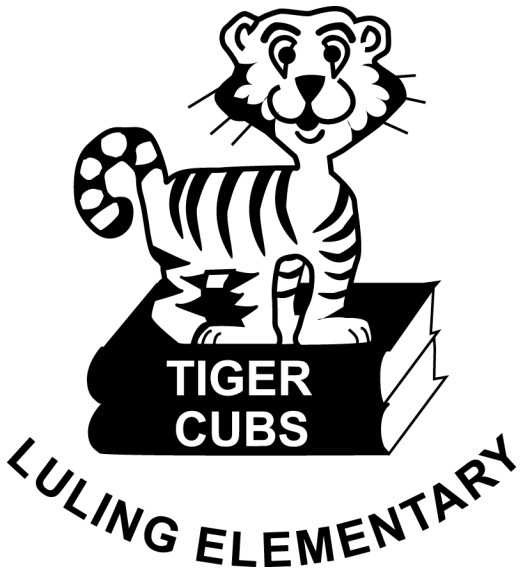
2025-2026 Genius and Family Handbook



Expect More ….. Achieve More

St. Charles Parish Public Schools

Our Core Business:
Teaching and Learning

Our Focus:
Continuous Improvement

Our Commitment:
Learning for Life

Carol Bowie-Cotton, Principal
Jennifer Carter, Assistant Principal
Ginny Medina-Hamilton, Assistant Principal
Heather Plache, Assistant Principal

2025-2026 School Year Theme:

"I 'GROW' Through What I Go Through"

It's Grow Time at LES!

2025-2026 School Theme Song:

Ain't No Stopping Us Now, We are on the Move!

GENERAL SCHOOL INFORMATION

SCHOOL COLORS	SCHOOL MOTTO	SCHOOL MASCOT
Navy and White	Expect More...Achieve More	Tiger Cub

School Office Specialists

Shanice Hill

Kara Matherne

Mindy Ripple

School Nurse

Chrissy Rockefeller

MAILING ADDRESS

Luling Elementary School

904 Sugarhouse Rd.

Luling, LA 70070

TELEPHONE NUMBERS (985)

Main Office	785-6086
Fax	785-9933
Nurse	785-6086
Counselor	785-6086

SCHOOL HOURS
8:30 AM – 3:50 PM

OFFICE HOURS

7:30 AM – 4:30 PM

Cafeteria	785-6782
Family Center	785-6086
Before/After Care	785-6782

School email address: lulingcubs@wearescpps.org

Website: http://wearescpps.org/luling

Follow us on Twitter @ SCPPS_Luling Elementary

Ruby Franklin

Cafeteria Manager

(985) 785-6782

Before and After School Child Care Program

Renee Markey

Coordinator

(985) 785-6782



You and I ... We are
ST. CHARLES PARISH PUBLIC SCHOOLS

13855 River Road
Luling, LA 70070
985.785.6289
www.stcharles.k12.la.us

Dear Parents:

During the course of any school day, events may occur which threaten the safety and well being of both students and school personnel. These disruptions may be weather related, man-made disasters or situations within the confines of a building site. Whatever the situation, it is imperative that appropriate and organized action be taken.

A Crisis Management and Emergency Response Plan addresses multiple emergency/crisis situations and ways of responding to them. All members of the school community have been assigned specific roles in the process and have been in-serviced as to its implementation.

Occasionally emergency situations may warrant the closure of schools. Because this causes the interruption of family routines, this procedure will be followed only if it is the most prudent one available. If within our control, the decision to close any or all schools will be made as soon as possible so impacted parents can make appropriate arrangements. Stakeholders will be notified of school closures and other information relative to the event through the district's messaging system (Blackboard Connect) and Cox Cable Channel 8. Additional information will also be provided through WWL 870 AM and New Orleans television stations.

Generally speaking, we prefer not to send students home during school hours. In fact, we will house them late into the day or even overnight if the situation makes it unsafe to send them home. Please note that if a school is ordered to provide shelter-in-place or to evacuate to protect the safety of the children, students will not be released from the custodial care of the school until the danger has passed. Therefore, parents are requested not to come to the school to pick up their children in such an emergency situation. Relying on school buses to transport students home on normal bus routes when it is safe to do so will help avoid traffic congestion in and around schools and help keep parish roads clear for essential emergency vehicles. Necessary information will be provided through the channels previously mentioned.

If it becomes necessary to close schools early, middle and high school students will be dismissed first, followed by grades K-5. Parents should develop a plan to deal with the early arrival of their children from school. Bus drivers will monitor the safe arrivals of K-5 students at their homes. If students cannot be safely let off the bus, they will be returned to their schools or to a predetermined site. It is our goal to provide a safe haven for our students through the cooperative efforts of schools, parents, and students. Thank you for your assistance.

Sincerely,

Dr. Ken Oertling
Superintendent
St. Charles Parish Public Schools

ER-1

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Dear Parents/Guardians and Geniuses,

Welcome to the 2025–2026 school year at Luling Elementary – the *Home of the Genius*! We are thrilled to begin another year of learning, growth, and success with our amazing Tiger Cub Geniuses and their families. I want to express my excitement for all the learning, growth, and memorable experiences that await your genius.

This year, our school-wide theme is:**"I Can Grow Through What I Go Through".** This theme reflects our commitment to helping every genius build resilience, develop a growth mindset, and overcome challenges with the support of a nurturing school community. We believe that every experience — even the tough ones — helps our geniuses become stronger, wiser, and more compassionate individuals. Just like a building under construction, our geniuses are continuously learning, developing, and rising to meet new challenges. Whether facing academic tasks, social situations, or personal growth opportunities, we are dedicated to providing a supportive and nurturing environment where every genius is encouraged to dig deep, build strong foundations, and construct a bright future.

Inside this handbook, you'll find essential information about school policies, procedures, academic expectations, and family engagement opportunities. We ask that you take time to review it with your genius. It serves as a valuable guide for ensuring a smooth and successful school year for all. Key areas covered in the handbook include:

- Arrival and dismissal procedures
- Attendance expectations
- Dress code guidelines
- Code of conduct and behavior expectations
- Communication procedures between home and school

At Luling Elementary, we believe that strong partnerships between home and school are the building blocks for student success. We look forward to working with you, brick by brick, to ensure your genius grows not only academically, but also socially and emotionally.

Please stay connected with us through regular school communication, parent-teacher conferences, and by following our updates throughout the year.

We are honored to partner with you in your child's educational journey. With your support, we know this will be a year full of learning, achievement, and personal growth.

Working together, we will achieve our motto "Expect More … Achieve More."

With Tiger Cub Pride,
Carol Bowie-Cotton

Carol Bowie-Cotton, Principal

Luling Elementary School

Title I Parent Handbook

2025-2026

Title I Parent Handbook

Overview of Title I

In 1965, the United States Congress passed the Elementary and Secondary Education Act to improve the quality of education in the United States. Since the initial authorization, Congress has added to and reauthorized the act five times. The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where scholars were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The Every Student Succeeds Act (ESSA) was enacted on December 10, 2015. This latest reauthorization creates a better law that focuses on the clear goal of fully preparing all scholars for success in college and careers.

Title I of the Every Student Succeeds Act (ESSA) remains the largest federal aid program for education in the country. To receive these funds from the federal government, each state must submit a detailed plan describing what all children are expected to know, the standards of performance that all scholars are expected to meet, as well as ways to measure scholars' progress. The Louisiana Department of Education allocates money to the St. Charles Parish Public School District based on the number of low-income families living in the parish. The district sends funds to schools with the highest percentage of economically disadvantaged scholars. These schools identify scholars most in need of educational help, set annual goals for improvement, measure student success, develop programs that add to the regular education programs, and collaboratively work with parents in all aspects of their scholar's education. Both the district and school plans are evaluated annually by parents, administrators, and teachers. The district and the schools revise their plans every year to best meet the needs of scholars.

Title I in St. Charles Parish

The Title I Program in St. Charles Parish believes that all students are scholars. A scholar is described as a learned person who has exhibited accelerated learning competencies and/or possesses high content knowledge of particular subjects. SCP will provide access and opportunities for all students to accelerate, with the expectation of them becoming scholars. We support acceleration in reading for scholars in kindergarten through second grade and twelve early childhood classes, two at each Title I elementary school. At the middle school level, Title I supports math interventions at Albert Cammon

and R.K. Smith middle schools. The Title I Program also has established Family Centers at the Title I Schools.

The Family Centers enhance student achievement by providing workshops, Literacy Play Groups, home visits, materials for check out, and general support for families.

The Title I program gives selected scholars the opportunity to move ahead using many different teaching methods. These include individual instruction, small group instruction, and computer-assisted instruction. Highly qualified Title I teachers provide opportunities for scholars to experience success in reading and math so that lifelong skills are developed and negative attitudes toward reading and math are minimized or eliminated. Title I teachers work closely with classroom teachers to ensure the success of each student.

Current Title I Programs for scholars include the following:

- Intensive Intervention Instruction is provided to focus on assisting students who have not reached benchmark or are in need of Phonemic Awareness and Phonics support at grades K-3.
- Small instructional groups where scholars receive daily instruction from a highly skilled reading teacher using evidence-based instruction/intervention. This reading intervention supports reinforcing student learning of the foundational skills.
- Math intervention instruction at the middle school level that focuses on intrinsically motivating scholars, developing their number sense, understanding of operations and fractions, understanding of ratios and proportional reasoning, and arithmetic of rational numbers using small group instruction.

Parent and Family Engagement

Studies over the past three decades have shown that children whose parents/families are involved in school activities have higher achievement scores. By taking an active role in Title I and your scholar's school, you show children that they and the school are a team working together to help each child succeed.

What is parent and family engagement?

Parent and family engagement is a parent's/family's active participation in the educational life of their child. Getting your child to school every day is parent engagement. Helping out in your scholar's class is parent engagement. Attending meetings, workshops, and activities sponsored through Title I and the school is parent engagement. Serving on committees is parent engagement. **Family engagement is an**

empowering partnership among families, educators, practitioners, and the community with shared responsibility for the personal success of children and youth

Why do parents and families need to be involved?

- Parents and families need to understand ways to support their scholars in academic content and social-emotional learning.
- Parents and families need to understand that just as scholars have changed, teaching techniques and methods have also changed to meet the demands of today's scholars. By observing in your scholar's class, you can see firsthand how children are being taught and ways to support the school's effort.
- When children realize that their parents and families consider school activities important enough to visit, observe, and participate in, they recognize learning is important.
- A scholar's self-confidence is based on how well he/she learns what he/she is supposed to learn. Research findings point to positive academic achievements as self-esteem builders.
- The Title I program and the school need parents and families to be involved. Teamwork will help all children perform to their highest potential.

How do I get involved?

The easiest way to get involved is to talk to your scholar's teacher or visit the Family Resource Center at your scholar's school. **As your scholar's first teacher**, you can assist the teacher in meeting many of your scholar's needs. Establishing a friendly, open, and honest relationship with your scholar's teacher is the first step. The Family Resource Center is your place to ask questions, get involved, clarify problems, and get to know the school. Become a school volunteer! Parents are always welcome and encouraged to participate.

BUILDING LITERACY SKILLS AT HOME

PRESCHOOL & EARLY ELEMENTARY (AGES 4-6)

It is never too early (or late) to start doing literacy activities with your child. Strong literacy skills are essential for development and provide a foundation for school and work performance, social skills, and solving problems in all subject areas. Just a few minutes spent each day on simple literacy activities can add up to a lifelong love of reading and learning! These literacy-based activities are great for your preschool or early elementary age child.

READING

READ EVERY DAY!

Getting into the habit of reading every day for at least a few minutes is helpful for your child's development.

THINK ALOUD AS YOU READ.

Point out what you see in the pictures. Talk to your children about what you are reading. What did they like about the story? What didn't they like?



WRITING, DRAWING, & CREATING

EXPLORE FEELINGS.

Creativity and ideas can be expressed by drawing pictures.

BE CREATIVE.

