

Tangipahoa Parish School System

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www.tangischools.org

<https://www.facebook.com/tangischools>

2020 - 2021 Student & Parent Handbook

MESSAGE FROM SUPERINTENDENT STILLEY



Welcome to the 2020-2021 school year! This Student and Parent Handbook provides general information regarding Tangipahoa Parish School System (TPSS) policies and procedures. Although the information included herein is current, please keep in mind that changes and/or updates may occur at any time, so check out www.tangischools.org and find us on facebook at <https://www.facebook.com/tangischools> for the most up-to-date information.

Mission Statement

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

Vision Statement

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

Board Members

*Mr. Tom Tolar, President
Ms. Robin Abrams, Vice President
Ms. Sandra Bailey-Simmons
Mr. Randy Bush
Ms. Rose Dominguez
Mr. Brett Duncan
Mr. Jerry Moore
Ms. Janice Fultz-Richards
Mr. Glenn Westmoreland*



Updated October 1, 2020 (see page 61).

Tangipahoa Parish Schools

We are
Stronger Together

WE ARE COMPASSIONATE. WE ARE RESPECTFUL. WE ARE GREAT.



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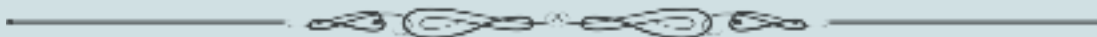
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LIST OF SCHOOLS FOR 2020-2021 SCHOOL YEAR

SCHOOL NAME	GRADES	PRINCIPAL	PHONE (985)	PHYSICAL ADDRESS
Amite Elementary Magnet	Pre-K-4	Dana Topps	748-6953	310 Vernon Avenue, Amite 70422
Amite High Magnet	9-12	Travis Ford	748-9301	403 South Laurel Street, Amite 70422
Amite Westside Middle Magnet	5-8	Reagan English	748-9073	410 West Oak Street, Amite 70422
Champ Cooper Elementary	Pre-K-8	Anthony Sciortino	542-6182	42530 Highway 445, Ponchatoula 70454
Chesbrough Elementary	Pre-K-5	Roslyn Varnado	229-6377	68495 Highway 1054, Kentwood 70444
D.C. Reeves Elementary	3-4	Tamara Whittington	386-6433	18026 Sisters Road, Ponchatoula 70454
Florida Parishes Juvenile Detention Center			893-6292	28528 Highway 190, Covington 70433
Greenville Park Leadership Academy	4-8	Bobby Matthews	345-2654	111 J.W. Davis Drive, Hammond 70403
Hammond Eastside Magnet Lower	Pre-K-3	DeShea Johnson	345-8481	45050 River Road, Hammond 70401
Hammond Eastside Magnet Upper	4-8	Michael Kyles		
Hammond High Magnet	9-12	Shelly Gaydos	345-7235	45168 River Road, Hammond 70401
Hammond Westside Montessori Lower	Pre-K-3	Hugh Wallace	345-6857	2500 Westpark Avenue, Hammond 70403
Hammond Westside Montessori Upper	4-8	Jason Oller		
Independence High Magnet	9-12	Chasity Collier	878-9436	270 Tiger Avenue, Independence 70443
Independence Leadership Academy	Pre-K-4	Lisa Raiford	878-4946	221 Tiger Avenue, Independence 70443
Independence Magnet	5-8	Donnis Casanave	878-4376	300 W. Second Street, Independence 70443
Jewel M. Sumner High	9-12	Shuanessy Matthews	229-8805	15841 Highway 440, Kentwood 70444
Jewel M. Sumner Middle	6-8	Ashley Walker	310-2152	15649 Highway 440, Kentwood 70444
Kentwood High Magnet	7-12	Rochell Bates	229-2881	603 9 th Street, Kentwood 70444
Loranger Elementary	Pre-K-4	Jamie Mills-Jackson	878-4538	54101 Martin Street, Loranger 70446
Loranger High	9-12	Gary Perkins	878-6271	19404 Hiatt Street, Loranger 70446
Loranger Middle	5-8	Heloise LaFrance	878-9455	54123 Allman Street, Loranger 70446
Lucille Nesom Memorial	Pre-K-8	Samantha Austin	345-2166	14417 Highway 442 West, Tickfaw 70466
Martha Vinyard Elementary	5-6	Melissa Ryan	386-6364	40105 Dunson Road, Ponchatoula 70454
Midway Elementary	Pre-K-3	Tangee Daugereaux	345-2376	48405 Highway 51, Natalbany 70451
Natalbany Middle	4-8	Darlene Hammer	345-0854	47370 N. Morrison Blvd., Natalbany 70451
O. W. Dillon Leadership Academy	Pre-K-6	Henrietta Vernon	229-8225	1459 Service Road, Kentwood 70444
Perrin Early Learning Center	Pre-K-K	Lorinda Elzy	386-9734	350 West Ash Street, Ponchatoula 70454
Ponchatoula High	9-12	Anna Faye Caminita	386-3514	19452 Hwy. 22 East, Ponchatoula 70454
Ponchatoula Junior High	7-8	Mary Beth Crovetto	370-5322	315 East Oak Street, Ponchatoula 70454
Roseland Montessori	Pre-K-8	Rhonda Vaccaro	748-9307	12516 Times Avenue, Roseland 70456
Spring Creek Elementary	Pre-K-5	Evelyn Showers	229-8363	72961 Highway 1061, Kentwood 70444
Tangipahoa Alternative Solutions Program	7-12	Terran Perry	542-5634	411 Crystal Street, Hammond 70401
Tucker Elementary	1-2	Amber Gardner	386-6449	310 South 3rd Street, Ponchatoula 70454
Woodland Park Magnet	Pre-K-3	Reginald Elzy	542-6373	1000 Range Road, Hammond 70403

TANGIPAHOA PARISH SCHOOL SYSTEM

2020-2021 SCHOOL CALENDAR



This calendar reflects 2 built-in emergency days.
If additional days are needed, make-up days will be taken from holidays.
Should state testing conflict with the proposed Easter/Spring Break holidays,
the holidays will be adjusted accordingly.

August 12	First Day for Students
September 7	Labor Day Holiday
September 25	End of First Six Weeks
October 2	Tangipahoa Parish Fair Day
October 5	Teachers' Professional Development Day (no students)
October 23	Half-Day Dismissal for Parent-Teacher Conferences
November 3	Election Day Holiday
November 6	End of Second Six Weeks
November 23-27	Thanksgiving Holidays
December 18	End of Third Six Weeks & End of First Semester
December 21-January 1	Christmas Holidays
January 4	Teachers' Professional Development Day (no students)
January 5	Students Return from Christmas Holidays
January 18	Martin Luther King Holiday
February 12	End of Fourth Six Weeks
February 15-17	Mardi Gras Holidays
April 1	End of Fifth Six Weeks
April 2-9	Easter Holidays
May 25	Last Day of School for Students/End of Sixth Six Weeks & Second Semester
May 26	Teachers' Professional Development Day (no students)

TPSS CORE VALUES (OUR “DNA”)

The Tangipahoa Parish School System has identified three core values that we want every citizen of our parish to exhibit every day. They are as follows: BE RESPECTFUL, BE COMPASSIONATE, and BE GREAT. Making this shift across our parish requires us to start with our almost 20,000 students that attend our public schools. For the school system to have a positive, lasting impact on students knowing, understanding, and living our core values, it must start with our 2,800 employees first. When every single employee exhibits our core values every day, even under difficult situations, our core values become our “DNA.” When all our employees model these core values daily, our students will then follow our lead as our expectations of them rise in terms of both academics and behavior, resulting in a more positive school culture and climate.

Eventually, our core values will become the DNA of our students and, as a result, will have a positive impact on our families and community across this great parish. Students will go home and exhibit our values, families will notice the change in their children. What a tremendous impact we can have on our quality of life here in Tangipahoa Parish! The purpose of this document is to clearly define our core values, describe what our core values will look like in our schools for both employees and students, and determine the non-negotiables regarding our expectations for modeling core values every day.

CORE VALUE #1: BE RESPECTFUL

WHAT DOES IT MEAN TO BE RESPECTFUL?

- 1. At its heart, being respectful means showing that you value other people's perspectives, time, and space.*
- 2. Respect is how you feel about someone and how you treat them.*
- 3. Respect is thinking and acting in a positive way about yourself or others.*
- 4. You are being respectful when you think and act in a way that shows others you care about their feelings and well-being.*
- 5. When you want to be respectful, try putting yourself in another person's shoes and then, behave in a way that shows you care.*
- 6. Showing respect for others both face-to-face and through electronic communication will include such things as not calling people mean names, treating people with courtesy, caring enough about yourself that you don't do things you know can hurt yourself or someone else.*

WHAT DOES IT LOOK LIKE TO BE RESPECTFUL?

- 1. Showing kindness and courtesy. Being respectful starts with a basic consideration of the feelings of others. Ask yourself how you would want to be treated in a given situation and make an effort to treat other people that way. Treat everyone you encounter—strangers on the street, coworkers, classmates, and family members with respect and courtesy.*
- 2. Being polite. The concept of etiquette and good manners seems pointless when you're a kid, but when you grow up you realize that these customs function as a way to keep society running smoothly. Practicing good manners is a way to be respectful of other people's space and time. If no one bothered being polite, everyday situations like eating in a restaurant, waiting in line at the post office, or dealing with bad traffic would be completely intolerable.*
- 3. Refusing to discriminate. Be respectful to everyone—not just people you know or those you perceive as having a higher status than you. Some people discriminate by showing respect for people upon whom they want to make a good impression and being rude to everyone else. There is truth in the saying, "You can judge the character of others by how they treat those who can do nothing for them or to them." Be kind to everyone, regardless of who they are, what they look like, or what their relationship is to you.*
- 4. Respecting differences in belief and opinion. Be respectful to people who are different from you, even if you don't understand them very well. The differences among us are what make life interesting. Besides, you probably have more in common with people than you know. Even when you really don't see where someone else is coming from, be courteous and civil. You don't have to love everyone you meet and you certainly don't have to agree with them, but you can still show them respect. Be respectful of others, no matter their cultural, religious, and political beliefs.*

EXAMPLES OF BEING RESPECTFUL:

1. You comply with established rules, procedures, and policies at school and at home.
2. You are quiet in a classroom showing that you care about or respect others' needs to think or read without interruption. You don't call people names or make threats because you care about their feelings. You keep your hands to yourself, showing respect for the personal space of others.
3. You dress, speak and act in a way that shows you care about what you know is right and safe for yourself and others.
4. You accept other people's rights to look, think, or act differently than you because you care about their feelings and well-being.

NON-NEGOTIABLES FOR BEING RESPECTFUL:

- **Students:** Students who have this trait can work cooperatively with their peers. They respect the opinions, thoughts, and feelings of everyone around them. They are sensitive to everyone and work to treat everyone as they want to be treated. They use appropriate comments/language, focus on de-escalating situations, and try to uplift others.
- **Employees:** Employees who have this trait understand that building positive relationships with students, other employees, and parents is the basis on which everything else is built. They have positive supportive interactions with every student. They maintain the dignity of their students at all times and create an atmosphere of trust, respect, and kindness. Employees use appropriate comments/language, focus on de-escalating situations, and try to uplift others.

CORE VALUE #2: BE COMPASSIONATE.

WHAT DOES IT MEAN TO BE COMPASSIONATE?

