title I school. Additionally, Title I provides in-school tutoring, health services, media center support, and professional development opportunities.

TITLE II

The purpose of Title II, Part A is to increase student academic achievement through improved educator and leader quality by providing opportunities for continuous professional development and certification enhancements.

TITLE III (EL PROGRAM)

All children must have equal access to a meaningful education regardless of their home language. In compliance with the Civil Rights Act of 1964, the Equal Opportunity Act of 1974, and Louisiana Bulletin 1851, SMP ensures that the identification, assessment, placement, and instruction conducted in each school meets the unique needs of students whose primary language is a language other than English. Students are identified on the Home Language Survey upon initial enrollment. Each student identified is assessed to determine their level of English proficiency. Assessment data determines appropriate instructional programs.

TITLE IV

The purpose of Title IV is to afford all students the opportunity for a well-rounded education, provide safe and healthy schools, and incorporate the effective use of technology.

TITLE IX (FILE JAAA)

The mandates of Title IX of the Education Amendment of 1972 mandates dictate with certain limited exceptions that no person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The School Board has designated one person to coordinate the non-discrimination efforts for the school system as well as to ensure and assure that prompt and equitable resolution of student complaints alleging discrimination be effectively processed through the Board's established grievance procedure. Parents with Title IX concerns should contact Barbara Lancelin, Title IX Coordinator, at (337) 828-1767, P.O. Drawer 580, Franklin, LA, 70538.

FEES (JS)

GENERAL SCHOOL FEES	GRADE	AMOUNT	EXPLANATION
Technology Fee	K-12	\$15	District Device Use & Maintenance. Note: Students are responsible for the cost of repair or replacement for damaged or lost devices. This is not covered by the \$15 fee.
Replacement ID	6-12	\$5	Part of school uniform & school safety. Note: Each student receives an ID at the start of each school year at no charge. This fee is for each replacement needed.
Replacement Lanyard	6-12	\$2	Part of school uniform & school safety. Note: Each student receives a lanyard at the start of each school year at no charge. This fee is for each replacement needed.
School Supplies	PK-5	\$40	While items on each school supply list will vary by school, no school supply list will exceed a total cost of \$40.
School Supplies	6-8	\$50	While items on each school supply list will vary by school, no school supply list will exceed a total cost of \$50.
PE Uniforms	6-12	\$40	The color and style of PE uniforms may vary by school, but the cost will not exceed \$40.
Class Fees	6-12	\$15	Class T-shirts, dances, HC activities, ceremonies, etc.
Parking Permits	10-12	\$10	Parking spot for licensed drivers

NOTE: WHEN PAYING ONLINE, THERE IS AN ASSESSED CONVENIENCE FEE AT THE POINT OF SALE.

FEE WAIVER

School administrators may reduce or waive certain fees for economically disadvantaged students and students whose families are experiencing economic hardships and are financially unable to pay a specific fee. Examples of families facing economic hardship include, but are not necessarily limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless. Requests for economic hardship waivers of student fees and supporting documentation used in considering the validity of any request for a waiver should be submitted to the school principal. The request will be reviewed, and a decision will be given within a week. Any appeals to this decision should be directed to the Assistant Superintendent.

FOREIGN EXCHANGE STUDENTS

The SMP experience with the Foreign Exchange Program has been positive and rewarding for both the exchange student and the students of SMP. To enroll, the host family or agency used by the student to enter the United States should contact the Office of Child Welfare and Attendance. The Foreign Exchange Agency used by students to obtain the mandatory J-1 visa will provide students with the documents required for enrollment. By June 1, the student must provide his/her official academic transcript, including total minutes per class and course descriptions. All documents must be translated to English. Payment in full is due by June 1, and no refunds are given. Placement of each student is based on the school attendance zone in which the host family resides unless there are extenuating circumstances. Foreign exchange students are not eligible to earn a diploma.

The J-1 visa is a non-immigrant visa issued by the United States for exchange visitors participating in approved programs that promote cultural exchange. It is designed for individuals such as research scholars, professors, and students who wish to teach, study, or receive training in the U.S. The J-1 visa encompasses various programs, including au pairs, summer work travel, and internships. To obtain a J-1 visa, applicants must be approved to participate in a designated exchange visitor program.

GIFTED AND TALENTED PROGRAM

The Gifted and Talented Program is designed to support and challenge students who demonstrate exceptional abilities in academics or the arts. Eligible students receive instruction that goes beyond the standard curriculum, promoting deeper learning, critical thinking, and higher-level problem solving. The goal of the Gifted and Talented Program is to inspire, challenge, and support each student's individual strength, empowering them to reach their full potential both academically and artistically.

ACADEMICALLY GIFTED STUDENTS

Academically gifted students demonstrate exceptional academic ability and intellectual aptitude, as defined by Louisiana Bulletin 1508. These students are provided with advanced, differentiated instruction focused on higher-order thinking skills, creativity, and enrichment activities. Services are delivered through an enrichment model tailored to meet their unique learning needs. All gifted teachers hold a master's degree and possess additional certification in Academically Gifted education.

TALENTED STUDENTS IN THE ARTS

Talented students are those who exhibit outstanding abilities in the visual or performing arts. The Talented Arts Program includes instruction in Visual Arts, Instrumental Music, Vocal Music, and Theater. Students receive enrichment services that nurture their artistic talents through focused, hands-on experiences and specialized instruction. Talented teachers are professionals in their respective fields and meet all state criteria for teaching in the Talented Program.

HEALTH SERVICES (JGC)

The General Nursing Department offers services by Registered Nurses to students with student health needs during school hours. Services are provided by EPSDT Medicaid programs, the LDOE General School Health programs, or community healthcare providers. Student health concerns are addressed through individual health plans.

COMMUNICABLE DISEASES (JGCC)

The St. Mary 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. Schools will report any diseases of outbreak to the Office of Public Health-Regional Offices.

HEALTH-RELATED INSTRUCTION

Health promotion and prevention of health-related issues by age-appropriate instruction in grade level 7-12 in health educations regarding the transmission of disease will be given by the school health services. Parents may opt out of these instructions for their child. Health and Wellness programs with the State Dept of Education, Office of Public Health and School Health Services.

ILLNESS, ACCIDENTS, AND FIRST AID (JGFG)

School administrators and other school personnel shall be responsible for administering basic first aid. The principal will call 911 if the extent of an illness or injury requires immediate emergency care or if the principal is unable to locate a parent, legal guardian, or listed emergency contact. If EMS personnel deem it necessary to transport the

student to a medical facility, school personnel will accompany the student in the absence of the parent, legal guardian, or emergency contact. Parents or legal guardians assume the financial costs of treatment and transport.

IMMUNIZATION

All student immunization records will be checked through the Louisiana Immunization Network System (LINKS). Student vaccines should follow the recommended schedule of immunizations by age; accelerated schedule for students with late vaccines; or the required vaccination for entry into daycare and schools. *See the state health vaccine record for students entering school at the following website under the document center immunization schedule:* <https://lalinks.org/linksweb/>

MEDICAID

The district will distribute consent forms to parents and legal guardians to obtain permission to file for services with Medicaid. The district also requests parental consent to disclose the child's personal identifiable information (full name, address, date of birth, and Medicaid ID) to the Medicaid Program to bill for services. Billing for these services will not impact the child's Medicaid limits for any other services billed by a private provider. Your consent simply provides the school system with the important funding needed to enhance the services available to students. Parents may withdraw consent in writing at any time. If parents refuse or withdraw consent to allow access to Medicaid benefits, the school system will remain responsible for conducting scheduled services and screening.

MEDICATION (JDCD)

Administering medications during school hours is for long-term use not short-term use. Parents should contact the school nurse for forms and an appointment to arrange for services. The parent will provide the nurse with the written consents to accept and administer medication with orders from the physician detailing the name of the drug, dosage, and time interval medication is required. Any change to the initial order will require new doctor orders and an additional conference. The parent or legal guardian shall not send medication to school with the child.

HOMELESS CHILDREN & YOUTH EDUCATION PROGRAM (JBCBB)

SMP carries out federally mandated policies to ensure that homeless children and youth have access to a free, appropriate public education. Board policies and district practices should not act as barriers to the enrollment, attendance, or success of homeless students who lack a regular, fixed, adequate night-time residence.

THE MCKINNEY-VENTO ACT

The McKinney-Vento Act protects the educational rights of children and youth living in shelters, including domestic violence shelters, hotels, motels, or weekly-rate apartments. The act also protects the educational rights of Children living in conditions not fit for human habitation (i.e., no electricity, no heat, no running water, no windows or doors, holes in the roof or floor, no way to cook or store food.) Abandoned, runaway, throwaway children and youth (unaccompanied Youth) are protected as well. They have the right to remain enrolled despite changes in residence, to obtain immediate access to school enrollment without proof of residency, immunization, or school records. Parents will have 5 school days to submit enrollment documentation (i.e., physical address, academic records from last school attended, immunization records and birth certificate). Students are provided with transportation to and from school. They shall also be enrolled in pre-school programs.

HOSPITAL & HOMEBOUND SERVICES (IDDC)

Hospital-Homebound services are available to eligible SMP students who have a physical illness, accident, emotional crisis, or the treatment thereof and who are not able to be moved from the hospital-home environment for at least 10 school days. To request hospital-homebound services, the child's parent must contact the school's SBLC Facilitator and request a *Homebound Medical Form* to be completed by the physician.

CRITERIA FOR ELIGIBILITY

There must be certification by a physician that the student is expected to be home or hospitalized for at least 10 operational days and is able to participate in an instructional program. The student must be under constant medical care for illness or injury which is acute or catastrophic or chronic physical condition which has acute phases, and which

requires homebound instruction during the acute phases. The student must be free of infectious or communicable diseases. If the student is not free of such diseases, other appropriate instructional arrangements must be made. The parent or legal guardian must sign a parental agreement to parental cooperation and to cooperation with homebound or hospital policies.

DETERMINATION OF ELIGIBILITY

Upon receipt of the completed *Homebound Medical Form* by the physician, the school's SBLC meeting will determine the best plan to provide F.A.P.E. to the student. The school nurse is a mandated member of this SBLC committee. SBLC will discuss possible accommodations or modifications to the child's schedule or setting to attempt to keep the child in school. This could include arranging the student's schedule to accommodate the illness or injury, having all classes downstairs if mobility is affected, sending work home to be completed, or attending school for part of the day or week, etc. All attempts should be made to return the student to the school setting as soon as possible.

If it is determined that hospital-homebound services are necessary, and all criteria are met, appropriate district and school personnel will confer, and the student's parents or legal guardians will be contacted by the assigned homebound instructor. Homebound instructors are assigned according to their professional certifications and the instructional needs of the child. Should the family be unwilling to accept the assigned instructor, the St. Mary Parish School Board shall not be responsible for providing this service.

ABSENCES PRIOR TO DETERMINATION

A student is counted absent until receipt of notice of eligibility. This official notice will come from the Coordinator of Discipline & Special Instructional Services and will include two pertinent dates—the date from which excused absences begin, noted on the *Medical Form* completed by the physician and the date from which the student is to be counted present. Absences incurred prior to these two official dates are addressed between the parent and the principal.

HOME ENVIRONMENT

An adult family member shall be on the premises and available during the entire instructional session, and ALL parties in the home should be appropriately dressed throughout the session. The student and the teacher shall be provided with an environment conducive to instruction free from distractions and spacious enough to accommodate the pupil and the teacher in accordance with the pupil's physical and mental involvement. The parent or adult family member present will initial the time sheet to document services. Hospital-Homebound teachers do not administer mid-terms, finals, or state assessments in the home. These tests are to be taken at school. Medical verification of the student's inability to take state assessments at school must be presented to the principal.

PARTICIPATION IN SCHOOL ACTIVITIES

Homebound students may not participate in school-sponsored events without a full medical release from their physician. Students present at school-sponsored activities or other public events will receive a case review with termination of services possible. Exceptions for students with long-term services may be requested by submitting a doctor's written request to the Superintendent.

PREGNANCY

Hospital-Homebound services begin on the actual delivery date or upon medical documentation of complications in the pregnancy or recovery which could be detrimental to the health of the student. Feeling tired, uncomfortable, and hurting to walk are all symptoms of pregnancy and not medical complications. Upon delivery of the baby, a parent or legal guardian must notify the school secretary to initiate services. The inability to secure childcare will not qualify the student for homebound services.

SPED OR 504 STUDENTS

An IEP or IAP meeting is required to address this "change of placement" in a short-term IEP or IAP written by the hospital-homebound teacher with input from the student's primary care provider. The IEP or IAP will be revised by the special education teacher upon the student's return to school. The homebound teacher will collaborate with the school counselor, primary provider, or 504 facilitator to assist the student at least once a week. The contact person must document contact dates and times using the *Homebound Contact Form*.

INSURANCE (JGA)

All junior and senior high students participating in interscholastic sports, athletics, band, cheerleading, J.R.O.T.C., or dance team are covered by a secondary insurance policy (Athletic Policy). A secondary policy is one that is used after the primary (your family coverage) policy reaches its maximum or is nonexistent. This school policy is paid for by the School Board. The policy covers the student while traveling to and from a school-related event, regardless of the means of transportation, and while participating in any school sponsored or supervised activity. The coach or sponsor should complete an accident report form as soon as possible after an accident or injury occurs and forwards it to the school office no later than the following school day. LOUISIANA CHILDREN'S HEALTH INSURANCE PROGRAM (LACHIP). Many households may not have health insurance for their children. Louisiana Children's Health Insurance Program (LaCHIP) is available. A fact sheet on LaCHIP will be given to all students so that households may have the opportunity to find out more information about this program.