Paper, crayons, markers, glue, and even household items like noodles, boxes, and sponges can be great tools for creativity.

MAKE STORIES.

Encourage your child to "tell stories" to you. Write their story down for them in a booklet (just a few pages of stapled paper is fine!), and have them illustrate their story.

PLAY "FIRST, NEXT, LAST."

Have pictures of different scenes from stories you read, and have your child sequence the events using the pictures. Have them retell the story.

PAINT WORDS WITH WATER.

Get a clean paintbrush and small bucket of plain water. Go outside and let your child paint letters or words on the walls, sidewalk, or fence.

SPEAKING & LISTENING

BUILD VOCABULARY.

Talk with your child about everything. Describe the world around them in real (adult) terms.

EXPLORE RHYMES AND SONGS.

These can expose new words and develop speaking skills.

DEPARTMENT of EDUCATION
Louisiana Believes

LAST UPDATED OCTOBER 29, 2021

Louisiana LITERACY

BUILDING LITERACY SKILLS AT HOME

UPPER ELEMENTARY (AGES 7-9)

Literacy based activities should be encouraged at home for all ages. Between the ages of 7-9, children's reading fluency is improving, and they are becoming increasingly capable of reading books independently. This is an exciting time for early readers who are eager to practice their new reading skills, and supporting their growing reading independence is a way that families can nurture a love of reading and learning. These literacy activities are great for upper elementary students.

READING

BUILD A HOME LIBRARY.

Include books about topics your child is interested in, popular book series, and also books that may be unfamiliar to your child to expand interests.

PRACTICE STORIES FROM SCHOOL.

If your child comes home with a decodable story (one they have learned in class and has words that can be sounded out), encourage them to practice reading it independently. Re-reading familiar stories is a great way to build reading fluency.

SUPPORT GROWING SKILLS.

Listen to them read books that you have in your home, and provide support when they are struggling to decode (sound out) a word. If they don't know the sounds, it's ok to tell them the word!

ENCOURAGE CHOICES.

Allowing your child to choose books they want to read can help foster a love for reading.

MIX IN MOVIES.

Suggest books from movies your child likes. They may enjoy getting the additional details that the book provides.

WRITING & DRAWING

KEEP IN TOUCH.

Suggest that your child send notes to family members or relatives via snail-mail or email.

JOURNAL.

Provide your child with a decorative notebook and pen, and encourage them to share a few sentences about their day.

PRACTICE HANDWRITING.

Children need regular practice writing with a pen and paper to improve their handwriting, including cursive.

ENHANCE TYPING SKILLS.

Use free typing classes and websites to support your child with this important life skill.

SPEAKING & LISTENING

LISTEN TO AUDIO BOOKS.

Listening to a novel that appeals to the whole family is a great way to engage in family book discussions.

TALK ABOUT IT.

Ask them their opinions of a book they are reading and help them make real-world connections to what they are reading.

CREATING

PLAY GAMES.

Games like Scrabble, Boggle, and many other board games require reading skills.

BRING STORIES TO LIFE.

Encourage your child to use technology to create digital stories or animations.



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BUILDING LITERACY SKILLS AT HOME

MIDDLE AND HIGH SCHOOL

Literacy based activities should be encouraged at home during middle and high school. Strong literacy skills are essential for development and provide a foundation for school and work performance, social skills, and solving problems in all subject areas. Just a few minutes spent each day on simple literacy activities can add up to a lifelong love of reading and learning. These literacy-based activities are great for your middle and high school children.

READING

READ TOGETHER.
Establish a family culture of reading by designating times for all family readers to read.

START A FAMILY BOOK CLUB.
Read a book as a family and engage in discussions around the story.

PROMOTE CHOICE.
Allowing your child to choose books they want to read can help foster a love for reading.

MIX IN MOVIES.
Suggest books from movies your child likes. They may enjoy getting the additional details that the book provides.



WRITING & DRAWING

KEEP IN TOUCH.
Suggest that your child send notes to family members or relatives via snail-mail or email.

ENHANCE TYPING SKILLS.
Use free typing classes and websites to support your child with this important life skill.

USE TECHNOLOGY.
Let your child utilize speech-to-text programs and applications to write stories, complete homework assignments, or other writing tasks if they find writing challenging.

SPEAKING & LISTENING

LISTEN TO AUDIO BOOKS.
Listening to a novel that appeals to the whole family is a great way to engage in family book discussions.

TALK ABOUT IT.
Ask them their opinions of a book they are reading and help them make real-world connections to what they are reading.

READ TO OTHERS.
Encourage your middle or high schooler to read to a younger sibling or family member.

CREATING

PLAY GAMES.
Games like Scrabble, Boggle, and many other board games require reading skills.

DOWNLOAD APPS.
Apps like ReadWorks and ReadWriteThink can support students with literacy in creative ways.

BRING STORIES TO LIFE.
Encourage your child to use technology to create digital stories or animations.

DEPARTMENT of EDUCATION
Louisiana Believes

LAST UPDATED OCTOBER 29, 2021

LULING PARENT AND FAMILY ENGAGEMENT GUIDELINES

In accordance with the Parent Engagement Practices of the St. Charles Parish Public School District, we at Luling Elementary believe that parents are their child's first and most important teacher. We want to involve parents as much as possible in the education of their children. Using the standards which are aligned with the National Network of Partnership Schools Research, we have a broad focus on parent involvement which includes the following standards and activities:

1. **Communicating**
    a. Monthly newsletters
    b. School and district websites
    c. Student handbook
    d. Parent-teacher conferences
    e. SSP stakeholder meetings
    f. Blackboard Connect
    g. Reminders of upcoming events
    h. Progress reports
    i. Weekly conduct folders
    j. Teacher communication (texts, phone calls, and emails)
    k. Report cards
    l. Twitter
    m. Instagram
    n. Facebook

2. **Supporting Families**
    a. Family Center
        - Parent education workshops
        - Small group parent meetings
        - Uniform support
        - Playgroups
        - Laminating machine
        - On-line computers
        - Home visits
        - Support groups
        - Resource check-out
    b. Counselors
        - Lunch Bunch
        - Red Ribbon Week
        - Bully Prevention Week
        - Thanksgiving Baskets/Christmas Toy Drive
        - P.A.W.S.(Pause And Work on Self)
        - LES Expectations
        - Social Emotional Wellness
        - Mental Health Professional support
    c. Variety of Outreach Programs
        - Meet and Greet/Open House
        - Back to School Night
        - Parent Learning Walks
        - Parent visits
        - Community Read Aloud Day

- Literacy Night
- STEAM Night/Wetland Watchers
- Pizza & Paint
- Cake Bingo
- Book fairs
- PTO Board Meetings

3. **Student Learning**
    a. Google Classroom
    b. One to one technology
    c. Parent visitation days
    d. Home-school connection
    e. Parent education workshops and activities
    f. Kindergarten Orientation
    g. Kindergarten Sign-In Day
    h. 2nd to 3rd Grade Orientation
    i. Meet and Greet/Open House

4. **Volunteering**
    a. Volunteer Orientation
        - Parent volunteers
        - Trunk or Treat
        - Parades
        - Fundraisers
    b. PTO
        - Cake Bingo
        - Student Appreciation Week
        - Teacher Appreciation Week
        - Pizza and Paint

5. **Advocacy**
    a. Parent participation in SBLC and IEP/IAP conferences
    b. Counselor to work with students and families
    c. Parent attendance at parent/teacher conferences
    d. Parent attendance at SSP(School Success Plan) Monthly Meetings

6. **Collaborating With The Community**
    a. Guest speakers and readers
    b. Active involvement of business partner
    c. Growing with the Tigers
    d. Cake Bingo
    e. Child Find
    f. Student Showcases and performances
        - Christmas play
        - Choir/Band Christmas performance
        - Choir/Band End of year performance
    g. SSP Stakeholder meetings
    h. Parades
    i. Trunk or Treat
    j. Anti-Bullying Rally

k. DARE program
l. GREAT program
m. Community Read Aloud
n. Career Day

St. Charles Parish Schools Parent and Family Engagement Policy

The St. Charles Parish School Board recognizes that parent and family engagement is essential as we partner to educate our district's scholars and prepare them for life-long learning. This responsibility is shared by the family, school, district and community who must work together as knowledgeable and collaborative partners. It is the intention of the district to cultivate and support active family involvement that supports student learning.

I. For schools receiving Title I Part A funding, the St. Charles Parish School Board:

A. Involves parents and family members in jointly developing the local educational agency's (LEA) Title I, Part A plan, and the development of school support and improvement plans.

B. Provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family engagement activities that improve student academic achievement and school performance. This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

C. Coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

D. Conducts, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:

1. Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies to support successful school and family interactions;

E. Uses the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section.

F. Involves parents in the activities of the schools, which may include establishing a parent advisory board composed of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.

Parents' Right to Know

As mandated by federal law, you have the right to request information about the qualifications of anyone who instructs your child. If you request this information in writing, the school district will provide you with information about the teacher's certification. If your child is provided services by paraprofessionals, then the school district will provide you with information about their qualifications.

You can also find out about a teacher's certification on the Internet. Just visit the Louisiana Department of Education's web site at www.teachlouisiana.net and click on the Teacher Certification Center. To enquire about a teacher's certification, select Public Access, then enter the teacher's name to view the areas of certification.

If you have questions you can contact the school or call the Title I office at 985-785-3163.

Derechos de los Padres de Familia

Por mandato de la ley federal, usted tiene el derecho de pedir informacion acerca del grado educativo de cualquier persona que de instruccion a su hijo. Si usted pide estos datos por escrito, el distrito escolar le dara dicha informacion sobre la certificacion de cualquier maestro. Si su hijo recibe servicios de un asistente escolar, el distrito escolar tambien le puede dar informacion sobre el nivel academico de dicha persona.
Tambien se puede averiguar el nivel educativo de un maestro por medio de la Internet. Visite el Website del Departamento de Educacion de Louisiana, www.teachlouisiana.net. Apriete donde dice Teacher Certification Center. Para averiguar el nivel educativo de un maestro, apriete donde dice Public Access, escriba el nombre del maestro y podra averiguar las areas en la cuales este certificado a ensenar.
Si tiene alguna preguna llame al la escuela de su hijo o a la oficina Title I, numero 985-785-3163.

Grievance Policy and Procedures

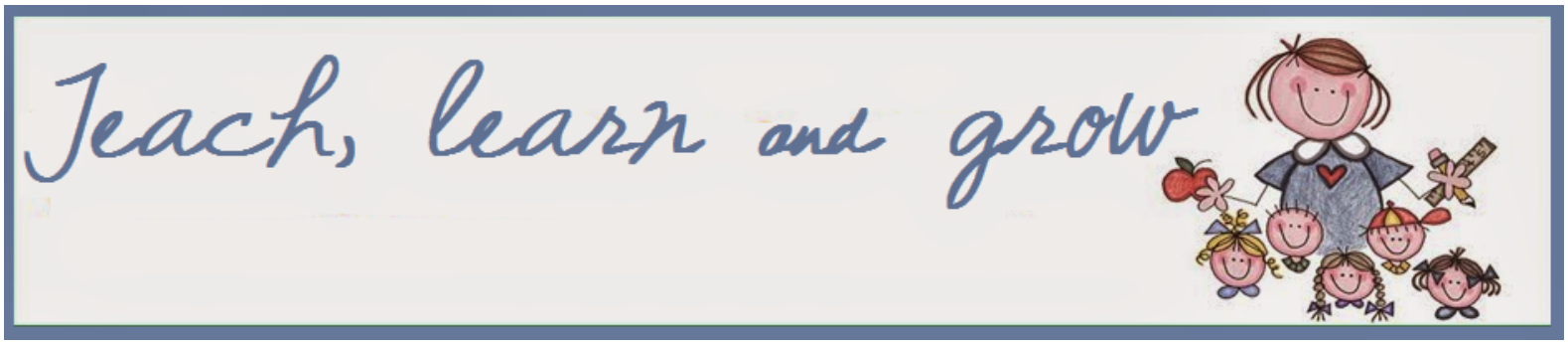
The Title I Program welcomes constructive criticism of the program whenever it is motivated by a sincere desire to improve the quality of the program. All complaints should be submitted in writing. If writing is a problem, appropriate assistance can be given at any level. The proper channeling of complaints involving instruction, discipline, or programs is listed below.

