ST. JAMES PARISH SCHOOLS

Inspiring Hope and Purpose

2026-2027

Code of Conduct

St. James Parish School Board

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Introduction

The St. James Parish School Board is using a standalone Code of Conduct instead of including disciplinary rules for its students in a larger Student Policy Manual. Beginning with the 2023-2024 school year, the Student Policy Manual ~~will~~ contains the non-student discipline policies and notices.

Students will also be provided paper copies of the discipline matrix to keep in their student notebooks. This will further inform students and parents concerning the disciplinary rules that apply to their students. It will also allow families to quickly reference infractions and listed behavioral responses.

Truancy Policy

There is a shared responsibility between the parent, student, school, district truancy panel, juvenile justice panel, and court system to ensure students are meeting the required attendance laws. All students are expected to attend school regularly and be on time for school to benefit from the instructional program and develop habits of punctuality, self-discipline, and responsibility. There is a direct relationship between poor attendance and class failure. Students who have good attendance generally achieve higher grades, enjoy school more and are much more employable after leaving school.

The St. James Parish School Board recognizes truancy as absence from class or school for any portion of a period of day without permission from the school. Students shall not be allowed to leave campus without proper permission at any time during the school day, including before school begins, or after school while waiting for their bus. Students shall remain on the campus at all times unless granted permission to be off-campus, or will be subject to disciplinary actions. Violations of attendance laws and regulations may lead to suspension and/or expulsion from school. In addition, court action can be taken.

School personnel are expected to provide truancy interventions to assist a child who is habitually absent from school. A student shall be considered habitually truant when the condition continues to exist after all reasonable efforts by the principal and teacher have failed to correct the condition.

After 5 unexcused absences in ELEMENTARY SCHOOL and after 3 unexcused absences in HIGH SCHOOL, schools will submit a referral to the District Truancy Officer and the parent will be notified to attend a truancy hearing. The hearing is non-negotiable as both parent and student must attend. The Truancy Panel including the Child Welfare and Attendance Director will work with the parent to provide the support and services needed to ensure the child attends school regularly. If absences continue, a determination will be made for a referral to the FINS Coordinator, Juvenile Justice Panel and/or Juvenile Court for further actions or support.

For the full attendance policy, see the section entitled “Attendance Policy” in the Student Policy Manual.

Teacher Bill of Rights (LSA—R.S. 17:416.18)

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

1. A teacher has the right to teach free from fear of frivolous lawsuits, including the right to qualified immunity and to a legal defense, and to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5 and 416.11, for actions taken in the performance of duties of the teacher’s employment.
2. A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and through 416.6 and any city, parish, or other local public school board regulation.
3. A teacher has the right to remove any persistently disruptive student from his classroom when the student’s behavior presents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c).
4. A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S. 17:416(A)(1)(c).
5. A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.6.
6. A teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12.

7. A teacher has the right to communicate with and to request the participation of parents in appropriate student disciplinary decisions pursuant to R.S. 17:235.1 and 416(A).

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

9. A beginning teacher has the right to receive leadership and support in accordance with R.S. 17:3881, including the assignment of a qualified, experienced mentor who commits to helping him become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectations.

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

B. No city, parish or other local public-school board shall establish policies that prevent teachers from exercising the rights provided in this Section.

C. The provisions of this Section shall not be construed to supersede any other state law, State Board of Elementary and Secondary Education policy, or city, parish, or other local public school board policy enacted or adopted relative to the discipline of students.

D. Each city, parish, or other local public-school board shall provide a copy of this Section to all teachers at the beginning of each school year. Each such school board also shall post a copy of the rights provided in this Section in a prominent place in every school and administrative building it operates and provide such a copy to parents or legal guardians of all children attending such schools in a form and manner approved by the school board. Each city, parish, or other local public-school board and every school under its jurisdiction that maintains an Internet website shall post on such website a copy of the Teacher Bill of Rights required by this Section.

Positive Behavioral Interventions and Supports (PBIS)

St. James Parish Schools is committed to fostering safe, respectful, and supportive learning environments through the implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS is a proactive, evidence-based framework designed to promote positive behavior, academic success, and a positive school climate. Through PBIS, students are explicitly taught behavioral expectations, recognized for demonstrating positive behaviors, and provided with appropriate interventions and supports when needed. Students are expected to demonstrate respect toward others and the school community, use appropriate strategies when confronted with disrespectful or inappropriate behavior, respond appropriately when peers use these strategies, and report concerns to school staff when necessary. Staff members receive training to respond consistently to student concerns and reinforce positive behavioral expectations throughout the school environment.

PBIS is implemented through a three-tiered system of support to meet the behavioral and social-emotional needs of all students. Tier I (Universal Supports) provides all students with a positive, predictable, and safe learning environment through the direct teaching of schoolwide expectations, recognition of appropriate behavior, consistent responses to misconduct, and the use of data to improve school practices. Tier II (Targeted Supports) provides additional assistance for students requiring targeted interventions, including small-group supports, increased positive reinforcement, social skills instruction, and ongoing progress monitoring. Tier III (Intensive Supports) provides individualized interventions for students with significant behavioral needs through behavioral assessments, behavior intervention plans, counseling services, and collaboration among school personnel, families, and community partners.

The overall goal of PBIS is to create a positive school culture that supports academic achievement, encourages responsible behavior, and promotes a safe, respectful, and inclusive learning environment for all students. To achieve these goals, the implementation of PBIS is aligned with the mission, vision, and goals of St. James Parish Public School System. This alignment ensures consistency in behavioral expectations across the district, supports equitable outcomes for all students, and strengthens district efforts to provide safe, supportive, and engaging schools where every student has the opportunity to succeed.

Behavior Expectations

The St. James Parish Public School System has accepted the professional responsibility to shape, develop, and cultivate the minds of students whose parents/guardian selected the public school system as their child's institution of learning. Counseling, assertive discipline techniques, positive reinforcement, and other professional interventions are provided to ensure an educationally sound school and classroom climate and excellent learning environment. The principal shall take disciplinary action for non-compliance of behavior-related policies.

All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy.

- No student shall initiate or participate in fighting or other disruptive behaviors en route to, from, and on campus or while attending any school-related activities.
- All students are expected to follow assertive discipline / classroom discipline rules. (Rules and consequences are to be posted in classrooms.)
- Students shall report to campus daily with assigned textbooks and necessary instructional items. Students shall not be re-issued books until the fee for lost or defaced books has been paid.
- Students shall remain in approved, designated areas while on campus.
- Student loitering is prohibited. Students shall be inside their respective classroom / gymnasium prior to the tardy bell and are to remain inside their respective classroom / gymnasium until dismissed by the teacher following the dismissal bell.
- No student shall leave the campus after his / her scheduled arrival. A student is accountable to the school from the time of departure from home and shall report directly to the campus.
- No student shall leave the campus for any reason during school hours without prior permission from the principal. Students who must leave school prior to the school day must have a parent/guardian sign them out through the office. Extenuating circumstances will be determined by the principal.
- No student shall bring or consume any medication on campus. If consumption of medication on campus becomes necessary, the parent / guardian / student shall comply with the St. James Parish School Board policy for administering medication at school.
- If a student possesses any controlled dangerous substance that has been obtained directly or by a valid prescription on order from a licensed physician, the student shall carry such prescription or physician's order in his possession at all times when possessing the controlled dangerous substance. Verification of the prescription or physician's order is permitted (LRS 17:416).

- Students, who deface school property, including school buses, shall be liable for the monetary value of repairing or replacing the item(s).
- A copy of all classroom referrals for Special Education students is to be submitted to the Director of Special Education / designee who is to be contacted via the telephone prior to the suspension of any Special Education student.
- A principal or his/her designee shall send (by a student or mail to the parent / guardian) a letter of suspension each time a student has been suspended. In addition, an attempt should be made to contact the parent / guardian by telephone. Such an attempt shall be logged on the Louisiana Department of Education's School Behavior Report and in JCampus. Suspension shall begin at the end of the school day, except in cases in which a student's behavior prohibits his/her remaining on campus. A student may not attend, nor participate in, any school activity / function while suspended / expelled, including but not limited to prom, graduation activities and ceremonies, athletic practices, games and/or any school event.
- A student who is suspended for ten (10) days or fewer shall be assigned school work missed while he/she is suspended and shall receive full credit for such work if it is completed satisfactorily and timely as determined by the principal or his/her designee, upon the recommendation of the student's teacher.
- Infraction of any of the behavior policies shall result in disciplinary action in accordance with Parish-adopted policy. Each time a student is suspended, the principal shall schedule an administrative hearing with the parent or guardian prior to the suspension, if possible, but at least prior to the student's return.
- Any parent / guardian who willfully refuse to attend an Expulsion Hearing shall be referred to the Juvenile Court exercising juvenile jurisdiction. The parent / guardian must contact the Superintendent's Office within ten (10) days of the date of the recommended expulsion or else the principal's recommended expulsion will become final. Extenuating circumstances will be determined by the Administrative Director of Child Welfare and Attendance.
- If a student is found innocent after having been suspended, the entry is to be voided in JCAMPUS, and attendance day(s) are to be marked present.
- Students who are denied credit for courses taken may appeal the decision to the Superintendent within five days of official notification. The Superintendent's decision may be appealed to the Board within five days of official notification, and further, the Board's decision may be appealed to the Courts.
- Students participating in extra-curricular activities during suspensions will be dismissed from that extra-curricular activity for the year.
- The principal shall report any form of physical or mental abuse of children to proper system-level and legal authority immediately.
- Students are prohibited from using the school name for private functions (proms, dances, etc.) and soliciting funds (selling candy, pools, etc.) for private or personal use. Only the Superintendent of Schools may approve use of the school's name for private or personal use.
- Students are prohibited from propping open doors, letting unauthorized persons enter a school building, bypassing controlled entry procedures, disabling locks and alarms, or engaging in any act that would violate the safety regulations. Students who violate safety regulations will be subject to disciplinary action.

Student Discipline

School personnel are to submit the Louisiana Department of Education School Behavior Report to the principal/designee when a student does not follow behavior policies. Click the link School Behavior Report or visit https://www.louisianabelieves.com/resources/library/school-policy for details.

In our continuing effort to provide an enriching learning atmosphere, the St. James Parish Public School System has implemented parish-wide discipline policies and procedures for students in grades PK-3, 4-6, 7-12. A major focus of the discipline policy is one of individual accountability; that is, if a student chooses to break the rules, then he/she will be held accountable for his/her actions and must face the consequences.

