



TANGIPAHOA PARISH
SCHOOL SYSTEM
EST. 1896

2025-2026 Student & Parent Handbook

Melissa M. Stilley

Superintendent of Schools

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Be Respectful  **Be Compassionate**  **Be Great**

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ABOUT TPSS

SCHOOL BOARD MEMBERS

Ms. Robin Abrams
Mr. Joey Piazza
Ms. Janice Fultz Richards

Mr. Tom Tolar
Ms. Rose Dominguez
Mr. Glenn Westmoreland

Mr. Trent Anthony
Mr. Jerry Moore
Mr. Brett Duncan

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

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

A MESSAGE FROM SUPERINTENDENT MELISSA M. STILLEY

Welcome to the 2025-2026 school year! Our theme this year is “Challenge Accepted: Game On.” In planning for this new school year, we designed our instructional goals to enhance student achievement and prepare our students for future success. Our goals reflect our commitment to academic excellence, and we will “level up” in order to provide high-quality education to all students.

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

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

This 2025-26 Student & Parent Handbook contains general information regarding Tangipahoa Parish School System’s policies and procedures. However, please be aware that changes or updates regarding this information included in this Handbook may occur at any time throughout the school year. For the most up-to-date information, you may access the complete Tangipahoa Parish School Board Policy Manual on our website (<https://www.tangischools.org/district/policies>) Best wishes for a great school year!

Melissa M. Stilley, Superintendent of Schools



OUR SCHOOLS

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

VISITING OUR SCHOOLS

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

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

any of the aforementioned conduct will be subject to disciplinary action in accordance with Board policy. Employees exhibiting any of the above conduct may be subject to suspension or termination.

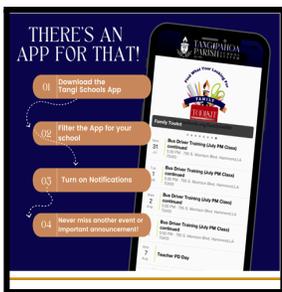


GET CONNECTED TO TPSS

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

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

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



Stay connected!

Stay connected to TPSS for important updates and information on:

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

TPSS now has a mobile app which is used to send out important notifications to families. Search “Tangipahoa Parish Schools” in your app store to find it. Download the app and turn on notifications under the “more” menu. Click on this link ([preview of the app](#)) to preview the app and for guidance on filtering information and turning on notifications for your school.

Sign up to receive the TPSS Digital Newsletter
<https://bit.ly/tpssnews>



TPSS 2025-2026 SCHOOL CALENDAR

Tangipahoa Parish School System **Option 1 – Updated May 2025** | **2025 to 2026**

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	PD	PD	PD	PD	FD	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep 2025						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
S	M	T	W	T	F	S
			1	2	H	4
5	6	7	8	9	E	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	H	12	13	14	15
16	17	18	19	20	21	22
23	H	H	H	H	H	29
30						

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	E	20
21	H	H	H	H	H	27
28	H	H	H			

Jan 2026						
S	M	T	W	T	F	S
				H	H	3
4	PD	PD	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	H	H	H	H	21
22	23	24	25	26	27	28

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	E	14
15	PD	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2026						
S	M	T	W	T	F	S
			1	2	H	4
5	H	H	H	H	H	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	LD	PD	23
24	H	26	27	28	29	30
31						

Jun 2026						
S	M	T	W	T	F	S
	1	2	3	4	SS	6
7	8	9	10	11	SS	13
14	15	16	17	18	SS	20
21	22	23	24	25	SS	27
28	29	30				

Jul 2026						
S	M	T	W	T	F	S
			1	H	SS	4
5	6	7	8	9	SS	11
12	13	14	15	16	SS	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

LEGEND: H – Holiday PD – Professional Development E – End of 9 Weeks FD/LD – First and Last Day of School SS – Summer Schedule (Offices & Schools Closed)

- August 4-7** Teachers’ Professional Development Days (no students)
- August 8** First Day for Students
- September 2** Labor Day Holiday
- October 3** Tangipahoa Parish Fair Day Holiday
- October 10** End of 1st 9-Week Period
- November 11** Veteran’s Day Holiday
- November 24-28** Thanksgiving Holidays

December 19	End of 2nd 9-Week Period & End of 1st Semester
December 22-January 2	Christmas & New Year's Holidays
January 5-6	Teachers' Professional Development Days (no students)
January 7	Students Return from Christmas & New Year's Holidays
January 19	Martin Luther King, Jr. Holiday
March 16-20	Mardi Gras Holidays
March 13	End of 3rd 9-Week Period
March 16	Teachers' Professional Development Day (no students)
April 3-10	Easter/Spring Break Holidays
May 21	Last Day for Students; End of 4th 9-Week Period; End of 2nd Semester
May 22	Teachers' Professional Development Day (no students)
May 25	Memorial Day Holiday

If no emergency days are used in the first semester, schools will be closed 2 additional days- December 18 & 19, 2025.

If no emergency days are used in the second semester, May 19, 2025 will be the last day for students and May 20, 2025 will be a Professional Development Day.

2025-2026 SCHOOLS' BELL SCHEDULES

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



2025-2026 BLOCK SCHEDULE FOR HIGH SCHOOLS

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

Tangipahoa Parish School System High School A/B | 2025 to 2026

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	PD	PD	PD	PD	A	9
10	B	A	B	A	B	16
17	A	B	A	B	A	23
24	B	A	B	A	B	30
31						

Sep 2025						
S	M	T	W	T	F	S
	H	A	B	A	B	6
7	A	B	A	B	A	13
14	B	A	B	A	B	20
21	A	B	A	B	A	27
28	B	A				

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

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

Dec 2025						
S	M	T	W	T	F	S
	B	A	B	A	B	6
7	A	B	A	B	A	13
14	B	A	B	A	B	20
21	H	H	H	H	H	27
28	H	H	H			

Jan 2026						
S	M	T	W	T	F	S
				H	H	3
4	PD	PD	A	B	A	10
11	B	A	B	A	B	17
18	H	A	B	A	B	24
25	A	B	A	B	A	31

Feb 2026						
S	M	T	W	T	F	S
1	B	A	B	A	B	7
8	A	B	A	B	A	14
15	H	H	H	H	H	21
22	B	A	B	A	B	28

Mar 2026						
S	M	T	W	T	F	S
1	A	B	A	B	A	7
8	B	A	B	A	B	14
15	PD	A	B	A	B	21
22	A	B	A	B	A	28
29	B	A				

Apr 2026						
S	M	T	W	T	F	S
			B	A	H	4
5	H	H	H	H	H	11
12	B	A	B	A	B	18
19	A	B	A	B	A	25
26	B	A	B	A		

May 2026						
S	M	T	W	T	F	S
					B	2
3	A	B	A	B	A	9
10	B	A	B	A	B	16
17	A	B	A	B	PD	23
24	H	26	27	28	29	30
31						

Jun 2026						
S	M	T	W	T	F	S
	1	2	3	4	SS	6
7	8	9	10	11	SS	13
14	15	16	17	18	SS	20
21	22	23	24	25	SS	27
28	29	30				

Jul 2026						
S	M	T	W	T	F	S
			1	H	SS	4
5	6	7	8	9	SS	11
12	13	14	15	16	SS	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SCHOOL-RELATED FEES

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



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

CAFETERIA FEES

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



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



CORE VALUES

Be respectful. Be compassionate. Be great.

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

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

Visit the TPSS Core Values website to view what it means to be respectful, compassionate, and great!

<https://www.tangischools.org/district/core-values>

PUBLIC CONCERNS AND COMPLAINTS

TPSB Policy KE

It shall be the policy of the Tangipahoa Parish School Board that written allegations concerning local school policy, or concerns about school matters be submitted to the principal of the school. If the matter cannot be settled at this level the matter should then be presented to the Superintendent in writing with all allegations documented and signed. Continue reading the entire policy using [this link](#).

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

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

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



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



3 STEPS TO RESOLVE A SCHOOL-RELATED ISSUE

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

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

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

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

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

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

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

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

GARY PORTER, ASSISTANT SUPERINTENDENT
Telephone: 985-748-2465
Email: gary.porter@tangischools.org

STUDENT GRIEVANCE PROCEDURE

[TPSB POLICY JCE](#)

The Tangipahoa Parish School Board recognizing that problems may arise in schools, shall require student concerns, complaints or grievances to be registered with the school principal or designee. If concerns of students cannot be resolved informally, a written complaint shall be initiated, dated and signed by the complainant, and submitted to the principal. Continue reading the entire policy using [this link](#).

DUE PROCESS

[TPSB POLICY JCAA](#)

The Tangipahoa Parish School Board mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any suspension or expulsion. Due process shall be defined as fair and reasonable approaches to all areas of student grievance and discipline on the part of all school officials in order



not to arbitrarily deny a student the benefits of the instruction process. Continue reading this entire policy using [this link](#).

SECTION 504 GRIEVANCE PROCEDURE

[TPSB POLICY GAAA-P](#)

The Tangipahoa Parish School Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Office of Civil Rights regulations implementing [Section 504 of the Rehabilitation Act of 1973, as amended \(20 USC 794\)](#). Continue reading this entire policy using [this link](#).

TITLE IX SEXUAL HARASSMENT POLICY

[TPSB POLICY JAAA](#)

The Tangipahoa Parish School Board desires to provide a safe school environment that allows all students equal access and opportunities in the School District's academic, extracurricular, and other educational support programs, services, and activities. The School Board does not discriminate on the basis of sex in the education program or activity that it operates. Continue reading this entire policy using [this link](#).

TITLE IX COORDINATOR

The Tangipahoa Parish School Board's Title IX Coordinator and contact information is as follows:

Dr. Elizabeth Moulds, Title IX Coordinator, Tangipahoa Parish School System, 59656 Puleston Road - Amite, Louisiana 70422 Email: elizabeth.moulds@tangischools.org Telephone: 985-517-8519

SEXUALLY RELATED STUDENT MISCONDUCT

[TPSB POLICY JCEA](#)

The Tangipahoa Parish School Board disapproves of and does not tolerate sexual misconduct by employees, students, third parties, by students to employees, or by one student to another student. No employee or student, either male or female, should be subject to unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Continue reading this entire policy using [this link](#).

DISCRIMINATION Policy

[TPSB Policy JCDAFA](#)

Harassment or intimidation based on race, color, or national origin is oral, written, graphic or physical conduct relating to a student's race, color, or national origin (including a student's ancestry, country of origin, or country of origin of the student's parents, family members, or ancestors) or natural, protective, or cultural hairstyle that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of a student to participate in or benefit from the school district's programs or activities. Continue reading this entire policy using [this link](#).



ADMISSION, ENROLLMENT & REGISTRATION

FAMILY RESOURCE CENTER

Gary Porter, Assistant Superintendent of Innovation

1745 SW Railroad Avenue, Hammond

Telephone: 985-748- 2465

Email: Gary.Porter@tangischools.org

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

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

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

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

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

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

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



SCHOOL ADMISSIONS

The Tangipahoa Parish School Board shall require all children, including kindergarten, who wish to enroll in public schools of the parish to meet pertinent eligibility requirements.

NON-DISCRIMINATION

The Tangipahoa Parish School Board shall admit students to the public schools of the district without regard to race, color, national origin, ancestry, disability, creed, religion, sex, pregnancy, childbirth, marital status, veteran status, socioeconomic status, immigration status, or any other legally protected characteristic.

GENERAL ENROLLMENT CRITERIA

The School Board shall grant admission or readmission to school to any person who meets all of the following criteria:

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

If a person meets all of the criteria stated above, the School Board shall not deny admission or readmission based on any of the following characteristics:

- The person voluntarily withdrew from school.
- The person is pregnant.
- The person is a parent.
- The person is married.
- The admission or readmission of a person who will be twenty (20) years of age on September 30th of the calendar year in which the school year begins shall be limited to grade twelve (12).
- The admission or readmission of a person with an exceptionality shall be subject to federal and state law governing the age of eligibility for services for students with exceptionalities.

The Superintendent shall be authorized to develop and implement such administrative procedures as may be necessary or desired to further the efficient implementation of this policy.

ADMISSION REQUIREMENTS

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

1. Birth Certificate

A student shall present his/her official birth certificate at the time of enrollment to the Office of Student Registration in order to be registered for attendance at any school in this District. Only records from an official register of vital statistics shall be accepted. A short-form birth certification card shall be acceptable. A copy of the certificate shall be

placed in the student's cumulative folder as a permanent record. Only records from the local or state Registrar of Vital Statistics shall be accepted for children born in Louisiana. The School Board may require the submission of additional evidence as for age or race, where such is not conclusively established by the birth certificate.