1. The Title I, classroom teacher, and counselor can help with questions and concerns about children's needs.
2. The school administrators can provide information about programs, curriculum, rules and staff at the scholar's school.
3. The District Title I Director and/or coordinator directs the local Title I program.
4. The Assistant Superintendent of Curriculum, Instruction, and Assessment can answer questions about curriculum matters including testing.
5. The Director of Elementary Schools can answer questions about district-wide programs.
6. The Assistant Superintendent of Administrative Services can answer questions about district-wide programs, policies, and procedures.
7. The Superintendent can also answer questions about district-wide programs, policies, procedures, and budgets.
8. The State Title I Director can provide information on state programs and policies.

For more information see the district's grievance policy on our web site at www.stcharles.k12.la.us. Information can be readily found through the State Department of Education's web site at http://www.louisianabelieves.com/.

The National Association for Family, School, and Community Engagement (NAFSCE) offers information, training, and other assistance. They can be reached by contacting them at the address below.

The National Association for Family, School, and Community Engagement (NAFSCE)
http://nafsce.org



Welcome to a new school year at Luling Elementary School, "Home of the Geniuses" where we are Ready. Set. & GROWING!… *It's Grow Time!*

This handbook will provide you with our guiding principles and expectations.

Vision

At Luling Elementary School, we provide a safe and inclusive environment that promotes and celebrates growth, success, and academic achievement. We engage all stakeholders through continuous collaboration and effective communication to support the needs of all geniuses. We create and maintain opportunities for positive community engagement to promote growth of the whole child.

Mission

At Luling Elementary School, we will provide a quality academic, social, and emotional education that empowers all geniuses to be successful by cultivating a safe, positive, and equitable learning environment that establishes a community of love, respect, and achievement.

Values/Beliefs

At Luling Elementary School, we believe …

- data is consistently collected, analyzed, and monitored in order to meet the diverse needs of all geniuses.
- all stakeholders are held accountable for establishing and maintaining a risk-free environment.
- in cultivating an environment where all stakeholders have a sense of belonging and feel safe and respected to express their true selves without judgment.
- in celebrating all geniuses' successes as they grow and develop.
- in consistent, effective, and professional communication that fosters positive relationships and genius success where all voices can be heard and valued.
- in persevering through any and all challenges.
- social and emotional well-being, along with academics, is needed to grow the whole child.

St. Charles Parish Public Schools District Credo

OUR CORE BUSINESS…Teaching and Learning

OUR FOCUS…Continuous Improvement

OUR COMMITMENT…Learning for Life

SCHOOL HOURS

- Arrival – 8:30-8:40 AM
- Tardy Bell – 8:40 AM
- Dismissal – 3:40-3:50 PM
- Dismissal for Early Dismissal Days – 12:45 AM-12:55 PM

STUDENT SCHEDULES

Please see your child's teacher's webpage for the class's specific schedule.

STUDENT HOLIDAYS/STAFF PROFESSIONAL LEARNING DAYS

On the following days, students do not attend school.

September 17, 2025 November 12, 2025 March 11, 2026

STUDENT CODE OF CONDUCT HANDBOOK

At the beginning of the school year, every student is given a copy of the current edition of the **St. Charles Parish Public Schools' Student Code of Conduct Handbook** for students and parents. It is a collection of the most important school board policies and procedures regarding attendance and discipline. Refer to the **St. Charles Parish Schools' In Box.**

SCHOOL DRESS CODE

Students in grades K-12 have been required to wear official school uniforms.

LES will follow the student dress code and guidelines to dress for success as outlined in the *Student Code of Conduct: District Handbook* section entitled: Student Dress Code Policy.

- **As part of SCPPS Dress Code Policy, students are to not wear hoods on their heads on the school campus. Parents are highly encouraged to send their children to school with jackets and/or sweaters without hoods to remove the temptation of a student putting a hood on their head during the school day. Students will receive consequences for having a hood on their head during the school day on the LES campus.**
- **Blue school spirit shirts can be worn Monday through Friday.**
- Club shirts may only be worn at designated times and will be communicated to families in advance.
- **School spirit shirts must be purchased from the school office.**
- **Students may wear jeans every Friday only if it is worn in conjunction with a navy blue collared shirt, white collared shirt, or blue school spirit shirt. Jeans must be free of rips, tears, frays, and holes.**
- **Students cannot wear pullover hoodies; only jackets that open the entire front may be worn with hoods.**
- Students are discouraged from open-toe sandals and heels to school due to potential hazards during physical activities. Shoes must have foot restraints for the entire foot. **Backless shoes and crocs are not allowed (ex. flip-flops, backless sandals, etc.)** Shoes that are deemed unsafe by administration will not be allowed at school.

Please be sure that jackets and sweatshirts are labeled with your child's name. This will help us get the clothing back to its rightful owner.

A Special Note to Parents of Young Students: Sometimes young students have urinary or bowel accidents. Parents/Guardians of pre-school and kindergarten children are encouraged to send a change of clothes to school for such possible accidents. Please label your child's clothing with his/her name. Also, please replenish these clothes the day after such an accident occurs. Parents/Guardians will be called if a student needs a change of clothing.

The official dress code for Luling Elementary students is described below.

GIRLS
Blouse: Collared white or navy blue shirt/blouse (Dress/oxford or polo/golf-type shirt **Pants/Skirt/Shorts/Skort/Jumper:** Navy or khaki (no shorter than 2" above the top of the kneecap). **Navy, white, or black leggings or tights may be worn under skirt, shorts, skort, or jumpers**. **No bold prints will be allowed.**

BOYS
Shirt: Collared white or navy blue shirt (Dress/oxford or polo/golf-type shirt) **Pants/Shorts:** Navy or khaki (no shorter than 2" above the top of the kneecap)
SPIRIT SHIRTS
Students are allowed to wear an official LES spirit shirt to school daily. LES event/club shirts may only be worn on designated days.

OUTER WEAR
Outerwear must open the length of the front by snapping, buttoning, or zipping. **NO HOODED SWEATSHIRTS** may be worn.

PERSONAL ITEMS FROM HOME

Personal items such as toys, music players, etc. should not be brought to school unless requested by the teacher. Expensive jewelry, iPODs, trading cards, cell phones, gaming devices, headphones, etc. can be easily lost or stolen. These items can also be a great distraction and should be kept at home. The school does not have a "Lost and Found" area, so please remind your Geniuses to take their personal belongings with them daily. The school is not responsible for lost or stolen items.

RECESS

Students will have breaks in the day. These recesses or brain breaks will occur each day to give students time away from classroom instruction. Students will wash their hands when returning from recess. Recess and brain break will occur indoors and outdoors.

DISTRICT CHILD ABUSE AND NEGLECT POLICY

The law and district policy requires any member of the Luling Elementary School staff to report any suspected cases of child abuse and/or child neglect to the Department of Child and Welfare Services (DCFS) and to the St. Charles Parish Sheriff's office.

DISTRICT SEXUAL HARASSMENT POLICY

Sexual harassment of or by any student and/or employee is prohibited by the St. Charles Parish School Board. Please refer to the policy and procedures regarding sexual harassment in the Code of Conduct District Handbook**.**

DISTRICT SEARCH POLICY

The property of the district, as well as, personal property may be searched according to the guidelines expressed in the SCPPS ***Student Code of Conduct: District Handbook*** section entitled: **Searches - Students and School Property.**

DISTRICT ELECTRONIC DEVICE(INCLUDING CELL PHONES) POLICY

The use of cell phones and other electronic devices are prohibited during school hours or at any school sponsored activity. If heard or used during school hours, the device will be confiscated and held by administration according to the timeline noted in our Student *Code of Conduct: District Handbook,* if violations occur. School hours are from 8:30AM to 3:50PM.

EXTRA-CURRICULAR ACTIVITIES

At LES, there are extra-curricular activities that are feasible and developmentally appropriate for all students. Relative to availability of our faculty and staff, extra-curricular activities at LES include but are not limited to Band, Choir, Junior National BETA Club, LES Running Club, Royal Girls Club, Young Men of Luling, Cubettes, and 4-H. These opportunities are designed to reinforce and extend learning opportunities beyond the regular class and/or the normal school day. Participation in all extra-curricular activities requires parental/guardian support and permission.

STUDENTS IN THE BUILDING

No student will be allowed in the building before or after school without special permission from the principal. All students will begin entering the building at 8:30AM.

SCHOOL SUPPLIES

Each student is required to come to school prepared to learn. It is the responsibility of the parents to provide school supplies. Refer to the school supply list on page 44.

FEES

A technology fee of $20 is required; however, there is a maximum amount for the technology fee per family of $40. Fees can be paid online with a credit card by going to https://osp.osmsinc.com/StCharlesParish/. Please visit this website for easy payment methods.

In accordance with the St. Charles Parish School Board's Policy fee details are published on the Luling Elementary website.

TYPE/NAME OF FEE	PURPOSE OF FEE	AMOUNT	USE OF FEE	COLLECTION METHOD
Field Trips	Pay the cost of attendance for school field trips	Cost varies by trip but no child is denied participation because of lack of funds	Pay entry fee	• Cash • Check/money order • Online - credit/debit card
Technology Fee	Technology fees will be used to deter costs of providing devices as well as minor repairs	$20 per child with a maximum cost of $40 per family	Device maintenance and repair	• Cash • Check/money order • Online - credit/debit card
Bus Card and Lanyard Replacement Fee	Replace lost bus cards and lanyards	$1.00-replacement lanyard $2.00-replacement card	Supplies for replacements	• Cash • Check/money order • Online - credit/debit card



ROLE OF THE SOCIAL EMOTIONAL LEARNING & WELLNESS TEAM(SELW)

The SELW team consists of school counselors, behavior interventionist, Mental Health professional and social emotional learning coach. Team members teach proactive social strategies and social emotional curriculum to all students. They work with our faculty to promote individual student compliance with our school-wide behavior plan. Teachers may refer a student to any of the team members for the purpose of helping the student to exhibit appropriate behaviors and to ensure the student understands the consequence(s) of the violation of the school rule(s) broken. After administrators have completed necessary disciplinary actions, they refer the student(s) to the team for additional support.

BEFORE AND AFTER SCHOOL CHILD CARE PROGRAM

Luling Elementary is the site for the St. Charles Parish Public Schools Before and After School Care program. Before school care begins at 6:00 a.m. After-school care ends at 6:00 p.m. Please contact Renee Markey at (985-785-6782) to register for before and/or after care questions. Before and after care services require pre registration.

BUS RIDERS

Students riding the bus are within the control of the school. The bus operator's main job is to provide for the safety of all students; therefore, all expectations must be followed while on the bus. Please follow guidelines listed below:

- **No student will be allowed to ride another bus unless it is based on custody agreements.**
- Students must remain seated at all times while the bus is moving.
- There should be no loud talking or yelling at any time on the trip to and from school.
- Change requests must be made in writing i.e., handwritten notes, faxes (985-785-9933) or e-mails (lulingcubs@wearescpps.org), prior to 2:00PM of the full day(s) requested or 11:30AM on the early dismissal day(s) requested. T**he only change allowed is to be picked up as a car rider**. All notes should be on a full sheet of paper. Please use the change of transportation form on page 50. Include your child's full name, teacher's name, date of the change, who is picking up your child as a car rider, and your signature. **Phone calls will not be accepted to change the means of transportation for ANY student.**

BUS EXPECTATIONS

- Walk safely to and from the bus.
- Always stand away from the road while waiting for the bus. Wait patiently for the arrival of your bus.
- Be prepared to enter the bus when it arrives.
- Have your card ready to be scanned when boarding the bus.
- Use hand sanitizer upon boarding the bus.
- Show C.A.R.E.S. (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) and follow LES expectations at all times.
- Treat the bus operator, other passengers, and the bus with respect.
- Throw paper or other trash in the garbage can on the bus.
- Avoid unnecessary conversation with the bus operator.
- Use proper language and an inside voice on the bus.
- Get on or off the bus only when the bus is **NOT** moving.
- Stay seated in the assigned seat and keep hands, arms, and head inside the bus at all times.
- Keep your hands to yourself.
- Keep the aisle of the bus clear at all times.
- All items should be kept in the school bag while on the bus an
- Follow all rules posted by the bus operator to keep safe.
- Cell phones are not to be visible or used while riding the bus.