The school, as a community agency, shares the responsibility with parents to educate, guide, and, when necessary, to discipline children. The school's main objective is to educate the student and to provide a program to meet his/her needs, which will help prepare the individual for a world of work and a position which will enable him to take his place in society and to lead a happy and productive life.

Appropriate consequences deemed necessary by the principal may be implemented for deviant student behavior. The consequences should be reasonable, and corrective measures should help the student to become aware of a need for self-discipline. Students should use caution in claiming "self-defense" in physical confrontation, for a student who is the aggressor or who brings on a difficulty cannot claim the right to defend oneself. Any force used must be reasonably concluded that the use of

such force more probable than not was committed solely for the purpose of preventing a forcible offense against the student or a forcible offense provided that the force used must be reasonable and apparently necessary to prevent such offense (LRS 17:416). The St. James Parish Public School System discourages physical confrontations.

The policy emphasizes that the majority of inappropriate behavior (Level 1) will be handled in the classroom. Teachers shall document their attempts to resolve minor misbehavior within the classroom and have contacted the parent prior to any referral to the principal's office. Each teacher shall decide which interventions and consequences would be most appropriate for his/her class structure, though, at some schools, teachers may agree to use the same set of classroom rules and consequences.

Another set of misbehaviors must be handled by the principal/designee because they occur in the hall, buses, and other settings not directly supervised by classroom teachers or are considered more serious (Levels 2 and 3).

A small set of severe misbehaviors (Level 4) cannot be handled in the classroom. Level 4 offenses are limited to conduct that constitutes an imminent and substantial threat to physical safety or that is criminal in nature (e.g. possession of firearms or other weapons, bomb threat, or burglary).

Principals/designee must make every reasonable effort to investigate all aspects of a discipline problem. The student shall be given notice of the particular misconduct of which he/she is accused as well as the basis for such accusation. The student shall be given the opportunity to explain his/her version of the facts to the principal or designee. In many cases, the principal / designee may informally discuss the alleged misconduct with the student minutes after it has occurred.

Since the conference between administrator and student may occur almost immediately following the misconduct, generally the notice and the administrative hearing should precede any suspension. In cases where presence of a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, however, the student may immediately be removed from school. In such cases, the notice (and hearing if required) should follow as soon as possible.

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

If the student is suspended, the principal /designee shall make every effort to contact the parent or guardian by telephone and inform them of the suspension. The student may be removed from classes, if necessary, and kept under supervision until the close of the school day or the arrival of the parent or guardian to pick up the student. In the event the student may cause a disruption in the orderly operation of school, he/she may be removed from the school premises immediately and placed in the custody of the parent, guardian, next of kin, or police officer.

The principal / designee shall send by a student or mail to the parent or guardian a report of the suspension to the parent / guardian on the day of the suspension, if possible, but no later than two school (2) days following the decision to suspend. A copy should be placed in the school file. If the parent or guardian wishes to appeal the suspension, the parent/guardian, within five (5) school days after notification of the suspension, must submit a written request to the Superintendent or designee to review the matter; otherwise, the decision shall stand. While awaiting the Superintendent's decision in suspension appeal cases, the student shall remain suspended out of school; and upon review, if the Superintendent reverses the decision of the school administrator, the student's absences shall be voided. While a student is suspended or expelled to the Alternative Center from school, he/she may not attend ANY activities (graduation ceremony, athletic practices/events, dances, etc.) on any school campus. The decision of the Superintendent is final as to any short-term suspension of less than 10 days. Relief may be sought from the court, but short-term suspensions may not be appealed to the School Board.

If the parent or legal guardian is not present for an expulsion hearing after having been properly notified, the hearing may proceed and the results of the hearing shall be mailed to the parent or legal guardian within three (3) school days by certified mail, return receipt requested.

The administrator at the school site or central office may place a student on probation, a temporary status or period of trial conduct, following rule infractions in an attempt to improve the student's behavior. The applicable administrator shall determine the terms and conditions of the probation.

St. James Parish defines an **Administrative Conference** as dialog between parent / guardian and principal / designee. This may be a telephone conversation or meeting in person. An **Administrative Hearing** is a meeting between the parent / guardian and principal / designee scheduled prior to suspension, if possible. An **Expulsion Hearing** is a meeting among the parent / guardian, principal / designee, and Superintendent / Designee for appeals and expulsion cases.

Expulsion Procedures

If an administrator recommends expulsion for a student, a certified letter must be sent home to parents with the allegation and the date and time of expulsion hearing.

The student will not be compelled to testify against him/herself. He/she has the right to call witnesses and question witnesses. He/she may have anyone of his/her choosing to represent him/her at the hearing. He/she has the right to review all documentation. He/she will be given a chance to present his/her side of the story. Parents have the right to waive their rights to an expulsion hearing therefore agreeing to expel the student to the Alternative Center.

At the end of the hearing, he/she will be given the decision of the Superintendent's Designee. Within five (5) days, he/she will receive the results of this hearing by mail.

If he/she disagrees with the Superintendent's Designee's decision, he/she may appeal to the St. James Parish School Board.

Parents may request, in writing to the St. James Parish School Board, that they review the findings of an Expulsion Hearing within five (5) days of notification. In the event that a parent or student appeals an expulsion decision to the School Board in a timely manner, prior to the beginning of the school board meeting at which such expulsion appeal hearing is to be conducted, the parent or student shall have the right to determine if the expulsion appeal hearing is conducted in a public or private session. The parent or student must notify the Superintendent of their preference. At the beginning of the student expulsion appeal hearing before the school board, the Superintendent or a designee who decided the student's expulsion was appropriate, shall describe the nature of the case, the evidence presented in the hearing, and the basis for the decision to expel the student. Following this explanation, the parent, student or representative shall be given a period of no more than fifteen minutes in which to state reasons why the expulsion decision should be reversed or modified. The Superintendent or a designee and/or the school administrator who recommended the expulsion shall then be given fifteen minutes to respond to the comments made by the parent, student, or representative. If an executive session is requested, the board shall excuse the parties from the room and deliberate the case privately. No witnesses will be allowed to testify during the expulsion appeal hearing before the board, but the student will be allowed to address the board if desired, within the time allotted for the student, parent, or representative. The decision of the board will be based on the evidence presented in the expulsion hearing. The final decision shall be voted on in a public session.

If the St. James Parish School Board upholds the decision of the Superintendent, he/she may appeal to the district court within ten (10) school days.

Due Process

Students must know what conduct is appropriate and what is forbidden. Therefore, the rules and regulations of the School Board governing students' conduct shall be distributed to students and posted in a conspicuous place.

In discipline cases, the principal or designee shall:

- Make every reasonable effort to investigate all aspects of the discipline problem.
- Advise the student in question of the particular misconduct and the basis of the accusation.
- Provide the student an opportunity to explain (in writing or through dictation) his/her version of the situation.
- Immediately remove from the school premises, without benefits of the above procedures, any student whose continued presence in the school poses an ongoing threat or disruption to the academic process. Necessary procedures shall follow as soon as practical.
- Prior to suspension, notice of the suspension and the reasons thereof shall be given to the parents or guardians of the student suspended if the student is under 18 years of age. Initial notification may be in person or via telephone, but a written notice shall be mailed on the day of suspension, if possible, but no later than two (2) days following the decision to suspend.
- If the parent or guardian wishes to appeal the suspension, he must, within five (5) days of notification of the suspension, submit a written or personal request to the Superintendent or designee to review the matter; otherwise, the decision shall stand. Note: The decision of the Superintendent is final as to any short-term suspension of less than 10 days. Relief may be sought from the court, but short-term suspensions may not be appealed to the School Board.
- During the hearing, the student shall be provided with the names of individuals who have primary knowledge of the facts forming the basis for the suspension or expulsion. This will permit the student and his/her parents to discuss the facts with the authorities involved and will enable the student to present a case in a more meaningful manner.
- The student shall be permitted to examine any document or record the school will use at the hearing or which will aid in his/her defense.
- The student shall be permitted to obtain legal counsel.

The student and his/her counsel shall be permitted to cross-examine those who have primary knowledge of the facts.

Discipline Procedures & Due Process for Special Education Students

All children with disabilities committing any serious Level 4 offenses, such as possession of a dangerous weapon / object, fire arm, distribution / knowingly possessing illegal or controllable substances and exhibiting behaviors that have resulted in physical injury to the child or others, or the child issues a verbal and/or physical threat that will likely result in injury to the child or to others; shall be assigned to an alternative educational setting until a Manifestation Determination Review can be held to determine appropriate placement.

When considering and/or administering any form of discipline to a student with disabilities, Sections 530-37 of the Regulations for Implementation of Children with Exceptionalities Act (R.S. 17:1941 et. Seq.) must be followed. As part of IEP development, the IEP Team should discuss the behavioral needs of an identified student with a disability including: identifying any behavioral problem(s) of the student that interfere with the student's education or the education of others; and developing a Behavioral Intervention Plan (BIP) for resolving the problem behavior(s) (this includes goals and objectives); and reviewing the effectiveness of any prior BIP.

The IEP Team must be convened to review the program and/or placement of a student who has been identified as disabled under Louisiana Bulletin1508 as soon as possible if: the student has engaged in several suspendible infractions or the student has engaged in an infraction that warrants assignment to an alternative educational setting; the student has had 10 cumulative school days of absences in the same school year due to one or more suspensions; or the inappropriate behavior constitutes a review.

NOTE: If the student carries or possesses a weapon at school or at a school function, or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of the State or this School Board, school personnel may order a change in placement of a student with a disability to an appropriate alternative educational setting in accordance with state law.

The St. James Parish Public School System has established the following guidelines and procedures to comply with the revised mandates of Act 479, enacted during the 2025 Regular Session of the Louisiana Legislature. This legislation provides direction regarding crisis intervention strategies, which may include the use of positive behavioral supports, sensory rooms, or other calming spaces intentionally designed to comfort and stabilize students. Act 479 also outlines guidelines for rare and extraordinary situations where seclusion or physical restraint may be necessary to safely de-escalate a student who presents an imminent risk of harm to themselves or others. These techniques will be employed only as a last resort and in strict accordance with Louisiana Bulletin 1706, Sections 540 through 543. Furthermore, any school employees or team considering including seclusion in an IEP/IAP as behavior-related option must notify the Director of Special Education in advance and in writing before being discussed with parents to ensure alternatives were considered, that it will be implemented properly, and monitored regularly **(See Appendix A).**

Discipline of Students under Section 504

No student with a disability who is covered by Section 504 of the Rehabilitation Act (Section 504) shall be excluded from educational services for more than ten (10) days within a school year without prior notice to the school and district 504 Coordinator. The following discipline procedures shall be followed for students who commit acts of misconduct resulting in disciplinary actions that can exclude the student from instruction for more than ten (10) days within the school year.