1. Being compassionate and kind is closely related to empathy. While empathy refers more generally to the ability to take the perspective of and to feel the emotions of another person, compassion includes the desire to take actions that will alleviate another person's distress.
2. Kindness and compassion are positive qualities that shape relationships between people and help create caring communities. Kindness is a tendency to feel concern for others, empathy refers more generally to our ability to take the perspective of another person and feel their emotions, and compassion goes one step further.
3. Compassion includes the desire to take actions that will alleviate a person's suffering and care for the physical environment as well. Compassion literally means "to suffer together." As we enhance our ability to really see and feel what is around us, our ability to experience compassion grows.

WHAT DOES COMPASSION LOOK LIKE?

1. A child demonstrates compassion and kindness when acting on feelings of concern. This might include spontaneously helping others (e.g. picking up objects that another child has dropped), trying to stop quarrels, saying kind things, helping a person who is sick or hurt, and inviting others to join in a game or activity.
2. Students with compassion will report when they observe other students being teased or bullied at school. Researchers have demonstrated that empathy and compassion can provide a buffer against aggressive and hurtful behaviors. When children do not feel concern for others, they may engage in harmful behaviors such as name-calling, taking things from others, hitting, pushing, or teasing. They will not spontaneously offer to help another person who is sick or hurt.

NON-NEGOTIABLES FOR BEING COMPASSIONATE:

STUDENTS:

1. Students who have this trait can relate to others even though they may not share the same life experiences or problems.
2. Students can relate to their classmates. They are not judgmental or condescending. Instead, they are supportive and understanding.
3. Students who exhibit compassion will reach out to help others when they see them struggling.
4. Students will many times try to put themselves in the other person's shoes to try and understand their struggle.
5. Students who are compassionate act to help others who are struggling.

EMPLOYEES:

1. *Employees who have this trait can look beyond the walls of their classroom to assess and meet their students' needs. They recognize that some students live a difficult life outside of school and try to figure out solutions for helping those students and families.*
2. *Employees who are compassionate try to put themselves in the other person's shoes in order to understand their struggle and take action to assist them.*

CORE VALUE #3: BE GREAT.

WHAT DOES IT MEAN TO "BE GREAT"?

1. *No matter what role you play in our school system, be great at it! Being great means you always give your very best. It doesn't mean you are perfect, but you strive to reach your full potential.*
2. *Being great means even when you face adversity, you press on and you don't give up.*
3. *Being great is not average.*
4. *Being great is not just doing your job. Being great is giving it your very best effort despite the challenges you may face.*
5. *Educating students directly or indirectly is not an easy job. In fact, it is very difficult; however, the rewards are great! Knowing you had some part in helping a child be his/her BEST is the most rewarding thing we can contribute to this world we live in today.*

WHAT DOES GREATNESS LOOK LIKE?

1. *Greatness is showing up every day and doing your best.*
2. *Greatness is being accountable for your actions and carrying out tasks that have been assigned in a timely manner.*
3. *Greatness is the ability to fight through adversity without giving up to accomplish a goal.*
4. *Greatness is the ability to move beyond a situation in which you were wronged without feeling resentment or holding a grudge.*
5. *Greatness is the ability to be strong in spirit, to be courageous and brave.*
6. *Greatness is being a team player and working well with others.*
7. *Greatness is the ability to make the most of what you have available to solve a problem or make it through a situation.*
8. *Greatness is having a "GROWTH MINDSET" – always trying to get better at what you do and taking advantage of opportunities to make you a better person.*

NON-NEGOTIABLES FOR BEING GREAT: **STUDENTS:** *Students who have this trait can complete and turn in every assignment on time. They follow a prescribed schedule, refuse to give in to distractions, and stay on task. Students who have this trait can take the tools they have been given and make the most out of their abilities. They are goal oriented, and they do not let anything get in the way of them accomplishing their goals. Students with this trait can let things go and not hold grudges when they have been wronged. They can battle through adversity, stand up for others, and are strong-minded individuals who don't follow the crowd.*

EMPLOYEES: *Employees with this trait will do anything to be the best they can be at their jobs. They will not let anything get in the way of educating their students. They will make difficult decisions and will be advocates for students. Employees with this trait are highly reliable, dependable and trustworthy - adding value to the mission of educating all students. They reflect on their work every day making changes and improvements. They are continuously growing, learning, and improving. Employees with this trait can work closely with colleagues, parents, students, and administrators with whom they may have had a conflict and move beyond the situation, letting go of feelings of resentment.*

REGISTRATION/ENROLLMENT/ADMISSIONS

Maureen Terese, Coordinator of Registration & Student Assignment

Telephone: 985-474-8691 Email: Maureen.Terese@tangischools.org

The Tangipahoa Parish School Board requires every student attending a school in the District and every student seeking initial enrollment in the District to complete online registration and provide proof of residency. All children (including Pre-K & K) enrolling in Tangipahoa Parish public schools are required to meet pertinent eligibility requirements. No student will be excluded from the appropriate school within the school district except by due process or failure to meet specifications of Board policies. The Board recognizes that providing equality of educational opportunities for all children requires objectivity. The Board is equally concerned that all admission policies adhere strictly to applicable legal requirements, e.g. health-related standards. Each student entering the District for the first time or re-entering after interrupted attendance will be required to follow these procedures: Go to www.tangischools.org and click on the "Enrollment" tab to learn more about registration. Parents/guardians will complete the registration process by making an appointment with a registrar by calling (985) 474-8690 or (985) 474-8691 between the hours of 8:00 a.m. and 4:00 p.m. and bringing the following documents to the appointment:

- 1. parent/guardian's photo ID;*
- 2. student's original birth certificate;*
- 3. student's immunization record;*
- 4. two (2) proofs of residency in the name of the parent/guardian with physical 911 address (no post office box).*

Proofs of residency may be any 2 of the following items:

- property tax record*
- mortgage document or property deed*
- apartment or home lease or notarized statement of the verified property owner identifying himself/herself as the property owner, describing the property, the term of lease, and identifying the leaseholder*
- current utility bills showing the physical residence address in the name of the parent/guardian; and,*
- In the case of a student living with a legal guardian, the court decree declaring the district resident to be the legal guardian of the student must be presented.);*
- a copy of the IEP or IAP (if applicable);*
- high school transcript; or official drop packet; and*
- custody papers if parents are separated or divorced or if the child lives with a legal guardian.*

BIRTH CERTIFICATE: *A student must present his/her official birth certificate to the District Registrar in order to be registered for attendance at any school in this district. Only records from an official register of vital statistics will be accepted. A short form birth certification card shall be acceptable. A copy of the certificate will be placed in the student's cumulative folder as a permanent record. If no birth certificate is presented at the time of registration, the application for an official birth certificate will be made available in the school office. Parents/guardians must pay the required fee and the school must mail the application to the Bureau of Vital Statistics for the parent. A copy of the application must be placed in the student's cumulative folder until a copy of the official birth certificate replaces the application copy. If no birth certificate is presented or no application for the birth certificate is completed by the parent, the student will not be registered for school. In such a case, the District Registrar should forward notification to the Child Welfare and Attendance Officer.*

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

RESIDENCY VERIFICATION: All students seeking to enroll in the district shall be required to register and provide two (2) proofs of their physical 911 address. Students are assigned to schools based upon the 911 physical residence of the parent/legal guardian. Registration is a completely online process. A mobile device and an email address are required. Parents/legal guardians who need assistance may contact the Office of Student Registration at (985) 474-8691 to make an appointment. All residency information will be examined and, if necessary, investigated to verify the actual residence of the students. Parents/guardians will be provided confirmation of the residency verification. If at any time the residency information is determined to be false or cannot be verified, the student will immediately be transferred to the correct school in the District or withdrawn and directed to enroll in the public school district of actual residence.

Any person who presents or is complicit in the presentation and/or processing of any document that is falsified or otherwise constitutes a fraudulent document presented for the purpose of having a student assigned to a district school for which the student is not zoned to attend under the provisions of the order of the Court shall be subject to penalties for perjury or for making a false statement in a federal legal proceeding. Any time there is a change of address, the parent submits the change of address from OnCourse Connect, the online portal for student information. Parents should contact the student's teacher to obtain login information for OnCourse Connect. Two (2) proofs of the 911 physical address are required to change an address.

APPLYING AND REGISTERING FOR PRE-K: There are two steps to apply and register for Pre-K. Children who are 4 years old by September 30, 2020 may apply for a Pre-K seat in the TPSS. To apply, call Carmen Brabham, Early Childhood Coordinator, at 985-748-2539 or 985-474-4383 to schedule an over the phone application appointment. Parents will need to provide the child's original birth certificate and proof of income from each working adult in the household. Proof of income includes two consecutive check stubs within 2 months of the date of the application from each working adult, or a SNAP letter with the child's name and a benefit amount indicated on the SNAP benefit letter. No child shall be registered until he/she has been accepted into a Pre-K program. Once the parent or guardian has been notified of the child's acceptance, the parent should follow the new student registration procedures for registration.

ENROLLING IN FIRST GRADE: As a prerequisite to enrolling in the first grade, parents/guardians must present to school officials evidence of the child having attended at least a full-day public or private kindergarten for a full school year or evidence of the child satisfactorily passing academic readiness screening administered by the School System prior to the time of enrollment.

ENROLLMENT OF HOMELESS or UNACCOMPANIED YOUTH: Homeless or unaccompanied youth will be enrolled according to McKinney-Vento requirements and will be referred to Robin Davis, TPSS Homeless Liaison, in order to identify services needed. The registrar will provide the required McKinney-Vento forms for parents to complete.



STUDENT TRANSFERS

Parents may apply for the following Student Transfers **ONLINE ONLY** (www.tangischools.org) during the period of April 1-June 1, 2020 for the 2020-2021 school year. (NOTE: Students who do not reside in Tangipahoa Parish will not be allowed to attend TPSS public schools):

MAGNET TRANSFER: Students may apply for a transfer to attend one of the magnet schools within the school district. The school district will provide transportation where such transfers effectuate social-economic and cultural diversity. Questions regarding Magnet Transfers should be referred to Alison Andrews, Supervisor of Magnet Programs, via email (alison.andrews@tangischools.org) or telephone (985-748-2550)

ACADEMIC TRANSFER: This transfer shall permit an academic transfer for any high school student wishing to attend a high school within the school system other than the student's attendance zone school for the purpose of enrolling in a TOPS recognized course or courses of student and for the purpose of taking an Advance Placement course or courses not offered at their attendance zone school. The student's parent, guardian or the student shall be responsible for transportation. Questions regarding Academic Transfers should be referred to Lisa Fussell, Director of Academics, via telephone (985-748-2508) or email (lisa.fussell@tangischools.org).

JROTC TRANSFER: High school students may transfer to a school offering a JROTC program not offered at their attendance zone school. The student's parent, guardian, or the student shall be responsible for transportation. Questions regarding JROTC Transfers should be referred to Lisa Fussell, Director of Academics, via telephone (985-748-2508) or email (lisa.fussell@tangischools.org).

DIVERSITY TRANSFER: This transfer allows students in grades K-12 to apply for a transfer from sending schools to receiving schools where the resulting impact on the receiving school is to increase its socio-economic and cultural diversity. The school district will provide transportation to paired schools. Questions regarding Diversity Transfers should be referred to Maureen Terese, Coordinator of Registration & Student Assignment, via email (maureen.terese@tangischools.org) or telephone at (985-474-8691).