Each child will bring home a communication form from St. Charles Parish School Board Transportation Department concerning student conduct on buses. The bus is considered an extension of the school. Riding the bus is a privilege extended to students by the School Board. Should a student choose to behave inappropriately, this privilege can and will be revoked. Students will be suspended from riding the bus if they fail to follow good safety practices and rules.

The transportation supervisor and the driver establish routes and bus stops. If you have any questions or concerns about a bus event, stop, or route, call the Transportation Supervisor at (985) 785-7211.

Logical consequences may be given directly by the bus driver or monitor.

Examples:

- Gives a verbal warning to the student
- Reassigns student to a new seat
- Holds a conference with the students and documents the conversation in the blue book
- Conferences with students, administrator, and/or counselor
- Calls the parent/guardian

If students continue to demonstrate inappropriate behaviors, the bus driver or monitor will notify the parent/guardian that a "School Bus Behavior Report" form was completed and submitted to administration for any violations of bus safety rules and regulations.

Luling Bus Discipline Consequences:

- Student conference and parent/guardian phone call
- Bus and/or school suspension
- After school detention
- Suspension from the bus for the remainder of the school year

Note: Parents/Guardians will be responsible for providing student(s) with transportation to and from school when suspended off of the school bus.

CAR RIDERS

Morning Car Riders' Arrival Procedure

Children who do not ride the bus to school must arrive at school between 8:30AM-8:40AM. For the safety of our students, faculty and community, we are requesting that parents/guardians follow these guidelines:

- Car riders must be dropped off by the side entrance on Angus Drive. Adults must observe the speed limit and refrain from using cell phones.
- In the morning between 8:30AM-8:40AM, please park your car in the designated parking area to walk your students to building F. If there is an emergency situation and someone can not walk the student to the building, please contact the front office for approval. This is on a case by case basis and can not be a daily occurrence.
- At 8:30AM, duty teachers will be ready to receive students outside of Building F.
- Parents will not be able to enter the building with a child unless the principal approves it.
- An adult must accompany their student to the sidewalk and hand the student off to a faculty member. Students can not walk alone from a car.
- If you arrive after 8:40 AM, please park your car in a parking space before reporting to the lobby to sign in your child. At that time your student will be considered tardy. Parents must remain in the office area when signing in their child.
- Please do not park in the unloading area or in designated handicap parking spaces.
- **No student is allowed to walk or ride their bike to school.**

Afternoon Car Riders' Dismissal Procedure

- Parents/Guardians should use the Angus Drive parking zone for picking up car riders from 3:40-3:50 PM. Do not use the bus circle during this time frame.
- For safety, be prepared to show picture identification and sign the correct checkout form when picking up students. If you are picking up a child, your name MUST appear on the "Student Contact and Emergency Sign-Out Information" form in PowerSchool and will be verified prior to releasing a student to a driver.
- Parents/Guardians must park cars and walk to pick up students by Building F forming a line outside under the covered area. Students will be sent to the front office if not picked up by 3:50 PM.
- **Anyone picking up your child from school must be listed on your child's "Student Contact and Emergency Sign-Out Information" form in PowerSchool and must present a state-issued picture identification card to a School Office Specialist; otherwise, your child will not be released.** Calling the school to give verbal permission for someone not on the "Student Contact and Emergency Sign-Out Information" form will not be allowed.
- Any bus rider wishing to become a temporary car rider must complete a Change of Transportation Form. All requests must be made in writing i.e., handwritten notes, faxes (785-9933) or e-mailed (lulingcubs@wearescpps.org), prior to 2:00PM of the full day(s) requested or prior to 11:30AM of the early dismissal day(s) requested. All notes should be on the change of transportation form or a full sheet of paper. Include your child's full name, teacher's name, date of the change with clear instructions, and your signature. Please refer to the change of transportation form on page 50. Classes will be notified of car riders of the day. **Phone calls will not be accepted to change the means of transportation for ANY student.**

On Early Dismissal Days and Parent-Teacher-Genius Conference Days, students will be dismissed at 12:45PM.

Children are encouraged to use bus transportation in order to be on time each day. Students are expected to exhibit self-control, which is necessary to promote safety while on the bus. An adult must be present at home to receive a student less than 10 years of age. In the event that an adult is not home, bus drivers will bring your child back to school. In this case, one or two things will occur:

- If your child is registered for the after school care program, he/she will be brought to the cafeteria.
- If your child is not registered for the after school care program, you will be contacted to pick up your child from the front office. Next steps will be determined by the principal when this problem continues to exist and the child is not registered for the after school care program.

STUDENT ATTENDANCE

All students are expected to attend school every day he/she is not ill; therefore, it is imperative to send your child to school. Please follow guidelines below:

a. According to state law, elementary school students must be in attendance a minimum of 167 days per school year. Students' absences cannot exceed 10 days for the school year. Exceptions can be made only in the event of personal illness or circumstances as approved by the Parish Supervisor of Child Welfare and Attendance. The supervisor requires documented excuses for each and every day of absence.
b. **All absences must be excused within 3 days of the absence by parent note (2 days per nine weeks), medical note from physician or state-licensed nurse practitioner, or extenuating circumstance approval.** Refer to the District Code of Conduct for additional information.
c. It is your responsibility to notify the teacher by calling the school or texting her via the phone number provided by School Status when your child is or will be absent (785-6086).
d. When tardy, it is necessary for the child to be signed-in by the person bringing the child at the receptionists' desk. DO NOT DROP YOUR CHILD OFF IN FRONT OF THE SCHOOL
e. If schools are required to pivot online, directions for attendance will be provided.
f. Recognition for "Perfect Attendance" requires a student to attend school every day from 8:40AM until dismissal (3:45 PM on regular days and 12:45PM on early dismissal days). Neither tardiness nor early exits are acceptable for perfect attendance. Excused doctor visits also make a student ineligible for perfect attendance recognition.

Finally, the Travel for Educational Purposes packet must be completed prior to its use, approved by the principal in advance of the trip, and cannot exceed 5 days within a school year.

LEAVING THE SCHOOL BEFORE DISMISSAL

If you pick up your child before dismissal, you must sign him/her out through the office or follow the special events procedures. If a child is picked up before or during dismissal in the office, regardless of the time, early check-out procedures will be enforced. Once you have signed your child out, you must leave the campus.

STUDENT PROFILE/ EMERGENCY INFORMATION

Parents/Legal Guardians are expected to update the Student Profile/ Emergency information on Parent Portal each year. Please make certain that phone numbers, email addresses, and postal addresses are updated as needed. Being able to reach a parent/legal guardian in an emergency situation is a priority for each child. As these phone numbers and/or address changes, please come to school or call to update the form. Cell phone numbers must also be listed. Legal documents regarding students must be filed in the office and noted on the emergency cards. If there is a change in persons authorized to pick up a child, a parent/legal guardian must come to the office to make these changes. **Please be sure to list ALL adults eligible to pick up your child(ren).** This information is necessary in case of accidents and other imminent emergencies that may require immediate parental contact.

LEGAL CUSTODY

If a legal custody dispute involving your child, the parent, foster parent, or caregiver who is awarded legal custody of the child by the court or the state, a copy of the custody decree must be brought to school. Release of the child from that point forward will be determined by the instructions in the court or state decree. Without such a legal document in the child's file, in accordance with Louisiana law, the child may be released to either parent, upon presenting proper identification.

Luling Elementary will not intervene, nor take sides in a disagreement between parents as to who shall have custody, who shall be available to visit the child at school, or who shall be able to pick up a child, until a court decree (decision) is rendered and submitted to the school. **A request made by one parent instructing staff that the other parent is not to see or receive the child will <u>not</u> be honored without a legal document or restraining order.**

An educational agency or institution shall give full rights under the Act to either parent, unless the agency or institution has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody, that specifically revokes these rights.

In the case of divorce or separation, a school district must provide access to both natural parents, custodial and non-custodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally binding document is a court order or other legal paper that prohibits access to education records, or removes that parent's right to have knowledge about his or her child's education.

RESIDENCY CHANGES

If a student moves to another residence within our school zone during the year, please notify the office of the address change and provide proof of residency. This is critical especially for bus accommodations. When a student moves to another school, the parents should notify the office. Parents are required to sign a records release form in order for the school records can be forwarded to the new school.

TELEPHONE USE

Telephones in the office are for office use only. If your child is ill, the staff will call you. **Students may not use the telephones.** We do not give messages to students from parents. The use of cell phones by students is prohibited during school hours.

NEW STUDENTS

Students entering Luling for the first time are required to present a copy of his/her birth certificate, an up-dated immunization record, social security card, phone number, and proof of residency. If a child is entering Luling from another

school, the parent/legal guardian must provide the name of the former school and complete all required documents before the child is enrolled at Luling Elementary.

STUDENT ILLNESS

Please keep your child home if he/she is sick. We cannot accept a child who has fever or is temporarily contagious. If your child becomes sick at school, he/she will be removed from class. You will be notified and the student will remain in the office until picked up. If we cannot reach you, we will contact someone on your child's emergency list. It is extremely important that phone numbers are always up-to-date, so please report any changes to the school immediately.

Luling Elementary School, in conjunction with the St. Charles Parish School Board, follows current public health practices, rules and regulations governing the control and prevention of communicable (contagious) diseases that are established by the State Department of Health. **Any child exhibiting evidence of any communicable disease or infection will be promptly excluded from school.** These children will be readmitted to school only after providing evidence of having received treatment from a physician i.e., doctor's note and/or being checked by the school's nurse. **Please follow the district's expectations for Student Safety with COVID-19 guidelines.**

HEAD LICE

Any child exhibiting evidence of active or live head lice will be promptly excluded from school. A student must be checked by a school's nurse before being readmitted to school.

MEDICATION

Children who are sick from an acute illness should remain at home until the student is feeling better, and medication is no longer needed. **Special circumstances do exist for health problems that involve long term use of medication. If such a situation arises, the nurse must be informed as to the procedures to follow**. **No medication can be given until the school nurse has received ALL required approvals.** If a student who takes a routine medicine is administered a prescribed change in medication or dosage, he/she must remain at home under observation for 24 hours before returning to school. **Under no circumstances may a student bring medication to school. Examples include but are not limited to eye drops, cough drops, and/or throat lozenges.**

IMMUNIZATIONS

Louisiana Law and local School Board Policy require all children in Louisiana schools to maintain up-to-date immunization records. As such, failure to comply will result in a student being excluded from school until appropriate documentation is received at school.

MEDICAL EXCUSES FOR PHYSICAL EDUCATION AND/OR PHYSICAL ACTIVITY

Generally, a student well enough to be in school is required to participate in all classes, including those which require physical activity. When a situation arises wherein a student cannot engage in physical activity, or physical activity would be harmful for a student, the following procedure is to be followed.

Parent/legal guardian must contact the school to notify administration that the student is unable to participate in physical education activities.

In addition, the student is to bring an excuse signed by a parent or legal guardian to the homeroom teacher. The excuse should note the length of time the student is to be excused from PE or physical activity. The teacher gives the excuse to the school nurse or administrator who notifies other appropriate staff. The teacher may assign alternate assignments that do not require physical activity for the student.

A physician's note is required for students to be excused for more than five days of Physical Education class or any other class in which physical activity is required. The physician's note must include the date that the student can return to normal activity and participation levels.