Students eligible under Section 504 may not be suspended or expelled for more than ten (10) school days cumulatively in a school year for misconduct that is a manifestation of the student's disability. If the school system is considering a change in placement for a Section 504- eligible student and/or if the student is being recommended for suspension or expulsion that will exceed ten (10) days in a given school year, the district must convene a group of knowledgeable individuals to conduct a manifestation determination (MDR) to decide whether the misconduct at issue is a manifestation of the student's disability. The group conducting the MDR must include the persons knowledge about the child, the meaning of evaluation data, and the placement options.

If the student's misconduct **is** determined to be a manifestation of his/her disability, the Section 504 Team shall meet to consider a functional behavioral assessment (FBA) and interventions to address the behavior. If the student's misconduct is determined **not** to be a manifestation of his/her disability, the student may be disciplined like a student without a disability, except that the student must receive behavioral intervention services and modifications to address the behavior. Any appropriate placement and services during the period of suspension and/or expulsion will be determined by the Section 504 Committee.

St. James Parish School System's Alternative Program

The Alternative Center has been established for students having problems conforming to rules, regulations, and policies in a regular school setting. The Alternative Center will provide an alternative classroom environment to accommodate specific needs of assigned students to correct inappropriate behavior through the development of positive self-esteem so that students will have the opportunity to return to the regular school setting.

The Alternative Center for grades K-12 will be staffed with appropriate personnel. Carnegie units or credits will be offered to students in grades 7-12 according to certification of teachers on staff. The students in grades K-6 will be taught the curriculum from their home-based schools. The Alternative Center teachers may provide supplemental assignments, for which the students will be responsible.

The nucleus of the Alternative Center will draw support and involvement from parents, teachers, and civic-minded professionals. Visiting speakers will provide academic motivation, vocational counseling, and strategies for dealing with problems. Parents will attend monthly meetings that will address effective communication skills and offer them the opportunity to meet with other parents and discuss common concerns. The administrator and teaching staff shall incorporate innovative strategies to accomplish the desired results outlined in the Alternative Center Handbook.

The main goal of the Alternative Center will be to keep students in school and to ensure the most appropriate learning opportunities are provided.

In-School Suspension Program (ISSP)

The purpose of the In-School Suspension Program (ISSP) is to provide an alternative to out-of-school suspension while providing strategies designed to help students improve their behavior including reasonable opportunities to receive tutoring, social and emotional supports, remedial education, and regular academic work and to earn grades and credit equivalent to those of other students not in an ISSP. Students shall not be required to complete punitive or non-academic writing assignments when assigned to ISSP. The ISSP shall not prevent the school principal or designee from removing an extremely disruptive student from the school setting and requesting an out-of-school suspension or an expulsion hearing.

After-School Detention

After-school detention is an alternative to home suspension for less serious misbehaviors. Detention will be on days designated by the principal. The concept of detention does not prevent the school principal from removing a disruptive student from the school setting.

Student Dress Code

It is the obligation of the School Board to provide an educational atmosphere which shall be conducive to the learning process. Students, teachers, and administrators have the right to be free from distracting influences which hinder the learning process. No mode of attire will be considered proper for school wear that distracts from or disrupts classroom and school decorum. The principal of each school will make the final decision as to what is considered proper or improper dress according to the guidelines provided.

The Board feels it is the responsibility of each student to use good judgment in one's total appearance so that the attention of others is not distracted from the purpose of the school. Cleanliness shall be a basic consideration.

Any substantial complaint concerning the dress code will be dealt with by the school administration. The term **"school-approved"** means that the principal has given his/her approval.

Uniforms

Students in St. James Parish (Grades PK-12) will be required to wear uniforms to school. Parents/Guardians will be responsible for purchasing uniforms. Uniforms shall be worn as follows:

- Grades PK-6 Boys: School approved color or white shirt (oxford or knit with collar; no labels; school approved logo is optional). Uniform khaki (no mustard, off-white or "putty" color) pants (can be pleated, not pleated, or cuffed; no labels) or shorts (no shorter than 3 inches above the knee).
- Grades 7-12 Boys: School approved color or white shirt (oxford or knit with collar; no labels; school approved logo is optional) or school-issued t-shirt. Uniform khaki (no mustard, off-white or "putty" color) pants (can be pleated, not pleated, or cuffed; no labels) or shorts (no shorter than 3 inches above the knee).
- Grades PK-6 Girls: School approved color or white shirt (oxford or knit with collar; no labels; school approved logo is optional). Uniform khaki (no mustard, off-white or "putty" color) pants (can be pleated, not pleated, or cuffed; no labels) or shorts (no shorter than 3 inches above the knee).

- Grades 7-12 Girls: School approved color or white shirt (oxford or knit with collar; no labels; school approved logo is optional) or school-issued t-shirt. Uniform khaki (no mustard, off-white or "putty" color) pants (can be pleated, not pleated, or cuffed; no labels) or shorts (no shorter than 3 inches above the knee).

Sweaters/Vests/Sweatshirts: School-approved color or solid white; only school-approved monograms; no logos; no name brands; **hoods are not allowed on campus (on jackets or sweatshirts) for Grades PK -12th grade**; collar of uniform shirt shall be visible.

Coats/Jackets/Wind Breakers: School-approved color, solid white, solid black, solid navy, gray or khaki; no stripes. **NO HOODS ALLOWED for PK – 12th grade.** NOTE: School organizations' jackets and sweatshirts are allowed.

Dress Code Regulations

- All students will wear the designated school uniform clothing as outlined in the uniform policy. Transfer students will be given seven (7) days to acquire a proper uniform.
- The wearing of socks or tights for girls and socks for boys shall be mandatory and must be white, khaki, black, navy, gray or school approved color.
- All students must wear belts if pants have loops. Belts may not be more than one size larger than the waist and should be solid in color with no adornments (spikes, chains, etc.).
- Baggy, tight-fitting or over-sized uniforms are prohibited. Pants must fit at the waist; "low riders" are not allowed. Drawstring pants, cargo pants, joggers (which are pants with elastic waist and ankles), and sweat pants are also prohibited. Full-length pants cannot be rolled or folded above the ankle. Pants must be hemmed. Pants cannot be made of denim material (jeans).
- Shirts must be worn tucked in at all times. Undergarments must not be visible.
- Only school approved colored undershirts/turtlenecks are allowed under the uniform shirt.
- Shoes must be completely enclosed. No croc-type, foam -type, sliders, or slippers allowed. Heels should be no more than 2 inches high.
- The wearing of earrings by female students will be allowed. Male students in grades 7 – 12 may also wear earrings. Earrings may be one inch in diameter and/or length.
- Hair can be of any length; however, it must be pulled away from the eyes and cannot cover the entire face.
- Combs, brushes, and all other grooming tools are not permitted during the school day and must not be visible, used, or brought to school. Any prohibited grooming item found on campus will be confiscated, as these items may pose a safety risk or be used as weapons. Confiscated items may be retrieved from the school office by a parent or legal guardian.
- Body-piercing jewelry items with large hoops, etc. are a safety hazard and are not permitted. Piercings in ear lobe and/or nose must be free of protrusions/hoops that could cause a safety hazard. Such piercing is only allowed for students in grades 7th – 12th.
- Students will be allowed to wear chains, belt buckles, pendants or necklaces with the following specifications:
    - Rope-type chains shall be no larger than 1/16 inch in diameter.
    - Flat chains shall not exceed ½ inch in width.
    - Nameplates, pendants, buckles shall not be larger than 2 inches by 1 inch.
    - No chains shall be connected to a wallet or hanging out of the pocket.
    - Earrings are only allowed in earlobes and may not be large or dangling. Visible facial/nose piercings are against district policy. For safety reasons, jewelry (ex: rings) must be small in size. No oversized jewelry is allowed.
- Jewelry is worn at the student's own risk. The system will not be responsible for lost/stolen items.
- All headgear (such as caps, hats, bandanna, wraps, curlers, etc.) and blankets are prohibited (boys and girls).
- Only prescription glasses may be worn inside buildings.
- Students may not use, operate, or possess electronic communication devices at school without permission. The term "electronic communication device" is broadly defined and includes, but is not limited to, mobile phones, tablets, smart devices (including personal iPads), smartwatches, and similar electronic devices. Smartwatches must be removed,

turned off, and stored during school hours. Meta smart glasses are prohibited from being worn on campus during school hours, and any student who wears them on campus may have the device confiscated and be subject to disciplinary action.

- Clothing with holes is not allowed and shall be worn on the “right” side and not inside out. Patches must cover any holes.
- Picture ID cards (grades 7-12) must be visibly worn on school-approved lanyards at all times. Defacing ID’s is prohibited.
- Prohibited and/or inappropriate items may be confiscated by school officials and returned to the parent/guardian only.
- Violations of grooming and dress regulations will be handled according to the discipline policies in the discipline matrix.
- Mace or pepper spray are not permitted on any school campus. Students found in possession of mace or pepper spray will be handled according to the discipline policies in the discipline matrix for possession of a weapon.
- Energy drinks are not allowed on campus and all water bottles must be clear. Students found in possession of energy drinks or non-compliant water bottles will be handled according to discipline policies in the discipline matrix.

Bus Policies

Bus drivers are to submit the Louisiana Department of Education Bus Behavior Report to the principal/designee when a student does not follow the bus policies. Click the link, Bus Behavior Report or visit https://www.louisianabelieves.com/schools/public-schools/transportation for details.