CHILD OF EMPLOYEE TRANSFER: Children of school employees may attend the school in which the employee works and schools within the said school's feeder pattern. The parent, guardian, or student shall be responsible for transportation. Questions regarding Child of Employee Transfers should be referred to Maureen Terese, Coordinator of Registration & Student Assignment, via telephone (985-474-8691) or email (maureen.terese@tangischools.org) or .

EXTRAORDINARY CIRCUMSTANCES TRANSFER: This transfer shall be available when a school's principal and the Superintendent deem that extraordinary circumstances exist and a transfer is in the student's best interest. If approved, the transfer school shall be designated by the Superintendent. Parents should contact their child's principal before applying for an Extraordinary Circumstances Transfer. Questions regarding Diversity Transfers should be referred to Maureen Terese, Coordinator of Registration & Student Assignment, via email (maureen.terese@tangischools.org) or telephone at (985-748-2509).

STUDENT TRANSFERS AND ATHLETIC ELIGIBILITY: Parents and students should be aware that under the 2020 Mutual consent Agreement Plan, athletic eligibility for students attending a school outside the attendance zone in which they reside shall be subject to the rules of the Louisiana High School Athletic Association. Student athletic eligibility for students returning to their attendance zone school from a transfer school shall be subject to the rules of the Louisiana High School Athletic Association.

STUDENTS WHO WITHDRAW FROM THEIR CURRENT SCHOOLS DURING THE SCHOOL YEAR: The parent/guardian will notify the current school that the student is withdrawing and must return any textbooks, pay any outstanding fees, and complete a withdrawal form. After withdrawing from the current school, if the student will attend another TPSS school, the parent/guardian will complete the online change of address from Oncourse Connect. Parents/guardians must provide the 2 required proofs of residency, their photo ID, and any custody documents if a legal guardian is registering the student.

STUDENT SERVICES*

*ATTENDANCE, STUDENT DRESS CODE, DISCIPLINE & MEDICAL INFORMATION

<u>STAFF MEMBER</u>	<u>TELEPHONE</u>	<u>EMAIL ADDRESS</u>
<i>Dr. Byron Hurst, Assistant Superintendent</i>	<i>985-748-2522</i>	<i>Byron.Hurst@tangischools.org</i>
<i>Gary Porter, Director</i>	<i>985-748-2465</i>	<i>Gary.Porter@tangischools.org</i>
<i>Brandi Gonzales, Supervisor</i>	<i>985-748-2428</i>	<i>Brandi.Gonzales@tangischools.org</i>
<i>Alexa Hookfin, Coordinator</i>	<i>985-748-2542</i>	<i>Alexa.Hookfin@tangischools.org</i>
<i>Elizabeth Moulds, Administrator-at-Large</i>	<i>985-517-8519</i>	<i>Elizabeth.Moulds@tangischools.org</i>
<i>James Keith, Hearing Officer</i>	<i>985-634-9079</i>	<i>James.Keith@tangischools.org</i>
<i>Ella Williams, Truancy Officer</i>	<i>985-748-2413</i>	<i>Ella.Williams@tangischools.org</i>
<i>Mark Vining, Athletic Coordinator</i>	<i>985-748-2519</i>	<i>Mark.Vining@tangischools.org</i>
<i>Verna Thompson, Head Nurse</i>	<i>985-748-5868</i>	<i>Verna.Thompson@tangischools.org</i>
<i>Jocelyn Nelson, Social Skills Coach (north end)</i>	<i>985-748-2417</i>	<i>Jocelyn.Nelson@tangischools.org</i>
<i>Heather Tucker, Social Skills Coach (south end)</i>	<i>985-748-2451</i>	<i>Heather.Tucker@tangischools.org</i>

ATTENDANCE

In accordance with state law, it is the responsibility of every parent, tutor, or legal guardian of a child between the age of 7 and 18 to enforce the attendance of his/her child at the school to which the student is assigned. Once a pupil arrives at school, he/she is expected to remain and attend each class throughout the day. Compulsory attendance laws and Louisiana Board of Elementary and Secondary Education (BESE) regulations require high school students to be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis in order to be eligible to receive credit for courses taken.

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year in order to be eligible to receive credit for courses taken. Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The makeup sessions must be completed before the end of the current semester and all other applicable policies must be met.

EXCEPTIONS TO ATTENDANCE REGULATIONS: *Exceptions to attendance regulations shall be the extenuating circumstances listed below that are verified by the Director or Supervisor of Child Welfare and Attendance or school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.*

- 1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.*
- 2. An extended hospital stay in which a student is absent as verified by a physician or dentist.*
- 3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist or nurse practitioner licensed in the state;*

4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.
5. Observance of special and recognized holidays of the student's own faith.
6. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed 5 school days per school year.
7. Absences as verified by the principal or his/her designee as follows: prior school system-approved travel for education; death in the immediate family (not to exceed 1 week); or natural catastrophe and/or disaster.

For any other extenuating circumstances, the student's parent or legal guardian must make a formal appeal in accordance with the due process procedures established by the TPSS. Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete makeup work or pass the course.

STUDENT ABSENCES AND EXCUSES: The fundamental right to attend a public school places upon students the accompanying responsibility to be faithful in attendance. Regular attendance is essential for a student's successful progress in the instructional program.

TYPES OF ABSENCES:

- **NON-EXCEPTED EXCUSED ABSENCES:** absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including parent notes) which are not considered for purposes of truancy, but are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
- **EXEMPTED EXCUSED ABSENCES:** absences which are not considered for purposes of truancy and which are not considered when determining whether a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
- **UNEXCUSED ABSENCES:** any absence not meeting the requirements set forth in the excused absence and extenuating circumstances, including but not limited to absences due to any job unless it is part of an approved instructional program. Students will be given failing grades for those days missed and will not be given an opportunity to make up work.
- **SUSPENSION:** a non-exempt absence in which a student is allowed to make up his work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence is considered when determining whether a student may or may not be promoted, but is not considered for purposes of truancy. Students absent from school as a result of any suspension will be counted absent.
- **ABSENCE DUE TO SCHOOL-APPROVED ACTIVITIES:** Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.
- **ABSENCE OF STUDENTS EMPLOYED AS CHILD PERFORMERS:** Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions.

The principal of a school or his/her designee, shall notify the parent or legal guardian in writing on or before a student's third unexcused absence or unexcused occurrence of being tardy and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

Each school shall attempt to provide verbal notification to a child 's parent, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide written notification to a child's parent, tutor or legal guardian when that child has been absent from school for 3 school days in schools operating on a semester basis and for 10 days in schools not operating on a semester basis. The accumulation of days absent need not be consecutive. After 3 unexcused absences, the parent will be summoned to truancy court. After 5 unexcused absences, the student will be referred to F.I.N.S.

No public elementary or secondary school pupil shall be permitted for any reason to absent himself/herself from school attendance during the school day upon his/her own authority. The principal or designee shall make all reasonable efforts to verbally notify the parent or other person responsible for the pupil's school attendance of any such prohibited absence by a

pupil. The attendance of all students will be checked each school day and at the beginning of each class period and will be verified by the teacher keeping the record, which shall be open to inspection by the Supervisor of Child Welfare and Attendance or duly authorized representative at all reasonable times. All schools shall immediately report to the Supervisor of Child Welfare and Attendance any unexplained, unexcused or illegal absence, or habitual tardiness. The Supervisor of Child Welfare and Attendance shall, after written notice to the parent or legal guardian of a child or a personal visit of notification, report any such child who is habitually absent or habitually tardy to the family or juvenile court of the parish as a truant child, there to be dealt with in such manner as the court may determine.

WRITTEN EXCUSES: For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor, dentist, or nurse practitioner's written statement of a student's incapacity to attend school shall be required for those absences for 3 or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical verification of extended personal illness, must be presented within 7 school days of the student's return to school or the student's absence shall be considered unexcused and the student will not be allowed to make up work missed.

APPEAL OF ABSENCES: When a student exceeds the maximum number of absences allowed, the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a decision shall be made and communicated to the parents/legal guardians by letter. High school students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met.

TARDINESS: A student shall be considered tardy to class if he or she is not in the classroom when the bell to begin class ceases. A student shall be considered tardy to school if he or she is not in his or her homeroom/first period class when the bell to begin homeroom/first period class ceases. "Tardy" shall also mean leaving or checking out of school unexcused prior to the regularly scheduled dismissal. There should be an emergency or doctor's appointment in order to check a student out early. Early dismissal shall be treated the same as tardiness on a per semester basis.

Perfect attendance awards should not be granted to persons who leave early except in extenuating circumstances as determined by the principal. Teachers should be sure to document the roll book for students leaving early. Habitual tardiness on the part of students will not be tolerated. Students who exhibit habitual tardiness will be subject to disciplinary action that is appropriate under the circumstances. Parents of students who continue to be tardy shall be notified for a conference with the principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.



Every minute counts!

STUDENT DRESS CODE

The dress and grooming of students shall be that which, in the opinion of the ordinary reasonable person, contributes to the health and safety of the individual, and which is non-disruptive to the educational activities and processes of a school. No mode of attire that disrupts the classroom and/or the school's positive learning environment will be considered proper for school wear. All articles of clothing must be worn as intended by design.

The Superintendent or his/her designee must approve any modifications to the Student Dress Code. The Student Dress Code Policy will be revisited by the Committee every 3 years beginning with the 2019-20 school year. However, the Superintendent may ask the School Board to approve an emergency revision at any time. If there are questions regarding student dress and grooming, the school principal or his/her designee will make the final decision as to what is considered proper or improper dress according to the guidelines provided.

DRESS CODE GUIDELINES:

1. No student shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, blade, symbol, sign, or other things which are evidence of affiliation with drugs, alcohol, violence or gang-related activities or which exhibit profane and/or obscene language and/or gestures.
2. No hats, caps, or other headwear shall be worn on school campuses on regular school days, except when a medical condition or religious belief so warrants.
3. Hairstyles shall be clean, neatly groomed and shall not distract from the learning environment nor be a safety factor for any of the school's curricular offerings. Any hairstyle including any hair color other than a naturally occurring color, that distracts from the unique environment of the school will be dealt with by the principal (or designee) of that school.
4. Beards will not be allowed. Mustaches must be clean, neatly groomed and must not distract from the learning environment nor be a safety factor for any of the school's curricular offerings.
5. Earrings may be worn in ears by females only. Females in grades Pre-K-6 may wear stud earrings only. Male students will not be allowed to wear earrings at school or at any school-related activity.
6. Students who participate in extracurricular activities (cheerleaders, spirit group dancers, band members, and/or other drill teams) may not wear the group's uniform to class.

Know the rules! Follow the rules!!

DRESS CODE VIOLATIONS:

- 1st VIOLATION: The student will be sent to the office. If the determination is made that the student is in violation of the TPSS Dress Code, the student's parents/guardians will be notified of the violation and will be asked to bring the proper clothing to the school. If the parents/guardians cannot be contacted by phone or if proper clothing is not brought to the school, the student will be sent to a designated area determined by the principal/designee. A letter will be sent to the parents/guardians notifying them of the violation and reminding them that future dress code violations will result in suspension of the student.
- 2nd VIOLATION: The student may be suspended for 1 day due to disrespect for authority.