EXCUSES FOR STUDENTS WITH TEMPORARY LIMITED MOBILITY IN AND AROUND SCHOOL AND CLASSROOMS

When a situation arises wherein a student has temporary, limited mobility in and around school and/or classrooms, the following procedure is to be followed. The student is to bring an excuse signed by a parent or legal guardian or a note from the child's physician to the homeroom teacher. ***It is preferable that the parent or legal guardian make an appointment with the school nurse or administration to report the physical limitations and discuss a possible accommodation plan.*** The school nurse or administrator will notify other appropriate staff (including the school office specialist) regarding the limitations and accommodations.

Access Health Louisiana

Our school in conjunction with the hard work of the school system and Access Health has developed a partnership to provide school health services here at LES. Please complete a packet or online link/QR code to utilize their extensive services, which include primary care, dental care, and behavioral health. See school nurse or school website for more information.

BUILDING/CAMPUS EVACUATION PROCEDURES

In order to be prepared for a crisis, building evacuations are practiced throughout the school year. If a campus evacuation is required, students will be picked up by school system buses and transported to an off-campus location. The off-campus site will be determined based on the situation and location of the crisis. To keep social distance guidelines, our teachers will discuss and teach the drills in the classroom.

- **Fire Drills-** Fire drills are held monthly. Students will practice exiting the building quickly and in an orderly fashion with their teachers.
- **Tornado Drills-** Tornado drills are held each semester. Students move quickly and silently to interior walls and assume the tornado position (sitting down with knees up, head down, and hands over head or by kneeling down with hands over head).
- **Lock Down Drills-** Lockdowns are practiced two times per year. Lights are turned off, doors are locked, blinds are closed, and students sit quietly on the floor in designated areas.

EMERGENCY RESPONSE PLAN

A Crisis Management and Emergency Response Plan has been developed by the district which addresses multiple emergency/crisis situations and ways of dealing with them. All members of the school community have been assigned specific roles in the process and have been trained in the implementation of the procedures. Copies of the plan are available at all branches of the public library, building sites, and the School Board Office.

EXTREME WEATHER CONDITIONS

During the course of any school day, events may occur which threaten the safety of both students and school staff. These disruptions may be weather related, man-made disasters, or situations within the boundaries of a building site. Whatever the situation, it is important that appropriate and well-organized action be taken. In the case of any severe condition in which the district has called for students to "shelter in place," no student may be checked out until the district deems it safe for students to be returned to a normal classroom environment. Parents/guests are expected to "shelter in place" as well. A letter from the Superintendent referencing this is found on page 5.

In the event of severe weather or school closings, please use the following news outlets for official St. Charles Parish Public School District information: Cox Cable Channel 6 or 8, all four major TV stations, WWL 870 AM, official twitter of St. Charles Parish Public Schools (@SCPPS), (985) 785-6289, or www.stcharles.k12.la.us

DISCIPLINE

The philosophy regarding discipline we live by at LES is aligned and consistent with the SCPPS ***Student Code of Conduct: District Handbook*.** Our school's discipline plan has been created to support our students as they learn, practice, and display positive behaviors. At the heart of this plan are our school's guiding principles: *Take care of yourself, Take care of others, and Take care of the environment*. We abide by the principles of Responsive Classroom which stresses the need to teach students appropriate behaviors, to use responsive and proactive language, to build positive relationships with students and their family members, and to incorporate logical consequences.

Luling Elementary School Expectations/Rules Correlations By Locations			
LOCATION	**TAKE CARE OF YOURSELF**	**TAKE CARE OF OTHERS**	**TAKE CARE OF LULING**
Eating Breakfast and Lunch	● Wash your hands before eating. ● Listen to and follow all directions. ● Stay in line order. ● Raise your hand for help. ● When you see the "Hand Signal", stop talking, freeze, and turn to face the speaker. ● Face forward and use walking feet. ● Walk safely and socially distant from others at all times.	● Say "please" and "thank you." ● Use inside voices. ● Stay in your seat facing forward with feet on the floor. ● Chew with your mouth closed. ● Eat only the food on your tray. ● Sit in your assigned seat.	● Clean up your own spills. ● Throw away all trash in appropriate areas. ● Keep all food on your tray. ● Do not throw food.
Hallway	● When with your class, walk silently maintaining self control of your body in a straight line. ● Voices are off. ● Face forward and use walking feet.	● Keep hands, feet, and objects to yourself.	● Pick up your feet when walking. ● Walk in a straight line on the right side of the hallway. ● Respect all displayed work and hallway decorations.
Playground	● Wash your hands after playing outside. ● When the whistle is blown or an adult gives the signal, freeze with your eyes on the adult. ● When given the signal, walk safely to line up in line order.	● Play safely with your classmates. ● Use equipment properly. ● Climb up the stairs, ladders (not down). ● Slide feet first. ● Walking feet when in the mulch area and on equipment. ● Take turns with equipment. ● Wait outside of the mulch area when waiting for a swing.	● Walk on mulch without moving it (no kicking, throwing, removing, or laying on the mulch.) ● Do not run on the mulch. ● Remove mulch from shoes before entering the building. ● Throw away trash. ● Put supplies back when finished.

Restroom	• If all stalls are being used in the restroom, wait on one of the dots outside of the restroom. • Flush the toilet/urinal. • Wash hands for 20 seconds. • Pull down one paper towel to dry your hands. • When paper towels are not available, softly press the button on the hand dryer and dry hands.	• Report any problems to the teacher. • Use the restroom quickly and quietly. • Respect the privacy of others by not looking at them while they are in the stalls or at the urinal. • Keep your hands and feet to yourself. • Remain facing forward until you are finished.	• Use bathroom facilities and supplies correctly. • Throw paper towels in the trash. • Leave school bags and supplies in your classroom. • Do not write on walls, doors, sinks. • Do not stand or sit on the toilet or sink. • Do not twist or turn the faucet.
Bus	• Walk to, from, and on bus. • When outside, walk on the orange/blue line. • Respect the bus operator and monitor by listening and following <u>all</u> directions. • Sit in your own seat facing forward. • Stay seated at all times. • Wait for the bus to stop before standing to exit.	• Use inside voices when speaking to seat buddy. • Keep hands, feet, and all objects to yourself. • Do not use electronic devices(including cell phones) on the bus.	• Keep school bag closed and out of the walkway. • Pick up and throw away all trash.

<u>SOCIAL AND EMOTIONAL DEVELOPMENT</u>

The Responsive Classroom Approach supports the development of social, emotional, and academic growth of our students in a strong and safe school community. How children learn is as important as what they learn- process and content go hand-in-hand.

1. **Classroom Organization** evokes active interest in students and provides a platform for teaching daily routines and procedures. Teachers create well thought-out spaces to include the organization of materials and furniture for student-generated displays as well as whole class, small group, and individualized instruction.
2. **Morning Meeting** sets a positive tone for the beginning of each school day. It provides children the daily opportunity to practice greeting one another, engage in conversations, and respectfully share thoughts/feelings/ideas. Morning Meeting promotes problem-solving skills, and motivates students to meet the academic challenges of the day ahead.
3. **Rules and Logical Consequences** are developed, modeled and role-played along with our students. As a result, students OWN our school/classroom rules and logical consequences which is the cornerstone of classroom management and community building.
4. **Academic Choice** encourages our students to be self-motivated learners by providing them with choices in their learning for the ultimate goal of becoming life-long, independent learners.
5. **Guided Discovery** is a method used to introduce materials and appropriate usage to our students through inquiry which tends to spark their interests. Guided Discovery teaches students to care for their own property as well as that of others and the school environment.
6. **Reaching Out to Families** (**Assessment and Reporting)** is an evolving process of mutual respect, communication, and understanding among families and our school. We continue to seek ways of connecting with families as partners in their children's education. Research indicates that students achieve at higher levels when their families are actively involved.
7. **Closing Circle** is the structured finishing touch (closure) to each school day. The teacher and students quietly and calmly gather to reflect upon the day's learning, activities, and events e.g., song, farewell gestures, etc. for the day are shared.

8. **Restorative Practices** are used to restore broken relationships. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

GROUP SIGNAL

The "quiet signal" is used to immediately gain the attention of students, faculty/staff, and visitors when assembled in large groups on campus. A raised hand or clapping rhythm is initiated by an adult. In response, students and adults are expected to stop what they are doing, raise one arm straight in the air with palm facing forward (tap/touch a neighbor if necessary) or repeat the clapping pattern, focus attention on the adult who initiated the signal (in silence), and wait for the adult to proceed. Full cooperation is always expected in order to save time and to maintain the signal's effectiveness. A variety of signals such as chimes, bells, spoken words or phrases like, "If you can hear my voice…" etc. may also be used.

BEHAVIOR INTERVENTIONS

Minor infractions (such as name calling, continuous talking, outbursts, use of sarcasm, failure to bring materials to class, etc.) will be handled through classroom interventions with logical consequences. The goal of using logical consequences is to stop inappropriate behaviors while preserving the dignity of the student, giving the student an opportunity or chance to regain self-control, and helping the student to recognize the connection between their actions and the outcomes of those actions, and to encourage the student to learn from the experience and to internalize the rules. We want our students to reflect upon their actions by avoiding repeated behaviors that could cause problems in the future. Types of logical consequences include: "you break it--you fix it" (repairs and apologies of action), loss of privilege, and "take a break"/think chair. S Behavior interventions may be recorded on an individual behavior chart or behavior intervention form.

LES Intervention Form

Name: _____ Date: _____ Grade: _____

Issuing Staff Member_____Time: _____Student Initials_____

Greater consistency in following the selected indicator(s) is needed to maintain a positive and productive learning environment.

☐ Listen Attentively	☐ Take care of personal and school property
☐ Follows Directions	☐ Demonstrate respect for self/others
☐ Speaks at appropriate times	☐ Demonstrate self-control
☐ Works well independently	☐ Accepts responsibility for actions
☐ Self motivation for learning	☐ Follows dress code regulations
☐ Interact appropriately with peers	☐ Other

Description:	
Strategies Implemented:	Moving Forward:

	Date	Results
1st		Warning/Logical Consequence
2nd		Lunch Conference with issuing staff member*
3rd		TAP Parent Conference
4th		Lunch Conference in ISD (2 days) with Restorative Activity
5th		After School Conference*
6th		After School Conference (2 days) with Restorative Activity
7th		TAP with administration - appropriate consequences decided upon at meeting

** = Teacher Student Action Plan*

Student Signature _____	**Parent/Guardian Contacted:** **Verbal Contact: _____ Time: _____** **Text Message Contact: _____ Time: _____**

White =Ms. Rogers Yellow = Teacher copy Pink = Home Copy

STEPS TO REGAIN SELF-CONTROL

1. When inappropriate behavior is exhibited, a brief timeout in the "think chair" is expected for the student to regain self-control. Once self-control is regained, the student is encouraged to rejoin daily routines/activities. If the behavior continues, the same procedures will follow.
2. If the student still chooses to exhibit inappropriate behavior(s) and is disrupting the learning environment, the student will be sent to a buddy teacher's "think chair" again in order to regain control. As soon as control is regained, the student will return to class to resume regular activities. Using this timeout method provides the student an opportunity to responsibly self-correct or change the inappropriate behavior. **The teacher will contact the parent(s) to report the disruptive behavior.**

3. If a student continues the inappropriate behavior in the buddy teacher's think chair or upon return to the classroom, the teacher will complete a minor behavior form, call a counselor, Mental Health Professional, Behavior Interventionist, SEL Coach or administrator, or write a LA Department of Education Behavior Report.

EXTREME BEHAVIORS

Some misbehaviors are of a serious nature and do not allow for the normal steps to be taken. A series of opportunities to regain self-control is granted; however, if students' right to learn is compromised by a student choosing to endanger himself/herself and/or others, an administrator is called to remove the student from the environment. Once an administrator is called, the teacher will complete a Louisiana Department of Education School Behavior Report and contact the student's parents.