INTERNET AND DEVICE USE (IFBGA)

To comply with the Children's Internet Protection Act, the Board has adopted a policy for internet safety that incorporates the use of technologies designed to block or filter internet access for students; however, it is difficult to catalog all controversial or inappropriate content. The Board has established guidelines so that device and internet users are aware of the responsibilities they are about to assume. Each device or internet user shall be responsible for his/her activities. Use of the district network and devices is a privilege, not a right. District personnel conduct routine monitoring of the system and can track student navigation on the Internet. No information on the network is guaranteed to be private. This includes correspondence sent through district email. Students will receive a copy of the *Internet and Device Student Use Agreement* on the first day of school to be signed by the student and parent/legal guardian. Inappropriate use will result in disciplinary action according to the SMP Discipline Matrix at the end of this handbook.

MIGRANT EDUCATION

The goal of the Louisiana Migrant Education Program (MEP) is to ensure that all migratory students reach challenging academic standards and graduate with a high school diploma (or obtain a high school equivalency) that prepares them for responsible citizenship, further learning, and productive employment. The program works to ensure that migratory children fully benefit from the same public education provided to other children and that they master the educational content provided by local school districts. The program offers services to help reduce educational disruptions and other problems that can result from multiple moves.

PARENT-FAMILY ENGAGEMENT (IFD)

Parents and families are vital partners in the education of children; therefore, parental involvement is a priority of the school district. The concept of parent and family engagement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting. Positive, productive, cooperative efforts by educators and parents are designed to impact a student's success at school. Parents have the right and the responsibility to be involved in the planning, review, evaluation, and improvement of district policy. Parents of students at all schools will be asked to enter into a school-parent compact agreement where responsibilities of all stakeholders are outlined in supporting improved student achievement. The compact describes the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment. It also describes the way in which parents will be responsible for supporting their children's learning and ways parents may volunteer and participate in decisions relating to the education of their children. Issues of open communication between parents and teachers are also addressed in the compact. The district has developed the Parent and Family Engagement Policy Section in collaboration with parents. This policy serves as the basis for parent and family engagement. Each school year a meeting of a district parental advisory committee will be convened to review and update this policy. Membership of this advisory committee will consist of representation of parents of students from the various subgroups identified in Every Student Succeeds Act (ESSA) and who participate in various programs conducted in the district schools. A district-wide parental and community advisory approach will gauge the extent to which parish parental involvement strategies have been implemented. This approach will also be a means to develop future action plans.

Title I programming facilitates a positive interaction between parents and schools. The goal is for parents to be involved in their child's education in order to remove barriers to student success, reinforce the efforts of the school, improve attendance, collaborate on school-based interventions, and improve the integration of community-based agencies. Parents are provided a variety of opportunities to know their school, its programs, and the staff. The federal grant also provides for workshops and literature that help support parents in ensuring the success of their children. Emphasis is placed on forming a home-school partnership to benefit the students and all those involved in their welfare. The staff recognizes the parents' right and responsibility to be involved in the planning, review, evaluation, and improvement of our Title I programs. We, therefore, invite parents to assist in planning activities that will accomplish program objectives.

PRESCHOOL PARENTS

The district coordinates and expends funds to ensure that the parents of preschool students are offered the same types of opportunities for parent and family engagement as other parents of students in the school system. Parents are involved through the initial interview enrollment process, parent-teacher conferences, make-and-take workshops, open house, and activities in the classroom. A schedule of transition is initiated annually to ensure that an appropriate schedule of activities takes place between public school preschool programs, Head Start programs, and the public Kindergarten settings.

PARENT BILL OF RIGHTS (IFDA)

To read the Parents' Bill of Rights for Public Schools (Act 466), please use this link <https://legis.la.gov/Legis/Law.aspx?d=920005> to access R.S. 17:354.

PARENTAL RIGHTS AND RESPONSIBILITIES (IFDA)

Parents have the right to have their children educated in a safe, orderly public school that is conducive to learning. Parents have the right to be informed of board policies and regulations, school rules, and the procedure for addressing grievances. Furthermore, they have the right to participate in educational decisions concerning their children. Louisiana Law (R.S. 17:235.2) further states that parents or legal guardians are responsible for:

- Ensuring that his or her child attend school every day except for reasons due to illness or other legal exceptions.
- Ensuring that his or her child arrives at school on time each day and/or for each class.
- Ensuring that his or her child completes all required homework assignments.
- Attending all required parent/legal guardian and teacher or parent/legal guardian and principal conferences.
- Providing the school with documents verifying residency and school zone as required by law.

PARENT-TEACHER COMMUNICATION

SMP encourages consistent communications between school and home. At the beginning of the school year, each principal will establish and communicate to families the guidelines for parental communication with teachers. Teacher office hours (preparation period) will also be established at the school level. Phone calls or emails sent outside of this established time will be returned the next school day.

LaGrange Elementary will use several means of communication including J-TEXTS, PBIS Rewards, Remind, and the school Facebook page.

PARENT-STUDENT PROGRESS CENTER

SMP parents and legal guardians may review their child's information through the JCampus Student Progress Center. Parents and legal guardians should create an account using this link <https://www.stmaryk12.net/Page/8153> to be able access student attendance, grades, and communications from the school or district.

SAFE AND DRUG-FREE SCHOOLS (IDBB)

The Safe and Drug-Free Schools Program is centered around education as a preventative measure. SMP partners with stakeholders from government entities, families, law enforcement agencies, community leaders, healthcare providers, and schools working together to promote safe and healthy choices for all SMP students. Students benefit from a safe and drug-free curriculum which includes anti-drug education, comprehensive health education, Red Ribbon Week activities, social-emotional learning activities, the PBIS program, and D.A.R.E for 5th grade students. The Safe and Drug-Free Schools program also includes education on suicide prevention, bullying prevention, and school safety.

SAFETY DRILLS (EBBC)

Throughout the school year, your child will be trained in emergency procedures and will be taught how to react, where to assemble, and what to expect in an emergency. This will be accomplished through fire drills, severe weather drills, and lock-down drills. While it can be unsettling to think about situations that require an emergency response,

frequent review and practice will help to reduce risk and help both staff and students prepare for an actual event. Following an emergency scenario practice drill, your child may wish to share their experience with you. If so, this would be an excellent time to review the information and procedures as a family.

SPECIAL EDUCATION SERVICES (IDDF)

The district provides Free, Appropriate Public Education (FAPE) for all exceptional children residing within St. Mary Parish. Through the Child Find Program, the district continues to place a priority on locating, evaluating, and placing eligible exceptional children. In cooperation with other public agencies SMP tries to identify, locate, and evaluate children who may have a disability and need special education services. The district also tries to identify children who may qualify for gifted academic educational services or talented educational services in visual arts, music, or theatre. The district's special education services are extended to children in SMP public schools, private schools, public and private preschool, daycare programs, and students not yet enrolled in a school or program.

Special Educational Services are offered to exceptional children, birth through 21, with special needs, including learning disabilities, hearing, speech, language, or visual impairments, autism, developmental delays, other health impairments, or emotional challenges, etc. Services include speech therapy, adapted physical education, preschool classes, infant home-based supports, physical therapy, occupational therapy, extended school year, etc. Other special educational services include the surrogate parent program, Child Find, Special Olympics, Very Special Arts, community-based instruction, transition teams, and various assistive-technologies, etc. Program models include self-contained classes, combination classes, and resource room services.

DUE PROCESS (IEE)

Federal law requires that parents be given notice before the school identifies, evaluates, places, or designs a program for any child requiring special education services. An evaluation cannot begin without the parent's or legal guardian's written consent. Parents can refuse to have their child evaluated. If the parent or legal guardian consents to an evaluation, the findings must be explained to the parents. If they disagree with the findings, they may request an Independent Educational Evaluation. Before placement in a special education program, an IEP-Placement meeting must be held to write the Individualized Educational Program for the child. The parent or legal guardian is a participant in this meeting. This is a summary of due process procedures. Additional information is given to all parents or legal guardians who give permission for their child to be evaluated.

EVALUATION

If a child has difficulties in school (behavior, academics, communication, medical needs, etc.), the parent or teacher may request a School Building Level Committee (SBLC) meeting. SBLC is a general education, data-driven, decision-making committee. Members include the child's classroom teacher, a parent or legal guardian, an administrator, the school's SBLC facilitator, and any other person requested by the school or the parents. The purpose of the SBLC committee is to discuss concerns and to implement or review school-based interventions designed to address the child's difficulties. All requests for evaluation are processed through SBLC. Students must be evaluated by a multi-disciplinary team and classified as exceptional before special education services can be provided. The evaluation team may be composed of a psychologist, educational diagnostician, speech pathologist, social worker, audiologist, physical therapist, occupational therapist, and an adapted physical education teacher. Requests for screening may come from a parent, teacher, principal, designated school personnel, physicians, or any other professionals interested in the child's well-being. For concerns about screening and evaluation, contact your child's teacher or the SBLC Facilitator at the school.

IEP PLACEMENT

The IEP or ITP-Placement Committee will be composed of a representative of the Office of Special Educational Services, who will conduct the meeting and explain the results of the evaluation and programs available, the parents or legal guardians, a school administrator, classroom teachers, who will describe classroom behavior and academic performance, the special education teacher, who will write the IEP, and other individuals at the discretion of the parent or school system. In addition, related services personnel will attend where appropriate. The parents will be encouraged to contribute to the writing of the IEP with suggestions of what they would like their child to accomplish in the program.

EXTENDED SCHOOL YEAR SERVICES

In accordance with Section 450 of Bulletin 1706, Extended School Year Services (ESYS) are provided for eligible students with disabilities who require special education instruction and related services for more than 180 days. All students receiving special education services, excluding the academically gifted or talented must be screened annually to determine eligibility regardless of previous participation or nonparticipation in the Extended School Year program.

COMMUNITY-BASED INSTRUCTION

Community-based instruction is provided to significantly disabled secondary special education students. Developmentally age-appropriate vocational classroom activities provide adaptive, hands-on vocational and functional experiences to facilitate successful post-school outcomes. In accordance with IEP goals and objectives applied in the community, the design of community-based instruction provides a model of work-based learning opportunities for students across various environments.

VOCATIONAL TRANSITION

Transition planning helps students, ages 16–21 with specific disabilities, and their families identify long-range goals for life after high school and outline the anticipated support needs. Post-school activities can include college, vocational training, employment, continuing and adult education, adult services, independent living, or community participation. The transition plan provides the foundation for coordinated efforts between the student, parents or legal guardians, school, and adult service providers.

SPECIAL OLYMPICS

The Special Olympics program in St. Mary Parish originated in 1974 with 18 students. Today, students from across the school district participate. The Special Olympics provides students with disabilities the opportunity to have successful experiences in sports, to gain confidence and self-mastery which will enable them to build a positive self-image, to provide opportunities for socialization, and to assist in the transfer of skills learned in the classrooms (self-help, academics, and communication) to a more natural environment. Over the years, this program has shown its value and worth and is now an integral part of the curriculum.

SECTION 504

Parents with concerns about children who are suspected of having a disability, which interferes with a major life activity, should contact the child's teacher or the SBLC facilitator in the child's school. Section 504 disabilities may include, but are not limited to characteristics of dyslexia, ADHD, or health problems.

STUDENT OF THE YEAR

The Louisiana Department of Education's Student of the Year Awards Program recognizes excellence in students in grades 5, 8, and 12 who have demonstrated leadership, service, citizenship, academic or career and technical achievement. Each school in St. Mary Parish selects a Student of the Year from these grade levels using criteria provided by the LDOE. To be eligible, students complete a portfolio that includes academic records, an autobiographical sketch, documentation of leadership, service, citizenship, and awards. Additionally, students participate in an interview panel and submit a short essay. The district level committee uses the same criteria to select one student from each grade level to represent the district at regionals.

- Grade 5 nominees must have a cumulative grade point average of at least 3.1 on a four-point scale based on grades from 2nd grade through the first grading period or semester of 5th grade.

TEXTBOOKS

Students are responsible for the care of all his/her textbooks. Students must not deface or damage textbooks. All textbooks must be returned, and parents are responsible to pay to replace lost or damaged textbooks.

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 understand the various rights conferred upon teachers.

- A teacher has the right to teach free from the 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.
- A teacher has the right to appropriately discipline students in accordance with any city, parish, or other local public school board regulation.
- A teacher has the right to remove any persistently disruptive student from his 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 custody of the principal or his designee.
- 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 and district policy.
- 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.
- A teacher has the right to be treated with civility and respect as provided.
- A teacher has the right to communicate with and to request the participation of parents in appropriate student discipline decisions.
- A teacher has the right to complete only paperwork that is not excessively burdensome and that, if required by law or regulation, adheres to the law or regulation and does not result in overly cumbersome interpretations of that law or regulation.
- 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.
- A teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

VISITORS AND SCHOOL EVENTS (KM)

Principals shall be responsible for establishing procedures that ensure the proper protection of instructional time and the welfare of the students and employees. In accordance with state law, no person is allowed on school grounds without authorization from the appropriate school official. All visitors shall report to the school office immediately upon coming onto school grounds. Office personnel and the principal shall be made aware of the purpose of the visit. Where possible, visits should be pre-arranged.

To ensure the safety of students and staff while on school campuses, the SMP School Board has authorized principals to request the assistance of law enforcement to address unauthorized visitors. Principals and designated school personnel are also authorized to search any person while on any school property and to require visitors to walk through CEIA OPENGATE weapons detection systems.

NOTE: All attendees at SMP events on any SMP facility at any hour must follow the SMP Clear Bag Policy.

PUBLIC CONDUCT ON SCHOOL PROPERTY (KGA)

Any person attending any school-related event will conduct himself with politeness, decorum, and proper sportsmanship. Any person entering any School Board property shall be required to conduct himself in accordance with acceptable standards of conduct and show respect for the law and rights of others. Any person who disrupts the orderly educational process while on a school campus may be restricted or banned from such property by the Superintendent. In addition, any person who behaves in an unsportsmanlike manner during an athletic or co-curricular event may be ejected from the event and be denied admission to other events.

Should a person's conduct while on school property become so disruptive that it threatens the safety of any employee or student, school personnel shall be authorized to notify law enforcement personnel for assistance. Examples of unacceptable conduct include, but are not limited to using vulgar or obscene language or gestures, possessing or being under the influence of any alcoholic beverage or illegal substance, possessing a weapon, fighting or otherwise striking or threatening another person, failing to obey the instructions of a security officer or school district employee, interfering in any way with an athletic or co-curricular event, or engaging in any activity which is disruptive or illegal.