SCHOOL UNIFORMS

The Superintendent or his/her designee will consider for approval all deviations to the Uniform Policy for special occasions or events upon written request from the school principal for the following reasons:

1. Positive Behavior Support: Once per six weeks to reward students for good behavior, students may wear their school uniform pants and a school "spirit" shirt; and
2. Charity Events: Twice per year, for a consistent fee established by the Superintendent and used throughout the School System, students may wear jeans with a school uniform shirt. Staff members may also wear jeans for these special events.

PANTS: All students' pants must be khaki or navy color twill "slacks" with or without pleats, with or without belt loops, with or without pockets. Pants must be bought in the child's appropriate size and must be worn at the waistline. No sagging, over-sized, wide-legged, bell bottom, cargo, safari, joggers, sweat pants, wind suit pants, or carpenter pants will be allowed. If pants have belt loops, students must wear a belt. No jeans of any color will be allowed.

SHORTS: All students (Pre-K-Grade 12) may wear khaki or navy color twill, loose-fitting, knee-length walking shorts.

SKIRTS, SKORTS & JUMPERS: Students may wear loose fitting, appropriate length, basic khaki or navy twill skirts or skorts and A-line or bib jumpers.

SHIRTS & BLOUSES: Shirts may be long or short sleeved (no sleeveless garments) polo (pull over) style or oxford (button up) style, white or navy color shirts. Turtleneck shirts, sleeveless shirts, or shirts with a zipper are not acceptable. Elementary girls have the option of wearing a white, button up blouse with a "Peter Pan" collar. Solid white, long or short-sleeved T-shirts may be worn under regular uniform shirts and the sleeves of the "undershirt" may extend past the sleeve of the top uniform shirt. Thermal underwear and turtleneck shirts are not allowed. All shirt tails must be tucked inside garments. No midriff shirts or blouses shall be worn. Each school shall have the option of a school color shirt to wear at the discretion and approval of the school principal in lieu of a regular school uniform shirt.

BELTS: Belts are mandatory for middle school, junior high school and high school students when wearing pants or shorts with belt loops. Belts with designs, emblems, insignias, monograms, logos, holes, studs, etc. that are offensive (at the discretion of the school principal) will not be allowed. Metal spikes or studs are not allowed. Belts must be the appropriate length for the student's waist size. Belt buckles must be plain, standard style. Elementary students are encouraged to wear belts.

SHOES: All shoes must have a closed back and front. No sandals, wedged soles, platforms, high heels, crocs, slippers, shower shoes, flip flops, or knee-high shoes will be allowed. Shoes must be worn appropriately and those that require laces or those with Velcro closures must be securely fastened. It is **HIGHLY RECOMMENDED** that Pre-K and kindergarten students wear shoes that slip on or those with Velcro closures.

OUTER GARMENTS: Students may wear heavy coats or jackets of any color or style inside and outside of school classrooms/buildings. If the outer garment is a pullover (including sweaters, jackets, vests or windbreakers that do not zip or button from the bottom up) it must be navy, white, or the school-chosen color.

Coats, jackets, and/or pullover garments may not have inappropriate insignia, logos, or language. Jackets or sweatshirts with a hood may be allowed for indoor wear with the stipulation that hoods will be removed upon entering a building. Dusters and trench coats will not be allowed.

Students will be allowed to wear school-sponsored organization (FFA, BETA, athletic, etc.) jackets, sweatshirts and sweaters inside buildings and classrooms with the stipulation that the garments should be blue, white, or the school chosen color.

A regulation uniform shirt must be worn under all outerwear.

DISCIPLINE

STUDENT CODE OF CONDUCT

Every student is entitled to an education which shall be offered in an orderly, healthy atmosphere, both physical and emotional, and to firm, fair treatment in all matters pertaining to school life. Education is too important to be the sole responsibility of the schools. The success of school discipline depends upon a collaborative effort among home, school and community. By working together, the school system can achieve the goals it desires - safe, yet orderly schools and a quality education for all children.

The Tangipahoa Parish School System Code of Conduct outlines specific expectations of administrators, teachers, students, and parents. The School Board is dedicated to making sure that all students are in school and engaged in learning. The discipline code as described in this regulation is not intended to be an exclusive list of acts of misconduct and consequences. Students may be disciplined, including suspension and alternative placement following due process, for misconduct that is not specifically identified in this regulation. In addition, the disciplinary consequences listed for each offense may be increased or decreased by the administration or the Tangipahoa Parish School Board due to mitigating or aggravating circumstances. The decision to increase or decrease the consequences for a particular offense rests within the professional judgment and discretion of School Board administrators and/or the School Board. This code includes, but is not necessarily limited to, acts of students on School Board property, including buildings, playgrounds, parking lots, sidewalks and School Board transportation, or at a school activity, whether on or off School Board property. This includes acts of students while the student is in route to or from School Board property. The Tangipahoa Parish School System may also discipline students for off-campus conduct that negatively impacts the educational environment or members of the school community, to the extent allowed by law. The content of this code shall be presented to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the office of Student Services, at each school site and as well as on the Tangipahoa Parish School System's website.

CODE OF CONDUCT PURPOSE

- *Create a consistent set of expectations for student behavior*
- *Reinforce positive behavior and provide students with opportunities to develop appropriate social skills*
- *Outline the interventions and consequences for students who engage in inappropriate behavior*
- *Explain the rights of students with disabilities including procedural protections when disciplinary action is taken*
- *Engage students in a safe, positive, and supportive learning environment*
- *Describe the rights and responsibilities of all members of the school community*

RESPONSIBILITIES OF SCHOOL ADMINISTRATORS

- *Model, teach and positively reinforce the TPSS Core Values and School-wide Expectations*
- *Define, teach, model and support appropriate student behaviors to create positive school environments*
- *Distribute, present, and explain the Code of Conduct to students, parents and all school personnel*
- *Implement the Code of Conduct in a fair and consistent manner*
- *Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence*
- *Use professional judgment to prevent minor incidents from becoming major challenges*
- *Identify appropriate training and resources as needed to implement positive behavior interventions and supports*
- *Maintain accurate personal discipline data of students*
- *Ensure that behavior support plans are implemented with high levels of fidelity and compliance*
- *Monitor, support and sustain the effective implementation and maintenance of PBIS*

RESPONSIBILITIES OF THE TEACHER

- *Define, supervise, teach, model and support appropriate student behaviors to create positive school environments.*
- *Use appropriate classroom management strategies to maintain a learning environment that supports academic success.*
- *Model, teach and positively reinforce the TPSS Core Values and Schoolwide Expectations.*
- *Provide corrective instruction to students who demonstrate challenging behavior.*

- Use a variety of activities in the classroom that increase student engagement.
- Address infractions through a variety of interventions including positive behavior interventions and supports as well as the use of restorative practices.
- Use professional judgment to prevent minor incidents from becoming major challenges.
- Request additional training or staff development as needed.

RESPONSIBILITIES OF THE STUDENT

- Display the TPSS Core Values in all aspects of student life: **BE RESPECTFUL, BE COMPASSIONATE, & BE GREAT.**
- Attend school and all classes daily.
- Follow the Student Code of Conduct.
- Follow the Tangipahoa Parish School System Dress Code and School Uniform policies.
- Respect the rights of other parents, students, faculty, staff, school visitors, school property and the property of others.
- Work hard and do your best.
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems.

RESPONSIBILITIES OF THE PARENTS OR GUARDIANS IN THE SCHOOL COMMUNITY

- Read the Student Code of Conduct.
- Support your child in following the Student Code of Conduct.
- Understand your child's rights and responsibilities.
- Teach your child to respect the rights of others.
- Teach your child to respect school property and the property of others.
- Recognize that school personnel shall enforce the Student Code of Conduct.
- Seek available resources to support your child within the school and the community.
- Make sure your child comes to school every day on time and ready to learn.
- Be committed and available to visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- Reinforce the TPSS core values.

DEFINITION OF POSITIVE BEHAVIOR INTERVENTION SUPPORT

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

On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families.

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

DEFINITION OF DISCIPLINE: Discipline is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success.

DEFINITION OF CORRECTIVE STRATEGIES: Academic success is directly correlated with instructional time received by the student. In the effort to fully implement Positive Behavior Intervention Support and reduce the loss of instructional time due to out-of-school suspensions, the Tangipahoa Parish School System expects that each school shall utilize a wide variety of restorative practices that do not remove children from valuable instructional time.

Restorative Practices, also known as alternatives to suspension alternative placement, may include but are not limited to:

BEHAVIOR INTERVENTION	TPSS DEFINITION AND EXAMPLES
Administrative Conference	A formal conference is held between the student and appropriate administrator in an effort to reach an agreement regarding how the student should behave.
Alternate Area Assignment (hallways, cafeteria, etc.)	Student may be assigned to a different area in order to prevent the problem behavior. For example, if the student is having difficulty following the school-wide expectations for morning assembly, he/she may be assigned to sit in an area near a duty teacher instead of with his/her class.
Assigned Seating Change	Student is reassigned to a different seat in the classroom or on the bus to prevent problem behavior from reoccurring.
Before or After School Detention	Student shall come before school or stay after school for a set period of time. Transportation shall be provided by the family. A staff member shall supervise students assigned to this intervention. During the time of detention, the student may be assigned: re-teaching of expectations, remedial work, reflection sheets pertaining to the misbehavior, community service, counseling or other restorative options.
Community Service Project	Student may be assigned to conduct community service at the school site. He/She shall be supervised by a staff member during this time.
Confiscation	Items not allowed in school or items that are being used inappropriately shall be taken. Such items may be returned to the students or parent in accordance with TPSS timelines and guidelines.
Conference with Student Services	A meeting with the student, the parent/guardian, the school administration and a Student Services representative from Central Office to discuss problem behavior and attempt to prevent further behavior concerns.
Consider SBLC Referral	Consider referring student to the School Building Level Committee (SBLC) to assess behavior concerns, make suggestions for intervention or consider formal evaluation.
Cool Down/Time-Out	Positive time out is designed to encourage children and to teach them self-control and self-discipline. Positive time out teaches children to understand that their brains don't function well when they are upset. They learn the value of taking time to out to calm down until their brains are functioning in a way that is advantageous to them, rather than detrimental. Positive time out teaches the valuable life skill of learning to take time to feel what you feel, and to calm down until you can behave in more constructive ways.
Counseling	TPSS provides school counseling in every school building at various intervals. School counseling is designed to be short-term and solution focused. Behavioral concerns that require more extensive intervention shall be assessed by the school counselor and referred to more appropriate agencies/individuals.
Establish Check in/Check Out	Check in/Check Out is an evidence based behavior strategy used with students to address ongoing behavior concerns. It relies on key concepts such as building relationships, mentoring and teaching replacement skills. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day and students check out at the end of the day with an adult to discuss if the daily goals were met. The student takes the sheet home to be signed, returning it the following morning at check in.
FINS Referral	A referral to the Families in Need of Services Office of Hammond City Court or the 21st Judicial District. This agency is designed to intervene with families early to prevent juvenile court involvement.
In School Detention	Detention held during the school day (lunch, intervention time, recess). A staff member shall supervise students assigned to this intervention. During the time of detention, the student may be assigned: re-teaching of expectations, remedial work, reflection sheets pertaining to the misbehavior, community service, counseling or other restorative options.
Learning Activity in reference to the offense	Student may be assigned an activity that shall assist them in understanding the desired behavior and how to prevent future misbehavior.
Loss of Privilege (recess, PE, pull outs)	Student may be removed from a favorable activity as a consequence.
Mediation/Conflict Resolution	Conflict resolution attempts to install problem solving skills among the students in a dispute. It involves allowing both parties to express their points of view, interests, and provide ways to find acceptable solutions. Conflict resolution teaches students how to resolve conflict in non-violent ways.
Outside Agency Referral	Student is referred to a community agency with the goal of getting additional assistance for the behavior of concern.