This report may be written for the following reasons:

- Willful disobedience
- Treating authority with disrespect
- Bullying/threatening/teasing/taunting
- Using profane and/or obscene language
- Writing profane language or drawing obscene pictures
- Engaging in immoral or vicious practices
- Engaging in conduct injurious to his/her others
- Disturbing the school environment
- Habitually violating any school rule
- Instigating or participating in a fight
- Violating safety regulations
- Leaving school premises or class without permission
- Stealing/False Statements
- Defacing or vandalize school property
- Throwing objects potentially dangerous to others
- Committing any other serious offense

Administrators will determine appropriate action to be taken i.e., loss of privileges, in-school suspensions, or out-of-school suspensions based upon the frequency and/or severity of the behavior.

IN-SCHOOL SUSPENSION/P. A.W. S.(Pause And Work on Self)

If serving an in-school suspension, a student is removed from his normal academic setting and is assigned to P. A.W. S. with an in-school suspension monitor. While serving an in-school suspension, students are expected to complete work the teacher provides. Failure to complete assignments or comply with rules during in-school suspension may result in additional days being assigned in P. A.W. S., after school detention, and/or an out-of-school suspension.

If the inappropriate behavior results in a Louisiana Department of Education Behavior Report, the student will receive consequences ranging from a conference to expulsion depending on the severity and/or persistent nature of the incident.

If a student warrants an out of school suspension, he/she will be expected to complete all class assignments and assessments within three school days to earn full credit. Consequences apply for offenses that occur on campus, on a bus, at any SCPPS site, and/or at any off-campus school-sponsored activities/events.

FIGHTING

Fighting is the use of physical exchanges such as blows with fists or other objects in an attempt to overpower one another. St. Charles Parish Public Schools deems fighting unnecessary and inappropriate as a means to solve problems. As such, fighting will be handled as a serious offense.

Using self-defense as a reason for engaging in a fight is limited to the following constraint: Self-defense is the right of an individual to protect oneself by using force upon another when it can be reasonably concluded that force was used solely for the purpose of preventing a forcible offense against oneself.

A person who is the aggressor (the one who starts the fight) cannot claim the right of self-defense. A student cannot claim the right of self-defense whenever help or flight is available. Responding to a verbal confrontation by using physical force is not acceptable and cannot be claimed as self-defense.

DRUGS AND ALCOHOL

The use, possession, selling, or distribution of drugs or alcohol will result in the recommendation of suspension or expulsion for the student(s).

BUILDINGS AND EQUIPMENT

Students are liable for damages to school property and are urged to take the utmost care and pride in their school. Abusing, defacing, or damaging any school property including the school bus, technology, and any school resources will result in being responsible for making repairs or providing restitution to the school.

LOANED SCHOOL RESOURCES

Classroom resource books, class library books, literacy books, library books, chromebooks, and other technology are loaned to the students for school use. Care must be taken in using these items. Students will be required to pay for lost or damaged resources.

STUDENT RECOGNITION

Recognition for exceptional academic achievement will be made quarterly and for the entire year in grades K-5. These recognitions vary depending on the grade. Some awards given are the All 3's(K-2), Honor Roll, the Principal's List, BUG Club, Perfect Attendance, Tiger Cub of the Month, RED(Read Every Day),and Positive Behavior. The guidelines for recognition are as follows:

- **Principal's List**: All "A's" in all promotional/core subjects
- **Honor Roll**: An "A" and/or "B" in all promotional/core subjects
- **BUG (Bringing Up Grades) Club:** The award recognizes students who brought up at least one major subject without going down in any other. If a student earns Principal's List or Honor Roll, that student is no longer eligible for the BUG Club award. The student is not eligible if there is a grade of F in any core subject for the quarter.
- **Perfect Attendance:** Students who have not been absent, arrived late, or checked out early
- **Positive Behavior:** Students exemplify the school-wide behavioral expectations.

We will have a monthly attendance goal. If our school meets or surpasses the attendance goal, students will celebrate as a school. We will also have semester reading awards. If our school meets or surpasses the reading minutes goal, students will celebrate as a school.

STUDENT CELEBRATIONS

Classes will be allowed to celebrate with one another, but food items must be **commercially prepared** and ready for individual distribution. **Before sending anything to school, please check with your child's teacher.** A December holiday party will be permitted without the exchange of gifts. Other celebrations will be determined by the teacher after it is approved by administration. Personal birthday invitations are not allowed to be distributed at school unless the entire class is invited, and staff members cannot provide a list of names of the students in the classroom. Birthday celebrations are

coordinated with student brain breaks/recess. Parents may drop off commercially prepared snacks but are not permitted to attend birthday celebrations.

COMMUNICATION WITH TEACHERS

Teachers will communicate with parents via text, phone calls, and emails. The teachers will use a program called SchoolStatus to call and text parents. When you receive a call or text from your child's teachers, it is recommended to save this number with your child's teacher's name. All calls and texts from your child's teacher will use the same number through the program.

GOOGLE CLASSROOM

Teachers will create a Google Classroom for your child's class. This is a virtual classroom for you to find important information. Please make sure your child's teacher has your most current email address in order for the teacher to invite you to join the virtual classroom. By adding your email, you will receive updates when the teacher posts assignments.

VISITORS

Our visitors must sign-in, show photo identification, and receive a visitor's badge from the office. The badge will indicate the specific location of your visit; this is the only location that the visitor has permission to go. Students from other schools are not allowed at LES during the school day unless permission is granted by the principal. Attendees should not attend if currently ill.

CLASSROOM VISITS

To prevent interference with instruction, and to ensure student and staff safety, all observations must be requested in writing, and a mutually agreed-upon time must be decided and agreed upon with the teacher, parent/guardian, and principal. The regular school program must continue during such visits. Therefore, parents/guardians must refrain from engaging the attention of the teacher or students through conversation or other means. Parents/legal guardians must request (in writing) to visit their child's classroom. Classroom visits will be guided and supervised by the principal or principal's designee. Daily or routine extended classroom observations by parents or guardians are not allowed. Observations will not exceed 45 minutes. To protect the privacy of our students, no electronic devices may be used during any scheduled classroom observations. The principal reserves the right to deny requests to observe classes when she/he believes the visit will interfere with instruction, jeopardize student confidentiality, or disrupt the learning environment. Visits during testing sessions will not be allowed. Parents may request a follow up conference with the teacher if necessary.

PARENT TEACHER CONFERENCES

LES holds Parent-Teacher Conferences twice during the school year. Parents are expected to attend both conferences and are encouraged to schedule a conference at any other time during the school year if the need arises. **Teachers are only able to meet with parents or legal guardians.** If needed, conferences will be held virtually. If additional conferences are necessary, please contact your child's teacher.

VOLUNTEER PROGRAM

Luling has an active volunteer group, which contributes to the effectiveness of the entire school program. As a school, we are working towards enhancing our volunteer program. We will hold one organized Volunteer Day a month, the second Wednesday of the month. Please read all correspondence to see how you can support our teachers and students. All assistance is greatly appreciated!

FIELD TRIPS

Field trips provide an important opportunity for children to take part in real-life experiences as well as acquiring knowledge before beginning a unit of study or to help them refine their understanding after a unit of study. You will be notified of field

trips in advance and parent permission is necessary for your child to participate. The teacher will send home a permission form for each field trip. It is important for you to promptly return the signed permission slip each time your child is scheduled for a trip. **If a signed permission slip is not submitted by the day before the field trip, your child will not be allowed to participate in the field trip.** Because of the variety of accommodations and regulations involved in planning/organizing field trips, the teacher will request chaperones as needed. Chaperones are expected to fully assist the teacher while on the trip; chaperones must be on the student's emergency card and must come to LES the day of the field to show ID and be scanned through Raptor (school id system) prior to the field trip. **Siblings are not allowed on any field trip.** Occasionally, a parent may be requested to attend a field trip with his/her child if it is a safety concern and approved by the principal.

LULING CHAPERONE INFORMATION

All chaperones will be required to read and sign a document that includes the following information. The items listed below are important safeguards for chaperones to follow while on any field trip. Any chaperone not following the instructions below will not be allowed to chaperone future field trips.

1) Chaperones must sign the chaperone agreement to attend.
2) Chaperones must be listed on the student's emergency contact in Powerschool.
3) Chaperones are responsible for the children they are assigned to monitor.
4) Chaperones must monitor students at all times and keep their assigned group together.
5) Chaperones must follow the lead teacher's instructions.
6) In case of an emergency, stay calm and find the teacher.
7) **The purchasing of souvenirs is not allowed.**
8) Chaperones are not allowed to smoke, vape, or drink alcohol on field trips.
9) Chaperones are expected to wear school-appropriate clothes.
10) Chaperones must report to LES on the day of the field trip to get scanned by the Raptor visitor system and receive a chaperone pass.
11) Chaperones are not allowed to ride the bus.
12) **For the safety of all students, chaperones may not bring siblings on field trips.**

DOCUMENTATION OF STUDENT PROGRESS

Report cards and progress reports are used to provide progress to parents on the student's progress toward mastering grade level requirements. Each report card and progress report represents a report of progress regarding your child's current performance. Progress reports are issued mid-way through the nine weeks, and report cards are issued at the end of the nine-week period. A final report card is issued at the end of the school year. Please take some time to review the documentation of their progress with your child. At the end of the year, a student will be referred to the School Building Level committee if he/she does not meet all Pupil Progression Plan requirements. The committee will then determine if the student will be placed or retained. The principal or designee will call parents/legal guardians of any student who is retained by the end of the school year. At the 3 - 5 grade levels, report card grades consist of a variety of assignments including class work, quizzes, tests, and projects. A letter grade of "D" or "F" for 3-5 indicates that the student is at risk of failing the subject area. A grade of an "F" means that the student did not master the skills taught during the quarter and/or school year. The final report card grade is used in determining promotional decisions. The official grading scale is A, B, C, D, and F. The percentage ranges for each letter grade are as follows:

A = 90–100 B = 89–80 C = 79–70 D = 69–60 F= 59 or below

TESTING

All students will be given district and state mandated tests during the school year.

Kindergarten

- Numeracy screener
- DIBELS Next
- ELA and Math assessments

First Grade

- Numeracy screener

- DIBELS Next
- ELA and Math assessments

Second Grade

- Numeracy screener
- DIBELS Next
- ELA and Math assessments

Third Grade

- DIBELS Next
- Numeracy screener
- Literacy Screening
- ELA assessments
- Math assessments
- Science assessments
- Social Studies assessments
- LEAP 2025



Fourth Grade

- DIBELS Next
- Literacy Screening
- ELA assessments
- Math assessments
- Science assessments
- Social Studies assessments
- LEAP 2025

Fifth Grade

- DIBELS Next
- Literacy Screening
- ELA assessments
- Math assessments
- Science assessments
- Social Studies assessments
- LEAP 2025

All assessments are given to determine needs, guide instruction, and monitor progress.

PROMOTION AND RETENTION

The St. Charles Parish Pupil Progression Plan (PPP) is a comprehensive promotion policy. The PPP identifies what will be required of public school children in order to pass each grade. Particular emphasis is placed on attendance and the student's mastery of the standards in mathematics, reading, and language/writing. This is in accordance with state law (Act 750 LRS Title 17:24.4 1979). In addition to a phone call from the principal, retention notices and a copy of the appropriate appeal form will be sent by postal mail. Requests for grade placement appeals to SBLC must be made on the appropriate form by the deadline.

HOMEWORK

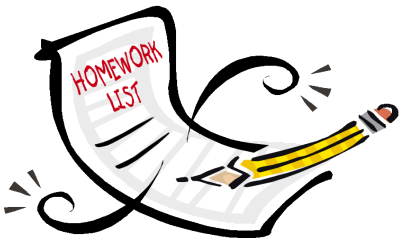
Homework is any assignment given by the teacher which the student is responsible for completing on his own time. Some of the homework assignments will be completed on the district-loaned chromebooks. For families without Wi-Fi services, each public school's parking lot will have Wi-Fi available for home learning.