The Superintendent shall have the authority to review the circumstances and make the final decision regarding the banning of any individual from any or all school functions in SMP. Students demonstrating any of the above conduct shall be subject to disciplinary action in accordance with the SMP Discipline Matrix.

WEAPON DETECTION SYSTEMS

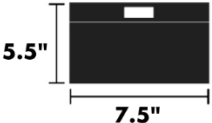
Out of concern for the safety and security of students, employees, and visitors, SMP implemented the use of CEIA OPENGATE weapons detection systems on all campuses. Every student (PK-12) will be screened daily as they enter the school building. Bookbags will also be searched during this screening procedure. Should there be an alert, students will be expected to fully cooperate in determining the cause of the alert. Searches to resolve such alerts will be conducted immediately. Failure to cooperate or submit to additional screening as requested by staff may result in disciplinary consequences. ALL visitors will be screened using the CEIA OPENGATE weapons detection system, as well as adhere to the SMP Visitor Clear Bag Policy upon visiting any campus for all events.

VISITOR CLEAR BAG POLICY FOR ALL EVENTS & FACILITIES

To ensure stakeholder safety, for all SMP events, at all facilities, for any purpose, during any hour, the Clear Bag Policy will be enforced. Anyone with a bag that does not meet the criteria outlined will not be permitted entrance. While safety measures can sometimes be inconvenient, stakeholder safety must be a priority.



APPROVED ITEMS

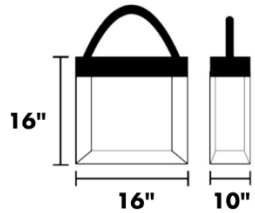


5.5"
7.5"

**CLUTCH OR SMALL BAG
NOT TO EXCEED 5.5"x7.5"
WITH OR WITHOUT A STRAP**



**1 GALLON CLEAR
STORAGE BAG**



16"
10"

**CLEAR TOTE: PLASTIC, VINYL OR PVC
NOT TO EXCEED 16"x10"x16"**



**STADIUM CHAIRS
WITH OR WITHOUT POCKETS**

DIAPER BAGS FOR AGE-APPROPRIATE CHILDREN ACCOMPANIED BY AN ADULT ARE ALLOWED.

**ALL BAGS AND ITEMS, REGARDLESS OF SIZE OR NATURE, ARE SUBJECT TO SEARCHES.
STAKEHOLDERS SHOULD EXPECT TO BE SCANNED WITH METAL DETECTORS.**



PROHIBITED ITEMS



PURSES



FANNY PACKS



CAMERA BAGS



DUFFEL/GYM BAGS



BACKPACKS/BRIEFCASES



DRAWSTRING BAGS



MESH BAGS



**NON CLEAR PRINTED
OR PATTERNED TOTES**

MEMBERS OF THE MEDIA WITH PROPER CREDENTIALS MAY BRING EQUIPMENT BAGS. BAGS ARE SUBJECT TO INSPECTION.

NOTE: ALL BAGS AND ITEMS REGARDLESS OF SIZE OR NATURE ARE SUBJECT TO SEARCHES. STAKEHOLDERS SHOULD EXPECT TO BE SCANNED WITH METAL DETECTORS.

STUDENT CODE OF CONDUCT (JCD) (JD)

This St. Mary Parish Public Schools Student Code of Conduct includes summaries of discipline-related policies, administrative procedures, student consequences, and the SMP Discipline Matrix. To review all complete SMP student-related policies, please visit [St.MaryCAPS \(stmaryk12.net\)](http://St.MaryCAPS.stmaryk12.net), Section J: Students.

ST. MARY PARISH SCHOOL BOARD RESPONSIBILITY

The School Board is legally responsible for maintaining a safe, proper learning environment and for providing the foundation for addressing the discipline of students (RS.17:416). The School Board expects students to be well-behaved; therefore, every school employee shall be authorized to hold every student accountable for his/her behavior throughout the school day and during any school-sponsored activity on school campuses, on school buses, on the street going to or returning from school, and at any other location or time of a school-related event. The School Board shall demand reasonable student behavior and administer discipline with fundamental fairness without regard to gender, race, ethnic origin, religion, or political belief. All students shall be afforded the basic rights of citizenship recognized and protected for persons of their age and maturity. Moreover, the School Board reserves the authority to discipline students for behavior involving audio, video, or other materials and information that may appear on the Internet or transferred over electronic devices that constitute a material disruption of the educational process.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS/PBIS)

The School Board's primary goal is to educate, not discipline; however, when the behavior of the individual student disrupts the safe, orderly process of education or comes in conflict with the rights of others, corrective actions become necessary for the benefit of the individual and the school as a whole. The School Board shall address student behavior with a focus on evidence-based interventions prioritizing classroom and school-based support in lieu of out-of-school disciplinary removals allowing schools to address misconduct while minimizing the loss of instructional time. The School Board shall establish regulations ensuring that disciplinary measures within schools are administered uniformly, consistently and in a nondiscriminatory manner.

RESPONSIBILITY OF STUDENTS

Students have the responsibility to understand this Student Code of Conduct written in compliance with St. Mary Parish School Board policies and the laws of the state of Louisiana. Students shall respect the authority of principals, teachers, and other school personnel while at school or at any school-related function. Students shall exercise their rights and responsibilities in accordance with this Student Code of Conduct established to maintain an orderly school environment conducive to learning. Students who violate this established code of conduct shall be subject to the disciplinary measures outlined in the St. Mary Parish Discipline Matrix.

AUTHORITY OF SCHOOL TEACHERS TO DISCIPLINE (JD)

Each teacher shall, at the beginning of each school year and periodically throughout the school year, provide his or her students with the school-wide discipline plan and how it applies to the classroom. The teacher will teach behavioral expectations and provide a system to acknowledge appropriate behavior and remediate behavioral deficits. Each teacher may take action to correct a student who violates school rules or who interferes with an orderly education process. Disciplinary actions by teachers may include but are not limited to oral or written reprimands, referrals to the school counselor, written notifications to parents providing a copy to the principal, parent-teacher conferences, and other disciplinary measures approved by the principal. Approved communication channels include school email, phone calls, and JTEXTS.

No principal or administrator shall prohibit or discourage a teacher from taking disciplinary action, recommending disciplinary action, or completing a form to initiate disciplinary action against a student who violates school policy or who interferes with an orderly education process. No principal or administrator shall retaliate or take adverse employment action against a teacher for taking disciplinary action against a student if the disciplinary action that the teacher takes is in accordance with School Board policy.

DISCIPLINE REFERRALS

Teachers and other school employees shall report to the principal any student who acts in a disorderly manner or is in violation of the SMP Student Code of Conduct. Incidents of alleged discipline infractions shall be reported using the School Behavior Report by the Louisiana Department of Education to school administrators who shall review such information to determine the necessary disciplinary actions. Within 48 hours, excluding non-workdays, the principal shall return to the school employee who submitted the referral a completed copy indicating the administrative action taken.

AUTHORITY OF SCHOOL ADMINISTRATORS TO DISCIPLINE

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any student materially interferes with school safety or disrupts a proper atmosphere for learning at school or at any school-related function. Depending on the severity of the infraction committed by the student, the principal retains the right and responsibility to use any form of discipline outlined in this SMP Student Code of Conduct.

RECUSAL OF ADMINISTRATOR IN DISCIPLINE MATTERS

Any school administrator involved in the discipline of students shall recuse himself/herself when discipline procedures involve a member of his/her immediate family. In case of recusal, the action to be taken shall be done so by the Superintendent or designee. Immediate family is defined as the individual's children or children of the individual's brothers, sisters, parents, and/or spouse and the children of the spouse's brothers, sisters, and parents.

DUE PROCESS IN THE DISCIPLINARY PROCESS

Students must be afforded due process in disciplinary procedures. Procedural due process is based on the concept of "fundamental fairness." It includes an individual's right to be adequately notified of the allegations of misconduct and proceedings and be granted the opportunity to be heard at these discipline proceedings. Parents must be notified of the disciplinary proceedings but have no right to be present during the administrator's investigation or during interviewing of the student. The administrator has discretion to allow the latter when it would aid the investigative process to do so.

When a student has been written up and the disciplinary process begins, the following must occur:

1. The student must be told what he/she is accused of and by whom (faculty member).
2. The student must be given an opportunity to tell his/her version of the facts and write a statement of such.
3. The student must be allowed to provide any witnesses to the event.
4. The student must be informed of the administrator's action on the infraction and the consequence.

DISCIPLINARY PARENT CONFERENCES

If a teacher, principal, or other school employee is authorized to require the parent/legal guardian of a student to attend a conference or meeting regarding the student's behavior, and, after notice, the parent or legal guardian willfully refuses to attend, the principal shall file a complaint according to statutory provisions with a court exercising juvenile jurisdiction. Notice of the conference specifying the time and date of the conference shall be given by contacting the parent or legal guardian by telephone at the telephone number shown on the student's registration card or by electronic communication or by sending a certified letter to the address shown on the student's registration card. Parents may be required to attend a conference when a student is removed from a classroom and when a student is suspended a second time within one school year. Parents shall be required to attend a conference in each case of readmitting a student to school following an out-of-school suspension or expulsion.

STUDENT REMOVAL FROM THE CLASSROOM (JD)

A student shall be immediately removed from a classroom by his/her teacher and placed in the custody of the principal if the student's behavior prevents the orderly instruction of other students, poses an immediate threat to the safety of the teacher or other students, or when a student violates the Student Code of Conduct. Upon removal, the principal shall advise the student of his/her misconduct and give the student the opportunity to explain his/her version of the facts. The student shall not be readmitted to the classroom until the principal has implemented support measures and has assigned consequences as applicable. K-5 students shall not be permitted to return to class for at least 30 minutes; 6-12 students shall not return during the same class period in which the behavior occurred. Students shall be provided with the academic assignments missed and shall receive credit for such work if completed satisfactorily and timely. The principal shall notify parents of any student removed from the classroom and may require a disciplinary parent conference. Students shall not be readmitted to the classroom until the principal has implemented and documented at least one disciplinary measure. Upon a student's third removal from the same classroom, prior to the student's readmittance, the teacher, principal, and parent are required to hold a conference to discuss the student's disruptive behavior patterns.

DELINQUENT STUDENTS

Students who regularly disrupt the safe and orderly school environment shall be considered delinquent and may be reported to the appropriate juvenile court. Any student that exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general may be recommended for long-term suspension and/or assignment to an appropriate alternative educational placement. A delinquent student may be recommended for a transfer to adult education if the student is 17 or older with less than 5 credits toward graduation, 18 or older with less than 10 credits toward graduation, or 19 or older with less than 15 credits toward graduation.

FELONY

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, that if committed by an adult, would have constituted a felony, shall be suspended pending a hearing with the Child Welfare and Attendance Officer with recommendation for expulsion.

TRANSFERRING STUDENTS AND REVIEW OF RECORDS

When a student transfers from one school to another within the SMP school district, the student's discipline and attendance records will also be transferred. The student will continue at the appropriate step in the discipline process at the receiving school. If a student enters the SMP school district from another school system, discipline and attendance records will be requested and reviewed. A student who has been expelled from any school in or out of state or district shall not be admitted to a school in the SMP school district except upon the review and approval of the School Board following the request for admission. To facilitate the review and approval for readmittance, the student shall provide the School Board with information on the dates and details of any expulsions. Additionally, the transfer of student records to any school or system from the SMP school system shall include information on the dates details of any expulsions.

SCHOOL AND STUDENT SAFETY (EBBB)

The School Board is committed to providing a safe environment for the students, employees, and guests in its schools and at its activities. Toward that end, the School Board shall comply with the *Louisiana School and Student Safety Act* (La. Rev. Stat. Ann. §§17:409-17:409.5) and shall take immediate action to address potential threats of violence or terrorism to persons in its facilities. The Superintendent shall develop, in consultation with local law enforcement agencies, age-appropriate information regarding internet and cell phone safety and online content that is a potential threat to school safety. The information shall include how to recognize and report potential threats to school safety posted on the internet, including but not limited to social media posts. This information shall be distributed or explained to school personnel and students at the beginning of each school year and shall be posted on an easily accessible page of each school's website, as well as the website of the School Board. Such information shall include instruction on how to detect potential threats to school safety, visual examples of possible threats, and the process for reporting such threats. The term *threat of violence* is defined as a communication, whether oral, visual, or written, including but not limited to email, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any intent to kill, maim, or cause great bodily harm to a student, employee, or guest on school property or at any school function. The term *threat of terrorism* means communication, whether oral, visual, or written, including but not limited to email, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, employee, or guest to be in sustained fear for his safety, cause the evacuation or lockdown of a building, or cause any other serious disruption to the operation of a school.

ANONYMOUS REPORTING

The School Board has a cooperative agreement with Crimestoppers, Inc. for the purpose of coordinating a multi-agency response to preventing and solving school infractions and crimes. This MOU provides an anonymous reporting system to students through the app, a phone call, or the online link on the district website. The technology provided will allow students to anonymously report terrorist threats, possession of weapons, vandalism, possession of narcotics, vaping, theft, assault, dating violence, threats of self-harm, mental health concerns, bullying, cyberbullying, and/or gang activity in addition to any other perceived threats to student and school safety. Students are encouraged to access this technology whether the incident is in the process of occurring, may occur in the future, or has already occurred. For more information, please visit Crimestoppers Safe School Louisiana at www.safeschoolsla.com. The goal of anonymous reporting is to stop violence and other unsafe incidents.