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

2. Immunization Requirements

All students entering a public school in the Tangipahoa Parish for the first time, including pre-school, kindergarten, elementary and secondary, at the time of registration or entry shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to the age-appropriate schedule approved by the Office of Public Health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress. An up-to-date immunization record from the provider or the Louisiana Immunization Network for Kids Statewide (LINKS) data base shall be the preferred record of documentation for the Tangipahoa Parish School Board .

School principals and all teachers, including kindergarten, shall be responsible for checking students' records to assure that the provisions of this section are enforced.

3. Proof of Legal Domiciled Residence

Every student seeking initial enrollment in or re-entry into a Tangipahoa Parish public school shall complete a new enrollment form and, in addition to the items required above, provide proof of residency. The residence of each student shall be documented and verified upon enrollment in accordance with the following requirements, which are consistent with the relevant provisions of Federal and State laws.

A. Registration : All students seeking to enroll in a Tangipahoa Parish public school shall complete online registration . Students shall be assigned to schools according to the applicable attendance zone of their residence or by transfer provided in School Board policy JBCC, Student Assignment. The district shall verify the residency of each student.

B.Verification of Residency : The School Board, through the Superintendent and staff, shall verify the residency of each student according to the requirements stated below. The Superintendent and/or his/her designee shall develop and implement an administrative procedure for residency verification which shall allow a parent/legal guardian to appeal a residency determination to the Superintendent whose decision shall be final.

C. False or Fraudulent Documents : Any person who presents or is complicit in the presentation and/or processing of any document that is falsified or otherwise constitutes a fraudulent document presented for the purpose of having a student assigned to a school for which the student is not zoned to attend under the provisions of any applicable court order affecting Tangipahoa Parish shall be subject to the penalties for perjury or for making a false statement in a federal legal proceeding. The Superintendent and administrative staff shall have the continuing obligation to notify all of its employees and the public of this provision in the manner it deems most effective and efficient to make this provision known to all persons who may be affected by it.

D. First Time or Re-Enrollment : Each student entering a public school in Tangipahoa Parish for the first time or reentering after interrupted attendance shall be required, consistent with paragraphs 1-3 below, to verify his/her residence address as part of the registration process.



1. Students Residing with Parent(s)

The parent/legal guardian of a student seeking to enroll shall provide the school with at least two (2) of the items itemized a through f below, as verification of their residential address, each of which must include a physical 911 address, with the name of the parent/legal guardian. Any document with a post office box as an address shall not be accepted. This subsection shall also apply to students who are judicially emancipated and not residing with a parent or legal guardian.

- Property tax records;
- Mortgage documents or property deed;
- Apartment or home lease or notarized statement of the verified property owner identifying himself/herself as the property owner, describing the property, the term of lease, and identifying the leaseholder;
- Current utility bills showing the physical residence address;
- Affidavit and/or personal visit by a designated School Board official; and/or
- In the case of a student living with a legal guardian or of a student who is of age of majority and residing without a parent or legal guardian, the court decree declaring either the Parish resident to be the legal guardian of the student or the student to be judicially emancipated shall be presented.

2. Students Residing with Custodians Other Than Parents/Legal Guardians

A student who resides with custodians other than a parent or legal guardian shall provide the following to verify his/her residency:

- a. The non-parental custodian claiming Parish/attendance zone residency shall provide verification or residency as required by School Board policy ; and
- b. The non-parental custodian shall provide the School Board with a notarized document stating his/her relationship to the student, and that the student shall be actually residing in his/her home for a period of time encompassing the entire upcoming school year, and fully explaining the reason(s) for this arrangement. School attendance zone or parish preference shall not be acceptable reasons for non-custodial residency approval.

3. Homeless Students

The School Board shall comply with the requirements of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, with regard to the registration, enrollment, and assignment of any child who presents as homeless.

4. Pre-School Round Up

A Pre-School Round-Up shall be held prior to the school year for children registering for Pre-Kindergarten or Kindergarten. All documents required by this and any other School Board policy shall be presented at the time of Pre-School Round-Up.

No child shall be registered at Pre-School Round-Up without the following documents:

- A. Birth certificate;
- B. An up-to-date Immunization Record from the provider or the LINKS database preferred;
- C. Verification of residence, as required by policy ; and



- D. As a prerequisite to enrolling in the first grade, evidence of having attended at least a full-day public or private kindergarten for a full school year; or satisfactorily passed academic readiness screening administered by the School Board prior to the time of enrollment in first grade.

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

Students who attended a school outside of Tangipahoa Parish before registering to attend a public school in the Tangipahoa Parish shall present to the school of entry all official school records of any school(s) previously attended or information needed to access such records, including necessary authorization to obtain and/or access any and all records of the enrolling student.

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

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

A student entering the public schools of Tangipahoa Parish from a state-approved school, in or out of the state, shall be allowed credit for work completed in the former school.

Students entering a public school in Tangipahoa Parish from school situations which are not state approved or special home study programs shall be given appropriate placement test(s). The Pupil Performance Conference Committee shall evaluate the results of the test(s) and recommend the placement of the student according to the results of the test(s).

NAME CHANGE

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

ADMISSION OF CHILDREN OF MILITARY FAMILIES

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

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



The School Board shall provide a student of a military family who remotely registers the same enrollment opportunities available to resident students, including requesting and applying for school assignment, registering for courses, participating in extracurricular activities, and applying to any school or program that requires an additional request, including a lottery for admission to a specific school or program.

A student of a military family registered and enrolled shall not attend school until proof of residency is provided in accordance with School Board policy.

ADMISSION OF EXPELLED STUDENTS

No student who has been expelled in accordance with state law from any school in the state shall be admitted to any public school in Tangipahoa Parish except upon the review and approval of the School Board.

No student who has been expelled from any school outside the state of Louisiana or any nonpublic school within Louisiana for committing any of the offenses enumerated in state law shall be admitted to any public school in Tangipahoa Parish except upon the review and approval of the School Board.

ADMISSION OF STUDENTS WHO COMMIT A FELONY

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

ADMISSION OF HOMELESS STUDENTS

Except as provided above with regard to students who have been expelled, no provision in this or any other Tangipahoa Parish School Board policy shall be interpreted to impede the immediate or continued enrollment of homeless youth, as addressed in policy JBCBB, Homeless Children and Youth.

ADMISSION OF STUDENTS WITH SPECIAL NEEDS

Neither the School Board nor any public school shall require the parent or legal guardian of any student to disclose the student's medical information or special education needs prior to enrolling the student in a public school, unless otherwise specifically required by law.

Nothing herein shall prohibit a public school from providing an enrollment preference to a student with special needs when the student's parent or legal guardian has voluntarily provided the school with information regarding such needs.

TPSS PRE-KINDERGARTEN APPLICATION PROCESS: Applications for Pre-Kindergarten will begin on March 1 of each year. Parents will schedule over-the-phone appointments with TPSS Early Childhood staff in order to complete an application. To schedule an application, visit readystarttangi.com and click "book appointment." Parents must provide

state-required documentation in order to determine eligibility. Once an application is accepted for enrollment, parents must complete [online registration](#).

Documents required to apply for Pre-Kindergarten:

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

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

- See admission requirements above.

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

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

- Property tax record
- Mortgage documents or property deed;
- Apartment or home lease or notarized statement of the verified property owner identifying himself/herself as the property owner, describing the property, the term of lease, and identifying the leaseholder;
- Current utility bills showing the physical residence address and service location;
- Declaration of Residence and a personal visit by a designated School Board official; and/or
- In the case of a student living with a legal guardian or of a student who is of age of majority and residing without a parent or legal guardian, the court decree declaring either the Parish resident to be the legal guardian of the student or the student to be judicially emancipated shall be presented.

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

STUDENT ASSIGNMENT:

[TPSB Policy JBCC](#)

Each student properly enrolled in the Tangipahoa Parish School District pursuant to School Board policy JBC, School Admission, shall be assigned to the school in the District appropriate for his/her grade level in accordance with this policy. The Superintendent shall be authorized to develop and implement such administrative procedures as may be necessary or desired to further the efficient implementation of this policy. Continue reading this entire policy [using this link](#).

STUDENT TRANSFERS

[TPSB Policy JBCC](#)

Each student properly enrolled in the Tangipahoa Parish School District pursuant to School Board policy JBC, School Admission, shall be assigned to the school in the District appropriate for his/her grade level in accordance with this policy.



The Superintendent shall be authorized to develop and implement such administrative procedures as may be necessary or desired to further the efficient implementation of this policy. Continue reading this entire policy using [this link](#).

TYPES OF STUDENT TRANSFERS:

- Academic Transfer
- Child of Employee Transfer
- Extraordinary Circumstances Transfer
- JROTC Transfer
- Magnet Transfer

For more information about Student Transfers click [here](#).

ATHLETIC ELIGIBILITY FOR TRANSFER STUDENTS: Parents and students should check with the principal of their school related to athletic eligibility as TPSS follows the guidelines set forth by the Louisiana High School Athletic Association.

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

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

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



 <p>TANGIPAHOA PARISH SCHOOL SYSTEM EST. 1896</p>	<h2 style="margin: 0;"><u>STUDENT RELATED POLICIES</u></h2>
<p>Ron Genco, Assistant Superintendent Telephone: 985-748-2501 Email: ronald.genco@tangischools.org</p>	<p>Brandi Gonzales, Supervisor Telephone: 985-748-2428 Email: Brandi.Gonzales@tangischools.org</p>

DISCIPLINE

STUDENT CODE OF CONDUCT

[TPSB Policy JCDA](#)

Read the entire Student Code of Conduct using [this link](#).

<p style="text-align: center; margin: 0;">PARENTS/LEGAL GUARDIANS’ RIGHTS <i>Parents’/Legal Guardians’ rights regarding the Code of Student Conduct include, but are not limited to:</i></p>	<p style="text-align: center; margin: 0;">PARENTS’ RESPONSIBILITIES <i>Parents’/Legal Guardians’ responsibilities regarding the Code of Student Conduct include, but are not limited to:</i></p>
<ul style="list-style-type: none"> • <i>Being treated courteously, fairly, and respectfully by all TPSS staff and students.</i> • <i>Being actively involved in their childrens’ education.</i> • <i>Receiving information about the policies and procedures of TPSS that relate to their childrens’ education.</i> • <i>Receiving regular reports from school staff regarding their children’s academic progress or behavior, including but not limited to progress reports, report cards, and conferences.</i> • <i>Receiving information about services for students with disabilities and English language learners, when applicable.</i> • <i>Receiving communication to meet language needs through provided translators.</i> • <i>Receiving information from school staff about ways to improve their childrens’ academic or behavioral progress.</i> • <i>Advocating for their children, to include requesting a conference with school staff and reporting concerns or unfair treatment to a person of authority.</i> • <i>Receiving information and prompt notification of</i> 	<ul style="list-style-type: none"> • <i>Having their children regularly attend school on time and communicating reasons for absences and tardiness.</i> • <i>Informing TPSS staff about any concerns and/or complaints in a respectful and timely manner.</i> • <i>Partnering with school administrators and teachers to address any academic or behavioral issues.</i> • <i>Supporting TPSS by communicating with their children about acceptable and expected school behavior.</i> • <i>Becoming familiar and complying with TPSS policies, rules and regulations.</i> • <i>Paying all fees and charges levied against their children by TPSS, including costs associated with damage to or loss of books, technology and other school property .</i> • <i>Providing and maintaining updated contact information to TPSS and their children's individual school(s).</i> • <i>Supporting student completion of homework and participation in offered academic support programs.</i> • <i>Being respectful and courteous to staff, other parents/legal guardians and students, while respecting individual differences, cultural diversity and the property of others.</i>

PARENTS/LEGAL GUARDIANS' RIGHTS <i>Parents'/Legal Guardians' rights regarding the Code of Student Conduct include, but are not limited to:</i>	PARENTS' RESPONSIBILITIES <i>Parents'/Legal Guardians' responsibilities regarding the Code of Student Conduct include, but are not limited to:</i>
<p><i>inappropriate or disruptive behaviors by their children and any disciplinary actions taken by administrators or school staff.</i></p> <ul style="list-style-type: none"> <i>Receiving information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.</i> 	

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

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

<p style="text-align: center;">TPSS STAFFS' RIGHTS <i>TPSS Staffs' rights regarding the Conduct include, but are not limited to:</i></p>	<p style="text-align: center;">TPSS STAFFS' RESPONSIBILITIES <i>TPSS Staffs' responsibilities regarding the Code of Student Conduct include, but are not limited to:</i></p>
	<p style="text-align: center;"><i>with disabilities; and, implementing necessary accommodations and services for students with disabilities.</i></p>

OUR GOALS IN MANAGING STUDENT DISCIPLINE

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

PREVENTION: CORE CONCEPTS

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

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

GOOD TEACHING: Effective teachers are able to create conditions in the learning environment that can prevent many incidents from occurring. The Louisiana Educator Rubric (LER) defines qualities of effective teachers, including a domain focused on the learning environment. This is summarized and paraphrased below:

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

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

Balancing high expectations for students, both academically and behaviorally, with nurture and warmth is critical for positive outcomes. Being a “warm demander” is an approach where teachers expect greatness from the students and help them reach their highest potential in a disciplined and structured environment. Warm demanders start by building trust - genuinely getting to know who their students are and what matters to them. They teach discipline by normalizing hard work and effort and encouraging students to persevere through failure and mistakes. Warm demanders engage with students in supportive and caring ways without jeopardizing their firm boundaries around high expectations. Another key to maintaining positive relationships is a teacher’s own ability to demonstrate self-management. Mindful staff members who are aware of their own state of mind and “triggers” can better regulate themselves when working with a dysregulated student. Regularly teaching coping strategies (i.e. taking a break, deep breathing, etc.) can provide the foundation for students learning self-regulation and preventing escalating behaviors from occurring.