- No student shall bring weapons or items which can be used as weapons on school buses or on campus or while attending any school-related activities. Metal combs are prohibited.
- No student shall bring drugs, including alcohol, on the school bus or on campus.
- No student shall smoke on the school bus, the campus, or in the school building(s) or while attending any school related activities. Tobacco, lighters, matchers, etc. are prohibited.
- No student shall use obscene language on the school bus or on campus.
- No student shall bring radios, whistles, electronic devices, or any form of distraction on the school bus or on campus. All personnel confiscating items are to submit these items to the principal / designee immediately.
  Personnel infraction of the policy shall result in personal liability. Principal / Designee shall contain these items.
  Students shall claim the items at a time designated by the principal / designee.
- No student shall board school buses with items too large to hold on the lap or place under the seat. Oversize items larger than 18” x 12” X 5”, such as luggage used as book bags, may be prohibited for safety reasons.
- No student shall use the emergency door unless instructed by the bus driver or designee(s).
- No student shall stand while the school bus is in motion or extend its head, arms, objects, etc., or throw objects out of the bus windows or door.
- No student shall bring visitors, pets, etc., on the school bus or on campus.
- No student shall bring soft drinks, candy, gum, or any other edibles or any glass containers on the school bus or in school building.
- Any request to ride a school bus other than the assigned bus must be made by the parent / tutor / guardian to the **Director** of Transportation prior to the time requested.
- Students should arrive at the bus stop at least five (5) minutes before the bus arrives to ensure timely routes.
- No student shall be permitted to board or depart the bus other than at his/her assigned stop unless authorized by the **Director** of Transportation.
- If fighting occurs aboard the bus, equal time is given off the bus in addition to suspension from school. Disruptive students who repeatedly misbehave on the bus are subject to indefinite bus suspension. In such cases, the parent is responsible for transporting students to and from school.
- Students who habitually fail to follow School Board policies while riding the bus are subject to consequences as specified in the discipline matrix. This can result in removal from the bus.
- Students may be subject to disciplinary actions based on documentation gained from the video cameras on school buses.

Unauthorized Use of Electronic Devices

As of July 1, 2003, LSA-R.S. 17:239 now states the following concerning the prohibition against unauthorized cases of electronic telecommunication devices by students in any public elementary or secondary school building:

- (A) Effective beginning with the 2003-2004 school year and thereafter, no student, unless authorized by the school principal or his designee shall use or operate any electronic telecommunication device including any facsimile system, radio paging service, mobile telephone service, intercom, or electro-mechanical paging system in any public elementary or secondary school building or on the grounds thereof or in any school bus used to transport public school students.
- (B) A violation of the provisions of Subsection A of this Section may be grounds for disciplinary action by the school system, including but not limited to suspension from school.
- (C) Nothing in this Section shall affect the conduct of law enforcement activities including the use of electronic detection devices, dogs, or other means of conducting searches for weapons, drugs, or other contraband in whatever manner is otherwise permitted by law and consistent with local school board policy.
- (D) Nothing in this Section shall prohibit the use and operation by any person, including students, of any electronic telecommunication device described in Subsection A of this Section in the event of an emergency. Emergency means an actual or imminent threat to public health or safety, which may result in loss of life, injury, or property damage.

Firearms, Knives, Weapons, and Drugs

Mandatory Suspension. Firearms, knives, other dangerous instrumentalities, drugs:

- The principal shall be required to suspend a pupil who:
    - Is found carrying or possessing a firearm or a knife with a blade equal or exceeds two (2 ½) inches in length or another dangerous instrumentality, except as provided below under the section entitled Suspension Not Applicable; or
    - Possesses, distributes, sells, gives, or loans any controlled dangerous substance governed by state law, in any form.
- Additionally, the principal shall immediately recommend the pupil's expulsion to the Superintendent, for the above offenses, except in the case of a student less than eleven (11) years of age in pre-kindergarten through grade 5 who is found carrying or possessing a knife with a blade two (2) inches or longer, the principal may, but shall not be required to recommend the student's expulsion. A student found carrying or possessing a knife with a blade less than two (2) inches in length may be suspended by the school principal but, in appropriate cases, at a minimum, shall be placed in time out for as long as necessary.
- Any confiscated weapons will be photographed by the principal / designee and placed in the custodial care of the St. James Parish Sheriff's Office. A copy of the photo and custody form (Evidence Envelope Documentation) will be submitted to the Superintendent's Office, Attention Director of Student Services, Child Welfare and Attendance, within forty-eight (48) hours.
- All contact with the Sheriff's Office by the Principal/designee must be documented on the Sheriff's Office contact form and forwarded to the Superintendent's Office, Attention Director of Student Services Child Welfare and Attendance, within forty-eight (48) hours.
- Probation is a temporary status or trial period following discipline infractions, as stipulated by the administrator. The probationary status may be revoked, resulting in reassignment to the placement preceding the probationary period.

Discipline Matrix

Please see the chart on the following pages.

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process. **Restorative Practices will** also be used when appropriate. The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 1 Infractions These infractions are consequence ladder offenses only. Once a student reaches step 5 on the consequence ladder, an office referral will be completed. The office referral will be coded as **#10, "disturbs the school and habitually violates any rule".** No referrals from this category will be accepted by administration without proper documentation attached. A student will be considered to have "completed multiple ladders" if/when a student completes all five steps of the consequence ladder before the consequence ladder resets.

For example, a Pk-3 student who progressed through all five of the ladder steps for "Loud Talking" twice within a school day, would be considered to have "completed multiple ladders" or "completed two ladders." If the same student enrolled in PK-3 progressed through all five of the ladder steps for "Loud Talking" once in a school day and also progressed again through steps 1, 2, and 3 in that same school day of a second consequence ladder, that student would not have completed multiple ladders because the consequence ladder for grades PK-3 resets at the beginning of each day.

Consequence Ladder – Steps, Interventions, Actions and Behaviors (See Appendix B, C, and D)

4th – 6th grade consequence ladders will follow students from class to class. 7th – 12th grade consequence ladders will remain in each teacher's classroom.

*Consequence ladders for grades PK-3 will start over each **day**; 4-6 will start over each **week**; 7-12 will start over each **semester.***

PK-3	4th – 6th	7th – 12th	Interventions	Behaviors
Ladder Steps: **1st Step** – Classroom Intervention **2nd Step** – Classroom Intervention **3rd Step** – Contact Parent & Intervention **4th Step** – Conference & Intervention **5th Step** – Office Referral	**Ladder Steps:** **1st Step** – Classroom Intervention **2nd Step** – Classroom Intervention **3rd Step** – Contact Parent & Intervention **4th Step** – Conference & Intervention **5th Step** – Office Referral	**Ladder Steps:** **1st Step** – Classroom Intervention **2nd Step** – Classroom Intervention **3rd Step** – Contact Parent & Intervention **4th Step** - Conference & Intervention **5th Step** – Office Referral	(not an exhaustive list) Acknowledge Positive Behavior Praise When on Task Non-Verbal Cues Written Reflection/Apology 1-1 Conf. with Teacher Counselor Support Restorative Practices Complete Work During Recess Verbal Reminder Take Away Privileges Move Student Redirection Take Away Unstructured Time	(not an exhaustive list) Not following teacher's directives Not following discipline class rules Littering Eating/Chewing Gum Keep hands and feet to self Out of seat/area Use iPad w/out teacher's permission Not having materials Sleeping in class Loud Talking Yelling Screaming Making noise w/ objects
Office Referral Actions: (Can never result in an OSS) **(Any one or more of the following)** Interventions, Restorative Circles, Parental Contacts, Counselor Support, Conference, Refer to Counselor, Time Out, Loss of Privileges, Detention	**Office Referral Actions:** (Can never result in an OSS) **Ladder 1** - Student Conference and/or Conference with Principal **Ladder 2** -1 Time out or 1 In-School Detention **Ladder 3 or More** -Time out or 1 In-School Detention	**Office Referral Actions:** (Can never result in an OSS) **Ladder 1** - 1 ISD or 1 ASD **Ladder 2** -2 ISD or 2 ASD **Ladder 3 or More** -3 ISD or 3 ASD		

#10 Disturbs the school or habitually violates any rule

Definition: Behavior causing significant disruption of instruction or any school activity and/or repeatedly violating any school rules in any area.

This infraction will ONLY be used for completed consequence ladders.

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
01	*Willful disobedience	The deliberate choice to break a rule or disobey a directive given by a person in authority that significantly disrupts the operation of the classroom, the school bus, or another school activity. Willfully disobedient conduct that *can* be quickly remedied or de-escalated must be treated as a Level 1 offense.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)
05	*Commits immoral or vicious practices	An isolated incident is an unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical, or racial component. Or an act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standards of social behavior and/or local community norms; This includes verbal confrontations among students that do not constitute fights to instigation of fights.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ISD, 2 ASD, or 1 ISS ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -2 ISD, 2 ASD, or 1 ISS ***2nd - 6th Offense** (See repeat offenders)

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction		Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
06	*Conduct or habits injurious to his/her associates	Any intentional but not malicious act that causes injury, damage, or pain to another	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (With restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -1 ASD or 1 ISD ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -1 ASD or 1 ISD ***2nd - 6th Offense** (See repeat offenders)
12	*Writes profane and/or uses obscene language or draws obscene pictures	Writes, uses, or draws pictures, words, or images considered indecent or offensive (e.g., used in statements, graffiti, letters, notes, posters, etc.)	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (With restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)
15	*Throws missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance *Use of this code requires *Other Weapon Code *per SIS User Guide.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (With restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -1 ISS ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -1 ISS ***2nd - 6th Offense** (See repeat offenders)

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
17	*Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD (May result in losing bus privileges.)	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS (May result in losing bus privileges.)	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders) (May result in losing bus privileges.)	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders) (May result in losing bus privileges.)
18	*Leaves school premises or classroom without permission	Leaving an assigned classroom or location without consent and/or failure to return to class and/or cutting class OR Leaving the school campus without consent	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)
19	Is habitually tardy	Tardy - Reporting late to class for class exchange. Late to School is not tardy. It is signing in late and will be addressed through truancy.	**For each infraction:** Student conference, conference with principal, and parent notification	**For each infraction:** Student conference, conference with principal, and parent notification	**After 2nd Offense**: Conference with Principal **After 4th, 6th, 8th and 10th**: 1 ASD or 1 ISD **After 12th Offense** 2 ASD or 2 ISD **After 14th Offense** (And every pair afterward) 1 ISS	**After 2nd Offense**: Conference with Principal **After 4th, 6th, 8th and 10th**: 1 ASD or 1 ISD **After 12th Offense** 2 ASD or 2 ISD **After 14th Offense** (And every pair afterward) 1 ISS