MANDATORY REPORTING OF THREATS

Any administrator, teacher, counselor, bus operator, or other SMP employee, whether full-time or part-time, who learns of a threat of potential violence or terrorism, whether through oral communication, written communication, or electronic communication, shall immediately report the threat to a local law enforcement agency and to school administrators. In addition, any police officer or law enforcement officer who works as a school resource officer shall be considered a mandatory reporter. A school resource officer shall not receive information from another mandatory reporter or commence or oversee any investigation into the report. No person shall have a cause of action against any SMP employee for any action taken or statement made in adherence with the requirement for reporting as provided herein. However, the immunity from liability provided in this policy shall not apply to any action or statement if the action or statement was maliciously, willfully, and deliberately intended by the school employee to cause harm to, harass, or intimidate the person(s) named in the report or to deceive law enforcement or school officials.

MANDATORY EVALUATION

If a student is reported to a local law enforcement for issuing a threat of violence or terrorism, the student shall not be permitted to return to school until undergoing a formal mental health evaluation. The law enforcement agency shall file a petition with the appropriate judicial district court for such an evaluation. If the student refuses to be examined by the court-appointed health professional, or if the report of the treating health professional concludes that the student is a danger to himself or others or that he is suffering from substance abuse and needs immediate hospitalization, the student shall not be allowed to return to school and may be transferred by court order to a treatment facility. If the report of the treating medical or mental health professional concludes that the student is not a danger to himself or others and is not in need of immediate hospitalization, then the student may be returned to school but the court may require that the student continue outpatient mental health treatment. If the person who is reported to a local law enforcement agency is not a student, he or she shall not be permitted to be within five hundred feet (500') of any school until he or she has undergone a formal medical or mental health evaluation and has been deemed by a health care professional not to be dangerous to himself/herself or others.

SUSPENSION

Principals have the authority to suspend a student for a specified period of time in accordance with statutory provisions and the SMP Discipline Matrix.

SECOND SUSPENSION (JDD)

After any second suspension of a student during the same school year, the principal and the employee designated by the principal to identify behavioral and mental health support services available shall consult on whether the student's behavior could be attributable to behavioral or emotional challenges. If it is determined that the behavior is attributable to behavioral or emotional challenges and rises to the level that supportive services could be beneficial, the principal or his/her designee and the employee designated for mental and behavioral health assistance shall schedule a conference with the student's parent or legal guardian to discuss the student's behavior and counseling as well as the referral of the student and family to support services or assessment and treatment.

THIRD SUSPENSION (JDD)

Notwithstanding any public-school state or local policies, a student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress code or tardiness, shall be recommended for expulsion. Students in grades PK through fifth grade shall be expelled for the remainder of the school year upon the fourth suspension within the same school year for drugs or weapons violations.

EXPULSION (JDE)

A student maybe be expelled if a behavioral infraction committed is serious enough to warrant such action or is in violation of state law. Prior to any expulsion the school principal shall advise the student of the infraction of which he/she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his/her version of the facts. Upon the recommendation for expulsion of a student by the principal, a hearing shall be conducted by the School Board's hearing officer within fifteen (15) school days to determine the facts of the case and make a finding of whether the student is guilty of conduct warranting an expulsion. The student's parents/legal guardians shall be provided written notice of the hearing, and the notice shall advise the student and his/her parent or legal guardian of their rights. Until the hearing, the student shall remain suspended out-of-school with access to classwork and the opportunity to earn academic credit.

A student who is suspended for longer than ten (10) days or expelled shall be provided with academic instruction at an alternative setting in accordance with La. Rev. Stat. Ann. [§17:416.2](#). At the hearing, the principal shall be permitted to attend and present any relevant information. Upon conclusion of the hearing, the Office of Child Welfare and Attendance shall notify the parents of the decision rendered by the hearing officer and the specified period of expulsion, or any other disciplinary action to be taken. Unless otherwise stipulated by state statutes, the period of expulsion shall not be less than one school semester and may carry over into the next school year when necessary. The student shall be provided with academic instruction at an alternative setting in accordance with La. Rev. Stat. Ann. [§17:416.2](#).

REASONS FOR EXPULSION (JDE)

- The principal may recommend expulsion for any student PK-5 found carrying or possessing a knife with a blade which equals or exceeds two and one-half (2 ½) inches.
- Any student in grades six through twelve found guilty of being in possession of tobacco, alcohol, or vaping product on school property, on a school bus, or at a school-sponsored event may be recommended for expulsion.
- Notwithstanding any public-school state or local policies, a student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress code or tardiness, shall be recommended for expulsion.
- In accordance with federal regulations, a student determined to have brought a weapon to a school under the School Board's jurisdiction shall be expelled for four complete semesters. A weapon, in accordance with federal statutes, means a firearm or any device which is designed to expel a projectile or any destructive device, which in turn means any explosive, incendiary or poison gas, bomb, grenade, rocket, missile, mine or similar device.
- Any student in grades pre-kindergarten through five, after being suspended on three (3) occasions for committing drugs or weapons offenses during the same school year, shall, upon committing the fourth offense, be expelled from all the public schools of the system until the beginning of the next regular school year, and the student's reinstatement shall be subject to the review and approval of the School Board.
- The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which had it been committed by an adult would be a felony, may be cause for expulsion of the student for a period of time as determined by the School Board; such expulsions shall require the vote of two-thirds (⅔) of the elected members of the School Board, shall not be for a period of time longer than the student's period of adjudication as determined by the applicable court presiding over the student's criminal matter, and shall run concurrent to the student's period of disposition. If the student was serving an expulsion period when the student was incarcerated for a separate offense and the student completes the period of incarceration with time left in the expulsion period, the Superintendent or his/her designee may require the student to serve the time left in the expulsion period.

FIREARMS, KNIVES, AND DRUGS (JDE)

Any student in grades six (6) through twelve (12), who is found guilty of being in possession of a firearm, a knife with a blade equal to or in excess of two and one-half inches (2 ½") in length, or any illegal narcotic, drug, or other controlled substance on school property, on a school bus or at a school-sponsored event shall be expelled for a minimum of four complete semesters. Firearm is defined as any pistol, revolver, rifle, shotgun, machine gun, submachine gun, black powder weapon, or assault rifle that is designed to fire or is capable of firing fixed cartridge ammunition or from which a shot or projectile is discharged by an explosive.

APPEALS

The parent/legal guardian of a student who has been expelled shall have the right to submit a request for review by the Superintendent's designee. Such a request must be made in writing within five days after the decision is rendered, or the hearing decision is final. Further appeal may be made to the School Board. The School Board may affirm, modify, or reverse the action previously taken. The parent or legal guardian of the student may, within ten school days, appeal to the judicial district court an adverse ruling of the School Board upholding the action of the Superintendent or 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.

BEHAVIORAL HEALTH SUPPORT FOR STUDENTS (JGCF)

REFERRAL FOR ASSESSMENT AND TREATMENT. The St. Mary Parish School Board recognizes that students with behavioral or emotional challenges may be at risk of their behavior escalating into aggression or disruption, disciplinary actions resulting in suspension or expulsion, or juvenile delinquency. The School Board, through its superintendent, shall adopt and maintain rules and regulations for a program which assists school personnel to identify such signs and symptoms of a student with behavioral or emotional

challenges. A designated employee at each school shall be responsible for identifying behavioral and mental health support services available in the community, and when appropriate, facilitating a referral of a student to those services for assessment and treatment, including services provided through the Louisiana Coordinated System of Care and its Medicaid provider network.

SECOND OUT-OF-SCHOOL SUSPENSION. After any second OSS during the same school year, the principal or his/her designee and the designated employee shall consult on whether the student's behavior could be attributable to behavioral or emotional challenges. If it is determined that the behavior is attributable to behavioral or emotional challenges and rises to the level that supportive services could be beneficial, the principal and/or the designated employee shall schedule a conference with the student's parent or legal guardian to discuss the student's behavior and counseling as well as the referral of the student and family to support services for assessment and treatment.

ANNUAL REPORT. The School Board shall report to the Louisiana Department of Education and the House and Senate committee on education the number of students identified as possibly having behavioral or emotional challenges, the number of students for which a conference was scheduled, and the number of students referred for assessment and supportive services. The reports shall be submitted annually on July first and shall reflect data from the previous school year.

ST. MARY PARISH ALTERNATIVE PROGRAM (IDDG)

Students exhibiting behavioral concerns in the regular school setting are referred to Child Welfare and Attendance. A conference or disciplinary hearing is held with the referring principal, parent/legal guardian, student, the hearing officer, and if necessary, a special education representative. Here, the hearing officer listens to the facts of the most recent violation of the Student Code of Conduct, considers the seriousness of the infraction, and reviews the student's discipline record, examining the number of infractions. Based on this information and any legislation relevant to the most recent infraction, the hearing officer will determine whether the student's behavior warrants a long-term suspension or an expulsion resulting in placement at the SMP Alternative Program. Here, the duration of the placement is also determined by the hearing officer. The SMP Alternative Program offers additional behavioral supports and interventions in addition to academic instruction. While attending classes at the alternative program, students shall not attend any school-related functions whether on or off SMP facilities. All truancy laws apply in this setting.

- Students are grouped appropriately by age and/or grade span and receive grade-level instruction.
- Support services are provided for any student with special needs in accordance with the IEP or IAP.
- Elementary students receive instruction in core courses, art, and character education.
- Students will receive progress reports and report cards according to the St. Mary district calendar.

READMITTANCE FOLLOWING EXPULSION (JDE)

At the conclusion of an expulsion, the principal shall contact the parent or legal guardian to schedule a conference. If the parent or legal guardian fails to attend the required conference, within five school days of notification, the student may be considered truant, and the principal shall file a complaint in accordance with statutory provisions with the court exercising juvenile jurisdiction. Should the parent or legal guardian refuse to respond, the principal may determine whether readmitting the student is in the best interest of the student. On any subsequent occasions in the same school year, the student shall not be readmitted unless the parent or legal guardian, court, or other appointed representative responds. Readmission to school is on a probationary basis and shall be contingent on the student and parent or legal guardian agreeing in writing to the conditions stipulated. Such agreement shall contain a provision for immediate removal of the student from school premises and return to the school system's alternative setting without a hearing upon the principal determining that the student has violated the agreement. Immediately thereafter, the principal shall provide proper notification in writing of the determination and reasons for removal to the Superintendent and the student's parent or legal guardian.

READMITTANCE AFTER EXPULSION FOR FIREARMS, KNIVES, WEAPONS, OR DRUGS

In addition to the provisions for expulsions stated above, a student expelled for a violation related to firearms, knives, other dangerous weapons, drugs, or dangerous controlled substances shall not be readmitted to any public school of the school system prior to the completion of the expulsion at the alternative program and until the student produces written documentation that he/she and his/her parent or legal guardian have completed or is actively participating in an appropriate rehabilitation or counseling program related to the reason for the expulsion. The rehabilitation or counseling programs shall be provided by such organizations approved by the court having jurisdiction or by the School Board.

ASSAULT OR BATTERY OF SCHOOL EMPLOYEES

Whenever a student is formally accused of violating the provisions of R.S. 14:34.3 or R.S. 14:38.2 and the Code of Conduct by committing an assault or battery on any SMP employee, the principal shall suspend the student from school immediately. The student shall be removed immediately from the school campus without the benefit of out-of-school suspension procedures; however, the necessary notifications and other procedures shall be implemented as soon as is practicable. Additionally, whenever a teacher is

struck by a student, the student, in addition to any other discipline given, shall be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal with the concurrence of the building level committee finds the striking incident to be entirely inadvertent. Until all hearings and appeals associated with the alleged violation have been exhausted, no student suspended in accordance with the provisions of this policy shall be considered for readmission to the school to which the allegedly assaulted or battered school employee is assigned, except when the school system has no other school of suitable grade level for the student to attend. 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 this section if providing such transportation for the student will result in additional transportation costs to the school system.

BULLYING – CYBERBULLYING – HARASSMENT – HAZING (R.S. 17:416.14)

Any student determined to be guilty of bullying, cyberbullying, harassment, and hazing will be disciplined according to the SMP Discipline Matrix.

Bullying is defined as a pattern of any one or more of the following:

- a) gestures, including but not limited to obscene gestures and/or making faces,
- b) written, verbal, or electronic communications via various technologies and/or social media including but not limited to name-calling, threats, taunting, malicious teasing, or spreading rumors,
- c) physical acts such as hitting, kicking, pushing, tripping, damaging personal property, etc. or
- d) purposeful shunning or exclusion.

The pattern of behavior is exhibited more than once toward a student by another student or group of students on school property, at any school-related activity, at any bus stop, on any school bus, or in any other vehicle transporting students. The pattern of behavior shall have 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 shall be sufficiently severe, persistent, and pervasive enough to create an intimidating or threatening educational environment, have the effect of substantially interfering with the target's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Cyberbullying is a form of bullying defined above through the transmission of any electronic textual, visual, written, or oral communication with malicious and willful intent to coerce, abuse, torment, or intimidate.

Harassment can be defined as unwanted, unwelcomed, and discriminatory verbal, written, physical, or gestured behaviors ranging from teasing, casual comments to more severe and pervasive and are based on the target's race, national origin, sex (including gender identity or sexual orientation), religion, or disability.

Hazing is defined as any knowing behavior of any student to encourage, direct, or participate in any activity that subjects another student to potential physical, mental, or psychological harm for the purpose of initiation, admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity. The School Board prohibits the engagement of students, faculty, and staff in the involvement of hazing on any campus, at any school-related function, or on any school bus. Aiding and abetting another person who engages in hazing is prohibited. The consent of the hazing victim is not a defense. All SMP employees shall take reasonable measures within the scope of their individual authority to prevent hazing. Cases involving a victim who has been severely physically, mentally, or psychologically harmed will require law enforcement intervention.

To report bullying, cyberbullying, harassment, and hazing:

- Targets should immediately report the behavior to any SMP employee or other trusted adult who will report on the student's behalf.
- Students witnesses or bystanders are encouraged to report the behavior. Students can use the anonymous reporting link on district website or the link here: <https://www.safeschoolsla.com/sitemenu.aspx?ID=5010&>
- SMP employees shall communicate to school administrators verbally in person all reports of bullying, cyberbullying, harassment, and hazing.
- School administrators shall promptly investigate according to the protocol and timeline set by the Louisiana Department of Education.
- If the complainant student or parent feels that an appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.