CLASSROOM MANAGEMENT: Routines, procedures, and expectations need to be consistently taught, practiced and reinforced in order to maintain an environment focused on learning with positive outcomes for student behavior. Teachers create a classroom community, where they facilitate explicit norms, agreements, and expectations so that all students are accepted, respected and feel safe in the community. Teachers help enforce the community norms and communicate what happens when norms are violated and why. The intention is to explicitly teach and communicate belonging and responsibility so students become active and respectful citizens of the larger society. Teachers should explicitly communicate the purpose of the classroom space. It is a safe, productive and joyous space where learning and growing flourishes. In order for learning to take place, every member of the classroom community should contribute to the expectations and guidelines of respect, responsibility, safety and leadership. Every community needs clear and consistent expectations on how people should engage with each other, the environment, and themselves during learning time. These expectations can include class norms, routines, and procedures for the different learning experiences such as direct instruction, small group time, partner time, presentations, assessments, etc.

It is important to limit the number of expectations so the classroom dynamic can remain positive and focused on learning. With any expectations, students need positive reinforcement when demonstrating success, which also leads to an increase in frequency of those behaviors. Positive reinforcement can include:

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

SOCIAL EMOTIONAL LEARNING SKILL INSTRUCTION

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

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

THE ROLE OF THE STUDENT ASSISTANCE (SAT) TEAM IN PREVENTION: Students who continue to struggle after whole group Tier I and other interventions may be referred to the Student Assistance Team (SAT) for specialized plans



and deeper interventions that may include accommodations to further support student growth. While this team is typically used to respond to students needing additional support, it can also play an important role in prevention by providing guidance and support in implementing Tier 1 prevention strategies in addition to serving as a way for school staff to consult with the team on specific student concerns without engaging in a formal process of inquiry and intervention planning.

POSITIVE BEHAVIOR INTERVENTION SUPPORT:

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

The PBIS process results in the creation of effective intervention plans that shall impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. PBIS provides a positive and effective alternative to the traditional methods of discipline.

PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and alternative placement as disciplinary options.

STUDENT BEHAVIOR LEVELS/CATEGORIES

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

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

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

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

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

Level Four: These incidents include major, more serious infractions that have become chronic or repetitive despite interventions, and/or severe behavior related to illegal activities or activities that endanger individuals or the school community. Responses to these incidents could require long-term exclusionary discipline and will result in a recommendation to the Discipline Review Committee (DRC) for a change of placement hearing.

STUDENT BEHAVIOR DESCRIPTIONS

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

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
01	Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority	PRE-K-6: 1/2/3 7-12: 1/2/3/4
02	Treats an authority with disrespect	The purposeful/non-purposeful, willful/reactionary or emotionally charged verbal or non-verbal response on the part of the student, where said student directs verbiage or gestures towards an employee of the Tangipahoa Parish School System, and that employee interprets such language/verbiage/gestures as profane, obscene, humiliating, threatening or explicit in nature.	PRE-K-6: 1/2/3 7-12: 1/2/3/4
03	Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demeaning them or deterring others from associating or dealing with them.	PRE-K-6: 2/3/4 6-12: 3/4
04	Uses profane and/or obscene language	Intentional vulgar verbal messages, words or gestures including swearing or name calling that are directed at another individual (particularly an adult).	PRE-K-6: 1/2/3 7-12: 2/3/4
05	Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act, or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component; an act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standards of social behavior and/or local community norms.	PRE-K-6: 3/4 7-12: 3/4
06	Is guilty of conduct or habits injurious to his/her associates	Any intentional (but not malicious) act that causes injury, damage, or pain to another (i.e. play fighting, horseplay).	PRE-K-6: 1/2/3 7-12: 2/3/4

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
07	Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, or purchase of any drug, narcotic, controlled substance, or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles.	PRE-K-12: 4
08A	Uses or possesses tobacco, tobacco products or lighter.	The possession, use, purchase, intent to distribute, concealment, distribution or sale of tobacco products, tobacco paraphernalia or lighters on school grounds, at school-sponsored events, or on school transportation vehicles.	PRE-K-6: 2/3 7-12: 2/3
08B	Uses or possesses nicotine or nicotine or nicotine alternative products including electronic cigarettes and ALL nicotine delivery systems including vapes and herbal delivery systems.	The possession, use, purchase, intent to distribute, concealment, distribution or sale of ELECTRONIC cigarettes, herbal delivery systems or other nicotine electronic delivery systems on school grounds, at school-sponsored events or on school transportation vehicles. <u>Any electronic device or component (cartridge) that contains an illegal substance will be coded under Code 07 and law enforcement will be contacted.</u>	PRE-K-6: 2/3 7-12: 2/3/4
09	Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcoholic products on school grounds, at school-sponsored events, or on school transportation vehicles.	PRE-K-12: 4
10	Disturbs the school or habitually violates any rule	Behavior causing major disruption of instruction or any school activity and/or repeatedly violating any school rules in any area, includes but is not limited to sustained loud talking, yelling or screaming, noise with materials, and/or sustained out-of-seat behavior. (Repeated Minor Infractions)	PRE-K-6: 1/2/3 7-12: 1/2/3/4
11	Cuts, defaces, or injures any part of public school buildings/vandalism	Damage, destruction, or defacement of property belonging to the school or others.	PRE-K-6: 1/2/3 7-12: 2/3/4 VALUE OF DAMAGES IS A FACTOR
12	Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words, or images considered indecent or offensive (graffiti, letters, notes, posters, etc.)	PRE-K-6: 1/2/3 7-12: 2/3/4
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code.	Possesses weapon(s) designed to expel a projectile by action of an explosive such as firearms (loaded or unloaded), parts of a firearm, explosives, etc.	PRE-K-12: 4

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
14	Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (excludes pocket knives with a blade length <2½" – refer to code 31).	Possesses firearms, knives or blades >2½ ", which may be used to inflict bodily injury or damage to property (i.e., any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space). <u>This includes ANY item that could be deemed dangerous, does not belong at school or could cause fear/panic. The TPSS strictly forbids ALL dangerous items such as razor blades, mace, BB guns, pellet guns, look-alike weapons, sharp objects, box cutters,etc.</u>	PRE-K-12: 4
15	Throws missiles liable to injure others	Throws any object toward a person that is either heavy, sharp and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	PRE-K-6: 2/3/4 7-12: 3/4
16A	Instigates fights while under school supervision	Encouraging or instigating two or more individuals to engage in conflict and strike each other or participate in other physical aggression on a school campus, at a school related event or on school transportation services.	PRE-K-6: 3/4 7-12: 3/4
16B	Participates in a one-on-one fight	Fighting involves two individuals in conflict when they are striking each other for the purpose of causing harm or injury on a school campus, at a school related event or on school transportation services. This may extend to wrestling or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student that is assaulted and <u>retaliates</u> by hitting/ kicking/etc., may be disciplined for fighting.	PRE-K-6: 3/4 7-12: 3/4
16C	Participates in a Group Fight	GROUP FIGHTS involve THREE or more parties in conflict when they are striking each other for the purpose of causing harm or injury on a school campus, at a school related event or on school transportation services. This may extend to wrestling or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student who is assaulted and <u>retaliates</u> by hitting, kicking, etc. may be disciplined for fighting.	PRE-K-6: 4 7-12: 4
17	Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.	PRE-K-6: 1/2/3 7-12: 2/3/4
18A	Leaves classroom without permission (skipping)	A student failing to report to or leaving the assigned classroom or location without permission and/or failure to return to class.	PRE-K-6: 1/2/3 7-12: 1/2/3
18B	Leaves school premises without permission	A student exits the school campus without properly signing out of school during the school day.	PRE-K-6: 2/3/4 7-12: 3/4
19	Is habitually tardy and/or absent	Reporting late to school or class when the day or period begins without permission.	PRE-K-6: 1/2 7-12: 1/2/3

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
20	Takes another's property or possession without permission	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	PRE-K-6: 1/2/3 7-12: 2/3/4 <i>(value of the stolen item is a factor)</i>
21	Commits any other serious offense	Any other serious offense not covered by any other of these codes.	PRE-K-12: 4
30	Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon prohibited by Section 921 of Title 18 of the U.S. Code	PRE-K-12: 4
31	Possesses a pocket knife or blade cutter with a blade length of < 2½"	Possesses pocket knife or blade cutter with a blade length of <2½"	PRE-K-6: 3/4 7-12: 4
33	Use of over-the-counter (OTC) medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials. All over-the-counter or prescription medication shall be signed in through the school nurse and held in the office. No student may bring to school and/or take over the counter medication at school, even if the parent is aware and consents.	PRE-K-6: 2/3/4 7-12: 3/4
34	Possession of body armor	Possession, including the wearing of any type of gear that protects the person from attack by another.	PRE-K-12: 4
35	Bullying/Harassment (If event does not meet the definition of bullying, school adminstrtr may align incident with another infraction code)	Bullying is the use of force, coercion, hurtful teasing or threat to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying is a subcategory of aggressive behavior characterized by hostile intent, imbalance of power, and repetition over a period of time.	PRE-K-6: 3/4 7-12: 3/4
36	Cyber Bullying/ Cyber Harassment	Cyberbullying is verbally threatening or harassing behavior conducted through such electronic technology as cell phones, email, social media, or text messaging or any other use of technology. Cyberbullying can occur on or off school property. For a student to be disciplined at school for behavior that occurs off campus, the behavior shall be connected to the school environment in some way. Parents may call law enforcement for community based behavior.	PRE-K-6: 3/4 7-12: 3/4
37	False Alarm/Bomb Threat	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, bomb threats, discharging a fire extinguisher, or communicating false threats to a school via electronic means (social media, texts, chat groups, etc.)	PRE-K-6: 3/4 7-12: 4
38	Forgery	Using, making or reproducing another person's signature	PRE-K-6: 1/2/3 7-12: 2/3
39	Gambling	Wagering money or property	PRE-K-6: 2/3 7-12: 2/3