Homework provides students with opportunities to deepen their understanding and skills relative to the content that has been taught or will be taught. The purposes for homework are to practice content/skills with which students are very familiar, to prepare students for a new topic of study, and to have students elaborate on newly introduced topics or concepts.

The average daily time allotment for homework shall follow the guidelines below:

Kindergarten:	5 – 10 minutes
Grade 1:	10 – 20 minutes
Grade 2:	20 – 30 minutes
Grade 3:	30 – 40 minutes
Grade 4:	40 – 50 minutes
Grade 5:	50 – 60 minutes

The average daily time above is based on the expectation that the students will focus on the homework and work steadily for the number of minutes indicated. Based on individual needs, parents may need to divide the homework time into smaller segments.



Responsibility of Teachers

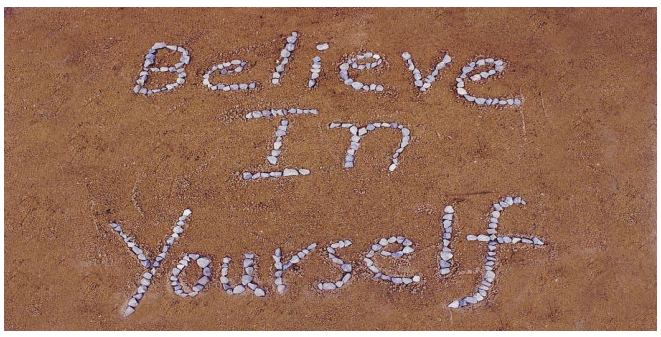
1. Comply with the district's expectations for homework.
2. Assign homework that addresses the purposes described.
3. Communicate (through various means) homework assignments and timelines for long-range assignments to students.
4. Clearly identify and communicate the purpose of homework assignments to students.
5. Differentiate homework based on the learning needs of students.
6. Assign homework that requires minimal assistance. (While families may facilitate homework completion, they should not need to provide too much help for students.)
7. Provide timely and specific oral or written feedback on homework completed.

Responsibility of Students

1. Acquaint themselves with the homework expectations of the school.
2. Bring all materials home which are necessary for completion of the assignment.
3. Practice good study habits.
4. Complete their own work and not expect others to do the work for them.
5. Keep up with daily and long-range assignments and submit them to the teacher when they are due.

Responsibility of Families

1. Acquaint themselves with the homework expectations of the school.
2. Establish a consistent schedule for the student to complete homework.
3. Encourage, motivate, and prompt the student.
4. Check with the student daily as to the nature and extent of homework assignments.
5. Confer with the classroom teacher if the student does not consistently bring home assignments or has difficulty in completing homework.



IMPORTANT INFORMATION - PLEASE READ CAREFULLY

2025-26 Student Handbook Information

The St. Charles Parish Public School System offers nutritious breakfast and lunch meals each school day. In addition, a variety of food items are offered as "extra sales." Students may pay for extra items daily or the cashier may deduct the sale from the student's prepaid account. Please contact the cafeteria manager at your child's school if you do not wish for your child to purchase extra sale items.

Community Eligibility Provision

We are pleased to inform you that St. Charles Parish Public Schools will continue to participate in the National School Lunch and School Breakfast Programs provision called the Community Eligibility Provision (CEP) for School Year 2025-2026.

All students enrolled in St. Charles Parish Public Schools are eligible to receive one healthy breakfast and one healthy lunch at school each day at no charge to your household for the 2025-2026 school year.

This applies to students enrolled at the following schools/centers: Allemands Elementary, Ethel Schoeffner Elementary, Lakewood Elementary, Luling Elementary, Mimosa Park Elementary, Norco Elementary, New Sarpy Elementary, RJ Vial Elementary, St. Rose Elementary, Albert Cammon Middle, Harry Hurst Middle, JB Martin Middle, RK Smith Middle, Destrehan High, Hahnville High, Carver Early Learning Center, and East Bank Head Start Center.

No further action is required of you. Your children will be able to participate in these meal programs without having to pay a fee or submit a meal application.

For additional information, please contact: Jenny DeRoche, Director of Child Nutrition, 13855 River Road Luling, LA 70070, 985-785-3179, jderoche@wearescpps.org.

Free and Reduced Price Meal Applications
Because St. Charles Parish Public Schools is participating in the Community Eligibility Provision (CEP), Free and Reduced Price Meal Applications are not being accepted for the 2025-26 school year.

Meal Prices

Breakfast	Lunch
Student Breakfast (one Free meal per day) $0.00	Student Lunch (one Free meal per day) $0.00
Student Extra Breakfast Meal $3.50	Student Extra Lunch Meal $5.25
School Board Employee Breakfast $1.65	School Board Employee Lunch $3.00
Visitor Breakfast $3.50	Visitor Lunch $5.25

Please see the links on the Child Nutrition webpage for Extra Sales Prices.

Note: items available for extra sales may vary by cafeteria.

Online Meal Payment System & Pre-Payment Procedures:

On-Line Meal Payment System

An online school meal payment system is available allowing parents to make payments to students' school meal accounts and check account balances via the internet or telephone. All parents who want to utilize the payment system are required to create an account at www.MySchoolBucks.com.

This service allows parents to deposit funds directly into their children's school meal account via on-line transactions. In addition, parents can view student account balance and purchase history, as well as set up E-mail reminders and low balance notifications.

A small transaction fee will be charged for payments made with a credit card, debit card, checking account, or savings account. There is NO charge for viewing account balances. Anyone having questions or problems can get technical support via the website or by emailing parentsupport@myschoolbucks.com or by calling 1-855-832-5226.

Pre-Payment Procedures

The procedure for paying for meals and extra sales items is to PRE-PAY. A check, cash, or money order should be sent in a sealed envelope with the student's first and last name (no nicknames please) and the amount enclosed written on the outside of the envelope. Payment envelopes can also be obtained from the cafeteria manager. Money must be in the account before purchasing an extra sales item. NO CHARGES will be accepted. This policy is for everyone: students, staff, and visitors. See below for information on our online meal payment system, My School Bucks.

To ensure that all checks for meal payments clear prior to the end of school, no checks will be accepted after May 1, 2025. There will be a $15.00 charge for all NSF checks. At the end of the school year, parents may receive a refund of unused money from the student's account by requesting it, in writing, from the cafeteria manager prior to the last day of school; or the funds may remain in the student's account for use in the following school year.

Delinquent Meal Payment and Alternative Meal Procedures

Billing Procedures:

Negative balance letters and/or telephone calls will be sent weekly for students with negative balances of $1.50 or more.

Blackboard Connect Ed messages will be sent weekly to parents for students with negative balances exceeding $5.00.

Procedures for Providing Alternative Meals:

If a student comes through the cafeteria line and does not have sufficient funds in his/her lunch account to cover the meal purchases, the student will be asked to report to the cafeteria manager's office with their meal. The student will be asked to contact their parent to have funds added to their account. If funds have not been provided by the next day, the student may be offered an Alternative meal.

Additional information:

Removal of Food from the School's Cafeteria

Food and beverages purchased or provided from the school cafeteria must be consumed on the school's premises, with the exception of school-sponsored meetings and field trips.

Food and Beverages Brought into the School's Cafeteria

Carbonated beverages are not allowed in the school's cafeteria during student meal times by students, staff, or visitors. Only milk, water, 100% juice products, and other beverages consisting of 50% real fruit juice may be allowed in meal service areas during student meal times for all grade levels.

District Wellness Policy

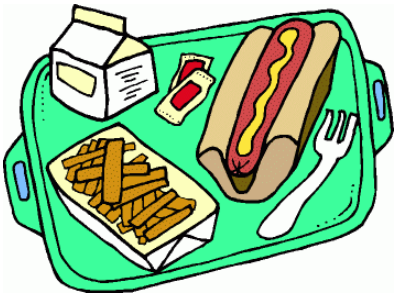
The district's wellness plan, **Eat Smart**, promotes healthy lifestyle choices that include daily physical activity and healthy eating to meet the Dietary Guidelines for Americans. To obtain procedures for meeting goals set forth in the plan, go to the Wellness Corner on the St. Charles Parish Public Schools Child Nutrition webpage.

NON-DISCRIMINATION STATEMENT: In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410; or (2) fax: (833) 256-1665 or (202) 690-7442; or (3) email: program.intake@usda.gov . This institution is an equal opportunity provider. [2022]

BREAKFAST AND LUNCH

All students will eat breakfast in their classroom. Breakfast will not be served to students arriving at school after 8:40am unless they are riding a late bus. Lunch is served daily in the cafeteria. Students may bring a lunch from home, but parents should provide a well-balanced lunch. Cake, chips, candy, and soft drinks are not acceptable. Students eating a cafeteria lunch are not allowed to bring additional food or drink for their lunch.





LUNCH WITH STUDENTS

We will not have any lunch visitors for the first six weeks of school to help our students adjust and learn the routines of the cafeteria. When we begin having lunch visitors, we will need parents/legal guardians to contact Ms. Valerie Rogers at 985-786-6086 or vrogers@wearescpps.org at least 24 hours prior. You will receive a confirmation email from Ms. Valerie Rogers confirming your visit. You must receive a confirmation email in order to have lunch with your child. Please only sign up one time in the month to allow all parents to have an opportunity to eat with their child. Due to capacity, we must limit ***five*** parents per grade level per day. In order to eat lunch with students, the person must be on the child's emergency card.

Parents/legal guardians wishing to eat lunch with their child must first check in at the office with identification to receive a visitor's pass and special lunch date form. Parents/legal guardians will present the form to cafeteria monitors and sit with their child in the designated area on the stage. Students **may not** invite friends to join them. Parents must return the visitor pass to the office immediately after lunch.

If you are planning to eat lunch with your child and will need a school lunch, you must notify Ms. Valerie Rogers in email when requesting to come to eat lunch with your student that you will be eating (purchasing) a cafeteria lunch. If you have not pre ordered a cafeteria lunch, one may not be available, but you are welcome to stay and sit with your child while he/she eats at a designated table



2025-2026 LES CALENDAR

The events listed in the chart are subject to change and are not all-inclusive. Please make sure to check your child's Luling folder for flyers advertising events and providing the specific guidelines for the event.

Evening events and performances are not mandatory, but participation is encouraged. However, parents and students are required to abide by the details that will be shared closer to the event for arrival, dismissal, dress code, and other expectations. If you cannot adhere to the expectations as a participant, we encourage you to be an audience member instead. If you have a personal situation preventing you from participating in the event as planned, you must contact your child's teacher to discuss your situation.