- The school system prohibits retaliatory behavior against any complainant or any participant in the investigation.

The report form link: <https://doe.louisiana.gov/school-system-leaders/school-policies/bullying>

DATING VIOLENCE

Teen dating violence is defined as a pattern of coercive behavior within a dating relationship where one partner exerts power and control over the other partner through the intentional use of physical, sexual, verbal, or emotional abuse that can be harmful, threatening, and intimidating. This type of abuse can range from subtle to extreme. Indicators that someone is a perpetrator of dating violence include but are not limited to the abuse of others, acts of jealousy and possessiveness, seriousness about the relationship too quickly, tends to be critical and insulting, controls the attire of the partner, blames his/her behavior on the partner, excessive contact with the partner, isolates the partner, make decisions for the partner, offer gifts after arguments, pressures partner into sexual activity, threatens to hurt or kill himself/herself if relationship ends. Warning signs that someone is a victim of dating violence include but are not limited to apologies for the partner's behavior, avoidance of adults, friends, and family, fear of partner, worries about how the partner will react, changes in appearance, academic decline, quits involvement in activities, sudden mood changes, unexplained bruises, scratches, or injuries, struggles to make decisions.

Report dating violence to school personnel immediately. If the dating violence is occurring on campus, all applicable discipline policies will be followed. Parents/legal guardians will be contacted. The number for the National Domestic Violence Hotline is 1-800-799-SAFE (7233). The Louisiana Hotline is 1-888-411-1333. For immediate danger, call 911.

SEXUAL HARASSMENT POLICY FOR STUDENTS—TITLE IX

Sexual harassment includes unwelcome sexual advances, use of sexually suggestive language, requests for sexual favors, and or other inappropriate verbal, visual, written, or physical conduct that is sexual nature at school, or at a school-related activity. Any student who has a complaint of sexual harassment against another student, SMP employee, or non-employee engaged in business with the school system shall submit in writing the nature of the complaint including the specific act or acts which constitute the harassment complaint, the person or person who allegedly committed the act(s), witnesses to the act(s) of which the complaint has been filed, and the dates and times of the alleged act(s). The complaint shall be forwarded to the principal as soon as possible following the alleged actions. All complaints of sexual harassment shall be investigated thoroughly and promptly. Parents/legal guardians shall be notified immediately. Any student found to have committed sexual harassment shall be subject to disciplinary action and due process according to the SMP Discipline Matrix. Any School Board employee who has actual knowledge of sexual harassment must report the conduct to the Title IX Coordinator.

The School Board does not discriminate on the basis of sex in the education programs and activities that it operates. This is a requirement of Title IX of the Education Amendments of 1972 (Title IX) and Part 106 of Title 34 of the United States Code of Federal Regulations. Any person may report discrimination based on sex, including sexual harassment, in person, by mail, by telephone, or by email to the School Board's Title IX Coordinator at any time, including during non-business hours. All reports of Title IX Sexual Harassment will be addressed according to the Grievance Procedure established in accordance with 34 CFR 106.45. Reports of and inquiries regarding unlawful sex discrimination may also be made to the Assistant Secretary for Civil Rights of the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-1100, Email: ocr@ed.gov, 1-800-421-3481. The designated Title IX coordinator of the St. Mary Parish Board is authorized to coordinate efforts to comply with Title IX and Part 106 of Title 34 of the United States Code of Federal Regulations. The Title IX Coordinator shall undergo and receive all training required by Part 106 of Title 34 of the United States Code of Federal Regulations. The SMP Title IX Coordinator is Barabra Lancelin, Drawer 580, Franklin, LA 70538; blancelin@stmaryk12.net; 337-828-1767.

NONRETALIATION

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

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

CONFIDENTIALITY

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

CELL PHONES & OTHER ELECTRONIC TELECOMMUNICATION DEVICES

No student shall possess on his/her person a cell phone or other electronic telecommunication device for the duration of the instructional day or on a school bus.

- Students in PK-5 grade are prohibited from bringing cellphones and other telecommunication devices to school.
- If a student is in violation of this policy, the phone or other device will be confiscated, and discipline will be carried out according to the SMP Discipline Matrix. The confiscated device shall be held in the school's office, and the student's parents/legal guardians shall be contacted within 24 hours to sign for and collect the device.
- A student's refusal to relinquish this device shall result in a suspension pending a hearing with a recommendation for a long-term suspension.

UNAUTHORIZED PICTURES OR VIDEOS

Students are prohibited from taking unauthorized pictures and/or making unauthorized videos on school campuses, on school buses, or at school related events. Students are also prohibited from posting or sharing such pictures and videos electronically or on social media. Unauthorized pictures or videos are defined as photographs or recordings of SMP employees or other students without prior consent of school administrators and with the knowledge and expressed consent of the SMP employee or other students. Discipline for violating this policy will be carried out according to the SMP Discipline Matrix.

OFFENSIVE STUDENT CONDUCT THAT IMPACTS THE END OF YEAR

NON-GRADUATING STUDENTS. Any student who commits violations during the last ten (10) days of the school year which result in recommendations for long-term suspensions and/or expulsions shall serve the long-term suspension and/or expulsion into the next school year.

GRADUATING STUDENTS. Any senior committing a serious violation (e.g., alcohol/drugs, indecent/inappropriate behavior, assault/battery of school staff, property destruction, etc.) may be excluded from year-end activities. This specifically includes, but is not limited to, participation in graduation exercises. The principal shall also be empowered, in consultation with the Superintendent or designee, to prohibit a senior from participating in graduation exercises for non-school related activities (e.g., arrests, gang-related activities), if the principal deems that the student's participation will unnecessarily disrupt or detract from the decorum of the graduation exercises. When a senior is prohibited from participating in graduation exercises, the diploma may be mailed to the student at the end of the school year. Each school in the school district with graduating seniors shall include this regulation in their senior orientation prior to the end of the year, and each senior will sign an appropriate document acknowledging receipt of these regulations. Parents will also receive a letter including information about these regulations from individual schools. Notwithstanding any of the foregoing, the principal's decision shall be subject to the final review and approval of the Superintendent.

SEARCHES (JCAB)

The School Board is the exclusive owner of all public-school buildings, desks, and lockers assigned to students and any other area of any public-school building or grounds specifically for the personal use of the students. The acceptance and use of SMP lockers, facilities, and the parking lot by students constitutes implied consent by the student and parent/legal guardian to searches. Therefore, the School Board authorizes school administrators to search these areas.

Administrators may also conduct random drug detection searches and metal detector searches of any student on a school board property, a school bus, or a school-related activity. Students shall remove all metal objects from their pockets and place the items in a designated area along with any bags, parcels, or containers carried by the student. If the metal detector is activated, the student will be asked again to remove any metal items. If the detector no longer activates, the search will be concluded. Should the detector continue to activate, the student shall be searched by authorized school personnel of the same gender in the presence of one other authorized adult. During this personal search, the items that activated the detector shall be confiscated. The search must continue until the metal detector is no longer activated. The School Board further authorizes school administrators to search the person of a student or his or her personal effects 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 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 considering the age or sex of the student and the nature of the suspected offense.

Any student who refuses to cooperate fully with daily take-in searches, random searches, drug detection team searches, or searches as part of an investigation will subject to discipline as outlined in the SMP Discipline Matrix. This includes any search required for entry into any school-related activity.

Upon the seizure of any firearm, bomb, knife, or other instrument which can be used as a weapon and the careless use of which might inflict harm or injury or any controlled dangerous substance as defined in R.S. 40:961(7), the principal shall report the confiscation to the appropriate law enforcement officials and said confiscated item(s) shall be retained and secured by the school principal in the evidence bag to prevent the destruction, alteration, or disappearance of said items. The confiscated item(s) shall immediately be turned over to the appropriate law enforcement authority. All items seized may be used in school disciplinary actions if deemed appropriate by the principal.

NOTE: A student under the influence of alcoholic beverages or drugs, shall be deemed in possession of the respective contraband, and hence subject to the appropriate school/legal penalties. A written report of all searches and seizures shall be prepared and filed by the principal.

DRUG DETECTION TEAM

The Drug Detection Team is a combined effort between law enforcement and the School Board. The Drug Detection Team provides trained drug detection dogs (K 9) in assisting administrators in locating drugs on school campuses. A law enforcement officer will handle the K9. The principal shall be responsible for all aspects of the search. The principal or designee shall be responsible for the confiscation of contraband detected by the K 9. The subsequent investigation, due process, and discipline proceedings will be in accordance with the procedures in this SMP Student Code of Conduct and the SMP Discipline Matrix.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Discipline of students with disabilities or exceptionalities shall be to the extent allowed by applicable state or federal law and regulations and consistent with the provisions of the student's Individualized Education Program (IEP) or Section 504 Plan (IAP). Generally, a student with an IEP or an IAP may not be removed from his or her current placement more than ten days consecutively or cumulatively for violating the Code of Conduct without a determination of whether the conduct in question is caused or has a direct and substantial relationship to the student's disability. This is decided by consensus in a Manifestation Determination Review. Expulsion of students with disabilities or exceptionalities with an Individualized Education Program or Section 504 Individualized Accommodation Plan shall be disciplined to the extent allowed by applicable state or federal laws and regulations or the provisions of the student's specific plan.

SECLUSION OR PHYSICAL RESTRAINING REPORTING

Bulletin 1706, Section 543, promulgated in accordance with R.S. 17:416.21, requires local education agencies to report to the Louisiana Department of Education (LDE) all instances where seclusion or physical restraint is used to address student behavior regarding students with disabilities identified under the Individuals with Disabilities Education Act. The terms *seclusion* and *physical restraint* shall have the same meaning described in State law and regulations. This information will be collected and reported in accordance with rules established by the LDOE. The guidelines and procedures involving Seclusion and Physical Restraint can be found on the St. Mary Parish School Board web sites and on each individual school website upon submitting the document to the Louisiana Department of Education.

VIRTUAL SETTINGS AND DISCIPLINE

School and/or district officials are required, as mandatory reporters, to alert local law enforcement and/or the Department of Children and Family Services if any conduct, messages, images, or objects observed raise legitimate concern for the safety and well-being of students in the virtual setting. This may include students handling weapons, even if it is subsequently learned that the weapon is a toy or facsimile, as it is not always possible to determine remotely whether the weapon is real or not. Virtual students are responsible for complying with all policies in the SMP Student Code of Conduct and will be disciplined for misconduct according to the SMP Discipline Matrix. Additionally, virtual student must comply with the following:

- The recording device used for instruction must be positioned to allow teachers to observe both the student and the working and/or testing space.
- Eating and drinking are not allowed. This is hazardous to devices and can also be distracting during instruction.
- Once the students are logged in, they should mute their microphones to eliminate background noise that could distract other students.
- Additional devices should not be present within the visible working area unless teacher-approved for instructional purposes (speakers, phones, earbuds, headphones, etc.).
- Students will follow instructions from teachers regarding the method of communication and participation, such as when and how to interact verbally and how to use audio and camera.

UNIFORMS-DRESS CODE FOR STUDENTS (JCDB)

The information below is a guide for assisting parents with the purchasing of clothing for students. The policy of the School Board shall be that no mode of attire shall be considered proper for school wear that distracts from or disrupts classroom and school decorum. The principals of each school will make final decisions as to what is considered proper dress. Any substantial complaint concerning the dress code will be addressed by principals. Students who transfer into St. Mary Parish schools will be allowed two weeks to purchase uniforms and comply with the policy. On special days designated by the principal, students may wear school-appropriate blue jeans and/or spirit shirts. Spirit shirts may be worn with uniform bottoms on these days. Jeans may be worn with uniform tops on these days.

GROOMING. CLEANLINESS AND SAFETY WILL BE A BASIC CONSIDERATION.

- School uniforms must be clean and neat.
- Fingernails, haircuts, and hairstyles may be prohibited if they present a danger to the student's health and safety or create classroom or school disorder. Haircuts and hairstyles must be neat, clean, and presentable. Hair rollers or "set" is prohibited.
- Visible body piercings except for earrings on the ear shall be prohibited.
- Tattoos deemed as inappropriate by the principal are prohibited and must not be visible.

UNIFORM SHIRTS

Students must wear short or long-sleeved polo-golf style shirts with at least two buttons or oxford-style, button-down shirts. Shirts may be white or navy blue with the exceptions for FJHS (navy or gold) and BEB (navy or ash gray). Pockets are permissible. Name brand emblems are not permissible. Shirts must be always tucked in.

UNIFORM BOTTOMS

Students must wear khaki or black, uniform-style pants, shorts, skirts, skorts, or jumpers appropriately sized for the student. External pockets, exaggerated hems (bell bottoms), fraying hems, name-brand emblems, drawstring or elastic waistbands, overalls, corduroys, warm-ups (sweatpants), cargos, joggers, and denim items are not permissible. The length of skirts, shorts, skorts, and jumpers must be no shorter than reaching two inches (2") above the knee. Pk-2 students may wear uniform bottoms with an elastic waistband.

SHOES, SOCKS, AND BELTS

Students must wear shoes such as tennis shoes, casual, or dress styles that are at the ankle or below. They must be buckled, tied, or zipped if so designed. Sandals, flip-flops, and boots above the ankle are not permissible. All shoe styles must have a complete front and back. Students must wear solid white, black, brown, navy blue or khaki/tan-colored socks with no logos or emblems on them. Belts must be solid khaki, black, navy blue, or brown with buckles that do not to exceed 2" in height.