CODE	NAME OF INFRACTION	DEFINITION	POSSIBLE LEVELS <i>(dependant on student's grade level, frequency, severity and impact on the school/classroom)</i>
40	Public Indecency	Public exposure of body parts (genitals, buttocks, female breasts)	PRE-K-6: 3/4 7-12: 4
41	Obscene Behavior or Possession of Obscene/Pornographic Material	Engaging in behavior of a sexual nature including consensual sexual activity; possession of sexual images in any form (electronic, book, magazine, phone, drawing, etc.)	PRE-K-6: 3/4 7-12: 3/4 (engaging in any sexual act - even consensual - is a Level 4)
42	Unauthorized Use of Technology	Use of pager/cellular telephone (texting, talking, accessing internet), smart watches, camera or video device, airpods or other bluetooth-capable earphones or listening devices or other communication devices during the school day in violation of the individual school's Acceptable Use Policy.	Pre K - 6: 1/2/3 7-12: 1/2/3/4
43	Improper Dress	Out of Dress Code or failing to wear the school-issued photo ID as directed.	PRE-K-6: 1/2 7-12: 1/2/3
44	Academic dishonesty	Cheating that occurs in relation to a formal academic exercise, and may include plagiarism, fabrication, or deception.	PRE-K-6: 1/2 7-12: 1/2/3/4
45	Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes the unauthorized presence of a student on school property while on restrictive access, suspension, or alternate placement.	PRE-K-6: 3/4 7-12: 3/4
46	Failure to Serve Assigned Consequence	Failure to serve Detention, Time-Out Room, Saturday School, Suspension or other assigned consequences.	PRE-K-6: 1/2/3/4 7-12: 2/3/4
47	Misusing Internet	Violating the TPSS Internet Use Policy.	PRE-K-6: 1/2/3 7-12: 1/2/3/4
48	Sexual harassment	Sexual harassment refers to repetitive, unwanted sexual advances from one student to another.	PRE-K-12: 4
49	False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.	PRE-K-6: 2/3 7-12: 3/4
50	Crime of Violence (per R.S. 14:2B)	Violent crime including murder, assault and battery, rape and sexual battery, kidnapping, arson, criminal damage to property, burglary, misappropriation with violence to person, or serious bodily injury.	PRE-K-12: 4

INTERVENTIONS VERSES CONSEQUENCES

Understanding the difference in interventions and consequences is critical in the planning process of incident response. The goal of any response is to minimize the impact of the incident, keep students learning, and effectively change the student's behavior. Suspensions and other exclusionary discipline practices, however, should always be part of a larger behavior plan for the student and should be used as a last resort. On their own, these consequences are unlikely to change student behavior. Therefore, effective student incident response has to contemplate a range of student actions and responses. For example, there are some behaviors that require skillful responses that minimize

disruption of learning, remind students of the expectation, and teach alternative behaviors. Other, more serious behaviors may require more intensive interventions and consequences. When determining the appropriate behavior code(s) and response, consider the impact and root-cause of the behavior, willingness to repair the harm, and an appropriate response that will not exacerbate the situation.

Interventions can include the following: restorative conversations between students, a mediation session between students and/or adults, ongoing work with a social worker, participation in a group focused on – for example – conflict resolution, a check-in with an adult before stressful activities. Regardless of the level of infraction, interventions should always be implemented before or in addition to consequences as they are intended to help change behaviors.

Consequences should be aligned to what you hope the student learns as much as possible (e.g., if a student vandalizes the school with graffiti, his or her consequence could be to clean it). If the behavior incident is deemed severe, or there are multiple discipline incidents, a more serious consequence may be assigned that includes out of school suspension.

TPSS BEHAVIOR INTERVENTIONS

BEHAVIOR INTERVENTION	TPSS DEFINITION AND EXAMPLES
Administrative Conference	A formal conference is held between the student and the appropriate school administrator in an effort to reach an agreement regarding how the student should behave.
Alternate Area Assignment (hallways, cafeteria, etc.)	A student may be assigned to a different area in order to prevent problem behavior. For example, if the student is having difficulty following the school-wide expectations for morning assembly, he or she may be assigned to sit in an area near a duty teacher instead of with his or her class.
Assigned Seating Change	A student shall be reassigned to a different seat in the classroom and/or on the school bus to prevent the recurrence of problem behavior.
Community Service Project	A student may be assigned to conduct community service at the school site while being supervised by a school staff member.
Conference with Student Services Staff	A meeting with the student, the parent/guardian, school administrator, and a Central Office Student Services staff member to discuss problem behavior and attempt to prevent further behavior concerns.
Referral to the Student Assistance Team	Refer the student to the Student Assistance Team (SAT) to assess behavior concerns, make suggestions for interventions or consider formal evaluation.
Cool Down/Time-Out	Positive time-out is designed to encourage children and to teach them self-control and self-discipline. Positive time-out teaches children to understand their brains do not function well when the individual is upset. Students learn the value of taking time out to calm down until their brains are functioning in a way that is advantageous rather than detrimental to them. Positive time-out teaches students the valuable life skill of learning to take the time to feel what he or she feels and to calm down until he or she is able to behave in a more constructive manner.
Counseling	TPSS provides school counseling in every school at various intervals. School counseling is designed to be short-term and solution-focused. Behavioral concerns requiring more extensive intervention are assessed by the school counselor and referred to more appropriate agencies and/or individuals.

BEHAVIOR INTERVENTION	TPSS DEFINITION AND EXAMPLES
Establish Check In/Check Out	Check In/Check Out is an evidence-based behavior strategy used to address ongoing student behavior concerns. The program relies on key concepts such as building relationships, mentoring, and teaching replacement skills. In this program, students check in daily at the beginning of the school day with an adult to receive a goal sheet and words of encouragement. Teachers provide feedback on the sheet throughout the day, and students check out at the end of the day with an adult to discuss whether or not daily goals were met. The student takes the sheet home for the parent/guardian's signature, and returns it the next morning upon checking-in at school.
FINS Referral	A referral to the Families in Need of Services (FINS) office of Hammond City Court or the 21 st Judicial District. This agency is designed to intervene with families early to prevent juvenile court involvement.
Learning Activity in Reference to the Offense	Student may be assigned an activity that shall assist them in understanding the desired behavior and how to prevent future misbehavior.
Mediation/Conflict Resolution	Conflict Resolution attempts to install problem solving skills among students in a dispute by allowing both parties to express their points of view and interests, and provide ways to find acceptable solutions. Conflict resolution teaches students how to resolve conflict in non-violent ways.
Outside Agency Referral	The student is referred to a community agency with the goal of receiving additional assistance for the behavior of concern.
Parent Contact	To communicate a concern, the school administrator or staff member calls, emails, and/or sends a letter to the parent/guardian at the phone number(s), email address, and mailing address included in the student's file. Notes that include the date of contact, manner of contact, and the name of the person contacted should be kept in the student's discipline file by the school administrator.
Referral to RKM Primary Care or Southeast Community Health Systems Mental Health Professional	TPSS has two on-site partnerships with local community health centers-RKM Primary Care and Southeast Community Health Systems. Licensed mental health professionals are available on every campus. Parent/guardian permission must be obtained.
Reflection Activity Sheet	A Reflection Sheet is a very effective tool to use when a student is displaying unacceptable behavior. The student would be required to complete and submit a prepared form pertaining to the problem behavior. The process of reading and writing about one's behavior allows time for cool down, re-teaching, and reflection.
Restorative Practices	Provide an opportunity to improve and repair relationships between students, teachers, and school communities. The purpose is to build healthy schools, increase positive behavior, decrease inappropriate and/or anti-social behavior, repair harm and restore relationships.
Reteaching Schoolwide/Classroom Expectations	Providing repeated teaching of the schoolwide expectations and rules by setting.
Social Skills Instruction	Assigning behavior-specific social skills instruction using an evidence-based program (Character Counts, Skill Streaming, Life Skills, Second Step, Safe Schools for Students etc.)
Role Play Appropriate Behavior and/or Responses	Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who shall make a decision regarding a behavior or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role.
Schedule Modification	Modify a student's schedule in order to prevent future problem behavior (separate students who are in conflict, avoid student-teacher mismatch, etc.)

BEHAVIOR INTERVENTION	TPSS DEFINITION AND EXAMPLES
Small Group Intervention/Counseling	Group counseling, involving a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students with social/emotional, relationship issues and situational concerns. By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment, and learn to communicate and cooperate with others.

STUDENT REMOVAL FROM CLASSROOM

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

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

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

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

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

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

BEHAVIOR CONSEQUENCE	TPSS DEFINITIONS AND EXAMPLES
Alternative School Placement	A student may be placed in the TPSS Alternative Education Program, after a DRC hearing, for a minimum of 45 school days up to 4 complete school semesters depending upon the nature of the behavior offense. Students placed in the Alternative Education Program may not attend any TPSS sponsored event of any sort during the period of their expulsion. Students who are released from the Alternative Education setting may return to their normally zoned school setting.
Before or After-School Detention	<i>Detention</i> shall mean activities, assignments, or work held before the normal school day, after the normal school day, or on weekends. Failure or refusal by a student to participate in assigned detention shall subject the student to immediate suspension. Assignments, activities, or work which may be assigned during detention include, but are not limited to, counseling, homework assignments, behavior modification program, or other activities aimed at improving the self-esteem of the student. Transportation shall be provided by the family.
Bus Suspension	A student's bus riding privileges may be suspended for 1 day through the remainder of the school year, depending upon the severity or frequency of the behavior offense.
Change of Placement Recommendation (long term removal)	Students who seriously or repetitively violate the district Code of Conduct may be referred for a Change of Placement hearing. The student and parent will be informed of the date and time of the meeting with the Discipline Review Committee (DRC). The role of the DRC is to make decisions on long-term exclusionary discipline recommendations made by the school and is activated anytime a long-term exclusionary discipline recommendation has been made. By activating the DRC, TPSS seeks to ensure measures are put in place that will prevent unnecessary and harmful exclusionary discipline, decided on by an impartial, unbiased, and values-based committee. Processes and procedures around the hearing process will ensure all appropriate actions are taken by the school and district to ensure the student and family receive due process.
Confiscation	Items not allowed in school or items that are being used inappropriately shall be taken. Such items may be returned to the students or the parent/guardian in accordance with TPSS timelines/guidelines.
In School Suspension (ISS)	In-School Suspension (ISS) is when a student is removed from his/her usual classroom placement to a separate class setting for a minimum of one complete school day. Students shall be required to work on their assigned classwork and are responsible for all regular class assignments while assigned to ISS. Restroom and lunch shall be monitored. Bathroom breaks shall be scheduled.
In-School Detention	Detention held during the school day (lunch, intervention time, recess) and supervised by a school staff member. During the detention, the student may be assigned re-teaching of expectations, remedial work, reflection sheets pertaining to the misbehavior, community service, counseling, or other restorative options.

BEHAVIOR CONSEQUENCE	TPSS DEFINITIONS AND EXAMPLES
School Based Alternative Program	A student may be placed in a long term in-school suspension setting on their regular school; campus with the recommendation of their building principal and the agreement of the student’s legal guardian. This consequence is in lieu of being placed in the district’s off site Alternative Program. Students placed in this setting will be provided work by their regular classroom teacher. Students will be expected to complete and submit such work in order to earn credit. All students in this setting will be monitored closely and provided behavioral interventions to remediate the associated behaviors which resulted in their placement.
Loss of Privilege	Student may be removed from a favorable activity as a consequence.
Out of School Suspension	A student is temporarily prohibited from participating in his/her usual placement within school. This usually involves temporary removal from school. The student cannot participate in any before or after school activities nor attend any school related event.
Parent Shadow (Reverse Suspension)	A student remains at school instead of being sent home. A parent/guardian shall come to school and spend the day (or time designated by the school) with the child. The goal is to reduce out of school suspensions, increase parental involvement, and foster a home/school partnership.
Restitution	A student is responsible for payment and/or restoration of TPSS property and/or the personal property of others which has been vandalized, damaged, lost, or stolen.

LEVELED SYSTEMS OF DISCIPLINARY RESPONSES AND INSTRUCTIONAL INTERVENTIONS

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

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

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

EQUITABLE PROCESSES FOR MANAGING STUDENT BEHAVIOR

As with academic error correction and feedback, responses to student behavior are anchored in an instructional approach that emphasizes teaching and the modeling of desired behaviors in a supportive classroom environment. A combination of teacher and administrative responses will be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic

instructional time. Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies student behaviors that are teacher managed versus those that are administrator managed.

The TPSB has a vested interest in the consistent and fair implementation of policy across school sites and varying demographics. To ensure greater consistency, the Board has developed the TPSS Leveled Responses with descriptors of student behaviors and prescribed certain minimum and maximum disciplinary action. There are several factors that will influence the type of response and most appropriate course of action. After the findings are summarized, the team needs to discuss the incident, keeping in mind the following keys that will support the planning process through appropriate identification of the incident level and a response plan that effectively aligns with the student’s needs:

- SEVERITY:** *How severe was the incident? Was the behavior minor, serious or severe?*

- IMPACT:** *What kind of impact did the incident have on the student? Other students? School staff?*

- FREQUENCY:** *How frequently has similar behavior been documented? Is the behavior recurring or was it a one-time occurrence?*

- NEEDS:** *What does the student need to keep learning to change his or her behavior in the future?*

DETERMINE THE LEVEL OF THE BEHAVIOR INFRACTION AND BUILD A RESPONSE PLAN

Step 1: Utilize Inquiry Findings to Determine Level: The first step in creating a plan is to thoughtfully align the findings of the inquiry process to the most appropriate infraction level given the severity, impact, and frequency of the behavior.