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
20	*Takes another person's property or possessions without permission	Taking or obtaining the property of another without permission or knowledge of the owner, without violence - this includes stealing.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**Restitution for all offenses** **1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)	**Restitution for all offenses** **1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)
38	Forgery	To use, make, or reproduce another's signature	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)
39	*Gambling	Wagering money or property including but not limited to, shooting dice, pitching coins, possession of gambling paraphernalia, etc.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders	**1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
42	Unauthorized use of technology (RS:17:239)	Use cell phones or other communication devices to text, talk, chat, take pictures, or video recordings during the school day and/or school function.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** - Confiscate device, parent signs acknowledgement, and device is returned to parent **2nd Offense** Confiscate the device for 1 day and the device is returned to the parent, *and either* time out, ISD, ASD, or ISS. **3rd Offense** (and every one thereafter) Confiscate device for 2 days, and 1 ISS and device is returned to parent	**1st Offense** - Confiscate device, parent signs acknowledgement, and device is returned to parent Confiscate the device for 1 day and the device is returned to the parent for each additional infraction. **2nd Offense** - 1 ISD or 1 ASD **3rd Offense** – 1 ISD or ASD **4th Offense** - 2 ISD or 2 ASD **5th Offense -** 1 day ISS. **6th Offense -** 1 day ISS.	**1st Offense** - Confiscate device, parent signs acknowledgement, and device is returned to parent Confiscate the device for 1 day and the device is returned to the parent for each additional infraction. **2nd Offense** - 1 ISD or 1 ASD **3rd Offense** - 1 ISD or ASD **4th Offense** - 2 ISD or 2 ASD **5th Offense** - 1 day ISS. **6th Offense** - 2 day ISS.
43	Improper Dress	Out of dress code (including ID violation) Note: Pursuant to R.S. 17:416(J)(1), students in grades Pre-K through 5th grade shall not be suspended or expelled from school or suspended from riding on any school bus for a uniform violation that is not tied to willful disregard of school policies.	**For every infraction** Student Conference and/or Conference with Principal	**For every infraction** Student Conference and/or Conference with Principal	**1st Offense** - Student Conference **2nd and 3rd Offense** - 1 ASD or 1 ISD **4th and 5th Offense** - 2 ASD or 2 ISD **6th and 7th Offense** - 2 ASD or 2 ISD **8th Offense** (and every one thereafter) 1 ISS	**1st Offense** - Student Conference **2nd and 3rd Offense** - 1 ASD or 1 ISD **4th and 5th Offense** - 2 ASD or 2 ISD **6th and 7th Offense** - 2 ASD or 2 ISD **8th Offense** (and every one thereafter) 1 ISS
44	Academic Dishonesty	Cheating that occurs in relation to formal academic exercise and may include plagiarism, fabrication, or deception.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** - 1 ASD or 1 ISD and retake assignment under strict supervision to determine grade **2nd Offense** - 1 ISS and zero on assignment	**1st Offense** - 1 ISS and retake assignment under strict supervision to determine grade **2nd Offense -** 2 ISS and zero on assignment	**1st Offense** - 1 ISS and retake assignment under strict supervision to determine grade **2nd Offense -** 2 ISS and zero on assignment Note: Dual enrollment courses are subject to the regulations of the college/university.

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
45	Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied or remains on the property once notified of the request to leave. This includes the unauthorized presence of a student on school property while on restrictive access, suspension, or expulsion. This also includes loitering on campus, or being on campus after dismissal.	**For every infraction** Student Conference and/or Conference with Principal	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -1 ISS **2nd Offense** -1 ISS **3rd Offense** -2 ISS **4th Offense** -2 ISS	**(On Campus After Dismissal)** **1st Offense** -1 ISS **(Students with Early Release)** **1st Offense** -1 ISS **(Not in Designated Area)** **1st Offense** -2 ASD or 2 ISD ***2nd - 6th Offense** (See repeat offenders)
46	Failure to serve an assigned consequence	Failure to serve any action assigned by administration.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD (Admin can offer alternatives if there is a legitimate reason why the student did not serve consequence.)	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS (Admin can offer alternatives if there is a legitimate reason why the student did not serve consequence.) (District administrators will offer additional opportunities to complete the consequences when the failure to do so will lead to ISS, unless the district administrator determines it is no longer reasonable to do so.)	**1st Offense** -Reassign **2nd Offense** -Reassign **3rd Offense** -1 ISS **4th Offense** -2 ISS **5th Offense** -1 OSS (Admin can offer alternatives if there is a legitimate reason why the student did not serve consequence.) (District administrators will offer additional opportunities to complete the consequences when the failure to do so will lead to ISS, unless the district administrator determines it is no longer reasonable to do so.)	**1st Offense** -Reassign **2nd Offense** -Reassign **3rd Offense** -1 ISS **4th Offense** -2 ISS **5th Offense** -1 OSS (Admin can offer alternatives if there is a legitimate reason why the student did not serve consequence.) (District administrators will offer additional opportunities to complete the consequences when the failure to do so will lead to ISS, unless the district administrator determines it is no longer reasonable to do so.)

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 2 Infractions (cont.) (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension)

	Infraction	Definition	Actions			
			PK – 3rd Grade	4th – 6th Grade	7th – 8th Grade	9th – 12th Grade
47	*Misusing internet/violates electronic technology policy	Violating the district Student Internet Use Agreement (Acceptable Use Policy)	**1st Offense** – Student Conference and/or Conference w/ Principal **2nd Offense** – Restorative practices and/or Referred to Counselor **3rd Offense** – 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** – 1 ASD or ISD	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd – 6th Offense** (See repeat offenders)	**1st Offense** -2 ASD or 2 ISD ***2nd – 6th Offense** (See repeat offenders)
49	False report	The filing of a false report, verbally and/or in writing, by a student regarding another student that was known to be untrue at the time it was submitted	**1st Offense** – Student Conference and/or Conference w/ Principal **2nd Offense** – Restorative practices and/or Referred to Counselor **3rd Offense** – 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** – 1 ASD or ISD	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -2 ASD or 2 ISD ***2nd – 6th Offense** (See repeat offenders)	**1st Offense** -2 ASD or 2 ISD ***2nd – 6th Offense** (See repeat offenders)
	Repeat Offenders of Level 2 Infractions	For any * (starred) offense in Level 2, any combination of * (starred) offenses in this category For grades 7-12 only			**2nd Offense**- 2 ASD or 2 ISD (with restorative practices as appropriate) **3rd Offense**- 1ISS **4th Offense**- 1 ISS and Tier 2 Behavior Support Tracking with counselor **5th Offense**-1 ISS and revisit Behavior Support Tracking with counselor **6th Offense**- 1 OSS and revisit Behavior Support Tracking with counselor **7th Offense or more**- 1 OSS and referral to SBLC	**2nd Offense**- 3 ASD or 3 ISD (with restorative practices as appropriate) **3rd Offense**- 1ISS **4th Offense**- 2 ISS and Tier 2 Behavior Support Tracking with counselor **5th Offense**-2 ISS and revisit Behavior Support Tracking with counselor **6th Offense**- 1 OSS and revisit Behavior Support Tracking with counselor **7th Offense or more**- 2 OSS and referral to SBLC

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 3 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

		Definition	Actions			
			PK - 3rd Grade	**4th - 6th Grade**	**7th - 8th Grade**	**9th - 12th Grade**
02	Treats authority with disrespect	Talking back, mocking, gesturing. Any act which demonstrates disregard or interference with authority or supervising personnel.	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS and Restorative Practices between teacher and student **4th Offense** – 1 1SS	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS and Restorative Practices between teacher and student **4th Offense** – 1 1SS	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS and Restorative Practices between teacher and student **4th Offense** – 1 1SS
		Flagrant disrespect: vulgarity or aggression towards staff			**1st Offense** 1 ISS and Restorative Practices between teacher and student **2nd Offense** 1 day OSS and Restorative Practices between teacher and student **3rd Offense** 2 OSS **4th Offense** 2 OSS	**1st Offense** 1 ISS and Restorative Practices between teacher and student **2nd Offense** 1 day OSS and Restorative Practices between teacher and student **3rd Offense** 2 OSS **4th Offense** 2 OSS
03		Accusing a school staff member of an unlawful act and/or a violation of school rules or policy that was known to be untrue at the time of the accusation. False statements or representations (known to	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor	**1st Offense** – Student Conference (with restorative practices as appropriate) and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD	**1st Offense** 1-3 days of OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 1-3 days of OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 3 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

		be false at time made) about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demeaning them or deterring others from associating or dealing with them.	**3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**3rd Offense** – 1 ISS **4th Offense** – 1 ISS		
08	Uses or possesses electronic vapor products, tobacco, lighter, matches (without control substance)	The possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation and/or vehicles	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** -1 OSS and completion of online course on dangers of tobacco and/or vaping **2nd Offense** -2 OSS **3rd Offense** -3 OSS **4th Offense** OSS and *Expulsion Recommendation*	**1st Offense** -1 OSS and completion of online course on dangers of tobacco and/or vaping **2nd Offense** -2 OSS **3rd Offense** -3 OSS **4th Offense** OSS and pending *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 3 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
09	Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution, or sale of alcohol products on school grounds, at school-sponsored events, or on school transportation/ vehicles	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	**1st Offense** 1-3 days of OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 1-3 days of OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*
11	Cuts, defaces, or injures any part of public-school buildings; vandalism	Damage, destruction, or defacement of property belonging to the school or others	**1st Offense** - Student Conference and/or Conference w/ Principal **2nd Offense** - Restorative practices and/or Referred to Counselor **3rd Offense** - 1 ASD/ISD and/or Time Out Room and/or Loss of Privileges **4th Offense** - 1 ASD or ISD	**1st Offense** – Student Conference and/or Time Out and/or 1 ISD or 1 ASD **2nd Offense** – 1 ISD or 1 ASD **3rd Offense** – 1 ISS **4th Offense** – 1 ISS	Restitution for each offense **All Offenses** -2 ISD or ASD and administrative conference Report each incident to proper authority; Principal (school) and Superintendent (system)	Restitution for each offense **All Offenses** -2 ISD or ASD and administrative conference Report each incident to proper authority; Principal (school) and Superintendent (system)