PAC/ISS	Positive Action Class or In School Suspension is when a student spends all or part of a day in a supervised alternative learning environment. Students shall be required to work on their assigned classwork and are responsible for all regular class assignments while assigned to ISS. Restroom and lunch shall be monitored. Bathroom breaks shall be scheduled.
Parent Contact	School administrator or staff member calls, emails or sends a letter to the phone number(s), email addresses and mailing addresses in the student's file in order to communicate a concern. The administrator should make note in the discipline file who they contacted, when and what method was used.
Parent Shadow – Reverse Suspension	A student remains at school instead of being sent home. A parent/guardian shall come to school and spend the day (or time designated by the school) with the child. The goal is to reduce out of school suspensions, increase parental involvement and foster a home-school partnership.
Referral to RKM or Southeast	The TPSS has two on-site partnerships with local community health centers-RKM Primary Care and Southeast Community Health Systems. Licensed mental health professionals are available on every campus. Parent/guardian permission shall be obtained.
Reflection Activity/Sheet	A Reflection Sheet is a very effective tool to use when a student is displaying unacceptable behavior. The student would be required to complete and submit a pre-prepared form pertaining to the problem behavior. The process of reading and writing about one's behavior allows time for cooldown, re-teaching and reflection.
Restitution	Student is responsible for payment and/or restoration of TPSS or personal property of others which have been vandalized, damaged, lost or stolen.
Restorative Practices	Provide an opportunity to improve and repair relationships between students, teachers and school communities. The purpose is to build healthy schools, increase positive behavior, decrease inappropriate and antisocial behavior, repair harm and restore relationships.
Reteaching Schoolwide/Classroom Expectations	Providing repeated teaching of the schoolwide expectations and rules by setting.
Ripple Effects/Social Skills Instruction	Assigning behavior specific social skills instruction using an evidence based program (Ripple Effects, Character Counts, Skill Streaming, Life Skills, Second Step)
Role Play Appropriate Behavior and/or Responses	Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who shall make a decision regarding a behavior or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role.
Schedule Modification	Modify a student's schedule in order to prevent future problem behavior (separate students in conflict, avoid student-teacher mismatch, etc.)
Small Group Intervention/Counseling	Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students with social/emotional, relationship issues and situational concerns. By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment and learn to communicate and cooperate with others.

DEFINITION OF MINOR INFRACTIONS (handled by the classroom teacher): Each school shall establish a School-Wide Positive Behavior Support Team with representatives across all disciplines on campus. This team meets to establish school-wide expectations, routines and procedures and determines a plan to teach those to all students. In addition, this team shall establish which behaviors are considered minor on each campus and which ones are considered major (referred to the office). All minor behavior infractions shall be documented and tracked by staff utilizing their Classroom Management Plan. Repetitive minor behaviors can result in a major office referral. Some behaviors that are typically treated as minor are: dress code/ID violations, tardy to class, classroom disturbance, willful disobedience, blatant refusal to comply with directives. Parents should be notified when minor behaviors become repetitive.

DEFINITION OF MAJOR INFRACTIONS (handled by the school administrator): Some infractions require students to be referred to an administrator for investigation and delivery of consequences. Major behaviors are generally those that substantially disrupt the learning environment or impose a safety concern. Repetitive minor behaviors can also become a major infraction.

LIST OF MAJOR INFRACTIONS

CODE	NAME OF INFRACTION	DEFINITION
01	Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority
02	Treats an authority with disrespect	The purposeful/non-purposeful, willful/reactionary or emotionally charged verbal or non-verbal response on the part of the student, where said student directs verbiage or gestures towards an employee of the TPSS and that employee interprets such language/verbiage/gestures as profane, obscene, humiliating, threatening or explicit in nature.
03	Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demeaning them or deterring others from associating or dealing with them.
04	Uses profane and/or obscene language	Intentional vulgar verbal messages, words or gestures that include swearing, or name calling that are directed at another individual (particularly an adult).
05	Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component. An act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms.
06	Is guilty of conduct or habits injurious to his/her associates	Any intentional but not malicious act that causes injury, damage, or pain to another (i.e. play fighting, horseplay).
07	Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The possession, use, cultivation, manufacture, distribution, intent to distribute, concealment, sale or purchase of any drug, narcotic, controlled substance, or any paraphernalia linked to the above on school grounds, at school-sponsored events, and/or on school transportation vehicles.
08	Uses or possesses tobacco or lighter, including electronic cigarettes and ALL nicotine delivery systems to including Vaping and herbal delivery systems.	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 vehicles.
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.
10	Disturbs the school or habitually violates any rule	Behavior causing major disruption of instruction or any school activity and/or repeatedly violating any school rules in any area, includes but is not limited to sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behavior. (Repeated Minor Infractions)
11	Cuts, defaces, or injures any part of public school buildings/vandalism	Damage, destruction, or defacement of property belonging to the school or others.
12	Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words, or images considered indecent or offensive (e.g., graffiti, letters, notes, posters, etc.)
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code.	Possessing weapon designed to expel a projectile by action of an explosive. (e.g. Firearms-loaded or unloaded, parts of a firearm, explosives)

14	Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length $2\frac{1}{2}$ " - refer to code 31).	Possesses firearms, knives or blades $\geq 2\frac{1}{2}$ " 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). This includes ANY item that could be deemed dangerous and does not belong at school-razor blades, mace, BB guns, pellet guns, look-alike weapons, sharp objects)
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.
16	Instigates or participates in fights while under school supervision	A hostile confrontation with physical contact (e.g. blows with fists, shoving, kicking, biting, pulling hair) involving two or more individuals.
17	Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.
18	Leaves school premises or classroom without permission	Leaving the school campus and/or assigned classroom or location without permission and/or failure to return to school/class.
19	Is habitually tardy and/or absent	Reporting late to school or class when the day/period begins without permission.
20	Takes another property or possession without permission	Taking or obtaining the property of another without permission or knowledge of the owner without violence.
21	Commits any other serious offense	Any other serious offense not covered by any other of these codes.
30	Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon prohibited by Section 921 of Title 18 of the U.S. Code
31	Possesses pocket knife or blade cutter with a blade length $< 2\frac{1}{2}$ inches	Possesses pocket knife or blade cutter with a blade length $< 2\frac{1}{2}$ inches
33	Use of over the counter (OTC) medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine whether prescribed or not without permission from school officials. All over the counter or prescription medication shall be signed in through the school nurse and be held in the office. No student may bring and/or take over the counter medication to/at school (even if the parent is aware and consents).
34	Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.
35	Bullying/Harassment	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student.
36	Cyber Bullying/Cyber Harassment	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, through any use of technology. Cyberbullying can occur on or off school property. For a student to be disciplined at school for behavior that occurs off campus, the behavior shall be connected to the school environment in some way. Parents may call law enforcement for community based behavior.
37	False Alarm / Bomb Threat	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, bomb threats, discharging a fire extinguisher, or communicating false threats to a school via electronic means (social media, texts, chat groups)
38	Forgery	To use, make or reproduce another's signature.
39	Gambling	Wagering money or property.
40	Public Indecency	Exposure of body parts such as genital/buttocks area and female breasts in view of the public.

41	Obscene behavior or Possession of Obscene/Pornographic Material	Engaging in behavior of a sexual nature including consensual sexual activity; possession of sexual images in any form (e.g., electronic, book, magazine, phone, drawing, etc.).
42	Unauthorized use of Technology	Use of pager/cellular telephone (texting, talking, accessing internet), smart watches, camera or video device or other communication devices during the school day in violation of the individual school's Acceptable Use Policy.
43	Improper dress	Out of dress code or ID violation.
44	Academic dishonesty	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception.
45	Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or alternate placement.
46	Failure to Serve Assigned Consequence	Failure to serve Detention, Time Out Room, Saturday School, Suspension or other assigned consequences.
47	Misusing Internet	Violating the TPSS Internet Use Policy.
48	Sexual harassment	Intimidation, bullying, or coercion of a sexual nature.
49	False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.
50	Crime of Violence (per R.S. 14:2B)	Violent crime including murder, assault and battery, rape and sexual battery, kidnapping, arson, criminal damage to property, burglary, misappropriation with violence to person, serious bodily injury.

DISCIPLINARY CONSEQUENCES

Tangipahoa Parish School System schools shall provide environments for students that are conducive to student success. Such environments are safe, preventive, predictable, and provide a continuum of positive behavior intervention support for all students. The school's primary goal is to educate, not to discipline; however, when the behavior of the individual student comes in conflict with the rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

The Tangipahoa Parish School System recognizes the social and emotional development of children varies significantly from pre-kindergarten to twelfth grade and have thus created a dual consequence chart that accounts for such. Some infractions committed by a ninth grader may be more significantly disciplined than a similar action committed by a first-grader. The School Board understands that many of the formative years (Pre-K-3) focus on teaching young children the expectations, procedures, and norms of school life. As a student progresses, the expectation is that they have been afforded the opportunity to learn and adjust and more significant consequences may occur for rule violations.

DISCIPLINARY INFRACTIONS HAVE BEEN CATEGORIZED INTO THREE LEVELS:

- **LEVEL ONE:** Inappropriate activities that interfere with the learning environment
- **LEVEL TWO:** Activities that disrupt the learning environment or that may lead to level three infractions
- **LEVEL THREE:** Illegal activities or activities that endanger individuals or the school community

Disciplinary CONSEQUENCES have been designed to become progressively more involved as a student repeats the problem behavior. Repeated LEVEL ONE behaviors can result in a student moving to LEVEL TWO consequences after the third occurrence. Administrators may select to issue one or more consequence based upon the investigation of the incident and its severity. The following charts are divided by grade level, level of offense and disciplinary considerations per occurrence.