Step 2: Align Level and Response Plan: Once the level of infraction has been identified, consideration should be made as to the most appropriate response that will support a change in the student’s behavior. This should always include an intervention and may also include a consequence.

Step 3: Document the Plan and Notify the Student and Parent: A parent or legal guardian must be contacted at the phone number, email address, or mailing address on file any time a student is seen in the office for discipline. Follow the procedures listed below for specific behavior consequences which require a higher level of notice.

POTENTIAL RESPONSE PLANS BY LEVEL

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

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

LEVEL THREE INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1 or 2 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 or 2 Consequences and/or additional options below may be used:</i>
Referral to the Student Assistance Team (SAT)	In-School Suspension up to 5 days
Referral to Families in Need of Services (FINS)	Out-of-School Suspension up to 5 days
Referral to mental health counseling (RKM/SE)	Placement in a school-based Alternative Program for up to 30 schools days (requires a parent conference)
Create a Behavior Plan and begin daily tracking	Return from suspension conference with parent
Team Meeting (all teachers, administration, parent, student, and service providers)	Report to service providers (FINS, Probation)
Special Education Collaboration	Contact law enforcement
Reconvene 504 Committee	Conference with Student Services

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

SPECIFIC DISCIPLINE INCIDENTS REQUIRING UNIQUE CONSEQUENCES AND INTERVENTIONS

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

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

schools also have on-site professional mental health services available through a partnership with RKM Primary Care. Parents or students can request counseling services at any time.

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

- Students alternatively placed by the Discipline Review Committee (DRC) for one-on-one fighting will attend 89 days at the Alternative Site for the first fight, two full semesters at the Alternative Site for their second fight in one school year.
- Students alternatively placed by the Discipline Review Committee (DRC) for a group fight will attend two full semesters at the Alternative Site.

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

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

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

Each time a vape/electronic cigarette is located and confiscated, TPSS will test the vape for an illegal substance. If it is determined that the device contains nicotine/nicotine related products the student will be given the consequences/interventions below. If the device is determined to contain an illegal substance (THC, Marijuana or other illegal substances) the student will be recommended for a change of placement hearing with the Discipline Review Committee. Additionally, law enforcement will be notified of the student being in possession of illegal substances in a Drug Free School Zone. It is important for students and parents to be aware of the severe mandatory consequences for possessing illegal substances on campus and recommended to be out of school for **FOUR COMPLETE SEMESTERS**.

INTERVENTIONS AND CONSEQUENCES FOR VAPING

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

ELEMENTARY (GRADES PRE-K-6)		
1st Occurrence	2nd Occurrence	3rd Occurrence
Confiscation and Disposal	Confiscation and Disposal	Confiscation and Disposal
Mandatory Conference with Parent	Mandatory Conference with Parent	Mandatory Meeting with Student Services

1 day In-School Suspension	3 days In-School Suspension	1 Day Out-of-School Suspension
Recommend Counseling	Mandatory Counseling	FINS Referral
	Parent/Guardian must come to school to watch a vaping informational video with the student	Parent/Guardian must come to school to watch a vaping informational video with the student

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

On the 4th Vaping offense during a school year, a 7th - 12th grade student will be recommended to the DRC for a change of placement hearing



BUS DISCIPLINE

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

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

Below are guidelines for addressing incidents and other processes:

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



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

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

DETERMINE THE LEVEL OF THE BUS BEHAVIOR INFRACTION AND BUILD A RESPONSE PLAN

Step #1: Utilize Inquiry Findings to Determine Level: The first step in creating a plan is to thoughtfully align the findings of the inquiry process to the most appropriate infraction level given the severity, impact, and frequency of the behavior.

Step #2: Align Level and Response Plan: Once the level of infraction has been identified, consideration should be made as to the most appropriate response that will support a change in the student’s behavior. This should always include an intervention and may also include a consequence.

Step #3: Document the Plan and Notify the Student and Parent: A parent or legal guardian must be contacted at the phone number, email address or mailing address on file any time a student is seen in the office for discipline

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

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

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

LEVEL TWO: INTERVENTIONS AND CONSEQUENCES	
BEHAVIORAL INTERVENTIONS <i>Any Level 1 Interventions and/or additional options below may be used:</i>	DISCIPLINARY CONSEQUENCES <i>Any Level 1 Consequences and/or additional options below may be used:</i>
	Restitution
	Community service

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

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

Parents/Guardians are asked to download and register for the Parent Portal, which allows you to track your child’s bus and get updates on its status. For more information, please go to the Transportation Department tab on the tangischools.org website. Additionally, parents/guardinas should make sure that their contact information is correct. The process to check your information or update your information can be found in the Toolkit found on Tangischools.org.

STUDENT USE OF ELECTRONIC DEVICES (including cell phones)
[TPSB Policy JCDAE](#)

No student, unless authorized by the school principal or his/her designee, shall use or operate any electronic telecommunication device, including any facsimile system, radio paging service, mobile telephone service, intercom, or electro-mechanical paging system in any elementary or secondary school building, or on the grounds thereof during the instructional day, or in any school bus used to transport public school students. Use or operation of an electronic telecommunication device shall mean the device is either visible, turned on

or is in a code capable of receiving or transmitting signals. The instructional day shall begin at the time students arrive on campus prior to the take-in bell and conclude upon the dismissal bell at the end of the day. *Should a student refuse to follow a directive and relinquish an electronic device when requested to do so by school personnel, he/she shall be placed on the appropriate level according to the Student Code of Conduct.* The school and the district is not responsible for lost or stolen property. Continue reading this entire policy using [this link](#).

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

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

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

REPORTS TO PRINCIPALS: Any teacher or other school employee may report to the principal or designee any student who acts in a disorderly manner or is in violation of school rules, or any misconduct or violation of school rules by a student who may or may not be known to the teacher or employee. Incidents of alleged discipline violations shall be reported on the School Behavior Report/School Bus Behavior Report form provided by the Louisiana Department of Education. The forms shall be submitted in accordance with procedures outlined by the School District, the Superintendent, and school system personnel. The principal or designee shall review and act upon such information submitted, to determine if suspension or other disciplinary action is necessary. Should the principal or designee fail to act on any report of misconduct or school violation, he/she shall explain the reasons for doing so to the Superintendent or his/her designee and to the teacher or school employee, student, parent, or legal guardian reporting the violation.

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

The Tangipahoa Parish School Board mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any suspension or expulsion. Due process shall be defined as fair



and reasonable approaches to all areas of student grievance and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instruction process

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

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

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

Every teacher and other school employees in the public school system shall endeavor to hold each student to a strict accountability for any disorderly conduct in school, or on the playgrounds of the school, on any school bus, on the street or while going to or returning from school, during intermission or recess, or at any school sponsored activity or function. To assist the teacher, the Board shall establish regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness. Discipline shall be administered uniformly, consistently, and in a nondiscriminatory manner.

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

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

DUE PROCESS PROCEDURES

Any time an administrator or disciplinarian receives a student behavior report completed by a school staff member, the student in question is to be afforded due process. Due process, for purposes of this code, is defined as follows: When a student has been written up and presents to the office, the following shall occur:

1. The student shall be told what he or she is accused of and by whom (school staff member).



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

STUDENT SUSPENSION PROCEDURES

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

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

1. The period of the suspension, including the date that the student may return to school
2. The date and time of the parental conference that is required prior to the student's return to school. In the event the student's parent/legal guardian refuses to attend the return conference, the student should be allowed to return to school and a FINS referral should be completed within 48 hours.
3. Notice that the student is prohibited from coming on school property and/or to scheduled school activities during the period of suspension
4. Information about the availability of community-based, alternate

REVIEW/APEAL OF OUT OF SCHOOL SUSPENSIONS:

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

CHANGE OF PLACEMENT/EXPULSION RECOMMENDATION PROCEDURES:

Students may be suspended from attending school pending a Due Process Hearing for long term removal for sufficient cause. Students may be suspended for not more than fifteen school days by the school principal or designee pending the convening of the Discipline Review Committee (DRC). The principal or designee may suspend the student after giving the student oral or written notice of the charges against the student, and if the student denies the charges, an explanation of the facts as known to school personnel and an opportunity to present the student's version of what

occurred must be provided. The notice shall include the fact that the student's entire disciplinary record may be reviewed, because of its relevance to recommend a long-term change of placement. Every effort will be made to hold a change of placement hearing within 10 days of removal from school.

Upon the request for long term removal for any student, the principal or designee responsible for such request reports the facts of the case in writing to the student's permanent disciplinary record and the student and/or the student's parent(s). This letter shall also inform the student and/or the student's parent(s) of the conditions of the suspension, including (but not limited to):

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

Discipline Review Committee (DRC)

The DRC is a panel of three (3) TPSS administrators who decide on long-term exclusionary student discipline recommendations, such as a change of placement, made by the school. It is activated anytime a long-term exclusionary discipline recommendation has been made.

By activating the DRC, TPSS seeks to ensure that the student and family receive due process. The DRC ensures this by reviewing all processes and procedures associated with the incident(s) while allowing all participants to explain the incident.

The DRC hearing will take place at a neutral site.

Discipline Review Committee Procedure:

After a school administrator makes a change of placement recommendation for a student, the following process happens:

The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the reason for the recommendation for alternative placement. The student shall be suspended out of school pending their Disciplinary Review Committee (DRC) hearing. During the time of suspension, the pupil shall be assigned a TPSS laptop, and will be required to keep up with all of his/her school assignments during the waiting period of the Disciplinary Review Committee hearing. If the student does not complete their assignments, they shall not receive academic credit for those assignments.

The TPSS assigned laptop shall be turned back into TPSS custody at the DRC hearing. If TPSS does not receive the assigned device at the hearing, the parent, tutor, or legal guardian will have 30 days to return the device to the technology department or student's school site. If they fail to return the device after the allotted time frame laid forth in this paragraph or the device is damaged, the parent, tutor, or legal guardian will be charged a fine to replace or repair the laptop. The amount of the fine shall be defined by the Superintendent and/or the TPSS Technology Department.

A letter outlining this notice shall be presented by the school administrator or designee and signed by the parent, tutor, or legal guardian, at the time the device is assigned.

The student may not be on any property of the Tangipahoa Parish School System (ie. School Grounds, Sporting Venues, etc.) or participate in any school activity or any school sponsored event during the time of the suspension.

Immediately after notifying the parent, tutor, or legal guardian of the pupil, the principal/designee shall contact the TPSS Student Services Office and establish a date and time for the Discipline Review Committee (DRC) Hearing. Once a date and time has been assigned by Student Services, a representative from the Student Services Department shall provide notice of the date and time of the hearing by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card and/or by sending a letter to the address shown on the pupil's registration card.

The Disciplinary Review Committee (DRC), shall conduct a hearing to review the facts presented by the pupil's principal or designee. During this review the principal or designee shall provide the DRC with any and all documentation or videos that outline the pupil's disciplinary violation, and or any supporting documentation that outlines the pupil's overall disciplinary record and educational performance.

The pupil and/or their parent, tutor, or legal guardian shall then be given the right to present their account of the violation and present any supporting documentation to support their accounts.

The DRC panel shall review all remarks and documentation provided in the hearing and decide whether the evidence provided supports the recommendation of the school. The DRC's recommendations and decisions must follow all Tangipahoa Parish School Board policies and Code of Conduct guidelines.

If the DRC goes against the school's recommendation, the Student Services representative will send the school principal a detailed explanation of the committee's decision. Additionally, the school principal may request a meeting with the student services representative and the Assistant Superintendent over student services.

If the pupil, parent, tutor, or legal guardian, fail to attend their assigned DRC hearing, the DRC committee shall conduct the hearing and make a recommendation. If the DRC recommendation supports the school's recommendation, the parent, tutor, or legal guardian may then submit a written request to be reassigned another DRC hearing. That request must be submitted to the Superintendent or designee no later than 5 school days after the missed meeting. The Superintendent or designee shall have the right to reschedule another DRC hearing. This privilege is limited to one (1) missed assigned hearing. If the Parent, Tutor, or Legal Guardian fails to attend the reassigned hearing, the recommendation of the DRC shall be final.