ADDITIONAL UNIFORM INFORMATION

- **JACKETS, COATS, AND SWEATSHIRTS.** These items shall be solid navy blue, khaki, white, black, brown, or school-colored and worn over the uniform shirt with the shirt collar visible. Lightweight jackets, parkas, or windbreakers in the same colors are also allowed. Official school logos are allowed to be affixed to these garments. On Elementary School Campus, hoods are permissible; however, on Middle and High School Campuses, these items shall not have hoods.
- **FACE COVERINGS.** Face coverings are now optional. If worn, masks shall be solid colors.
- **STUDENT IDENTIFICATION CARDS.** School-issued student identification cards must be worn by all students in grades (6-12th). Patterson Jr. High will also require their 5th graders to wear school-issued identification cards. These should be visible and worn around the neck on a lanyard or clipped to the chest or collar area of the shirt. Student ID's are not only part of the school uniform but are also a critical component of school safety.
- **BODY ARMOR.** Body armor shall mean bullet-resistant material intended to provide protection from weapons or bodily injury. It shall be unlawful for any student or non-student to wear or possess body armor on any school board property, school-related function, school bus, or in a firearm-free zone, with limited exceptions as enumerated in Ia. Rev. Stat. Ann. §14-95.9, which includes permitting a student to wear, carry, or possess a backpack that has bullet-resistant material intended to provide protection from weapons or bodily injury.
- **ACCESSORIES.** Any item brought onto a School Board facility at any hour shall not contain art, graffiti, writing, symbols, or images of any sort which may be perceived as vulgar, profane, disruptive, gang-related, or a to reference violence, tobacco, marijuana, drug, or alcohol use.

CLEAR BAG POLICY FOR STUDENTS—SCHOOL DAY GUIDE

St. Mary Parish Public Schools students are required to comply with the Clear Bag Policy. Approved items are pictured below. No other items will be allowed.

 **APPROVED ITEMS**

BACKPACKS

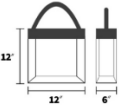
 **CLEAR BAG**

 **FULL MESH BAG**

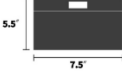
Bulletproof backpacks are allowed, but must also be clear.

LUNCH BAGS, PURSES, AND OTHER HANDBAGS

 **1 GALLON CLEAR STORAGE BAG**

 **CLEAR TOTE: PLASTIC, VINYL OR PVC**
NOT TO EXCEED 12" X 6" X 12"

 **NON-TRANSPARENT LUNCH BAGS**
NOT TO EXCEED 9" X 6" X 5"

 **NON-TRANSPARENT PRIVACY BAG WITH OR WITHOUT STRAP**
NOT TO EXCEED 5.5" X 7.5"

EXTRACURRICULAR BAGS AND EQUIPMENT

Extracurricular equipment bags do not have to be transparent and must be stored in an assigned area as designated by each school immediately upon arrival on campus. Items are subject to search upon entrance.

 **INSTRUMENT BAGS**

 **DUFFEL/GYM BAGS**

 **DRAWSTRING BAGS**

NOTE: THE PURPOSE OF A FULL MESH BAG IS TO CLEARLY SEE THE CONTENTS INSIDE. IF THE MESH DESIGN PROHIBITS SCHOOL PERSONNEL FROM VIEWING THE CONTENTS OF THE BAG, THE BAG WILL BE DISALLOWED.

DISCIPLINE MATRIX

MINOR INFRACTIONS—MDR's	GRADES PK-12
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) and POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) The most proactive approach to maintaining appropriate student behavior is a school-wide discipline plan that includes guidelines for well-managed classrooms. - Clearly established rules, rewards, and consequences must be taught to students, reinforced frequently, and enforced consistently by administration and faculty. - Each school must identify and define minor infractions. - Reinforcement of correct behaviors positively impacts the conduct of students. - Interventions redirect student behavior as needed. Possible interventions are student conferences, parent conferences, re-teaching desired behavior, cues or signals, seat changes, behavior contracts, check-ins/outs, time out, scheduled breaks, stay-away agreements, individual behavior plans, referrals to FINS (Families in Need of Services, 16th Judicial Juvenile Services), etc. - Consequences should be assigned to students quickly, fairly, and consistently to have the greatest impact on improving student behavior.	
CONSEQUENCES FOR MINOR INFRACTIONS 1st Minor Infraction: conference with student + documentation of infraction + parental contact by teacher 2nd Minor Infraction: conference with student + documentation of infraction + parental contact by teacher 3rd Minor Infraction: conference with student + documentation of infraction + classroom intervention(s) + parental contact by teacher 4th Minor Infraction: parental contact + teacher/staff completes major referral form for accumulation of minor infractions (Code 125)	
DISTINGUISHING MAJOR AND MINOR INFRACTIONS The degree of misbehavior determines whether an infraction should be considered major or minor. Minor Infractions. Behaviors that temporarily interrupt daily procedures, instruction, or activities in the classroom or during unstructured time. The student responds to redirection after correction. Examples include, but are not limited to, out-of-seat behavior, off-task conversation, eating or drinking, making noise with materials, dress code violations, no ID, tardy to class, violation of classroom or school procedures, etc. Major Infractions. Sustained, repeated interruptions to daily procedures, instruction, or activities in the classroom or during unstructured time. The student does not respond when redirected. Examples include, but are not limited to loud talking, arguing, yelling, or repeated out-of-seat behavior, etc.	
NOTE: MINOR INFRACTION COUNTS RESET EVERY NINE WEEKS.	
14:107.4 UNLAWFUL POSTING OF CRIMINAL ACTIVITY FOR NOTORIETY AND PUBLICITY It shall be unlawful for a person who is either a principal or accessory to a crime to obtain an image of the commission of the crime using any camera, videotape, photo-optical, photo-electric, or any other image recording device and to transfer that image obtained during the commission of the crime by the use of a computer online service, internet service, or any other means of electronic communication, including but not limited to a local bulletin board service, internet chat room, electronic mail, or online messaging service for the purpose of gaining notoriety, publicity, or the attention of the public. See: http://legis.la.gov/Legis/Law.aspx?d=508534	

SMP CONSEQUENCES BY LEVEL

CONSEQUENCES ARE BASED ON SEVERITY AND/OR REPETITION OF INFRACTIONS. CONSEQUENCES ARE SEQUENTIAL AND PROGRESSIVE.

Level 1 Level 1 infractions considered to be less serious and less harmful to others.	Level 2 Level 2 infractions are behaviors which disrupt the learning environment or compromise safety.	Level 3 Level 3 infractions are serious infractions which may involve law enforcement intervention.	Level 4 Level 4 infractions are the most serious infractions and crimes of violence. Law enforcement intervention is required.
Level 1 Administrative Actions: - Admin Conference with Student - Parent Contact - Assign Level 1 Consequence 1st Level 1 Detention 1-2 Hours 2nd Level 1 Detention 2-4 Hours 3rd Level 1 ISS 1 day 4th Level 1 ISS 1-2 Days On the 4th Level 1 infraction, Use Code 10 & Assign Level 2 Consequences.	Level 2 Administrative Actions: - Admin Conference with Student - Parent Contact - Assign Level 2 Consequence 1st Level 2 ISS 1 Day 2nd Level 2 ISS 1-2 Days 3rd Level 2 ISS 2 Days 4th Level 2 ISS 3 Days 5th Level 2 ISS Pending a Hearing with recommendation for long-term suspension and/or change of placement. *If the infraction includes damages to the property of others or damage to SMP property, restitution is required.	Level 3 Administrative Actions: - Admin Conference with Student - Parent Contact - Contact Law Enforcement as necessary. - Assign Level 3 Consequence 1st Level 3 ISS 1-3 Days 2nd Level 3 ISS 1-3 Days 3rd Level 3 ISS 1-3 Days 4th Level 3 ISS Pending a Hearing with Recommendation for Long-term Suspension and/or Change of Placement. *If the infraction includes damages to the property, restitution is required. *If the infraction requires assistance from emergency services, restitution may be required. *A Threat Assessment will be conducted for indicated infractions. *Mandatory mental health evaluation may be required for school re-entry.	Level 4 Administrative Actions: - Admin Conference with Student - Parent Contact - Contact Law Enforcement - Assign Level 4 Consequence: Out-Of-School Suspension Pending a Hearing with Recommendation for Expulsion and/or Change of Placement *If the infraction includes damages to the property, restitution is required. *If the infraction requires assistance from emergency services, restitution may be required. *A Threat Assessment will be conducted for indicated infractions. *Mandatory mental health evaluation may be required for school re-entry.

Second Suspension (JDD). After any second out-of-school suspension of a student during the same school year, the principal and the employee designated by the principal to identify behavioral and mental health support services available shall consult on whether the student's behavior could be attributable to behavioral or emotional challenges. If it is determined that the behavior is attributable to behavioral or emotional challenges and rises to the level that supportive services could be beneficial, the principal or his/her designee and the employee designated for mental and behavioral health assistance shall schedule a conference with the student's parent or legal guardian to discuss the student's behavior and counseling as well as the referral of the student and family to support services or assessment and treatment.

Third Suspension (JDE). A student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding dress code or tardiness, shall be recommended for expulsion. Students in PK-5 shall be expelled for the remainder of the school year upon the fourth suspension within the same school year for drugs or weapons violations.

NOTES:

- SOME INFRACTIONS, DEPENDING ON THE AGE AND/OR GRADE OF THE STUDENT, WILL APPEAR AT MULTIPLE LEVELS WITH CONSEQUENCES ADJUSTED ACCORDINGLY.
- SOME INFRACTIONS HAVE ADDITIONAL SPECIFIC INTERVENTIONS AND/OR INFRACTION-SPECIFIC CONSEQUENCES.
- SCHOOL ADMINISTRATORS HAVE THE AUTHORITY TO MAKE DISCIPLINARY DECISIONS BASED ON THE DETAILS AND CIRCUMSTANCES ASSOCIATED WITH STUDENT BEHAVIOR; THEREFORE, THE CONSEQUENCES ASSIGNED FOR EACH INFRACTION MAY BE MORE HARSH OR LESS HARSH THAN DESIGNATED IN THIS MATRIX.

INFRACTION CODES AND LEVELS

CODE	INFRACTION	LEVEL	CODE	INFRACTION	LEVEL
01	Willful disobedience	1	63	Third-Party Fight; more than two students fighting	3, 4
02	Treats authority with disrespect	2	66	Use of OTC medication in an unauthorized manner	2
03	Makes an unfounded charge against authority	3	67	Possession of body armor	3
04	Uses profane or obscene language to another	1	69	Crime of Violence - murder	4
05	Commits/Is guilty of immoral or vicious practices	3	70	Crime of Violence - assault and battery	4
06	Conduct or habits injurious to others	2	71	Crime of Violence - kidnapping	4
07	Uses or possesses controlled, dangerous substances	4	72	Crime of Violence - criminal damage to property	4
08	Uses or Possesses tobacco products, lighter, or matches	2	74	Illegal carrying or discharge/use of weapon prohibited by federal law	4
09	Uses or possesses alcoholic beverages	3	75	Crime of Violence - serious bodily injury	4
10	Habitually violates rules	2	77	Cyberbullying	3
11	Cuts, defaces, or injures any SMP property - Vandalism	2	78	Possesses pocketknife (blade less than 2.5 inches")	2
12	Writes profane/obscene language or draws obscene pictures	1	79	Public indecency	2
13	Possesses weapon defined in Section 921, Title 18, U.S. Code	4	80	Possession of obscene/pornographic material	3
14	Possesses Firearms, dangerous weapons, knives	4	81	Trespassing violation	2
15	Throwing missiles liable to injure others	2	89	Threatening Another Student	3
17	Violates traffic and safety regulations	2	90	Instigates a fight	2
18	Leaves Classroom without permission	1	91	Participates in a fight while under school supervision	3
20	Takes another's property or possession without permission	2	94	Gang Participation	3
21	Commits any other serious offense	3	98	Uses profane or obscene language against SMP employee	3
26	Skipping Class or school	2	100	False report	2
28	Gambling	2	104	Academic dishonesty	2
30	Disturbs the Class and/or school	2, 3	106	Crime of Violence - Assault of SMP Employee (non-physical)	4
33	Failure to serve assigned consequence	2	107	Crime of Violence - Battery of SMP Employee (physical)	4
36	Treats Student with Disrespect	2	109	Leave school premises without permission	3
38	Sexual harassment	4	110	Possesses pocketknife, blade less than 2.5" (with intent)	3
41	Dishonesty/Forgery	2	111	Bomb Threat	4
44	Cell Phone Violations (telecommunication devices)	1	112	Public Displays of Affection	2
45	Bullying/Harassment	3	114	Threat of Terrorism of Violence	4
51	Unauthorized use of technology/electronic devices	1,2,3	116	Engaging in Behavior of a Sexual Nature (including consensual sex)	4
56	Crime of Violence - rape/sexual assault/battery	4	119	Uses/Possesses Vape (or other like devices for nicotine)	2
57	Crime of Violence - arson (starting a fire)	4	120	Use of telecommunication device that causes a substantial disruption	3
59	False alarm	2	123	Violation of Stay Away Agreement	3
61	Crime of Violence - Burglary	4	125	Accumulation of minor infractions	1

LEVEL 1 INFRACTIONS—CONSIDERED LESS SERIOUS OR LESS HARMFUL TO OTHERS

CODE	INFRACTION	DEFINITION OF INFRACTION	CONSEQUENCES
01	Willful disobedience	Deliberately breaking a rule or disobeying an authority. <i>Refusing to cooperate with a search or confiscation results in a suspension pending a hearing and law enforcement intervention.</i>	Follow these Level 1 Administrative Actions: - Admin Conference with Student - Parent Contact - Assign Level 1 Consequence: 1 st Level 1 Detention 1-2 Hours 2 nd Level 1 Detention 2-4 Hours 3 rd Level 1 ISS 1 day 4 th Level 1 ISS 1-2 Days (Code 10, Level 2)
04	Uses profane or obscene language	Vulgar words, messages, swearing, other inappropriate language, inappropriate gestures, and/or derogatory slurs toward another student. (LEVEL 3, Code 98 if directed at adult.)	
12	Writes/draws obscene/profane language/pictures	Writes or draws pictures, words, or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.	
18	Leaves classroom without permission	Exiting a classroom or instructional area without explicit permission from a school authority.	
51	Unauthorized Use of Technology	Violating Acceptable Use Agreement by using the district-issued device in a manner inconsistent with educational goals, violating applicable copyright laws, accessing or facilitating the access of a computer, electronic device, or networked resource without authorization, engaging in surveillance with device's camera or microphone or unauthorized remote desktop or keystroke logging software (Policy IFBGA).	
125	Accumulation of Minors	3 MDR's Accumulated—on the 4th, write referral.	Follow Level 1 Administrative Actions and - Confiscate cell phone. - Assign Cell Phone Violation Consequences: 1 st violation WARNING and conference with parents before the above consequences are assigned. 2 nd violation Detention 2 Hours 3 rd violation Detention 4 Hours 4 th violation ISS 1 day 5 th violation ISS 2 days (Code 10, Level 2) 6 th violation ISS 3 days & hearing with recommendation for long-term suspension or change of placement (Code 10, Level 2)
44	Cell Phone Violation	Electronic telecommunication device usage for any purpose is not permitted during the instructional day, defined as the time a student arrives on campus until after the final dismissal bell. The use of cell phones and any other electronic telecommunication device on school buses is also prohibited (Policy JCDAE). The refusal to hand cell phone over to an authority (Code 01, LEVEL 2) will result in a suspension pending a hearing with a recommendation for long-term suspension. Unauthorized videos or pictures (Code 120, Level 3)	