<p align="center">Level One Offenses-Elementary (Pre-K – Grade 5): <i>Inappropriate activities that interfere with the learning environment</i></p>	
Academic dishonesty	
Cuts, defaces or injures any part of public school buildings/vandalism (value less than \$20)	
Disturbs the school or habitually violates any rule	
Failure to serve assigned consequence	
False Report	
Forgery	
Gambling	
Improper dress	
Is habitually tardy or absent	
Leaves classroom without permission (see Level 2 for “leaves school premises”)	
Misusing Internet/Violates electronic/technology policy	
Takes another’s property or possessions without permission (value less than \$20)	
Treats an Authority with disrespect	
Unauthorized use of Technology (per the individual school’s acceptable use policy)	
Uses profane and/or obscene language	
Violates traffic and safety regulations	
Willful disobedience	
Write profane and/or obscene language or draws obscene pictures (not in reference to anyone/does not show anyone)	

<p align="center">Level One Offense Discipline Considerations Elementary (Pre-K – Grade 5):</p>		
<u>1st Occurrence</u>	<u>2nd Occurrence</u> 1st Occurrence Options in Addition to:	<u>3+ Occurrences</u> 2nd Occurrence Options in Addition to:
Parent Contact	Before/After School Detention	PAC/ISS for UP TO 2 days per referral
Administrative Conference	Loss of Privilege – recess, lunch detention	OSS for UP TO 1 day per referral
Reteaching Schoolwide/Classroom Expectations	Alternate Area Assignment (hallways, cafeteria)	Consider SBLC Referral
Role Play Appropriate Behavior and/or Responses	Establish Check in/Check Out	FINS Referral
Mediation/Conflict Resolution	Parent Shadow – Reverse Suspension	Small Group Intervention/Counseling
Ripple Effects/Social Skills Instruction	PAC/ISS for UP TO 1 day per referral	Referral to RKM, Southeast
Reflection Activity/Sheet		
PAC/ISS for the period/time the offense occurred		
Restitution/Restorative Practices		
Community Service Project		
Counseling		
Learning Activity in reference to the offense		
Cool Down/Time-Out		
Schedule Modification		
Assigned Seating Change		
In-School Detention		
Confiscation		

<p align="center">Level Two Offenses-Elementary (Pre-K – Grade 5): <i>Activities that disrupt the learning environment or that may lead to level three infractions</i></p>
Bullying/Harassment (bullying forms shall be completed)
Conduct or habits injurious to his/her associates
Cuts, defaces or injures any part of public school buildings/vandalism (value greater than \$20)
Cyber Bullying (bullying forms shall be completed)

False Alarm/Bomb Threat
FOUR OR MORE LEVEL ONE OFFENSES
Instigates or participates in fights while under school supervision
Leaves school premises without permission (see Level 1 for classroom)
Makes an unfounded charge against authority
Possesses pocket knife or blade cutter with a blade length of <2.5 inches (no known threat)
Takes another's property or possessions without permission (value greater than \$20)
Throws missiles liable to injure others
Trespassing violation
Use of over the counter (OTC) medication in a manner other than prescribed or authorized (single dose, no indication of giving/selling to others)
Uses or possesses tobacco, lighter or matches (cigarettes, lighter, electronic vaping devices/part)
Writes profane and/or obscene language or draws obscene pictures (about another student/shows others)

Level Two Offense Discipline Considerations Elementary (Pre-K – Grade 5)		
<u>1st Occurrence</u> Level 1 Options in addition to:	<u>2nd Occurrence</u> 1st Occurrence Options in Addition to:	<u>3rd Occurrence</u> 2nd Occurrence Options in Addition to:
Parent Shadow – Reverse Suspension	FINS Referral	OSS for UP TO 3 days
PAC/ISS for 1+ days	Consider SBLC Referral	Possible Due Process Hearing
Small Group Intervention/Counseling	OSS for UP TO 3 days	
Establish Check In/Check Out		
Referral to RKM, Southeast		
Outside Agency Referral		
OSS for UP TO 3 days		
Conference with Student Services		

Level Three Offenses-Elementary (Pre-K – Grade 5): <i>Illegal activities or activities that endanger individuals or the school community</i>		
Commits any other serious offense		
Commits immoral or vicious practices		
Crime of Violence (per R.S. 14:2B)		
Discharge or use of weapon(s) prohibited by federal law		
FOUR OR MORE LEVEL TWO OFFENSES		
Obscene behavior or Possession of Obscene/Pornographic Material		
Possesses firearms (not prohibited by federal law), knives or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Knives Greater than 2.5 inches)		
Possesses pocket knife or blade cutter with a blade length of <2.5 inches (with the presence of a threat)		
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code		
Possession of body armor		
Public Indecency		
Sexual Harassment		
Use of over the counter (OTC) medication in a manner other than prescribed or authorized (multiple doses or indication of giving/selling to others)		
Uses or possesses alcoholic beverages		
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form		
Level Three Offense Discipline Considerations Elementary (Pre-K – Grade 5)		
<u>1st Occurrence</u> Level 1&2 Options in addition to:	<u>2nd Occurrence</u> 1st Occurrence Options in Addition to:	<u>3rd Occurrence</u>
Mandatory Conference with Student Services	Mandatory Conference with Student Services	N/A
Possible Due Process Hearing	Due Process Hearing	
Referral to Law Enforcement when applicable		

Level Three Offense Discipline Considerations Elementary (Pre-K – Grade 5)		
<u>1st Occurrence</u> Level 1&2 Options in addition to:	<u>2nd Occurrence</u> 1st Occurrence Options in Addition to:	<u>3rd Occurrence</u>
Mandatory Conference with Student Services	Mandatory Conference with Student Services	N/A
Possible Due Process Hearing	Due Process Hearing	
Referral to Law Enforcement when applicable		

Level One Offenses-Middle/High (Grades 6-12): <i>Inappropriate Activities that interfere with the learning environment</i>		
Academic dishonesty (except on State Assessments)		
Disturbs the school or habitually violates any rule		
Failure to serve assigned consequence		
False report		
Forgery		
Gambling		
Improper dress		
Is habitually tardy or absent		
Leaves classroom without permission (see Level 2 for "leaves school premises")		

Misusing Internet/Violates electronic/technology policy
Unauthorized use of technology (per the individual school's Acceptable Use Policy)
Uses or possesses tobacco, lighter or matches (cigarettes, lighter)
Uses or possesses electronic vaping devices/part (see vaping policy – page 18)
Uses profane and/or obscene language
Violates traffic and safety regulations
Willful disobedience
Writes profane and/or obscene language or draws obscene pictures (not in reference to anyone/doesn't show anyone)

Level One Offense Discipline Considerations Middle/High (Grades 6-12)		
1st Occurrence	2nd Occurrence 1st Occurrence Options in Addition to:	3+ Occurrences 2nd Occurrence Options in Addition to:
Parent Contact	Before/After School Detention	PAC/ISS for UP TO 3 days per referral
Administrative Conference	Loss of Privilege – recess, lunch detention	OSS for UP TO 1 day per referral
Reteaching Schoolwide/Classroom Expectations	Alternate Area Assignment (hallways, cafeteria)	Consider SBLC Referral
Role Play Appropriate Behavior and/or Responses	Establish Check in/Check Out	FINS Referral
Mediation/Conflict Resolution	Parent Shadow – Reverse Suspension	Small Group Intervention/Counseling
Ripple Effects/Social Skills Instruction	PAC ISS for UP TO 1 day	Referral to RKM, Southeast
Reflection Activity/Sheet		
PAC/ISS for the period/time the offense occurred		
Restitution/Restorative Practices		
Community Service Project		
Counseling		
Learning Activity in reference to the offense		
Cool Down/Time-Out		
Schedule Modification		
Assigned Seating Change		
In School Detention		
Confiscation		

Level Two Offenses-Middle/High (Grades 6-12): <u>Activities that disrupt the learning environment or that may lead to level three infractions</u>
Bullying/Harassment (bullying forms shall be completed)
Commits immoral or vicious practices
Conduct or habits injurious to his/her associates
Cuts, defaces or injures any part of public school buildings/vandalism
Cyber Bullying (bullying forms shall be completed)
FOUR OR MORE LEVEL ONE OFFENSES
Instigates or participates in fights while under school supervision
Leaves school premises without permission
Makes an unfounded charge against authority
Takes another's property or possessions without permission
Throws missiles liable to injure others
Treats an authority with disrespect

Trespassing Violation
Use of over the counter (OTC) medication in a manner other than prescribed or authorized (single dose, no indication of giving/selling to others)
Writes profane and/or obscene language or draws obscene pictures (about another student/shows others)

Level Two Offense Discipline Considerations Middle/High (Grades 6-12)		
<u>1st Occurrence</u> Level 1 Options in addition to:	<u>2nd Occurrence</u> 1st Occurrence Options in Addition to:	<u>3rd + Occurrences</u> 2nd Occurrence Options in Addition to:
Parent Shadow – Reverse Suspension	FINS Referral	OSS for UP TO 5 days
PAC/ISS for 1+ days	Consider SBLC Referral	Possible Due Process Hearing
Small Group Intervention/Counseling	OSS for UP TO 5 days	
Establish Check In/Check Out	Possible Due Process Hearing	
Referral to RKM or Southeast		
Outside Agency Referral		
OSS for UP TO 3 days (5 days for fights only)		
Confiscation		
Conference with Student Services		

Level Three Offenses-Middle/High (Grades 6-12): <u>Illegal activities or activities that endanger individuals or the school community</u>
Commits any other serious offense
Crime of Violence (per R.S. 14:2B)
Discharge or use of weapon(s) prohibited by federal law
False Alarm/Bomb Threat
FOUR OR MORE LEVEL TWO OFFENSES
Obscene behavior or Possession of Obscene/Pornographic Material
Possesses firearms (not prohibited by federal law), knives or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (knives greater than 2.5 inches)
Possesses pocket knife or blade cutter with a blade length of <2.5 inches
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code
Possession of body armor
Public Indecency
Sexual Harassment
Use of over the counter (OTC) medication in a manner other than prescribed or authorized (multiple doses or indication of giving/selling to others.)
Uses or possesses alcoholic beverages
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.

Level Three Offense Discipline Considerations Middle/High (Grades 6-12)		
<u>1st Occurrence</u> Level 1&2 Options in addition to:	<u>2nd Occurrence</u> 1st Occurrence Options in Addition to:	<u>3rd Occurrence</u>
Mandatory Conference with Student Services	Mandatory Conference with Student Services	N/A
Due Process Hearing	Due Process Hearing	
Referral to Law Enforcement when applicable		
Confiscation		

VAPING PROCEDURES

All students who use or possess tobacco, including electronic cigarettes and ALL nicotine delivery systems will be given a Discipline Consequence according to TPSS policy. This includes all school sponsored activities and events. Students who are 10 - 17 years old will be given a citation by the TPSO in addition to a discipline consequence.

Elementary (Grades K-5)

1st Occurrence

1. Mandatory conference with parent
2. 2 days OSS;
3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (Ages 10 - 17)
4. Recommended counseling
5. Mandatory referral to TASC/FINS

2nd Occurrence

1. Mandatory conference with parent
2. 5 days OSS
3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (ages 10 - 17)
4. Mandatory counseling
5. Follow with TASC/FINS

3rd Occurrence

1. Mandatory meeting with Student Services

Middle/High (Grades 6 -12)

1st Occurrence

1. Mandatory conference with parent
2. 3 days OSS
3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (ages 10 - 17)
4. Field test for a banned substance by School Resource Officer (if available)
5. Recommended counseling
6. Mandatory drug test within 24 hours at North Oaks Outpatient Clinic or Southeast Community Health
 - If test is **NEGATIVE**, student may return at the end of the suspension.
 - If test is **POSITIVE**, the student will be recommended for removal to TASP and referred to FINS/Drug Court. The student will be removed according to LA. R.S.17:416.
 - Failure to comply will result in a recommendation for removal to TASP.

2nd Occurrence

1. Mandatory conference with parent
2. 5 days OSS
3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (Ages 10 - 17)
4. Field test for a banned substance by School Resource Officer (if available)
5. Mandatory counseling
6. Mandatory drug test within 24 hours at North Oaks Outpatient Clinic or Southeast Community Health
7. If test is **NEGATIVE**, student may return at the end of the suspension.
8. If test is **POSITIVE**, the student will be recommended for removal to TASP and referred to FINS/Drug Court. The student will be removed according to LA. R.S. 17:416.
9. Failure to comply will result in a recommendation for removal to TASP.