Following the hearing, the Discipline Review Committee shall provide the pupil, parent, tutor, and legal guardian with written documentation, outlining their decision. Additionally, paperwork will be given related to appealing the DRC's decision.

A student who is alternatively placed and receives educational services at an alternative site shall be assigned work and shall receive credit for school work if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was alternatively placed.

The parent, or legal guardian of the student who has been recommended for alternative placement may within five (5) days after the decision has been rendered, request an appeal of the Disciplinary Review Committee (DRC).

At the appeal, the decision of the DRC may be affirmed, modified, or reversed.

In order for an appeal to be considered, the student must enroll in the Tangipahoa Parish Alternative Site.

All appeals shall be heard no later than fifteen (15) school days.

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

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

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

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

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

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



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

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

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

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

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

If school personnel, the parent, and members of the student's IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the current plan shall be reviewed and modified to address the current behavior.

If the Tangipahoa Parish School System failed to implement the IEP, immediate steps should be taken to remedy the deficiencies. The student is to return to the placement from which he or she was removed, except under Special Circumstances; or unless the parent and school personnel agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

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

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

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

DEFINITIONS:

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



- In-school expulsion shall mean (1) student is temporarily removed from his/her usual classroom placement to an alternative educational placement for a period of time specified by the Office of Student Services, and (2) no interruption of instructional services occurs. (An alternative educational placement may be located on or off the school site, provided that the student continues to receive instructional services and remains under the supervision of school personnel of their designees.)
 - Consequence shall mean a response to student behavior that should be aligned to what you hope the student learns as much as possible (e.g., if a student tags the school, their consequence could be cleaning it). If the behavior incident is deemed severe or there are multiple discipline incidents, a more serious consequence may be assigned that includes out of school suspension.
 - Exclusionary Discipline shall mean the temporary removal of a student from the school building for a specified period of time. A suspended student shall be ineligible to participate in school-related activities during their suspension time including but not limited to graduation ceremonies, athletic events, after-school organizations or school-sponsored activities. Off-campus suspension should be used as a last resort and only when no other in-school intervention is available.
 - Short-term exclusion shall include any suspension from the school setting for 5 days or less
 - Long-term exclusion can include any suspension from the school setting for more than 10 days, including any change of placement.
 - Due process is a fair and reasonable approach to all areas of student grievance and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of educational services.
 - Discipline Review Committee (DRC): The role of the DRC is to make decisions on long-term exclusionary discipline recommendations made by the school and is activated anytime a long-term exclusionary discipline recommendation has been made following a Level Four infraction. The DRC is made up of a diverse group of TPSS administrators. By activating the DRC, TPSS seeks to ensure measures are put in place that will prevent unnecessary and harmful exclusionary discipline, decided on by an impartial, unbiased, and values-based committee. Processes and procedures around the hearing process will ensure all appropriate actions are taken by the school and district to ensure the student and family receive due process.
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STUDENT DRESS CODE

[TPSB Policy JCDB](#)

The policy of the Tangipahoa Parish School Board shall be that no mode of attire shall be considered proper for school wear that disrupts the classroom and/or the school's positive learning environment. In questions regarding student dress and grooming, the principal of each school (or his/her designee) shall make the final decision as to what is considered proper or improper dress according to the guidelines provided. Continue reading the entire dress code policy using [this link](#).

ATTENDANCE

Read the entire policy for Attendance, Truancy, and Student Absences and Excuses using the links below.

[TPSB Policy JB](#) - Attendance

[TPSB Policy JBE](#) - Truancy

[TPSB Policy JBD](#) - Student Absences and Excuses

ATTENDANCE REPORTS FOR STUDENT DRIVERS:



[TPSB Policy JBH](#)

In accordance with state law, students are obligated to attend school regularly and be in attendance a minimum number of days during the school year. In order for a minor to obtain or renew a driver's license or learner's permit for the operation of a motor vehicle, the minor shall present evidence to the Office of Motor Vehicles that he or she is enrolled and attending school or a recognized program or has completed the required minimum units of credit for graduation. Continue reading this entire policy using [this link](#).

MEDICAL INFORMATION

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

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

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

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



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

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

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

Students without op-to-date immunizations are required to obtain an appointment card for a future doctor visit and it must be submitted to the school nurse.

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

Students may participate in school without the required immunizations if either of the following are present: 1) A written statement from a provider stating the procedure is contraindicated for medical reasons; or 2) a written letter of dissent from the parent or guardian. Letters of dissent must be completed by the legal parent or guardian and submitted to the school nurse. The form may be obtained from the school nurse or from the TPSS website under "School Nursing Services." If this dissent is due to a medical reason, a written statement from the doctor must be received.

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



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

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

MEDICATION ADMINISTRATION GUIDELINES: Medications given at school should be limited to those which cannot be administered before or after school. Emergency medications may be administered at school. A written Medication Order from a physician or dentist licensed to practice medicine in Louisiana, or any other prescriber authorized in the continental United States to prescribe medication or devices is required.

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

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

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

INTERSCHOLASTIC ATHLETICS

[TPSB Policy IDFA](#)

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



INTERSCHOLASTIC ATHLETIC REGULATIONS

[TPSB Policy IDFA-R](#)

All athletic programs of the TPSB shall be governed by the regulations set forth in TPSB Policy IDFA-R. Read this entire policy using [this link](#).

DRUG TESTING OF ATHLETES

[TPSB Policy IDFAA](#)

One of the primary objectives of the Tangipahoa Parish School Board is to provide a learning environment that is safe and drug free. Many methods have been employed in order to accomplish this goal. They include "zero tolerance" for drugs, alcohol, and fighting, D.A.R.E., in-school suspension, conflict resolution training, and school resource officers. While these programs have been effective, student surveys have indicated drug use by students appears to be increasing. Continue reading this entire policy using [this link](#).

CO-CURRICULAR ACTIVITIES AND EXTRACURRICULAR ACTIVITIES

[TPSB Policy IDE](#)

The Tangipahoa Parish School Board shall be committed to providing for each of its schools a program of student activities to all students in a manner which allows students equal opportunity to participate in services and activities. All activities shall be in compliance with pertinent regulations of the Louisiana Board of Elementary and Secondary Education. Continue reading this entire policy using [this link](#).

PROCEDURES FOR SELECTING CHEERLEADERS, DANCERS, FLAG CORPS, AND PEP SQUADS

[TPSS Policy IDE-P](#)

The Tangipahoa Parish School Board shall require the selection of cheerleaders, dancers, flag corps, and pep squads to be conducted in accordance with policy IDE-R. You can read the entire policy using [this link](#).





ACADEMICS

Dr. Lisa Fussell, Assistant Superintendent
Chasity Liuzza, Director
Telephone: 985-748-2410
Email: chasity.liuzza@tangischools.org

STUDENT PROGRESS CENTER FAMILY PORTAL

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

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

GRADING SCALE

KINDERGARTEN

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

GRADES 1-8

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

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

**Effective 8/1/2024 per LDOE*

GRADES 9-12

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

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

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

**Effective 8/1/2024 per LDOE*

GRADES 9-12

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

QUALITY POINTS

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

**Board approved 7/30/2024*

GRADES 9-12

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

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

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

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

CLASSIFICATION OF STUDENTS (GRADES 9-12):

ATTENDANCE:

Students must attend school a minimum number of days per semester as established by Bulletin 741. (See Attendance Regulations.) Students who do not meet the required number of instructional minutes are at risk for not receiving Carnegie Unit credit for courses.

CARNEGIE UNITS – CLASSIFICATION BY GRADES:

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

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

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

2025-2026 School Year: Please note that during the 2025-2026 school year, all 6th grade students will participate in the Computer Technology Literacy (JH)/Health Education (JH) course; all 7th grade students will participate in the Introduction to Business Computer Applications/IBCA course; and all 8th grade students will take the Quest for Success/QFS course. Students who meet eligibility requirements outlined in the TPSS Pupil Progression Plan may be eligible to take other core high school courses. For elective courses, students will receive pass/fail final grades. For

final grades in TOPS core courses, students will receive a letter grade. Additionally, for English I and Algebra I, students must also score Mastery or higher on the LEAP 2025 test in order to be issued Carnegie Unit credit.

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

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

All International Baccalaureate Subjects & All College Board Advanced Placement Subjects

HONOR ROLL AND PRINCIPAL’S ACHIEVEMENT ROLL

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

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

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

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

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

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

HONOR STUDENTS: Beginning with the freshman class of 2008-2009, to be eligible to compete for scholastic honors in a particular TPSS school, a student must have been registered in that school for the final semester of his/her senior year (90 days). Should the student fail to register during the first 10 days of the spring semester because of personal illness or illness in the family, this fact must be substantiated by a doctor’s certificate. The high school average of all semester grades is used in determining the honor students. To determine who shall be the honor students in the graduating class, the following procedure will be followed: All subjects in which credit was received shall be listed in the transcript sent to the Louisiana Department of Education. The cumulative grade point average (GPA) on the official transcript will be used as a basis for determining who will be honor students. Public recognition of honor students

should be given at commencement exercises. Students will be recognized as honor students by using the following system: Summa Cum Laude-4.0+ GPA, Magna Cum Laude-3.999-3.50 GPA, and Cum Laude-3.499-3.00 GPA.

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

CAREER AND TECHNICAL EDUCATION

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

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

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

TITLE I FAMILY ENGAGEMENT

Parent and family engagement is a priority of the School Board for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the School Board throughout their children's elementary and secondary school careers. The concept of parent and family engagement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting.

All schools, except SLU Lab School, are Title I schools and adhere to the policies set forth in the [TPSS Title 1 Parent Family Engagement Policy](#).

The Elementary Secondary Education Act (ESSA) requires Title I schools to give timely information regarding the professional qualifications of their child's classroom teachers and paraprofessionals, if requested by parents or guardians. Certified educator credentials are available at TeachLouisiana.net.

If the Tangipahoa Parish School System Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the following: *Louisiana Handbook for School Administrators, (Bulletin 741, Section 349)*.

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



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

The TPSS Parent and Family Engagement Policy may be found at

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

PARENT REQUESTS FOR INFORMATION:

[TPSB Policy IDFAA](#)

The Tangipahoa Parish School Board is committed to honoring the rights of parents and promoting parental involvement in our community's schools. The School Board recognizes the fundamental rights of parents to direct the upbringing, education, and care of their minor children. To this end, the Board establishes the following standards and expectations. Continue reading this entire policy using [this link](#).

TESTING SCHEDULES 25-26

PreK - GRADE 8			
GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATES
PRE-K	GOLD TEACHING STRATEGIES OR DEPARTMENT-APPROVED ALTERNATE ASSESSMENT	TEACHER	FALL CHECKPOINT FINALIZED: OCTOBER 31 WINTER CHECKPOINT FINALIZED: FEBRUARY 28 SPRING CHECKPOINT FINALIZED: MAY 30
K	KINDERGARTEN ENTRY ASSESSMENT DRDP OR GOLD	TEACHER	ADMINISTER WITHIN THE FIRST 30 DAYS OF SCHOOL DATA SUBMISSION DEADLINE: (OCTOBER TENTATIVE)
K-3	K-3 Statewide Literacy and Numeracy Screening	CBT: For BOY or MOY, administer grade 3 first. For EOY, administer grade 3 as early as possible in the administration window	BEGINNING OF YEAR (BOY) ADMINISTER WITHIN THE FIRST 30 DAYS OF SCHOOL MIDDLE OF YEAR (MOY) ADMINISTRATION: DECEMBER 1-31 END OF YEAR (EOY) ADMINISTRATION: APRIL 1-30
3	Grade 3 Literacy Rescreening	CBT	FOR QUALIFYING GRADE 3 STUDENTS: 2ND SCREENING LAST WEEK OF SCHOOL 3RD SCREENING IN SUMMER AFTER APPLICATION OF INTERVENTIONS (Minimum two-week wait between 2nd and 3rd Grade 3 EOY administrations)
3 - 8	LEAP 2025 (ELA, MATH, SOCIAL STUDIES, SCIENCE)	CBT	CBT WINDOW: APRIL 1 - MAY 15