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 4 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
07	Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law in any form	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, or purchase of any drug, narcotic, controlled substance, or paraphernalia on school grounds, at school-sponsored events, or on school vehicles	3 OSS and may result in Expulsion *Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code. *Use of code 13 requires additional submission of the Weapon Type code.	Possessing a weapon designed to expel a projectile by the action of an explosive; See any object described under "Weapon Type Code" in SIS User Drive * Use of this code requires "Firearms and Explosive Weapon Code, * per SIS User Guide	3 OSS and may result in Expulsion *Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
14	Possess firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocketknives with a blade length of less than 2 ½ (refer to code 31)	Possesses firearms, knives, or blades greater than 2 ½ inches which may be used to inflict bodily injury or damage to property. (i.e., any instrument, look-alike weapon, or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space) **Use of this code requires *Other Weapon Code *per SIS User Guide.*	3 OSS and may result in Expulsion *Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and Expulsion Recommendation	3 OSS and *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 4 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
16a	Instigates or participates in fights while under school supervision	A hostile confrontation with physical contact involving **two individuals.** This infraction does not include minor student altercations that can be quickly and safely broken up. Whenever help or flight is available, a student cannot claim the right of self-defense. A person who is the aggressor or who brings on difficulty cannot claim the right of self-defense.	**1st Offense** Restorative Practices and/or Loss of Privileges and/or 1 ASD or 1 ISD **2nd Offense** 1 ISS **3rd Offense** 1 OSS	**1st Offense** 1 OSS and Restorative Practices **2nd Offense** 2 OSS and Restorative Practices **3rd Offense** 3 OSS pending Administrative Hearing and contact with parent/legal guardian. **4th Offense** Suspension out of school pending Expulsion Hearing. Report incident to proper authority, Principal (school), Superintendent (system) and Sheriff's Office (legal)	**1st Offense** - 1-3 OSS and Restorative Practices **2nd Offense** - 3 OSS and *Expulsion Recommendation*	**1st Offense** - 1-3 OSS and Restorative Practices **2nd Offense** - 3 OSS and *Expulsion Recommendation*
16b	Instigates or participates in in a group fight while under school supervision	A hostile confrontation with physical contact involving **more than two individuals.** This infraction does not include minor student altercations that can be quickly and safely broken up. Whenever help or flight is available, a student cannot claim the right of self-defense. A person who is the aggressor or who brings on difficulty cannot claim the right of self-defense.			3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
21	Commits any other serious offense	Any severe or harmful incident not covered by any other code, that constitutes an imminent and substantial threat to physical safety or is criminal in nature.	3 OSS and may result in *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 4 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
30	Discharge or use of a weapon(s) prohibited by federal law	Discharge or use of weapon described under "Weapon Type code" in SIS User Guide ** Use of this code requires *Firearms and Explosives Weapon Code* per SIS User Guide.*	3 OSS and may result in *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
33	Use of over-the-counter medication in a manner other than prescribed or authorized	The use, possession, or distribution of any over-the-counter medication, whether prescribed or not, without permission from school officials	3 OSS and may result in *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
35	Bullying/Harassment (Complete bullying form) ***SJP school district will adhere to Louisiana's RS 17:416.13 for any bullying requirements, prohibitions, notices, reporting and accountability.*** **Bullying** is a pattern of any one or more of the following: Gestures, including but not limited to obscene gestures and making faces. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.		**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** OSS and *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 4 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
36	Cyberbullying (Complete bullying form)	***SJP school district will adhere to Louisiana's cyberbullying RS 14:40.7*** ~~**Cyberbullying**~~ is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person under the age of eighteen.	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS and contact with parent/legal guardian **2nd Offense** 3 OSS and *Expulsion Recommendation*
37	False alarm/bomb threat	Initiating a warning of fire or another catastrophe without valid cause, misuse of 911, bomb threats, or discharging a fire extinguisher	1-3 OSS and may result in *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
40	Public Indecency	Exposing of body parts such as genital/buttocks areas and female breasts in public	**1st Offense** Student Conference and/or Conference with Principal **2nd Offense** 1 ASD or 1 ISD	**1st Offense** 1-3 OSS and may result in *Expulsion Recommendation* **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 3 OSS and may result in *Expulsion Recommendation* **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 3 OSS and may result in *Expulsion Recommendation* **2nd Offense** 3 OSS and *Expulsion Recommendation*
41a	Obscene Behavior	Engaging in the conduct of a sexual nature, including consensual sexual activity	**1st Offense** Student Conference and/or Conference with Principal **2nd Offense** 1 ASD or 1 ISD	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 4 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
41b	Possession of obscene/ pornographic material	Possession of sexual images in any form (i.e., computer, book, magazine, phone, picture, drawing, etc.)	**1st Offense** Student Conference and/or Conference with Principal **2nd Offense** 1 ASD or 1 ISD	**1st Offense** 1-3 OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*	**1st Offense** 1-3 OSS **2nd Offense** 3 OSS and *Expulsion Recommendation*
48	Sexual Harassment *See The Federal Code of Regulations (34 C.F.R. § 106.30)*	Conduct on the basis of sex that satisfies one or more of the following: * Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school's education program or activity. * Sexual assault, domestic violence, dating violence, or stalking.	1-3 OSS and may result in *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*
50	Crimes of violence (R.S 14:2B)	Violent crimes include murder, assault and battery, rape and sexual battery, kidnapping, arson, criminal damage to property, burglary, misappropriation with violence to a person, and serious bodily injury	1-3 OSS and may result in *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*	3 OSS and *Expulsion Recommendation*

Behavior Infractions, Disciplinary Policies and Actions - Grades Pre-K-12

*For each referral, school administration will conduct a **student conference** and **notify parents** upon the completion of the referral process.* **Restorative Practices may be used as an alternative to in-school out-of-school suspension if an administrator reasonably determines it will effectively address the student behavior. Restorative Practices may also be used as an alternative to an expulsion recommendation if the Superintendent or designee reasonably determines it will effectively address student behavior, except when expulsion is required by law.** *The principal has the authority to increase or decrease the actions in discipline cases. This includes removing disruptive students from the school campus. Any incident that leads to an expulsion recommendation will be reported to the Superintendent/Designee and (if necessary) to the St. James Parish Sheriff's Office.*

Level 4 Infractions (ISD - In School Detention, ASD - After School Detention, ISS - In School Suspension, OSS - Out of School Suspension, Expulsion Recommendation)

	Infraction	Definition	Actions			
			PK - 3rd Grade	4th - 6th Grade	7th - 8th Grade	9th - 12th Grade
31	Possesses pocket knife with a blade length of less than 2 ½ inches, (Includes box cutters with a blade < 2½ inches)	Possesses pocket knife with a blade length of less than 2 ½ inches, (includes box cutters with a blade < 2½ inches) **Use of this code requires *Other Weapon Code *per SIS User Guide.*	*OSS or ISS and contact with parent or legal guardian*	*OSS or ISS and contact with parent or legal guardian*	*OSS or ISS and contact with parent or legal guardian*	*OSS or ISS and contact with parent or legal guardian*

Definitions

Administrative Conference refers to dialogue between parent /guardian and principal/designee.

Administrative Hearing refers to a meeting between the parent/guardian and principal designee scheduled prior to suspension, if possible.

Code of Conduct refers to the district's disciplinary rules that are set forth in this document.

Detention refers to a consequence for a violation of the Code of Conduct that does not remove the student from the classroom during instructional time, but requires a student to spend some amount of time in a particular school location during lunchtime, after school, or on the weekend.

Expulsion refers to a consequence for a violation of the Code of Conduct that removes a student from that student's school for not less than one school semester.

Expulsion hearing refers to a meeting among the parent/guardian, principal/designee, and Superintendent/Designee for appeals and expulsion cases.

Functional Behavior Assessment or FBA refers to a systematic set of strategies that are used to determine the underlying function or purpose of a behavior so that an effective behavior management plan can be developed. An FBA consists of describing the problem behavior, identifying preceding or subsequent events that control the behavior, and developing and testing a theory of the behavior. An FBA should be completed by qualified professionals after reviewing student records and other relevant data and conducting direct observations of the student. FBAs are most commonly conducted for Students with a Disability, as defined below, by may be conducted for any child.

In-School Suspension refers to a consequence for a violation of the Code of Conduct that removes a student from her or his regularly assigned classroom and transfers her or him to a different in-school setting during the course of the regular school day where the student does not receive regular instruction but has the opportunity to complete work from their regular classroom.

Instructional Staff refers to certified staff (e.g., teachers and counselors) and non-certified staff (e.g., teacher aides) who work directly with students.

Law Enforcement Powers refers to arrest, citation, search, seizure, handcuffing, or the Use of Force, as defined below, by a School Resource Officer, as defined below, or another law enforcement officer.

Out-of-School Suspension refers to a consequence for a violation of the Code of Conduct that removes a student from his/her school for less than one school semester.

School Resource Officers or SROs refers to any sworn or unsworn law enforcement officers who exert law enforcement powers, as defined herein, and who are stationed in or assigned to a District school.

State Reporting Form refers to Forms A and B of the Louisiana Department of Education School Behavior Report that schools in Louisiana are required to submit in order to document disciplinary referrals.

Student(s) with a Disability refers to a student who has qualified to receive disability-related services and/or supports under the Individuals with Disabilities Education Act, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1975 (unless his/her parent or guardian has chosen for the student not to receive such services and/or supports by failing to provide written consent to the initial offer of such services or, after initial consent, revoking consent for such services.)

Suspension or Expulsion and Suspension and Expulsion refers to In-School Suspension, Out-of-School Suspension, Expulsion, or transfer to an Alternative Education Program. It does not refer to positive interventions, corrective strategies, or detention.

Use of Force refers to any physical contact or physical coercion used by an SRO or another law enforcement officer to control or to restrain a student. The term does not include a physical escort, which is a temporary touching of the hand, wrist, arm shoulder, or back for the purpose of guiding or directing a student who is behaving in a manner inconsistent with school policies to a safe location.

School Board Policy Prohibition Against Bullying

The St. James Parish School District believes that all students have a right to a safe and healthy school environment. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The school district policy follows the Louisiana Department of

Education's guidance on reporting and investigating bullying incidents. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsions.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying as listed in the Student Code of Conduct.

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form.

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experiences bullying is encouraged to report the incident to a school official.

The following actions will be taken when bullying is reported:

1. Investigation - Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.
2. Notification - Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
3. Discipline - Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age- appropriate consequences which shall include, at minimum, disciplinary action or counseling.
4. Follow Up - Complainants will be promptly notified of the findings of the investigation and the remedial action taken.
5. Documentation - Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

Definition of Bullying (Act 861)

A pattern of one or more of the following:

- gestures, including but not limited to obscene gestures and making faces;

- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- electronic communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device;
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- repeatedly and purposefully shunning or excluding from activities; where the pattern of behavior is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school- sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

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

Corporal Punishment

The St. James Parish School Board shall prohibit the use of corporal punishment by all of its employees. Students shall not be paddled, spanked, forced to kneel, or physically disciplined for infractions of student conduct regulations. Furthermore, no other person (including parents or guardians) shall be allowed to administer corporal punishment to a student while on school grounds.