3rd Occurrence

1. Recommendation for Alternate Placement

SCHOOL BUS DISCIPLINE

- *The school bus is an extension of the school building; therefore, all school bus behavior incidents shall be reported to the principal within one (1) school day. All incidents will be addressed according to the Tangipahoa Parish Student Code of Conduct Handbook.*
- *Behavior incidents are categorized as either major or minor infractions, and the infractions are documented by the bus driver and submitted to the students' school level administrator. Consequences for documented behaviors are issued by the school principal or the principal's designee.*
- *Major bus infractions such as fighting, drugs, weapons, inappropriate, bodily contact, may warrant more severe consequences that could include, but not limited to suspension from the bus or out of school suspension or recommendation for alternative placement from school. The school level principal will make the determination of consequences after appropriate assessment protocols and thorough investigation of events have been completed.*
- *In the case that a bus incident involves students from multiple schools, each school building level principal or designee shall consult with each other to discuss the facts of the case. Each school is responsible for determining the appropriate punishment for the student that attends their school.*
- *At no time shall the bus operator assume authority for suspending bus privileges or taking disciplinary action.*
- *A pupil damaging a school bus shall be subject to restitution in addition to a discipline consequence. Any pupil suspended off of the bus for damages to that school bus shall not be readmitted until payment in full has been made for such damage or until his/her re-admittance is directed by the Superintendent.*

DUE PROCESS PROCEDURES

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

1. *The student shall be told what he is accused of and by whom (school staff member).*
2. *The student shall be given an opportunity to tell his version of the facts.*
3. *Student shall be allowed to provide any witnesses to the event.*
4. *The student shall be informed of the administrator's action on the infraction (consequence).*
5. *The Student should sign the discipline form to indicate receipt.*
6. *Parents shall be notified by personal phone call at the numbers provided to the Registration Office or otherwise. A copy of the Discipline form may also be sent home with the student..*

OUT OF SCHOOL SUSPENSION PROCEDURES

A student may be suspended out of school for a maximum of ten consecutive school days. Any time a student is suspended out of school the following shall occur:

1. *The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the reason for and length of the suspension.*
2. *The principal/designee shall establish a date and time for a conference with the principal or designee as a requirement for readmitting the pupil.*

3. Notice shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card, or by sending a letter to the address shown on the pupil's registration card.
4. The principal/designee shall notify the student and parent that the student may not be on any property of the Tangipahoa Parish School or participate in any school activity or any school sponsored event during the time of the suspension.
5. 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 either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his/her designee, upon the recommendation of the student's teacher.

RECOMMENDATION FOR ALTERNATIVE PLACEMENT HEARING FOR SEVERE/MAJOR INFRACTIONS: An individual principal/designee may not alternately place any student or place any student directly into the TPSS Alternative Program. Principals/designees may recommend an alternative placement hearing for major infractions (i.e., drugs, weapons, group fighting, etc.). A Due Process Hearing shall then be set with a representative from the Tangipahoa Parish School Board Student Services Office. The following procedures shall occur:

1. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the reason for the recommendation for alternative placement.
2. The principal/designee shall contact the TPSS Student Services Office and establish a date and time for a Due Process Hearing with the principal or designee as a requirement for readmitting the pupil. The student shall be suspended out of school pending such hearing.
3. Notice of the date and time of the hearing shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card and/or by sending a letter to the address shown on the pupil's registration card.
4. The principal/designee shall notify the student and parent that the student may not be on any property of the Tangipahoa Parish School System or participate in any school activity or any school sponsored event during the time of the suspension.
5. The Student Services Office shall conduct a hearing to determine the facts of the case and make a finding of whether or not the student is guilty of conduct warranting a recommendation for alternative placement. Following the hearing, the Student Services Office shall notify the parents via letter or email of the decision rendered.
6. A student who is alternatively placed and receives educational services at an alternative site shall be assigned work by a certified teacher and shall receive credit for school work if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was alternatively placed.

OTHER DISCIPLINARY NOTES

1. Any student who has been recommended for alternative placement but withdraws from the school system prior to the due process hearing shall be considered alternatively placed.
2. A student shall be subject to disciplinary action for conduct or offenses that occur at extracurricular activities, sporting events (even where said student is merely a spectator), conventions, in the parking lot or other areas of school property, and at any other school's activities. This even includes school campuses other than where the student attends school.
3. Any graduating senior committing a serious offense warranting suspension or alternative placement may be prohibited from participation in graduation exercises upon recommendation of the principal and after a hearing by the Superintendent or his/her designee/hearing officer. If prohibited from participation, the senior shall receive his/her diploma by mail.

DISCIPLINE PROCEDURES FOR STUDENTS ENROLLING FROM OUT OF PARISH

The discipline record (including suspensions) of any student entering the Tangipahoa Parish School System (TPSS) from another school during the school year shall follow the student from the school last attended to the TPSS. For instance, a student that transfers to a TPSS school and has three (3) suspensions in the former school shall start in the TPSS system with three (3) suspensions. Any student who transfers to the TPSS during the school year who has four (4) or more out of school suspensions at the time of transfer shall start at the TPSS Alternative Program.

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

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

School personnel may remove a student with a disability or suspected disability, who violates a code of student conduct, from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) consecutive school days, to the extent that those alternatives are applied to students without disabilities. Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct are allowed, as long as the removal does not constitute a change of placement. A change of placement occurs if a student with a disability is removed from his or her current educational placement for more than ten (10) consecutive school days; or a student with a disability is subjected to a series of removals, cumulating to ten or more days, that constitute a pattern because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

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

Whenever an action involving a removal that constitutes a change of placement for a student is contemplated, a Manifestation Determination Review is required.

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the IEP team shall review evaluation and diagnostic results and other relevant information supplied by the parent or the student, consider observations of the student, and consider the student's IEP and placement to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or if the conduct in question was the direct result of the Tangipahoa Parish School System failure to implement the IEP.

On the date which the decision is made, school personnel shall notify the parents of that decision and provide the parents the procedural safeguards (Louisiana's Educational Rights of Children with Exceptionalities in Public Schools).

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

If school personnel, the parent, and members of the student's IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the current plan shall be reviewed and modified to address the current behavior. If Tangipahoa Parish School System failed to implement the IEP, immediate steps should be taken to remedy the deficiencies. The student is to return to the placement from which he or she was removed, except under Special Circumstances; or unless the parent and school personnel agree to a change of placement as part of the modification of the behavioral intervention plan.

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

- 1. The student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the State or any School Board (under paragraph (2) of the first subsection (g) of 18 USC 930).*

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

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

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

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

SECLUSION AND RESTRAINT POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES: The TPSS Seclusion and Restraint Policy and Procedures will be posted on the TPSS website, and effective with the 2013-14 school year, included in the Student & Parent Handbook, a copy sent to parents of all students with an IEP during the first 3 weeks of the school year. All local education agencies (LEAs) must have local written guidelines and procedures for appropriate responses to the behavior of students with disabilities that may require immediate intervention in the form of seclusion and restraint. These written guidelines and procedures must be provided to every parent of a child with a disability in the LEA and to all school employees, posted at each school and on the LEA's website, and a copy must be provided to the Louisiana State Department of Education ((LDOE). The Tangipahoa Parish School System (TPSS) has approved the following guidelines and procedures relative to the use of seclusion and restraint by its employees:

- **Notification requirements for school officials and parents/legal guardians:** When a student is restrained or placed in seclusion, parents/guardians must receive a phone call from a school administrator as soon as possible. All employees who witnessed/assisted with the incident must complete the Physical Restraint Incident Report (PRI) within 24 hours and submit the form to their school administrator. The PRI must be mailed to the parent/guardian no later than 24 hours after the incident. If an administrator is not available, the administrator's designee must notify the parent/guardian. The Pupil Appraisal Coordinator and the Director of Student Services must receive a copy of the form within 2 school days. The Seclusion Incident Log (SIL) must be completed by the person(s) designated to observe/monitor the student every 15 minutes. This form must be submitted to the school administrator by the end of the day of the incident. The SIL form must be mailed to the parent no later than 24 hours after the incident.
- **Explanation of methods of physical restraint:** Employees with Handle with Care (HWC) Behavioral Management System training are trained to focus on prevention and use of proven strategies for safely diffusing anxious, hostile, and/or violent behavior at the earliest possible stage. Whenever practical, these employees are the "first responders" in situations that may escalate to the point of physical restraint. These employees are trained in practicing the principles of non-harmful physical intervention, thereby reducing the risk of injury.
- **Training requirements relative to the use of restraint:** The principal, in conjunction with Central Office personnel, will select the employees to be trained to use HWC. The training will be conducted by a certified trainer with refreshers/updates provided annually. The Office of Students with Disabilities Coordinator will maintain documentation of training.
- **Dissemination of guidelines and procedures to all school employees:** All school employees will be provided a copy of the TPSS Seclusion and Restraint Policy and Procedures during the first 3 weeks of school. All employees will be afforded the opportunity to receive additional information upon their request. School administrators will provide a copy to all employees and obtain their signature indicating receipt of the information.
- **Notification to the Louisiana Department of Education:** The Pupil Appraisal Coordinator and the Director of Student Services will be responsible for notifying the LDOE.
- **TPSS Seclusion/Restraint Guidelines and Procedures:** A complete copy of the TPSS Seclusion/Restraint Guidelines and Procedures may be found on the TPSS website (click on info tab and scroll to policies) and a hard copy may be

MEDICAL INFORMATION

Verna Thompson, Head Nurse

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COVID 19



The Tangipahoa Parish School System will take the necessary precautions established by the Louisiana Department of Health and Hospitals (LDHH) and the Louisiana Department of Education (LDOE) in maintaining the health and safety of our students. It is imperative that parents/guardians make every effort to assure that arrangements are in place to pick up their child within one (1) hour after receiving notification that the child is ill. This includes updating personal contact information with the school office.

In order for proper care to be provided for students at school, it is the responsibility of the parent/guardian to notify the school nurse when a student has a chronic medical condition or health problem. This must be done at the beginning of every school year, or as soon as the parent/guardian becomes aware of the student's condition throughout the school year if the child's medical condition changes. This will enable the parent/guardian to discuss with the school nurse the care the child may need at school. Some examples of chronic medical conditions are seizures/epilepsy, diabetes, asthma, celiac disease, and/or severe allergic reactions to insects or food that require the use of an Epi-pen or Benadryl during the school day. If you are notified by the school that your child is ill and needs to be picked up, you must make arrangements to have your child picked up from school within one (1) hour.

Parents/guardians should carefully consider a child's statement of feeling ill. The following guidelines will help determine when a child **SHOULD NOT ATTEND SCHOOL**:

- **Diarrhea/Vomiting**: Students who are vomiting or having diarrhea (2 or more watery stools) will be sent home from school and will not be allowed to return until they are symptom free for 24 hours. Children should be kept home if they were vomiting or experiencing diarrhea during the night.
- **Fever**: Students who have a fever of 100.4° F or higher will be sent home. Students will be readmitted after they have been fever free for 24 hours without the use of fever reducing medications, i.e., Tylenol, Motrin, and Advil. (Please refer to the protocol concerning student absences.)
- **Pink Eye**: Symptoms of pink eye such as eye drainage, crusty eyelids, redness on the white part of the eyes, swelling, and itching may indicate pink eye, which is a contagious disease. Children with these symptoms will be sent home and should be seen by a doctor for a diagnosis. A doctor's excuse that states **WHEN** the student will be allowed to return to school will be required. No eye drop medication is allowed at school.
- **Rash/Lesions**: A student with an undiagnosed rash or lesions will not be allowed to stay at school. Skin rashes or lesions will be considered possibly contagious. A doctor's excuse is required in order for the student to return to school.
- **Boils**: Students with boils must be seen by a doctor and must remain home for 24 hours after starting antibiotics. A doctor's note will be required in order for the student to return to school, and when he or she returns to school, the boil must be covered.
- **Head Lice**: To help prevent the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse or trained school personnel. The student shall be examined to determine an infestation by looking closely through the hair and scalp for nits or live lice. If an active infestation is present, based on the presence of live lice or many nits less than ¼ inch from the scalp as per the American Academy of Pediatrics (AAP), the parent/guardian shall be notified to arrange pickup of their child from school. The parent/guardian shall be provided information on the biology of head lice, methods to eliminate infestation, and directions to examine household contacts for infestation. (See back of exclusion form.) According to the AAP, nits more than ¼-inch from the scalp indicate the infestation is probably old and no longer active and does not need to be treated. If the recommended lice

product has been used, students may return to school with minimal nits present. The parent/guardian must bring the student to school and remain until the school nurse or trained personnel determines if the student may return to class. If live lice are found, one additional excused day may be given. Before re-admittance to the classroom, the school nurse or trained school personnel shall re-examine the student's head for an active infestation. Students should not miss more than one (1) day of school for the treatment of head lice. Additional days will be considered unexcused.