GRADES 9 - 12			
GRADE LEVELS	CONTENT	DELIVERY	TEST DATE(S)
9 - 12	LEAP 2025	CBT	FALL WINDOW: DECEMBER 1-19 SPRING WINDOW: APRIL 1 - MAY 15 SUMMER WINDOW: JUNE 22-26
11	ACT	CBT	WINDOW 1: MARCH 10-13; MARCH 16-20 ONLINE STANDARD TIME, ACCOMMODATION ONLINE AND PAPER WINDOW 2: MARCH 24-27, MARCH 30- 31; APRIL 1-3 ONLINE STANDARD TIME, ACCOMMODATION ONLINE AND PAPER
11-12 (as applicable)	WorkKeys (optional)	CBT	OCTOBER 6 - APRIL 3 (POLICY REQUIRES 30 DAYS BETWEEN WORKKEYS TEST ADMINISTRATIONS TO PROVIDE FOR MEANINGFUL REMEDIATION.)
		Accommodated	FALL WINDOW 1: OCTOBER 1-3; 6-10, 13 FALL WINDOW 2: OCTOBER 15-27; 20-24, 27 SPRING WINDOW 1: MARCH 11-13, 16-20, 23 SPRING WINDOW 2: MARCH 25 - MARCH 27, MARCH 30- APRIL 3, APRIL 6 (POLICY REQUIRES 30 DAYS BETWEEN WORKKEYS TEST ADMINISTRATIONS TO PROVIDE FOR MEANINGFUL REMEDIATION).
9-12 (as applicable)	CLEP (optional)	CBT	OPEN WINDOW COMPLETE BY MAY 15
9-12 (as applicable)	AP (optional)	PBT	OPEN WINDOW COMPLETE BY MAY 15

SMALL POPULATIONS			
GRADE LEVELS	CONTENT	DELIVERY	TEST DATE(S)
3-8, 11	LEAP CONNECT ELA, MATH, SCIENCE	CBT	FEBRUARY 23 - MARCH 27
K - 12	ELPT/ELPT CONNECT	CBT	FEBRUARY 23 - MARCH 27
K - 12	ELPS	CBT	OPEN WINDOW (WITHIN FIRST 30 DAYS OF STUDENT'S ENROLLMENT)
ENROLLING INTO 5 & 9	STATE PLACEMENT TEST for LEAP	CBT	OPEN WINDOW: Notify DRC 30 days prior to administration
4, 8, 12	NAEP	CBT	TBD

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

 TANGIPAHOA PARISH SCHOOL SYSTEM EST. 1896			<u>SPECIAL EDUCATION</u>		
Rachel DiBenedetto Special Education Coordinator Telephone: 985-310-2121 Email: rachel.dibenedetto@tangischools.org		Susan Dubois Pupil Appraisal Coordinator Telephone: 985-310-2176 Email: susan.dubois@tangischools.org		Melissa Neeson Child Search Coordinator Telephone: 985-310-2156 Email: melissa.neeson@tangischools.org	

SPECIAL EDUCATION PLAYBOOK

The Tangipahoa Special Education Department is committed to the notion that students with disabilities are simply **STUDENTS FIRST!** The district fully supports inclusion, not just as a place or a program but as a sense of belonging, providing students with what they need to succeed in a high-quality least restrictive teaching environment. Together with our families, educators, support staff, leaders, and community members, it is our responsibility to make sure every student reaches their full potential. In doing so, all students including those with diverse learning needs have (1) access to high quality curriculum, (2) strong content qualified teachers, and (3) extra time to learn. We fully implement and support the Louisiana Department of Education's Special Education Playbook for System Leaders: [Special Education Playbook](#).

CAMERAS IN SPED CLASSROOMS

HB684 -Requires local education agencies (LEAs) to install cameras in all special education classrooms regardless of whether a parent has requested a camera in classrooms as defined in R.S. 17:1948. TPSS is committed to ensuring greater transparency and accountability in these environments and is taking all necessary steps to install cameras effective February 1, 2026. (attach link to current camera policy in board docs). Find more information on the [SPED website](#).

SPECIAL EDUCATION ADVISORY COUNCIL

TPSS Special Education Advisory Committee (SEAC) focus is on parish wide issues impacting special education. The SEAC believes all student with disabilities have the right to a free and appropriate public education in a safe environment conducive to learning. Find more information on the [SPED website](#).

PARENT REQUEST FOR CONSIDERATION OF EVALUATION SERVICES

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

CHILD SEARCH/ PROCESS FOR SPECIAL EDUCATION**Pre-K Population**

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

School Aged Population

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

TRANSFER OF EXCEPTIONAL STUDENTS:

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

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

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

When a previously identified exceptional student enters school from a home study plan, his or her evaluation will be reviewed by Pupil Appraisal Personnel. If the evaluation is current (within the last 3 years), an IEP meeting will be held within 30 calendar days to determine placement. Students whose multidisciplinary evaluation has expired (3-year timeline) shall be placed in the regular education program in accordance with local policy. The student will be referred to the Student Assistance Team (SAT) to initiate an evaluation to determine the need for special education and/or related



services. If the evaluation is not current (within the last three years), Pupil Appraisal personnel will review to assist the school in determining the appropriate placement (i.e., Interim placement or SAT).

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

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

Discipline procedures for children with exceptionalities in the TPSS are developed and implemented in accordance with the Individuals with Disabilities Education Improvement Act of 2004, the federal law governing the provision of a Free Appropriate Public Education (FAPE) for the discipline of students with disabilities; Louisiana Bulletin 1706 Subchapter B: Discipline Procedures for Students with Disabilities and §530; and Tangipahoa Parish School Board policy. School personnel may remove a student with a disability or suspected disability who violates a code of student conduct from his or her current placement to an appropriate interim alternate educational setting, another setting, or suspension for not more than 10 consecutive school days, to the extent that those alternatives are applied to students without disabilities. Additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct are allowed, as long as the removal does not constitute a change of placement. A change of placement occurs if a student with a disability is removed from his or her current educational placement for more than 10 consecutive school days (on the the 11th day), or a student with a disability is subjected to a series of removals, cumulating to 10 or more days, that constitute a pattern because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

After a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the school district must provide services that enable the student to participate in the general education curriculum and progress toward meeting his or her IEP goals. In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur.

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

For disciplinary changes in placement due to behavior that violates a code of student conduct that exceed 10 consecutive days: If school personnel, the parent, and members of the student's IEP team make the determination that the conduct was not a manifestation of the student's disability, school personnel may apply disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except the student should continue to receive educational services. School personnel and at least one of the student's teachers should determine the extent of services needed for the student to participate in the

general education curriculum and progress toward meeting his or her IEP goals. In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur. If a behavioral intervention plan has already been developed, the current plan will be reviewed and modified to address the current behavior. Services may be provided in an interim alternative educational setting, as determined by the student's IEP Team. If school personnel, the parent, and members of the student's IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.

If a behavioral intervention plan has already been developed, the current plan will be reviewed and modified to address the current behavior. If the school district failed to implement the IEP, immediate steps should be taken to remedy the deficiencies. The student is to return to the placement from which he or she was removed, except under Special Circumstances; or unless the parent and school personnel agree to a change of placement as part of the modification of the behavioral intervention plan.

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

- The student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or any school board (under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code;
- The student knowingly possesses or uses illegal drugs, sells, or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the state or any school board (Identified under Schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substance Act (21 U.S.C. 812(c); or
- The student has inflicted serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of the state or any school board (under paragraph (3) of subsection (h) of section 1365 of Title 18, United States Code.

In-school suspension and/or transition classes, in which a student's IEP is being implemented (services delivered), are not considered removals from a student's current educational setting. All other removals, whether to an alternative school or homebound, are considered changes in placement regardless of whether the student's IEP is being implemented in the alternative setting, unless a reevaluation is conducted and the student's IEP team determines these are the Least Restrictive Environment (LRE). Any parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or the school district believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a due process hearing under Bulletin 1706, §507 (Filing a Request for Impartial Due Process Hearing) and § 508 A and B (Due Process Hearing Request). Ref. LA. Regulations for Implementation of the Children with Exceptionalities Act, Bulletin 1706 Subchapter B: §530. Seclusion/restraint procedures provide guidance for the use, reporting, documentation and oversight of seclusion and restraint in the TPSS following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE). These procedures specifically address the statutory requirements of La. R.S. 17:416.21 (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint being used as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies that may be used by the Tangipahoa Parish School Board and its personnel in addressing the educational needs of students with exceptionalities. For the purposes of this document, the TPSS may encompass adopted policies, administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under La.R.S.17:416.21 (Act 328 of 2011) and

applicable sections of Louisiana Bulletin 1706. You may ask your school administrator for a full copy of these procedures.

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

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



CHILD NUTRITION

Kendra Reed, Director

Telephone: 985-748-2486

Email: Kendra.Reed@tangischools.org

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

CEP/FREE MEAL BENEFITS EXTENDED:

All students in Tangipahoa Parish Public Schools will receive one free breakfast and one free lunch daily during the 2025-2026 school year as part of the Community Eligibility Provision (CEP) Program. CEP is a school meal funding option from the United States Department of Agriculture. CEP status is determined by the percentage of students from households receiving public benefits. The CEP* Program allows all eligible schools to offer one (1) breakfast and one (1) lunch daily to all students at no charge. Meal applications will no longer be used to determine meal eligibility within our Child Nutrition Program.

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

BREAKFAST: Breakfast is served in all Tangipahoa Parish School System schools. Breakfast service begins with the arrival of buses and continues until the school day officially begins. Each breakfast menu consists of nutritionally balanced menu choices that include fruit, fruit juice, low-fat milk, whole grains/breads, and meat or meat alternates. For the 2025-2026 school year, our breakfast menu will feature more savory, high-protein options, with some sweet items limited to two days per week in order to meet the new USDA added sugar limits.

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

SPECIAL DIETARY NEEDS:

If a student has special dietary needs, in order for him or her to receive a special diet/menu substitution, federal and state regulations require a current “Special Accommodations with School Meal Programs Form” or medical statement



to be completed *each school year (regardless if a previous form was completed the prior year)*. All special diet forms and/or medical statements must be signed by your child's state licensed healthcare provider, Registered Dietitian, or any state licensed recognized medical authority. The completed form must be submitted to the TPSS Child Nutrition Department before any type of changes and/or substitutions are made to a student's diet.

Menu substitutions will be provided at the discretion of the Child Nutrition Services office according to the current food availability. If your child has special dietary needs, please go to the TPSS website, select "Departments", "Child Nutrition" then "Special Dietary Needs". Please print out the current school year's Special Accommodations with School Meal Programs" form and submit the completed form to our office. The completed form can then be faxed to the Child Nutrition Department at 985-748-2487 or emailed to Carolyn McPherson, TPSS Dietitian/Wellness Coordinator: carolyn.mcperson@tangischools.org.

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

EXTRA SALES ITEMS ("SMART SNACKS"): We encourage ALL students to make healthier snack choices that give them the nutrition they need to grow and learn. Extra sale items are offered to students after the consumption of a reimbursable meal served from the cafeteria. We encourage bagged lunch students to dine with us, however, they may only purchase extra sales items with a reimbursable meal served in our cafeterias. The only items that can be purchased without a reimbursable meal includes only purchases of milk, juice, water, or other items with 100% fruit juice. "Smart Snacks" (required by the Louisiana Department of Education and the United States Department of Agriculture) allows schools to offer foods and beverages to students with higher nutritional values, while limiting junk food. This USDA regulation applies to all foods and beverages sold on campus to students during the "school day". All extra sales items sold must meet the nutritional guidelines of USDA's "Smart Snacks". Therefore, soft drinks, candy, etc. cannot be sold in our cafeterias.

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

ONLINE PAYMENTS FOR MISCELLANEOUS FOOD ITEMS:

Online payments are made available through our computer programs with the MySchoolBucks online payments systems. Go to our Tangipahoa Parish School System website (www.tangischools.org), choose the tab "District" from the main webpage, choose "Pay A Fee" and select "MySchoolBucks" for cafeteria fees only, or go directly to the site (www.myschoolbucks.com.) *Effective August 1, 2025, a program fee of \$3.50 will be accessed for each credit/debit card transaction made. Please note that if you are using an electronic check payment, the program fee will be \$2.75 per meal payment.* To set up an account, have student identification information for each child, school name, and payment method (Master Card, Visa, Discover, or e-check) for account information. If you have any questions, please contact the Child Nutrition Department at 985-748-2480 or MySchoolBucks customer service at 1-855-832-5226.



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

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

NON-DISCRIMINATION STATEMENT: In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA,, its agencies, offices, employees, and institutions participating in or administrating USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

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

mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410; fax: 202-690-7742; or email: Program.Intake@usda.gov. This institution is an equal opportunity provider.