The School Board recognizes that good order and discipline within the schools are essential if teaching and learning are to be effective. Every teacher in the public school system has been charged to hold each pupil to a strict accountability for any disorderly conduct in school, on the school playgrounds or campus, or during intermission or recess. Principals shall have the authority to discipline and/or suspend from school any pupil who is guilty of disorderly conduct.

Nothing contained herein shall be interpreted as prohibiting an employee from using physical force, reasonable and appropriate under the circumstances, in defending himself or herself against a physical attack by a student, or from using physical force to restrain a student from attacking another student or employee, or to quell a disturbance, or to protect school property. Ref: LRS 17:81, 17:416

2026-2027 Student Code of Conduct

The undersigned student (Grades PK-12) and undersigned parents/guardians do hereby acknowledge and agree and adhere to the student code of conduct that includes all rules and regulations that govern St. James Parish Public Schools.

As a student, I have read and understand the contents of this code of conduct.

Student Name: _____ School: _____

Student Signature: _____ Date: _____

As a parent/guardian, I have read and understand the contents of this student code of conduct.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Home Phone Number: _____ Cell Phone Number: _____

Physical Address: _____

Mailing Address: _____

The Student Code of Conduct can be found on the St. James Parish School Website - www.stjames.k12.la.us.

_____ I DO want a hard copy of the code of conduct.

_____ I DO NOT want a hard copy of the code of conduct.

Appendix

Appendix A

ST. JAMES PARISH SCHOOLS

Inspiring Hope and Purpose

Guidelines and Procedures
for
Crisis Intervention and Implementing Seclusion/Restraint Techniques

The mission of St. James Parish School System is to provide an equitable, high-quality education for a diverse student population through academic and technical learning and co-curricular and extracurricular activities in a safe and respectful environment to ensure well-being and success.

St. James Parish School System inspires and empowers students to meet high educational standards and lead responsible, ethical lives to become lifelong learners in an ever-changing world.

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Introduction

The St. James Parish Public School System has established the following guidelines and procedures to comply with the revised mandates of Act 479, enacted during the 2025 Regular Session of the Louisiana Legislature. This legislation provides direction regarding crisis intervention strategies, which may include the use of positive behavioral supports, sensory rooms, or other calming spaces intentionally designed to comfort and stabilize students. Act 479 also outlines guidelines for rare and extraordinary situations where seclusion or physical restraint may be necessary to safely de-escalate a student who presents an imminent risk of harm to themselves or others. These techniques will be employed only as a last resort and in strict accordance with Louisiana Bulletin 1706, Sections 540 through 543. Furthermore, any school employees or team considering including seclusion in an IEP/IAP as behavior-related option must notify the Director of Special Education in advance and in writing before being discussed with parents to ensure alternatives were considered, that it will be implemented properly, and monitored regularly.

I. Definitions

Crisis Intervention- the implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities.

Imminent Risk of Harm- an immediate and impending threat of a person causing substantial physical injury to self or others.

Mechanical Restraint- application of any device or object used to limit a person's movement.

Physical Restraint- the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Positive Behavioral Intervention and Support - a systematic approach to embed evidence-based practice and data-driven decision making when addressing student behavior in order to improve school climate and culture

School Employee - a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

School Health Designee- a school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used

Seclusion- a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

Seclusion Room- a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Sensory Room- a space that is used for the monitored separation of a student in an unlocked* setting in which school personnel may use positive behavioral interventions and support to help or calm, or stabilize a student's disruptive behavior. (also referred to as a "calming room", "calming space", "comfort room", "comfort space", sensory space", "timeout room", or timeout space").

Note: *"unlocked" in this context means the student may voluntarily leave the room. It does not refer to building security protocols such as keeping classroom doors locked in accordance with Safe Schools procedures.*

II. <u>Crisis Intervention</u>

"Crisis intervention" means the implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include the following: (i) The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so that he may return to the classroom or daily activities. (ii) In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk of harm to self or others. (iii) Information about a school's use of crisis intervention, including the proper use of seclusion and physical restraint, will be made available to the parent and legal guardian of each student with an Individualized Education Program or Behavioral Intervention Plan.

Incident Prevention

Effective crisis intervention begins with proactive strategies aimed at preventing incidents before they escalate.

- Prevention efforts focus on ensuring that students' basic needs are consistently met and are supported in an organized, predictable environment.
- Students should have access to engaging, meaningful activities and learning opportunities that foster a sense of purpose and belonging.
- Staff behaviors play a critical role by interacting respectfully, promoting student dignity, and using positive reinforcement to encourage desirable behaviors.
- Students benefit from having choices rather than experiencing coercion, as autonomy supports emotional regulation and reduces power struggles.

Incident Minimization

School employees play a critical role in preventing behavioral incidents by developing a strong understanding of each student's individual triggers and early warning signs. These triggers may include specific environments, demands, interactions, or sensory inputs that lead to distress or dysregulation. Early signals of escalating behavior can present as subtle changes in body language, tone of voice, facial expressions, or levels of engagement. By recognizing these early indicators, school employees can respond proactively and appropriately to minimize escalation. The following strategies and priorities should be implemented.

- School employees should use strategies that reduce stress and anxiety, rather than unintentionally intensifying the situation. The primary objective in these moments is de-escalation, not immediate compliance.
- School employees should focus on calming the student, maintaining safety, and preserving their dignity to prevent the situation from worsening and support long-term behavior change.
- School employees should prioritize building trusting relationships, creating supportive environments, and utilizing techniques that encourage cooperation and emotional regulation.

De-escalation Process

If the student displays anxiety or a noticeable increase or change in behavior, de-escalation techniques should be immediately implemented to prevent the student's behavior from moving toward a crisis level. The de-escalation techniques listed below should be the first steps in dealing with a student exhibiting challenging behaviors.

- Stay composed. Remain professional.
- Convey a calm, respectful attitude. Be aware of the tone, volume, and cadence of your voice as well as non-verbal communication (e.g., gestures, facial expressions, and movements).
- Ignore the student's minor undesired behavior(s) and/or redirect.

M Respect the student's personal space. Maintain at least an arm's length distance from the student.

M Be aware of your body position. Avoid eye contact and toe-to-toe positions as they may be interpreted as being challenging and may increase behavior.

M Be empathetic to the student's feelings. Don't judge or discount his/her feelings. Pay attention to him/her and don't be afraid of silence.

M Do not engage in a power struggle. When the student challenges your authority, either remain silent or redirect to the issue at hand.

M Set and enforce reasonable limits. Give simple, clear choices and consequences. Make sure the consequences are reasonable and enforceable.

M Allow the student to verbally vent, when possible, to release energy and to allow you to understand what he/she is thinking and feeling.

III. <u>Seclusion and Restraint</u>

Every effort should be made to prevent the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use seclusion or restraint. Seclusion and restraint should only be used when a student's behavior presents a threat of imminent risk of harm to self or others, and only as a last resort to protect the safety of self and others. Techniques may be implemented when the risk of not intervening is greater than the risk of intervening and to the degree necessary to stop the dangerous behavior. Techniques must be implemented in a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or cause asphyxia. Seclusion and restraint must be implemented in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior. A school employee shall continuously monitor a student who is secluded or physically restrained for the duration of such seclusion or restraint and shall release a student from seclusion and physical restraint as soon as the reasons for justifying such action have subsided. Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel. It is imperative that no school employee subject a student to unreasonable, unsafe, or unwarranted use of seclusion or restraint. Seclusion and restraint techniques must not be used to address behaviors such as general noncompliance, self-stimulation, or academic refusal. Such behaviors must be responded to with less stringent and less restrictive techniques. No school employee shall place a student in seclusion or restraint if he is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Seclusion

The seclusion of a student must take place only in a designated seclusion room that meets established safety standards to ensure the student's physical and emotional well-being. The creation and use of a seclusion room must be formally approved in advance by the Director of Special Education before implementation. A student may only be placed in a seclusion room by a trained school employee who uses approved methods for escorting, placing, and supervising the student. While in the seclusion room, the student must be continuously monitored, and the supervising staff member must be able to see and hear the student at all times. Only one student may occupy a seclusion room at any given time to ensure individual safety and proper supervision.

It is critical to understand the distinction between a Seclusion Room and a Sensory Room, as they serve fundamentally different purposes. Under no circumstances should a Sensory Room be used as a Seclusion Room. Sensory Rooms are intended to provide a calming, therapeutic environment that helps students regulate their emotions and return to a state of stability. These rooms are not to be associated with discipline, isolation, or restraint.

Seclusion should ONLY be used:

M for student behaviors that involve an imminent risk of harm to self or others

M as a last resort, when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others

M as a last resort, if and when less restrictive crisis intervention techniques such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment have failed to stop a student's actions that pose an imminent risk of harm to self or others

Seclusion should NOT be used:

M as a routine school safety, discipline, or intervention measure or to address behaviors such as general non-compliance, self-stimulation, and academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others

A Seclusion Room or other confined area must:

M be free of any object that poses a danger to the student who is placed in the room

M have an observation window allowing school personnel to see and hear the student the entire time

M have a ceiling height and heating, cooling, ventilation, and lighting system comparable to an operating classroom in the school

M be of a size that is appropriate for the student's size, behavior, chronological, and developmental age

Physical Restraint

Using manual restraint techniques to apply physical force to restrict all or part of a student's body should only be used by school employees who have completed all components of the district's adopted de-escalation & physical management program. Annual recertification is required. At no time should a school employee subject a student to mechanical restraints to restrict that student's freedom of movement.

Physical Restraint should ONLY be used:

M when a student's behavior presents a threat of imminent danger of serious physical harm to self or others, and only as a last resort to protect the safety of self or others

M to the degree necessary to stop a dangerous behavior

M in a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing ability or ability to communicate with others

M by trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond. Minimum training requirements shall be specified in rules promulgated by the State BESE Board.