LEVEL 2 INFRACTIONS—DISRUPT THE LEARNING ENVIRONMENT OR COMPROMISE SAFETY

CODE	INFRACTION	DEFINITION OF INFRACTION	CONSEQUENCES
02	Treats authority with disrespect	Talking back, mocking, gesturing, or any other act which demonstrates a disregard or interference with an authority.	Follow these Level 2 Administrative Actions: - Admin Conference with Student - Parent Contact - Assign Level 2 Consequence: 1 st Level 2 ISS 1 Day 2 nd Level 2 ISS 1-2 Days 3 rd Level 2 ISS 2 Days 4 th Level 2 ISS 3 Days (Code 10) 5 th Level 2 ISS Pending a Hearing with recommendation for long-term suspension and/or change of placement. (Code 10)
06	Conduct/habits injurious to others	Intentional or unintentional, but not malicious act such as play fighting, horseplay, pushing, shoving, or slapping that may cause injury, damage, or pain.	
10	Habitually violates rules.	Repeated LEVEL 1 or LEVEL 2 infractions or the 4 th ISS for any combination of Level 1 and 2 infractions.	
15	Throws missiles liable to injure others	Throws-toward a person-any object that is ether heavy, sharp, or otherwise perceived to be harmful or thrown with such force it could be harmful, cause a fight or a campus disturbance.	
17	Violates traffic and safety regulations	Violating traffic, transportation, or street crossing rules, or other safety regulations. *Student drivers may lose driving privileges for this repeated infraction.	
26	Skipping class or school	Failure to report to class or assigned area 15 minutes after the bell or leaving class with permission but failing to return in a timely manner.	
28	Gambling	Wagering money or property.	
30	Disturbance in classroom or campus	Causing a major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling/screaming, noise with materials, out-of-seat behavior, or throwing objects perceived as harmful. Severity will determine Level 2 or 3.	
33	Failure to serve consequences	Failure to serve detention, ISS, or carry out any other consequences or interventions.	
36	Treats Student with Disrespect	Treating another student with contempt or rudeness. *If this becomes a repeated behavior, a bullying investigation is warranted.	
41	Dishonesty/Forgery	Forging a signature. Deception. Changing a grade.	
59	False alarm	Initiating a warning of fire or other catastrophe without valid cause, the misuse of 911, or discharging a fire extinguisher.	
66	Possession of Over the Counter or Prescription Drugs	Possession or use of prescription or OTC medications in a manner that is unauthorized and/or unprescribed.	
78	Possesses pocketknife (no intent) *Threat Assessment	Possession of pocketknife with blade less than 2.5" on school campus, bus, or school-related event. Knife is not used in a threatening manner (no intent). (With intent Code 110, LEVEL 3)	
79	Public Indecency	Exposure of body parts such as genitals, buttocks, breasts in view of public.	
81	Trespassing	Unauthorized entering, utilizing, or remaining on any SMP property or the presence of a student on any SMP property while on restrictive access, suspension, or expulsion.	
90	Instigates of Fight	A hostile confrontation, not resulting in physical contact, or an attempt at physical contact with other individuals. Also includes all spectator students that incite, instigate, or encourage fighting before, during, or after the incident (Participating Code 91, Level 3).	
100	False Reports	Providing false information to an SMP employee during an incident or investigation or making a false report of an incident to an SMP employee.	
104	Academic dishonesty	Cheating in relation to a formal academic exercise—plagiarism, fabrication, or deception. *Students will not receive a zero on the assignment or test. They will be reassessed, and or complete a similar assignment to determine mastery of the content.	
112	Public Display of Affection	Participating in kissing, touching, or other acts of inappropriate public affection.	
11	Cuts, defaces school-vandalism	Damage, destruction, or defacement of property belonging to school or others.	

CODE	INFRACTION	DEFINITION OF INFRACTION	CONSEQUENCES
20	Takes someone's property	Taking or obtaining the property of another without permission or knowledge of the owner.	• LEVEL 2 administrative actions • LEVEL 2 consequences • Restitution is required.
51	Unauthorized Use of Technology	Use of a district device to modify any student data; to introduce viruses, malware, or other illegal software; to use the SMP network to monitor or hack any system; or to damage, virtual or physical, a district device, networked resource, or any stored data (Policy IFBGA).	
08	Possession and/or use of tobacco products or lighter. For Vapes (nicotine) use code 119.	Possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products, lighters, matches, electronic smoking device, and any other nicotine delivery system, including vapes and herbal delivery systems, or any paraphernalia linked to the above on school grounds, at school-sponsored events, or on school transportation at any time (Policy JCDA).	• LEVEL 2 administrative actions • Assign Tobacco Violation Consequences: 1st Violation ISS 2 days + video health session 2nd Violation ISS 3 days + parent-student Saturday health session 3rd Violation ISS pending hearing + Citation by SRO + Saturday Health Session

LEVEL 3 INFRACTIONS – SERIOUS INFRACTIONS. LAW ENFORCEMENT INTERVENTION MAY BE NEEDED.

CODE	INFRACTION	DEFINITION OF INFRACTION	CONSEQUENCES
03	Makes unfounded charge against authority Level 2 for K-5	Accusing an SMP employee of an act that is unlawful and/or a violation of school rules or policy, not supported by evidence or statement or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating with them.	Follow these Level 3 Administrative Actions - Admin Conference with Student - Parent Contact - Contact Law Enforcement when necessary. - Assign Level 3 Consequence: 1st Level 3 ISS 1-3 Days 2nd Level 3 ISS 1-3Days 3rd Level 3 ISS 1-3 Days 4th Level 3 ISS Pending a Hearing with recommendation for long-term suspension and/or change of placement. ADDITIONAL ACTION WHERE WARRANTED: - Restitution may be required from the student if his/her actions necessitate extra law-enforcement and/or emergency first responder services - If the infraction includes damages to the property of others or damage to SMP property. Restitution is required. - A Threat Assessment will be conducted for indicated infractions. Results may warrant an additional mental health evaluation required before re-entry. - Law Enforcement must be contacted for threats of violence.
05	Commits Immoral or Vicious Practices	Isolated, unwelcome comment that is hurtful, degrading, humiliating, or offensive to another person, with a sexual, physical, or racial component. Isolated, unwelcome act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standards of social behavior. This infraction, if repeated, warrants a bullying/harassment investigation.	
09	Uses/Possesses alcohol	Possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products at school or school-related events. NOTE: A student under the influence of alcoholic beverages or drugs, shall be deemed in possession of the respective contraband, and hence subject to the appropriate school/legal penalties.	
21	Commits any other serious offense	Serious offenses not covered by any other LEVEL 3 Code that may or may not require law enforcement intervention.	
51	Unauthorized Use of Technology	Utilizing a district device or network resource to engage in illegal activities; to create, access, or distribute material containing profanity, lewd, pornographic, or inappropriate content; or damaging or interrupting, virtual or physical, any district information system (Policy IFBGA).	
67	Body Armor	Possession or wearing any type of gear that protects the person from attack of another.	
80	Possession of obscene material	Possession of sexual images in any form—not limited to electronic, flash drive, phone, video, print, photos, or drawings.	
89	Threatening another student *Threat Assessment	Verbal, non-verbal, written, or printed statement of intention to inflict pain, injury, or any other hostile action on another student in retribution for something done or not done.	
98	Uses profane and/or obscene language against staff	Directing curse words, obscene, or profane language at an SMP employee.	
109	Leaving Campus without permission	Exiting school campus without explicit permission from a school authority.	
110	Possesses Pocketknife (intent) *Threat Assessment	Possesses a pocketknife with blade less than 2.5” with intent to use the knife in a threatening manner, to inflict harm, or to damage property on any SMP property or at a school-related activity (no intent Code 78).	
120	Improper use of any electronic telecommunication device in a manner which causes a substantial disruption.	Taking unauthorized pictures or videos of students or SMP employees on campus, school buses, under school supervision or at school related events, including sharing or posting on social media, or any other use that causes a school disruption. (SMP new unauthorized videos & pictures policy)	
123	Violates Stay Away Agreement	Acts of retaliation, physical or non-physical, or any form of communication toward the victim, or the victim’s friends or family at school or at any school-sponsored event, including through a third-party who may or may not know about the agreement.	

45	Bullying, (Harassment, or Hazing)	Unwanted, repeated written, verbal, or physical behavior, including any threatening, insulting, and/or dehumanizing gesture to an adult or student, including any act that may occur away from school but causes a school disruption. Apply Code 45 upon CONFIRMATION of bullying, harassment, or hazing. If unconfirmed, use another code as warranted.	- Follow Level 3 Administrative Actions - Assign Level 3 Consequences - To use these codes, a bullying/harassment investigation must be conducted. - Implement Stay Away Agreement
77	Cyberbullying	Transmission of electronic communication (textual, visual, written, oral, etc.) with intent to coerce, abuse, or intimidate including occurrences off-campus that cause a school disruption. Apply Code 77 upon CONFIRMATION of cyberbullying. If unconfirmed, use another code as warranted.	Any student who believes he/she has been the victim of threats, bullying, cyberbullying, intimidation, or harassment is encouraged to immediately report the incident(s) to school personnel.
91	Participates in Fight while under school supervision For Three or more students Use Code 63	A hostile confrontation, resulting in physical contact for example, but not limited to blows with fists, shoving, slapping, kicking, biting, pulling hair, or an attempt at physical contact involving two or more individuals. Self-defense is defined as the right of an individual to respond to force with reasonable force, only as long as it is necessary to protect himself. Once the danger is past, resorting to violence is not sanctioned. The school only recognizes self-protection, not retaliation. The administrator shall determine the applicability of self-defense in each incident according to this definition. Only when a student's actions are determined to be consistent with this definition of self-defense shall the student not be disciplined. Code 63, Level 3, IF 3 or more students are involved Code 107, Level 4 Actions IF an SMP employee is injured Code 70 or 75, Level 4 Actions IF a student sustains serious bodily injury IF any instrument is utilized as a weapon, determine appropriate code & level depending on weapon-type.	- Follow Level 3 Administrative Actions - Call Law Enforcement for students 10 yrs+ - Assign Consequences for fighting: 3 days ISS IF it is student's first fight in an academic year and there are no significant injuries. ISS pending a hearing with recommendation for long-term suspension IF <u>any</u> occur: - fight occurs on a BUS - student's second fight during an academic year - the fight is premeditated or scheduled 3 or more students are engaged (Code 63)

LEVEL 4 INFRACTIONS—MOST SERIOUS INFRACTIONS & CRIMES OF VIOLENCE. LAW ENFORCEMENT INTERVENTION IS MANDATORY.

CODE	INFRACTION	DEFINITION OF INFRACTION	CONSEQUENCES
07	Uses/Possesses controlled dangerous substances	Possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase, or under the influence of any drug, narcotic, synthetic drug, legally defined as controlled and/or dangerous substance governed by Uniform Controlled Substances Law or any paraphernalia linked to the above on any SMP property or school-related activity. NOTE: A student under the influence of alcoholic beverages or drugs, shall be deemed in possession of the respective contraband, and hence subject to the appropriate school/legal penalties.	Level 4 Administrative Actions: - Admin Conference with Student - Parent Contact - Contact Law Enforcement - Out-Of-School Suspension Pending a Hearing with Recommendation for Expulsion and/or change of placement. Additional action where warranted: - For Assault or Battery on an SMP employee, the student must be removed from campus immediately. - Restitution may be required if actions necessitate extra law-enforcement and/or emergency first responder services. - Restitution required for damage to property of others or SMP property. - A Threat Assessment will be conducted for indicated infractions. Results may warrant an additional mental health evaluation required before re-entry. - Rehabilitation program is required for violation involving illegal drugs and/or dangerous controlled substances.
13	Possessing weapons (federally prohibited as defined by Section 921 of Title 18 of U.S. Code) *Threat Assessment	Possesses weapon—loaded or unloaded—from which a bullet is discharged by gunpowder or from which a shot or projectile is discharged by an explosive. Examples are, but not limited to, any pistol, revolver, rifle, shotgun, machine gun, submachine, gun, black powder weapon, or assault rifle that is designed to fire or is capable of firing fixed cartridge, or any ammunition.	
14	Possesses weapons (not federally prohibited) *Threat Assessment	To possesses any object deemed dangerous that does not belong at school, animate or inanimate, gas, liquid, or other substance or instrumentality that can inflict serious bodily injury when use of such is intended to harm or intimidate or when there is no other reasonable purpose to possess the object except as a weapon. Examples are, but not limited to, mace/pepper spray, BB/pellet/airsoft guns, tasers, sharp objects, toys that appear to be firearms or other look-alike weapons displayed with malice, knives blade length 2.5+ inches used or not used to inflict bodily injury or damage to property, or any instrument that could place a person in reasonable fear or apprehension of serious harm.	
38	Sexual Harassment	Intimidation, bullying, or coercion of a sexual nature. Apply Code 38 upon CONFIRMATION of sexual harassment. If unconfirmed, use another code as warranted.	
56	RAPE/sexual assault/battery	Crime of Violence. The forced attempt or actual anal, oral, or vaginal penetration by sexual organ or object, as defined in Title 14 of Louisiana Revised Statutes.	
57	Arson	Crime of Violence. Purposefully starting a fire or burning the property of another.	
61	Burglary	Crime of Violence. Unauthorized entering of a structure, vehicle, property, or movable with the intent to commit felony or theft.	
69	Murder	Crime of Violence. Unlawful killing of another human being.	
70	Assault and Battery *Threat Assessment	Aggressive action, directed at students, which may involve unwanted physical contact, while on school grounds or at a school-related activity, and/or a written verbal threat to cause physical harm to a student with or without the use of a weapon.	
71	Kidnapping	Crime of Violence. Intentional, forceable seizing and carrying of any person from one place to another without his consent.	
72	Criminal Damage to Property	Crime of Violence. Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement. (R.S. 14:5 may occur with other violations.)	
74	Discharge or Use of Weapon	Discharge are use of weapon as described under “Weapon Type Code” in SIS User Guide.	
75	Serious bodily injury	Crime of Violence. Causing an injury to another that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of bodily member, organ, or faculty.	Level 4 Administrative Actions: - Admin Conference with Student - Parent Contact - Contact Law Enforcement - Assign Level 4 Consequence:
94	Gang participation.	Participation in school or community related gangs or who display gang-related symbols or paraphernalia (Policy JCDAG).	