TRANSPORTATION

Kim Notariano, Supervisor
 Telephone: 985-748-2408
 Email: Kim.Notariano@tangischools.org

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

SPECIAL ACCOMMODATIONS

Parents or guardians should notify the school principal regarding any special medical conditions or accommodations that will affect a student's transportation on the school bus. Specific paperwork must be completed for any student who is determined by the IEP Team to require special accommodations to ride a bus. Please contact the Transportation Department for the paperwork. Accommodations may require five (5) working days for approval and two (2) additional days after the bus driver receives the approved application before transportation commences.

A parent or guardian must be present at the pick-up and drop-off location to walk a Special Needs rider to and from the bus door. It is the parent/guardian's responsibility to be at the pick-up/drop-off location on time. When no adult is present, the student will not be allowed to get off the bus and the student will be returned to their home-based school. The school administrator will contact the parent to come pick up the child. Subsequent infractions may result in a meeting to address the issue(s).

Unless a student's IEP requires a parent/guardian to be present, a permission slip, signed by the principal and parent/guardian, may allow the student to get on/off the bus without an adult.

PRE-K STUDENTS

Parents or guardians of Pre-K students must be present to physically assist a Pre-K student board the bus in the morning and unload the bus in the afternoon. Other students who get off at the same stop cannot be tasked with this responsibility. Parents will be given one warning in addition to a conference with the principal and transportation Area Manager. Parents may lose their Pre-K student's bus riding privileges after a second failure to follow these safety guidelines.

BUS DISCIPLINE

The school bus is an extension of the school building; therefore, all school bus behavior incidents shall be reported to the principal or designee within one (1) school day. All incidents will be addressed according to the Tangipahoa Parish



Student Code of Conduct Handbook and any exclusionary discipline assigned will follow the same due process procedures as other student incidents.

Just like with any other incident, prevention can play a major role in reducing the amount of incidents on the bus. It is important to note that:

- 1) It is the responsibility of the school to make sure students enter the bus in a way that creates the conditions for positive behavior;
- 2) It is the responsibility of the bus staff to uphold the norms and expectations; and
- 3) It is the responsibility of the family to understand the importance of these expectations and procedures.

Below are guidelines for addressing incidents and other processes:

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

LEVEL SYSTEM FOR BUSES

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

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

DETERMINE THE LEVEL OF THE BUS BEHAVIOR INFRACTION AND BUILD A RESPONSE PLAN:

Step #1: Utilize Inquiry Findings to Determine Level: The first step in creating a plan is to thoughtfully align the findings of the inquiry process to the most appropriate infraction level given the severity, impact, and frequency of the behavior.

Step #2: Align Level and Response Plan: Once the level of infraction has been identified, consideration should be made as to the most appropriate response that will support a change in the student's behavior. This should always include an intervention and may also include a consequence.

Step #3: Document the Plan and Notify the Student and Parent: A parent or legal guardian must be contacted at the phone number, email address or mailing address on file any time a student is seen in the office for discipline.



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

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

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

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

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

FORMS, BUS CHANGES, GUIDELINES FOR SAFETY

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

SCHOOL BUS ISSUES, CHANGES, AND DELAYS: In the event of bus changes, late arrivals, late departures, schools will make every effort to inform parents when prior notice is provided by the Transportation Department. In the event of emergencies and/or when prior notice cannot be made by the school, parents should be assured that students will be brought home on a bus even if it is not the regularly assigned bus. To assist parents with helping their students catch the bus on time or for those parents who are required to meet their child at the bus for pickup and dropoff; parents may track their child’s bus through the Parent Portal Lite App. Directions can be found for app installation on the Transportation’s website. Your child’s school will provide you with the necessary code needed to complete installation.

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

1. Provide the bus driver with the appropriate phone number(s) and emergency number(s) and notify the school and the bus driver immediately if any telephone numbers change or are disconnected.
2. Provide the bus driver with pertinent written information regarding any special care the student may need while on the bus.
3. Ensure that the student rider meets acceptable hygiene standards before boarding the bus.
4. Have the child at the designated bus stop at least 5 minutes before designated scheduled time and provide the necessary supervision until the bus arrives.
5. Contact the bus driver to obtain their child’s bus stop time and location.
6. Contact the TPSS Transportation Department (985-748-2423) to request a review of the bus stop location if your child is walking more than three-tenths of a mile from the end of their driveway to the bus stop location, if there is a safe alternative. The School System has established that no student will walk more than three-tenths (1600 feet) of a mile from the end of their driveway to the bus stop location, if there is a safe alternative. In the event of inclement weather or other extenuating circumstances, the driver will make the appropriate adjustments to drop the children off at their address, if at all possible.
7. If your child misses the bus, never allow your child to chase the bus, never chase the bus in your vehicle, never pull in front of the bus with your vehicle, or drop your child off behind the bus.
8. Ensure that any specialized carrying equipment is in safe working order and secure the child into the carrying equipment before he or she boards the bus.
9. Meet the bus upon its return to the designated bus stop at the scheduled time.

10. Make a reasonable and timely effort to notify the bus driver by text message or phone call prior to the beginning of the morning run if the child is unable to attend school.
11. Help keep the area to and from the loading area clear of obstacles and unnecessary debris.
12. Help keep bus turnarounds and lanes clear of parked vehicles and garbage cans to provide easy access to bus stops.
13. Call the school in case of an emergency that might prevent the parent from meeting the child at the bus and give the name of the person who will meet the child in place of the parent so the school may give this information to the bus driver. Make sure that this person's name is on the child's emergency information form.
14. Provide transportation to and from school if suspension from the bus is authorized.
15. Cooperate with school and the school bus driver in teaching children safety precautions, and good habits for school bus passengers.
16. Assist the bus driver when there are disciplinary problems.
17. Try not to distract the driver during loading or unloading and keep conversations with the driver to a minimum, since this may cause traffic delays or an accident. Parents should schedule a conference with the bus driver by contacting the child's school.
18. It is against the law and School Board policy to verbally abuse the driver, detain the driver from his or her bus route, or board the school bus. Individuals who violate this Louisiana Law (Statute 14:122) may be prosecuted.
19. Familiarize yourself and follow local School Board and school-level policies regarding school bus transportation.

SAFETY RULES FOR STUDENT SCHOOL BUS RIDERS

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

1. Be on time and ready to board the bus when it arrives! The bus cannot and will not wait for you. Cooperate with the driver. Your safety depends on it!
2. Follow the bus driver's instructions when waiting for and leaving the bus. Do not cross the road until the bus driver gives you the universal crossing signal.
3. Students are provided transportation to and from their designated bus stop only. No student is allowed to be picked up or dropped off at a location that is different from the stop designated by the Transportation Department.

Parents may request a "Special Transportation Request Form" from the principal of the school the student attends if they need to have their student picked up or dropped off at a different location. NOTE: Special transportation requests will be considered after Labor Day and on a "space available basis." There is a five (5) day waiting period for special requests. Students may only reserve space on one bus each morning and one bus each afternoon. In emergencies, have written permission authorized by the principal to get off at a stop other than your own.

4. Be courteous, safety conscious, quiet, well-behaved, remain in your seat, and face the front when the bus is in motion.
5. Do not extend your arms, head, or other objects out of the windows and/or doors and do not throw objects in the bus or out of windows and/or doors.
6. The "EMERGENCY DOOR" is to be used only in the case of an emergency. Do not use it at any other time!
7. Help keep the bus clean by not eating and/or drinking on it. Do not use or bring on board the bus alcohol, illegal drugs, tobacco, e-cigarettes, vaping, matches, cigarette lighters, obscene materials, pets, glass objects



(except eyeglasses), weapons (including knives), and objects too large to be held in your lap or placed under your seat (including band instruments). The use of cellphones on the bus is prohibited unless authorized by the bus driver. A referral will be turned in to the school administrator for any unauthorized use of a cell phone by a student.

8. Vandalism (damaging the bus by marking on, cutting, tearing, taking apart, etc. the interior or seats) by student bus riders will not be tolerated. Students who damage the bus in any way will be held accountable for paying for damages and their bus riding privileges will be suspended until all monetary obligations have been made to the school district.
9. Keep the center aisle open! Do not put your feet, books, or any other object(s) that may obstruct the walkway in the aisle. Do not fight on the bus! Fighting on the bus will have the same consequences for students as fighting on the school campus.

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

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

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

PROCEDURES IN CASE OF AN ACCIDENT OR EMERGENCY: All students who ride the bus on a regular basis should be aware of the procedures to follow for emergency evacuation of the school bus. Students who do not ride a bus to and from school on a regular basis must also be instructed on these procedures for extra-curricular activity trips. Report any emergency (fire, smoke, injured or sick student, etc.) to the school bus driver. Remain calm and encourage others to do the same. Stay in your seat until the driver tells you what to do or until you are sure of what is



the safest move to make. Do not panic or move without thinking. Do not move injured persons unless absolutely necessary. Do not touch emergency equipment or door control handles unless told to do so by the bus driver, except in the case of an extreme emergency and you are the closest person to the door.

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



**TANGIPAHOA
PARISH** SCHOOL
SYSTEM
EST. 1896

TECHNOLOGY

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ACCEPTABLE USE POLICY

[TPSB Policy EFAA](#)

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

ACCEPTABLE USE POLICY FOR ARTIFICIAL INTELLIGENCE

[TPSB Policy EFAC](#)

In recognition of the rapid growth of artificial intelligence (AI) technologies and their potential to enhance educational experiences, Tangipahoa Parish School Board is committed to facilitating the responsible and effective use of AI tools within our schools. This policy is to be used in conjunction with the School Board's Acceptable Use Policy and outlines guidelines and expectations for the use of AI technologies. The objective of these guidelines is to ensure that all tools used to support learning, teaching, and administration are aligned with our mission and values. Continue reading this policy using [this link](#).



Student Loaner Device For Home Use

This agreement must be signed by the student and parent and kept on file at the school. This device is to be kept at home for use after school and on weekends. It should not travel between home and school.

Student devices are available for use at home if:

1. A school administrator requests it on behalf of a student for IEP needs, intervention purposes, or because the student is homebound.
2. A parent requests a home device in order to improve the education of their students.

Device Agreement

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

Parent/Guardian Responsibilities

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

- ✓ Supervise the child's use of the loaner technology equipment at home.
- ✓ Discuss family expectations regarding the use of the Internet at home.
- ✓ Supervise the child's use of the Internet.
- ✓ Not attempt to repair the device or clean it with anything other than a soft, dry cloth. Do not use window cleaner or any other liquid cleaner to clean the device.
- ✓ Immediately report, to the school, any problems with the device, including damage or theft.
- ✓ Not allow my child to leave the device in a vehicle.
- ✓ Ensure my child recharges the battery each night.
- ✓ Return the loaned technology equipment to school at the designated time, when requested, or upon the child's withdrawal from the Tangipahoa Parish School Board System.
- ✓ Reimburse the Tangipahoa Parish School System for the cost of lost, stolen, or **intentionally** damaged



loaned technology equipment.

Student Responsibilities

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

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

Acknowledgement

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

Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Device Costs for Repair and Replacement

★ **Device Replacement Cost: \$250.00**

- **Intentional** damage to a device that is beyond repair will be considered a total loss and will result in a \$250.00 charge to the student’s account. The school will investigate to determine if the damage was intentional.
- A lost or stolen device will result in a \$250 charge to the student’s account. If a device is deemed to be stolen, a police report will need to be filed and provided to the school

★ **Device Repair Cost: \$80.00**

- **Intentional** damage to a device that can be repaired will result in an \$80 charge to the student’s account, regardless of the damage. Cracked screen, keyboard damage, etc.

★ **Replacement Charger Cost: \$25.00**

- If a device charger is lost or intentionally damaged, the charge is \$25 for a replacement.
- DO NOT buy a replacement charger. Chargers are a specific brand for the device, and generic chargers should not be used.



APPENDIX



TECHNOLOGY ACCEPTABLE USE POLICY (AUP)

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

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

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

SCHOOL: _____

USER/STUDENT'S SIGNATURE: _____ **DATE:** _____

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

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

SIGNATURE: _____ **DATE:** _____

DAYTIME PHONE NUMBER: _____

EVENING PHONE NUMBER: _____



OPT OUT FORM

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

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

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

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

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

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

SCHOOL: _____

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

PARENT/GUARDIAN’S SIGNATURE: _____ DATE: _____

SCHOOL-PARENT COMPACT

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

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

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

STUDENT'S SIGNATURE* _____ DATE _____

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

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

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

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

TEACHER'S SIGNATURE: _____ DATE: _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____