Physical Restraint does NOT include:

M consensual, solicited, or unintentional contact

M momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person

M a school employee holding a student for less than three consecutive minutes during any given hour for the protection of the student or others

M a school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted

M minimal physical contact (ie, touching of the hand, wrist, arm, shoulder, or back) for the purpose of safely escorting a student from one area to another

M minimal physical contact for the purpose of assisting the student in completing a task or response

Mechanical Restraint does NOT include:

M any device used by a duly licensed law enforcement officer in the execution of his official duties

M any devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:

- o adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- o vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- o restraints for medical immobilization
- o orthopedically prescribed devices that permit a student to participate in activities without risk of harm

IV. Written Notification and Reporting

The principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an Individualized Education Plan (IEP) of the prohibition of the use of seclusion and restraint if the student has a condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled. This notification is included in our *Guidelines and Procedures for Crisis Intervention and Implementing Seclusion/Restraint Techniques,* provided to parents of students with disabilities at the beginning of each school year and on the Prior Written Notice for the student's IEP meeting. IEP teams will discuss and document this discussion in the IEP. A student who has been placed in seclusion or has been restrained shall be monitored continuously, and monitoring shall be documented on the *Seclusion/Restraint Incident Log.*

Immediately Following Implementation of Seclusion or Physical Restraint:

- The school employee involved in the seclusion or restraint must immediately notify the school principal.
- The school principal must immediately notify the Director of Special Education and Compliance Supervisor of the student secluded or restrained, personnel involved, and the location of restraint.
  - " The school principal or his designee and the Director of Special Education must review video and audio footage, if available, to ensure that policies and proper techniques were followed during the incident. The Director of Special Education will document the video viewing and findings on the *Seclusion/Restraint Video Documentation Log*
- The school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
- A school nurse or school health designee shall assess the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress on the Seclusion*/Restraint Incident Log*.
- The school employee who secluded or physically restrained a student shall document and report the incident on the *Seclusion/Restraint Incident Reporting Form*. The employee shall submit the *Seclusion/Restraint Incident Reporting Form* to the principal by the end of the school day. The school employee who supervised/monitored the secluded or physically restrained student for the duration of such seclusion or restraint shall document the incident on the *Seclusion/Restraint Incident Log*. The employee shall submit the *Seclusion/Restraint Incident Log* to the principal by the end of the school day.
- The principal or his designee shall complete the *Seclusion/Restraint Incident Parent Report Form* and provide the form and a copy of the Seclusion/Restraint Incident Reporting Form to the parent by the end of the following day. If the seclusion or restraint occurs on a Friday, the forms must be completed and sent to the parent by the end of the day on Friday.
- The principal or designee must provide the *Seclusion/Restraint Incident Reporting Form, Seclusion/Restraint Incident Log and a copy of the Seclusion/Restraint Incident Parent Report Form to* the Special Education Compliance Supervisor (for sped students) or the Chief of Student Services (for regular education students) within 24 hours of incident.

V. Response to Seclusion or Restraint

Individualized Education Plan/Behavior Intervention Plan

The IEP team must address the behaviors that prompted the seclusion/restraint in the student's IEP and BIP. If a student is involved in three incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, his Individualized Education Plan team shall:

- implement the Behavior Support Process (for students who do not have a BIP)
- conduct a Functional Behavioral Assessment (FBA)
  - The School Psychologist or the Licensed School Social Worker assigned to the student's school shall actively participate in the FBA.
- review, revise, or develop a Behavior Intervention Plan, including any crisis intervention plans, to include any appropriate and necessary behavioral supports
  - prioritize the use of positive interventions and support

If the student's challenging behavior continues to escalate, requiring repeated seclusion or restraint practices, the Special Education Director or designee shall review the student's IEP and BIP at least every three weeks.

VI. School & District Responsibilities

- A list of personnel trained in Nonviolent Crisis Interventions will be kept at each school site and the district office.
- Reported incidents of seclusion/restraint will be entered into the LDOE database by the Special Education Director or designee.
- Prior to the beginning of the school year, the *Guidelines and Procedures for Crisis Intervention and Implementing Seclusion/Restraint Techniques* shall be:
  - provided to all school employees and every parent or legal guardian of a student with a disability; acknowledgement of the receipt and reading of the guidelines should be documented on the SJPS Seclusion/Restraint Acknowledgement Form (for parents/legal guardians) and SJPS Seclusion/Restraint Acknowledgement Form (for school employees)
  - posted on the district's website
  - submitted annually to the Special Education Advisory Council

Appendix B-

PK-3 Consequence Ladder

SJPS Consequence Ladder **PK-3rd Grade** **Level 1 Infractions**

Student: _____ Teacher: _____ Grade: _____

1st Step - Classroom Intervention

Behavior Date: _____	**Intervention** Other: _____	
_____ Keep hands, feet and objects to myself	___ Acknowledge Positive Behavior	___ Praise When on Task
_____ Respect students and adults	___ Non Verbal Cues	___ Written Reflection/Apology
_____ Respect the property of others	___ Take Away Unstructured Time	___ Verbal Reminder
_____ Follow the directions given	___ Restorative Justice Practices	___ Move Student
_____ Be nice to everyone	___ Complete Work During Recess	___ Take Away Privileges
	___ 1-1 Conference with Teacher	___ Redirection

2nd Step - Classroom Intervention

Behavior Date: _____	**Intervention** Other: _____	
_____ Keep hands, feet and objects to myself	___ Acknowledge Positive Behavior	___ Praise When on Task
_____ Respect students and adults	___ Non Verbal Cues	___ Written Reflection/Apology
_____ Respect the property of others	___ Take Away Unstructured Time	___ Verbal Reminder
_____ Follow the directions given	___ Restorative Justice Practices	___ Move Student
_____ Be nice to everyone	___ Complete Work During Recess	___ Take Away Privileges
	___ 1-1 Conference with Teacher	___ Redirection

3rd Step - Intervention and Contact Parent (attach printout from SchoolStatus)

Behavior Date: _____	**Intervention** Other: _____	
_____ Keep hands, feet and objects to myself	___ Acknowledge Positive Behavior	___ Praise When on Task
_____ Respect students and adults	___ Non Verbal Cues	___ Written Reflection/Apology
_____ Respect the property of others	___ Take Away Unstructured Time	___ Verbal Reminder
_____ Follow the directions given	___ Restorative Justice Practices	___ Move Student
_____ Be nice to everyone	___ Complete Work During Recess	___ Take Away Privileges
	___ 1-1 Conference with Teacher	___ Redirection

4th Step - Intervention and 1-1 Conference with Counselor and/or Teacher (attach conference form)

Behavior Date: _____	**Intervention** Other: _____	
_____ Keep hands, feet and objects to myself	___ Acknowledge Positive Behavior	___ Praise When on Task
_____ Respect students and adults	___ Non Verbal Cues	___ Written Reflection/Apology
_____ Respect the property of others	___ Take Away Unstructured Time	___ Verbal Reminder
_____ Follow the directions given	___ Restorative Justice Practices	___ Move Student
_____ Be nice to everyone	___ Complete Work During Recess	___ Take Away Privileges
	___ 1-1 Conference with Teacher	___ Redirection

5th Step - Office Referral (Attach this form and all documentation to referral.)

Teacher Signature: _____ **Date:** _____

PK-3rd grade consequence ladders will start over DAILY.

Appendix C-

4-6 Consequence Ladder

SJPS Consequence Ladder **4th - 6th Grade** **Level 1 Infractions**

Student: _____ Teacher: _____ Grade: _____

1st Step - Classroom Intervention

Behavior Date: _____

_____ Follow teacher's directives
_____ Speak kindly to others
_____ Follow classroom rules
_____ Keep hands, feet and objects to self
_____ Remain seated and in assigned area
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

2nd Step - Classroom Intervention

Behavior Date: _____

_____ Follow teacher's directives
_____ Speak kindly to others
_____ Follow classroom rules
_____ Keep hands, feet and objects to self
_____ Remain seated and in assigned area
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

3rd Step - Intervention and Contact Parent (attach printout from SchoolStatus)

Behavior Date: _____

_____ Follow teacher's directives
_____ Speak kindly to others
_____ Follow classroom rules
_____ Keep hands, feet and objects to self
_____ Remain seated and in assigned area
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

4th Step - Intervention and 1-1 Conference with Counselor and/or Teacher (attach conference form)

Behavior Date: _____

_____ Follow teacher's directives
_____ Speak kindly to others
_____ Follow classroom rules
_____ Keep hands, feet and objects to self
_____ Remain seated and in assigned area
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

5th Step - Office Referral (Attach this form and all documentation to referral.)

Teacher Signature: _____ **Date:** _____

4th - 6th grade consequence ladders will start over on the first school day of every WEEK.

Appendix D-

7-12 Consequence Ladder

SJPS Consequence Ladder **7th - 12th Grade** **Level 1 Infractions**

Student: _____ Teacher: _____ Grade: _____

1st Step - Classroom Intervention

Behavior Date: _____

_____ Follow teacher's directives
_____ Follow assertive discipline classroom rules
_____ Remain seated and in assigned area
_____ Refrain from eating, drinking or chewing gum
_____ Use iPad/laptop only with teacher's permission
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

2nd Step - Classroom Intervention

Behavior Date: _____

_____ Follow teacher's directives
_____ Follow assertive discipline classroom rules
_____ Remain seated and in assigned area
_____ Refrain from eating, drinking or chewing gum
_____ Use iPad/laptop only with teacher's permission
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

3rd Step - Intervention and Contact Parent (attach printout from SchoolStatus)

Behavior Date: _____

_____ Follow teacher's directives
_____ Follow assertive discipline classroom rules
_____ Remain seated and in assigned area
_____ Refrain from eating, drinking or chewing gum
_____ Use iPad/laptop only with teacher's permission
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

4th Step - Intervention and 1-1 Conference with Counselor and/or Teacher (attach conference form)

Behavior Date: _____

_____ Follow teacher's directives
_____ Follow assertive discipline classroom rules
_____ Remain seated and in assigned area
_____ Refrain from eating, drinking or chewing gum
_____ Use iPad/laptop only with teacher's permission
_____ Other: _____

Intervention Other: _____

___ Acknowledge Positive Behavior
___ Non Verbal Cues
___ Take Away Unstructured Time
___ Restorative Justice Practices
___ Complete Work During Recess
___ 1-1 Conference with Teacher
___ Praise When on Task
___ Written Reflection/Apology
___ Verbal Reminder
___ Move Student
___ Take Away Privileges
___ Redirection

5th Step - Office Referral (Attach this form and all documentation to referral.)

Teacher Signature: _____ **Date:** _____

7th - 12th grade consequence ladders will start over on the first school day of the SEMESTER.