July 28-August 29 Complete all online paperwork

August 2025

6 Meet and Greet (Gr. K-5)
8 First Day (Gr. K-5, Last Names A-K)
11 First Day (Gr. K-5, Last Names L-Z)
15 First Day (Gr. PK, Last Names A-K)
18 First Day (Gr. PK, Last Names L-Z)



September 2025

1 Labor Day Holiday
12 Fall Pictures
12 Progress Reports
17 Student Holiday(no school for students)
24 Back to School Bash

October 2025

9 End of Grading Period
13 Fall Break
14 Fall Break
15 Book Fair Begins
23-24 P/T Conferences
Early Dismissal
23 Book Fair Ends
27-31 Red Ribbon Week
31 Trunk or Treat

November 2025

6 Awards Day (3-5)
7 Awards Day (K-2)
12 Student Holiday(no school for students)
14 Progress Reports
14 Holiday Pictures
17-21 Anti-Bullying Week
20 ELL Family & Friends
24-28 Thanksgiving Holidays

December 2025

4 PTO Pizza & Paint Night
15 Science/Social Studies Fair
17 Winter Band and Choir Concert @ LES @ 6:00PM
19 Early Dismissal
End of Grading Period Quarter 2
22 Christmas Holidays Begin

January 2026

5 Staff Return to Work/Student Holiday(no school for students)
6 Students Return
12 Report Cards
19 MLK Holiday
22 ELL Family & Friends
26 Awards Day (K-2)
27 Awards Day (3-5)

February 2026

5 Progress Reports
5 Parent/Teacher Conferences(Early Dismissal)
6 Parent/Teacher Conferences(Early Dismissal)
12 Class Picture Day
12 Mardi Gras Parade
13 Club/Activities Pictures
16-20 Mardi Gras Holidays
27 Black History Program



March 2026

2 Awards Day (3-5)
3 Awards Day (K-2)
5 Spring Pictures
11 Student Holiday(no school for students)
13 End of Grading Period Quarter 3
17 STEAM/Wetland Watchers
17 PK/K In Person Registration Opens
24 Report Cards

April 2026

3-8 Easter Holidays
14 Awards Day K-2
15 Award Day 3-5
17 Cake Bingo
22 LEAP 2025 Family Night
24 Progress Reports
27-1 Student Appreciation Week/LEAP Testing Week

May 2026

11 3rd grade Orientation Night
14 Kindergarten awards/celebration
14 Spring Performance @ LPAC
18 Last Day (Gr. PK)
19 Awards Day (3-4)
20 Award Day (1-2)
21 Last Day for students
21 End of Quarter 4
22 Last Day for Teachers/Teacher prep
25 Memorial Day
26 Report Cards Go Home

School Board Meeting Dates

August 20, 2025	September 17, 2025	October 22, 2025
November 19, 2025	December 10, 2025	January 14, 2026
February 25, 2026	March 25, 2026	April 22, 2026
	May 20, 2026	

All meetings begin at 6:30 p.m. and are held at the Office of St. Charles Parish Public Schools in Luling, Louisiana; however, changes may occur. In accordance with the Americans with Disabilities Act, if you need special assistance, please contact Alexis Cannon at 985-785-7227 describing the assistance that is necessary. For more information, please contact Shelly Babineaux.



Luling Elementary 2025-2026 Supply List

Pre-Kindergarten

1 large backpack/school bag (No roller bags)
1 pack of yellow number 2 pencils
2 primary composition journals journal (top half of page is blank and bottom half has handwriting lines)
1 kinder mat (a thin read and blue folding mat for nap time)
1 towel/small blanket for nap time
1 change of clothes including socks and underwear placed in a Ziploc bag (labeled with child's name)
2 packs of 24-ct crayons
1 pack of washable markers
1 watercolor paint palette
2 glue sticks
1 pack of construction paper
1 pack of Play-Doh (4ct – 5oz)
1 pack of 4 black dry-erase markers
1 pair of wired headphones for personal use (no earbuds or bluetooth)
Girls: 1 pack of brown paper bags
Boys: 1 pack of paper plates
$20 technology fee ($40 maximum per family)



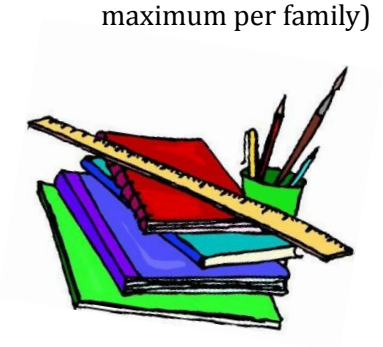
Kindergarten

1 school bag
1 large pencil box
1 primary composition journal (top half of page is blank and bottom half has handwriting lines)
4 24-ct packs Crayola crayons
1 pack Crayola washable classic markers (no thin markers)
4 plastic pocket folders with prongs
4 large glue sticks
1 red & blue plastic mat
2 12-ct pack #2 pencils
10 black dry erase markers (not fine point)
1 pack of 3x3 Post-It notes
1 pack 4X6 white index cards
1 pair Fiskar blunt scissors with metal blades
2 Pink Pearl erasers
1 pack of construction paper
1 set of headphones
boys: 1 pack of paper plates
girls: 1 pack of brown paper bags
$20 technology fee ($40 maximum per family)



1st Grade

1 school bag
2 primary composition journals (top of the page is blank and bottom half has handwriting lines)
1 red plastic pocket folder with prongs
1 blue plastic pocket folder with prongs
1 green plastic pocket folder with prongs
1 yellow plastic pocket folder with prongs
2 primary composition journal (top half of page is blank and bottom half has handwriting lines)
1 regular wide-ruled composition journal
5 24-ct packs of crayons
2 packs Crayola washable classic markers (no thin markers)
4 large glue sticks
4 12-ct packs #2 pencils
10 fine point dry erase markers (black, thin)
1 pack of 3x3 Post-it Notes
2 packs 4x6 white index cards
1 pair Fiskar blunt scissors with metal blades
2 Pink Pearl erasers
1 large pencil pouch
1 pack construction paper
1 set of headphones (over the ear, NO earbuds)
$20 technology fee ($40 maximum per family)



2nd Grade

1 school bag
1 pencil pouch (not a box)
2 marble composition journals
1 red plastic pocket folder with prongs
2 blue plastic pocket folders with prongs
1 green plastic pocket folder with prongs
1 yellow plastic pocket folder with prongs
1 black plastic pocket folder with prongs
4 24-ct packs crayons
2 Pink Pearl erasers
4 large glue sticks
2 yellow highlighters
2 pack washable markers
5 12-ct packs #2 pencils
10 fine point/chisel tip Expo dry-erase markers
2 red ink pens
2 blue ink pens
1 12- ct. pack of colored pencils
1 pack of 3x3 Post-it Notes
1 pack of 3 x 5 index cards (white)
1 pair Fiskar scissors (round tip)
1 pair of wired headphones for personal use (no earbuds or bluetooth)

$20 technology fee ($40 maximum per family)



3rd Grade

1 school bag
1 pair of wired headphones for personal use (no earbuds or bluetooth)
3 marble composition notebooks
2 1-inch binders with clear cover
1 red plastic pocket folder with prongs
1 blue plastic pocket folder with prongs
1 green plastic pocket folder with prongs
1 yellow plastic pocket folder with prongs
1 orange plastic pocket folder with prongs
1 pencil pouch (no boxes)
1 24-ct packs crayons
2 Pink Pearl erasers
4 glue sticks
4 highlighters (multi-colors)
1 pack markers
1 pack of color pencils
4 24-ct packs pencils
10 fine point dry erase markers
1 pack of 3x3 Post-it Notes
1 pack of 4 x 6 index cards
1 pair of Fiskar scissors (round tip)
Boys: 1 pack of graph paper
Girls: 1 200-ct pack of loose-leaf paper
$20 technology fee ($40 maximum per family)



4th Grade

1 school bag
1 1 1/2 inch binder
1 red pocket folder with prongs
1 blue pocket folder with prongs
1 green pocket folder with prongs
10 fine point dry erase markers
1 pack of 3x3 Post-it Notes
1 pencil pouch
1 pack markers
2 200-ct pack wide ruled loose leaf paper
1 yellow highlighter
1 pack of colored pencils
1 pack of 8 tab dividers (Avery tab inserts)
1 pair of wired headphones for personal use (no earbuds or bluetooth)
8 24 count packs of pencils
$20 technology fee ($40 maximum per family)

5th Grade

1 school bag
1 pencil pouch
1 set of headphones or earbuds
2 black and white composition notebooks
2- 1 ½ inch binders
1 red plastic pocket folder with prongs
1 blue plastic pocket folder with prongs
1 yellow plastic pocket folder with prongs
8 24-ct packs #2 pencils
5 fine point dry erase markers
5 regular dry erase markers
4 Pink Pearl erasers
3 packs of 3x3 Post-it Notes
1 pair Fiskar scissors (blunt tip)
1 pack markers
1 24-ct pack crayons
4 glue sticks
3 200-ct pack wide ruled loose leaf paper
4 highlighters
1 pack blue pens
2 packs of 5 tab dividers
$20 technology fee ($40 maximum per family)





LULING ELEMENTARY SCHOOL

DISMISSAL CHANGE FORM

There will be no bus changes during the 2025-2026 school year.

REMINDERS:

- **Students may only ride their ASSIGNED bus.**
- **No dismissal changes will be made after 2:00 P.M.**
- **Notes can only be for the current week.**
- **Please send this note to school with your child, fax to 985-785- 9933 or email to lulingcubs@wearescpps.org.**

STUDENT'S FIRST & LAST NAME: (Print)

_____

TEACHER'S NAME: (Print) GRADE

_____ _____

TEMPORARY CHANGE _____

PERMANENT CHANGE_____

(Check applicable)

□ **CAR** RIDER w ith _____

□ Ride their assigned **BUS #**

□ After Care

Parent/ Legal Guardian's Signature: _____

Date: _____ **Daytime Phone Number_____**

***Due by 2:00PM on full days; 11:30AM on early dismissal days**
Email to lulingcubs@wearescpps.org

Carol Bowie-Cotton, Principal
Luling Elementary School
904 Sugarhouse Rd
Phone: 985-785-6086
Fax: 985-785-9933
http://wearescpps.org/luling

Parent/guardian classroom visits are welcome at Luling Elementary School. Although we welcome these visits, they can be disruptive to the classroom routine and instructional time. To prevent interference with instruction, and to ensure student and staff safety, all observations must be requested in writing, and a mutually agreed-upon time must be decided with the teacher, parent/guardian, and principal/designee. The regular school program must continue during such visits. Therefore, parents/guardians must refrain from engaging the attention of the teacher or students through conversation or other means. All visitors must comply with the expectations below.

For the visit, parents/legal guardians:

- Must report to school at the agreed upon time
- Must sit in the area designated by the teacher
- May not disrupt and/or communicate with staff during the observation
- May not speak with students, including their own during the observation
- Must turn off all electronic devices
- May not take pictures or video

If the visitor wishes to speak to the teacher about the observation, (s)he must arrange a conference with the teacher at another time.

Classroom Observation Request

Parent/Guardian Name: _____ Student Name: _____

Teacher: _____ Requested date for visit:_____

Purpose for Visit:

_____

_____

_____

I understand the expectations for the classroom observation.

_____ _____

Parent/Guardian Signature Date Principal's Signature Date

LES/Genius/Parent/Legal Guardian Pledge

2025-2026 School Year

"By signing the Luling Elementary Pledge, you are signifying your strong and ongoing commitment toward the academic development and career success of your child. Thank you for being a caring, involved, and accountable parent/legal guardian. Keeping your promise in mind, I promise that the staff at Luling Elementary will go above and beyond to ensure that every LES genius receives the best education possible."

--Principal of Luling Elementary Carol Bowie-Cotton

As a parent, grandparent or caring adult I hereby affirm my commitment to the academic achievement and success of my child. I promise to make the pursuit of knowledge a priority in my household.

To demonstrate my commitment to this goal, I pledge to adhere to the following principles:

- ✔ My genius will read with an adult or be encouraged to read independently each day.
- ✔ My genius will complete all homework assignments given by school instructors and will be encouraged to ask for help when it is needed.
- ✔ My genius will arrive at school on time, well rested and prepared for a full day of instruction and learning.
- ✔ My genius will treat teachers, LES staff members, and fellow classmates with respect and compassion. I will make positive behavior the expectation in my household.
- ✔ My genius will graduate from high school and will understand the importance of a strong education in determining future success.
- ✔ I will encourage my genius to dream big and always give 100 percent effort.
- ✔ I will treat my genius's teachers as a valuable resource and work with them to support academic improvement and classroom behavior expectations.
- ✔ I will monitor my genius's academic growth and stay as involved as possible in my genius's education. I will let the teacher know as soon as possible if I notice any problems or have any concerns.

Together, my genius and I, in partnership with Luling Elementary Staff,

will make education our #1 priority.

Parent/Legal Guardian Signature: _____

Genius Signature: _____

I 'GROW' Through What I Go Through at LES…
It's Grow Time!



THE GENIUS CREED

I am a genius, brave and true,
Kindness and respect guide what I do.
I am honest, I am fair,
I show the world how much I care.

I am a genius, destined to grow,

There's no limit to what I'll know.

With wisdom and heart, I'll lead the way,

I am a genius, every day!

LORENZA PHARRAMS