CODE	INFRACTION	DEFINITION OF INFRACTION	CONSEQUENCES
106	Assault of an SMP School employee *Threat Assessment	Crime of Violence. Intentionally engaging in conduct <u>without</u> physical contact that places an SMP Employee in reasonable apprehension of bodily harm via a threat to cause physical harm to the SMP Employee with/without the use of weapon that includes all the following elements: Intent—threat is written, posted, heard, or seen by anyone. Fear—reasonable apprehension that the threat could be carried out. Capability—ability of the offender to carry out the threat, directly, or with a weapon or other instrument that can be easily obtained.	Out-Of-School Suspension Pending a Hearing with Recommendation for Expulsion and/or change of placement. Additional action where warranted: ▪ For Assault or Battery on an SMP employee, the student must be removed from campus immediately. ▪ Restitution may be required if actions necessitate extra law-enforcement and/or emergency first responder services. ▪ Restitution required for damage to property of others or SMP property. ▪ A Threat Assessment will be conducted for indicated infractions. Results may warrant an additional mental health evaluation required before re-entry.
107	Battery of an SMP Employee	Crime of Violence. The unlawful use of any physical force on an SMP employee, including hitting, beating, or offensive of touching, etc. without employee consent that could result in serious harm or bodily injury, including a situation where the employee is intervening in a fight or other disruptive activity.	
111	Bomb Threat *Threat Assessment	Initiating, repeating, or spreading false information that a bomb is on any SMP property or that anyone will “blow up” anything on any SMP property at any time communicated via any means—verbal, written, electronic, social media, etc.	
114	Threats of terrorism or violence *Threat Assessment	Any communication (oral, visual, gestured, or written, etc.) that may include any intent kill, maim, or cause great bodily harm to a student, employee, or guest on school property or at any school function that would reasonably cause others to be in sustained fear their safety. This includes any threat that may cause the evacuation, lockdown, or cautionary status of an SMP facility or causes any other serious disruption to the operation of an SMP facility.	
116	Behavior of a Sexual Nature	Engaging in behavior of an obscene or sexual nature, including but not limited to consensual sexual activity with another person or alone. Exposing oneself.	

BUS BEHAVIOR EXPECTATIONS AND DISCIPLINE MATRIX (JCDAD)

The school bus is an extension of the school; therefore, the Student Code of Conduct, including the Discipline Matrix, applies to student behavior during all bus routes. The Bus Operator is the authority on all bus routes just as the teacher is the authority in the classroom.		
- Follow the directions of the Bus Operator - Arrive ten minutes prior to scheduled pick-up time. - Stand safely away from the road and traffic. - Approach the bus only once it is completely stopped.	- Board the bus in an orderly manner. - Sit in assigned seat and remain seated until the bus is completely stopped, and the operator gives permission to exit. - Keep the aisle clear. - Use your indoor voice and speak only to your neighbor.	- Use appropriate language. - Keep all body parts and objects inside the bus. - Respect the property of others. - Ride only the assigned bus and use only the assigned bus stop. - Keep snacks and drinks in your bookbag.
MINOR BUS INFRACTIONS AND POSSIBLE INTERVENTIONS BY THE BUS OPERATOR		
A minor Bus Infraction is the failure to follow the above Bus Expectations but correcting behavior immediately upon the redirection of the bus operator. The Bus Operator may reteach bus expectations, change the seating arrangement, move the student to the front seat behind the operator, contact parents, and/or ask for administrator assistance.		
MAJOR BUS INFRACTIONS (Code 93)		CONSEQUENCES FOR MAJOR BUS INFRACTIONS
- After three minor infractions, the Bus Operator will give a major referral to the school administrator. - Throwing objects outside of the bus. - Damaging property. - Any behavior that compromises school bus and traffic safety. - Touching any safety latch, door lever, or camera, etc. *Violations of the Student Code of Conduct will follow procedures outlined in the discipline matrix.		1ST Infraction Detention 1-2 hours 2nd Infraction Detention 2-4 hours 3rd Infraction ISS 1 day and warning about bus removal 4th Infraction 1 day Bus Removal 5th Infraction 3-day Bus Removal 6th Infraction 15-day Bus Removal 7th Infraction Bus removal for remainder of semester 8th Infraction Bus Removal for Remainder of the school year
NOTE: FIGHTING ON ANY SCHOOL BUS IS A SAFETY ISSUE; THEREFORE, FIGHTING ON ANY BUS AT ANY TIME WILL RESULT IN A SUSPENSION PENDING A HEARING, LAW ENFORCEMENT INTERVENTION, AND REMOVAL FROM THE BUS.		

ADMINISTRATIVE ACTIONS AND STUDENT CONSEQUENCES

Consequences for behavioral infractions, administrative procedures, and parent support expectations—assigned consequences take precedence over all school activities.

CONSEQUENCE	BRIEF DESCRIPTION AND PROCEDURES	PARENT RIGHTS, ROLES, AND RESPONSIBILITIES
Parent Contact and Conferences	Parents/legal guardians shall be notified in writing, through email, and/or by telephone each time any disciplinary actions occur.	Conferences should be scheduled with the teacher to respect instructional time. A parent/legal guardian must always be available and able to arrange a pickup from school when necessary.
School-Specific Interventions	Interventions are used to redirect and correct certain behavior infractions. These may vary from school to school and are part of each school's school-wide discipline plan.	Support the school's decision.
Loss of Privileges	Denial of privileges such as attending games, school dances, etc.	Speak with student regarding behavior that led to the loss of privileges
Confiscation	Cell phones will be confiscated. Failure to comply with the confiscation results in suspension pending hearing with the recommendation for a long-term suspension of up to 44 days. Possession is deemed as ownership.	Wait until contacted to report to retrieve cell phones or any other confiscated items.
School Building Level Committee	The purpose of this committee (SBLC) of social workers, school counselors, teachers, nurses, and other essential personnel is to initiate a problem-solving process. The parent/legal guardian will be invited to participate.	Attend and participate in the SBLC meeting.
Behavior Intervention Plan	Parents, students, and school staff work together to develop and implement this student-specific plan (BIP) aimed at improving problem behavior.	Participate in developing and implementing the BIP.
Detention—Before, During, or After School	Morning, lunch, afternoon, or Saturday detention is held at the school site outside of normal school hours. The school administrator will establish assignment times.	Sign and return the LDOE Behavior Report and provide timely transportation to and from detention. Failure to participate in assigned detention will result in additional more stringent consequences for the student.
Saturday Health Sessions	Saturday Health Sessions will be assigned for various infractions. This intervention may be via video or in-person and require parent attendance.	Attend Saturday Health Sessions with the student.
Restitution or Repair	Restitution may be required from students if their threats or misconduct necessitate extra law enforcement and/or first responder services. Also, students suspended for damages to any property belonging to SMP, an SMP employee, or another student, shall not be readmitted until payment in full is made, an alternative restitution arrangement is executed, or a payment plan is arranged. If the damage is to any school bus, the student shall not ride any school bus until payment in full is made, an alternative restitution arrangement is executed, or an alternative payment plan is arranged.	Pay restitution in full or work with the school to develop an alternative restitution arrangement or payment plan. Adhere to alternate arrangements or payment plan.
Threat Assessment	A multidisciplinary assessment is used to validate any threat made by a student (threat of violence or risk of self-harm). If reported to law enforcement, the student shall not be permitted to return to school until completion of a formal mental health evaluation.	Participate during the interview process and seek required mental health evaluation in a timely manner if required.
In-school Suspension	Removal from regular classroom for any portion of the school day or 1-5 days: The student remains under school supervision on school campus in the ISS room. Students shall be marked present and are allowed to complete missed classwork or tests for the same credit originally available if completed satisfactorily and timely. Failing to comply with the rules of ISS results in additional consequences. Student shall not attend school-related activities while suspended.	Sign and return LDOE Behavior Report. The decision of the principal is final. There is no appeal process for In-school suspensions.

CONSEQUENCE	BRIEF DESCRIPTION AND PROCEDURES	PARENT RIGHTS, ROLES, AND RESPONSIBILITIES
Long-term Suspension	Removal from campus and school-related activities for a period of 6-44 days (must be less than 45): Students attend and receive instruction at the St. Mary Parish Alternative Program for the duration of the long-term suspension. The LDOE Behavior Report will be official written notice, including the reasoning, of the student's suspension pending a hearing with the recommendation for long-term suspension. Hearings are scheduled by the Child Welfare and Attendance Department. The hearing officer will determine the duration of the student's long-term suspension. Prior to the student's readmission to the school setting, the principal and parent/legal guardians must meet for the required conference.	Sign and return the LDOE Behavior Report. Ensure that the student is not present on any school campus, school bus, or school event during the term of the suspension and completes all assignments. Attend required conferences. If a parent or legal guardian fails to attend the required conference within five (5) school days of the school contact, truancy laws shall be effective. The decision of the hearing officer shall be final; therefore, there is no appeal process.
Out-of-School Suspension	Removal from all campuses and all school-related activities for the duration for 1-10 Days: The student is marked absent-OSS yet may complete assignments for the same credit originally available if work is completed satisfactorily and timely. Student shall not leave school campus until the parent/legal guardian or other proper authorities assume responsibility for him/her. Prior to the student's readmission to the school setting, the principal and parent/legal guardians must meet for the required conference. SECOND SUSPENSION (JDD) After any second suspension of a student during the same school year, the principal and the employee designated by the principal to identify behavioral and mental health support services available shall consult on whether the student's behavior could be attributable to behavioral or emotional challenges. If it is determined that the behavior is attributable to behavioral or emotional challenges and rises to the level that supportive services could be beneficial, the principal or his/her designee and the employee designated for mental and behavioral health assistance shall schedule a conference with the student's parent or legal guardian to discuss the student's behavior and counseling as well as the referral of the student and family to support services or assessment and treatment. Third Suspension (JDD) Notwithstanding any public-school state or local policies, a student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress code or tardiness, shall be recommended for expulsion. Students in grades PK through fifth grade shall be expelled for the remainder of the school year upon the fourth suspension within the same school year for drugs or weapons violations.	Sign and return LDOE Behavior Report. The decision of the principal is final. There is no appeal process for In-school suspensions.
Expulsion (not less than one semester)	Expelled students are assigned to the St. Mary Parish Alternative Program for the duration of the expulsion which shall not be less than one school semester. The student is not allowed to attend any school-related activities. The LDOE Behavior Report will be official written notice of the recommended expulsion and will include the reasoning. Hearings are scheduled by the Child Welfare and Attendance Department. The parent/legal guardian will be given proper notice of the hearing. If the parent/legal guardian is not present for the hearing, the hearing will proceed, and the results of the hearing will be mailed to the parent/legal guardian within three school days. Prior to the student's readmission to the regular school setting, the principal and parent/legal guardians must meet for the required conference. The parent and student shall be subject to all sanctions pursuant to Children's Code Article 730 (8) and 731 (La. R.S. 17:416A).	Sign and return the LDOE Behavior Report. Attend hearing. Sign in agreement that the student will attend the alternative program regularly and follow rules. Disallow the student from being present on any school campus, school bus, or school event during the term of the expulsion. Ensure that the student completes assignments. Attend the required readmission conference. Truancy laws shall be effective if the parent/legal guardian fails to attend the required conference within five school days of the school contact. If so desired, a written appeal must be submitted within 5 school days after the hearing decision is rendered. Further appeal may be made to the School Board. An appeal to the decision of the School Board goes through the district court.

CONSEQUENCE	BRIEF DESCRIPTION AND PROCEDURES	PARENT RIGHTS, ROLES, AND RESPONSIBILITIES
IDEA or 504	Discipline of students with disabilities or exceptionalities shall be to the extent allowed by applicable state or federal law and regulations and consistent with the provisions of the student's Individualized Education Program (IEP) or Section 504 Plan (Policy JDF).	
Recommended Change of Placement	A removal of a student with a disability from his or her current educational placement to the St. Mary Parish Alternative Program or other alternate program is considered a change of placement if the removal is for more than ten consecutive days. If the student has been subjected to a series of removals that constitutes a pattern. The services provided to the student in the new setting must provide him/her with a free, appropriate public education.	
Manifestation Determination Review (MDR)	Students with disabilities or exceptionalities who have been found guilty of disciplinary infractions that would otherwise result in their removal from their regular classroom for more than 10 school days shall be provided a Manifestation Determination Review (MDR) to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability.	