IMMUNIZATIONS: Students entering school for the first time shall present a completed or up to date immunization record. (Louisiana State Law Statute LA R.S. 17: 170) All students entering 6th grade AND 11 years old or any student who is 11 years old (regardless of grade) shall present evidence of age appropriate vaccinations including a Tdap booster, meningitis vaccine and a second varicella (chickenpox). Students who have not received proper immunizations may not be allowed to come to school if there is an outbreak of communicable disease at school (chickenpox, measles, pertussis, etc.). If an outbreak of a vaccine-preventable disease occurs, upon the recommendation of the state office of public health, school administrators may exclude from attendance unimmunized students until the appropriate disease incubation period has expired, or the unimmunized person presents evidence of immunization. Parents of students who are unable to receive their immunizations due to medical, religious, or personal reasons must complete a letter of dissent. Letters of dissent must be completed in the registrar's office and signed and witnessed in front of the registrar. If this dissent is due to a medical reason, a written statement from the doctor must be received.

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

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

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

MEDICATION ADMINISTRATION GUIDELINES

1. Medications given at school should be limited to those which cannot be administered before or after school. Emergency medications may be administered at school.
2. A written Medication Order from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state (TX, AR, or MS), or any other prescriber authorized in the state of Louisiana to prescribe medication or devices is required.
3. A Medication Order is also necessary for medications that might ordinarily be available over the counter.
4. The Medication Order must be written on the "Medication Order Form" approved by the Tangipahoa Parish School System. This form may be obtained at the school office or on the TPSS website (www.tangischools.org).
5. Orders for multiple medications on the same form, incomplete forms, or a form with a prescriber's stamp will not be accepted.
6. The Parent/Guardian Request and Authorization for Medication Administration Form must be completed.
7. Students are not allowed to transport medications to school. Medication must be delivered to school by a parent/guardian in a properly labeled container as dispensed by the pharmacist. The parent/guardian should get two (2) containers from the pharmacist for each medication to be given at school so there is proper labeling for the medication to be given at home and at school. If the medication is not properly labeled and does not match the physician's order exactly, it cannot be given.
8. Only a thirty-five (35) school day supply of medication may be brought to school.
9. The initial dose of a medication must be administered outside of the school jurisdiction with sufficient time for observation for adverse reactions.
10. At the beginning of each school year and any time there is a change in medication (e.g. dosage or time), a new Medication Order Form and a new Parent/Guardian Request and Authorization for Medication Administration Form must be completed.
11. Under no circumstances will a parent be allowed to make changes to a medication (e.g. dosage or time) without a written Medication Order.
12. An appointment must be made with the school nurse if new medication will be brought to school and if a change in a medication order occurs.

ACADEMICS

Major & Minor Subjects, Grading Scale, Student Evaluation Reports & Progress Reports,
Classification of Students (9-12), Honor Roll & Principal's Achievement Roll,
Title I Family Engagement Centers, 2020-2021 Testing Schedule, Students with Disabilities,
Educational Technology

Ronald Genco, Assistant Superintendent

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Lisa Fussell, Director of Academics

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Marquita Jackson, Supervisor

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ASSIGNED SCHOOLS: Champ Cooper Elementary, Chesbrough Elementary, D. C. Reeves Elementary,
Independence Leadership Academy, Midway Elementary, O. W. Dillon Leadership Academy,
Perrin Early Learning Center, Spring Creek Elementary, & Tucker Elementary

Ms. Alison Andrews, Supervisor

Telephone: 985-748-2550 - Email: alison.andrews@tangischools.org

ASSIGNED SCHOOLS: Amite Elementary Magnet, Hammond Eastside Magnet,
Hammond Westside Montessori, Independence Middle Magnet, Loranger Elementary,
Roseland Montessori, Southeastern Lab, & Woodland Park Magnet

Ms. Charlotte Tillman, Supervisor

Telephone: 985-748-2506 - Email: charlotte.tillman@tangischools.org

ASSIGNED SCHOOLS: Amite Westside Middle Magnet, Greenville Park Leadership Academy,
Loranger Middle, Lucille Nesom Memorial, Martha Vinyard Elementary,
Natalbany Middle, Ponchatoula Junior High, & Sumner Middle

Lisa Fussell, Director of Academics

Telephone: 985-748-2508 - Email: lisa.fussell@tangischools.org

ASSIGNED SCHOOLS: Amite High, Hammond High Magnet, Independence High Magnet, Sumner High,
Kentwood High, Loranger High, Ponchatoula High, & Tangipahoa Alternative Solutions Program (TASP)

GRADES 1-4 MAJOR & MINOR SUBJECTS

MAJOR SUBJECTS: Reading, English, Mathematics

MINOR SUBJECTS: Spelling, Science, Social Studies, Foreign Language (when offered), and Electives (must be approved by the Louisiana State Department of Education).

- Students must achieve an absolute "D" in Reading, English and Mathematics.
- Students in grades 1 and 2 may fail 2 minor subjects or English and be promoted.
- If a student fails English and a minor, he or she fails.
- Students in grades 3 and 4 may fail 2 minor subjects and be promoted.

GRADES 5-8 MAJOR & MINOR SUBJECTS

MAJOR SUBJECTS: Reading, English, Mathematics

MINOR SUBJECTS: Spelling, Health & Physical Education (grade 7 & 8), Foreign Language (when offered) Science, Social Studies, & Electives (must be approved by the Louisiana State Department of Education)

- *Students must achieve an absolute "D" in Reading, English, and Mathematics.*
 - *Students may fail 1 major subject, social studies or science and 1 minor subject and be promoted.*
 - *A student may fail 2 minor subjects and be promoted.*
-

GRADING SCALE

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

GRADES 1-7: A grading system for all major and minor subjects will be used by all schools in determining the credit given for each unit using a letter grade assigned according to a four-point scale as follows:

A - 4 points (93-100%) B - 3 points (85-92%) C - 2 points (75-84%) D - 1 point (67-74%) F - 0 points (0-66)

GRADES 8-12: A grading system for all major and minor subjects will be used by all schools in determining the credit given for each unit using a letter grade assigned according to a four-point scale as follows:

A - 4 points (93-100%) B - 3 points (85-92%) C - 2 points (75-84%) D - 1 point (67-74%) F - 0 points (0-66)

GRADES 9-12 HONORS COURSES *(identified by an asterisk (*) in front of course title on transcripts & cumulative records):*

A (90-100%) B (80-89%) C (70-79%) D (60-69%) F (0-59%)

STUDENT EVALUATION REPORTS AND PROGRESS REPORTS

ELEMENTARY STUDENTS:

- Student Evaluation Reports (report cards) will be issued to elementary students at the end of each 6-week period.

HIGH SCHOOL STUDENTS:

- A Progress Report will be issued to high school students every 6 weeks.
- Formal Student Evaluation Reports will be issued at the end of the first and second semester.
- Student Evaluation Reports should not be returned to the school.

It is extremely important for parents/guardians to monitor the academic progress of their children. Although it is the responsibility of each student to deliver evaluation reports to his/her parents/guardians, a student's academic progress may be monitored daily through the "Student Progress Center." If parent conference days are scheduled, parents/guardians will be notified. If further information is needed, parents/guardians should contact the school the child attends.

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

CLASSIFICATION OF STUDENTS (GRADES 9-12)

ATTENDANCE: *Students must attend school a minimum number of days per semester as established by Bulletin 741. (See Attendance Regulations.)*

CARNEGIE UNITS – CLASSIFICATION BY GRADES:

- Career Diploma Students/Tops Tech/Jump Start Diploma :
SOPHOMORE - 5 units JUNIOR - 10 units SENIOR - 16 units GRADUATE - 23 units
- University Diploma:

SOPHOMORE - 6 units JUNIOR - 11 units SENIOR - 17 units GRADUATE - 24 units

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

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS: All middle school students will be able to enroll in a minimum of 3 Carnegie (high school) credit courses in grades 6-8 (one per year). Students can earn up to 4 Carnegie units in middle school. High school courses offered at the middle school level include the following: Keyboarding/Keyboarding Applications 1 credit/6th grade), Computer Literacy (1/2 credit/7th grade), Health (1/2 credit/7th grade) and Quest for Success (1 credit/8th grade). Students who meet eligibility requirements outlined in the TPSS Pupil Progression Plan may be eligible to take other core high school courses. For elective courses, students will receive pass/fail final grades. For final grades in TOPS core courses, students will receive a letter grade.

HONORS COURSES CRITERIA FOR ADMISSION (GRADES 9-12): High school students may take honors courses if they meet the criteria for admission outlined in the Pupil Progression Plan. Students must meet 3 of the following 5 criteria yearly for the subject area in order to take honor courses: minimum overall Grade Point Average (GPA) of 2.8, minimum subject area average of 3.0, teacher recommendation based on a subject-area checklist, score of "Mastery" or "Advanced" on the LEAP 2025 test in subject area, and/or student and parent recommendation.

The following honors courses have been designated to follow the grading system for honors subjects:

(H) English I, II, III, IV	(H) Spanish III, IV	(H) French III, IV	(H) Algebra I, II
(H) Geometry	(H) Trigonometry	(H) Advanced Mathematics	(H) Calculus
(H) Physics	(H) Chemistry I, II	(H) Physical Science	(H) Biology I, II
(H) American History	(H) World History	(H) World Geography	
All International Baccalaureate Subjects & All College Board Advanced Placement Subjects			

HONOR ROLL AND PRINCIPAL'S ACHIEVEMENT ROLL

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

4.0 & above-Honor Roll 3.5-3.9-Honor Roll 3.0-3.4- Honor Roll Principal's Achievement Roll

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

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

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

4.0 & above-Honor Roll 3.5-3.9-Honor Roll 3.0-3.4-Honor Roll Principal's Achievement Roll

ADMINISTRATIVE PROCEDURES: To recognize honor students for academic achievement, the percentage grade will be converted to a letter grade, the honors grading scale will be used for honors subjects, and honor roll for high schools will be acknowledged at semesters only.

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

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

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

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

LEAP 2025 REMEDIATION COURSE: Students may apply a maximum of 2 Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.

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

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

TITLE I FAMILY ENGAGEMENT CENTERS

Cecilia Lanier, Supervisor of Federal Programs

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Parent and family engagement must be a priority of the School Board for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the School Board throughout their children's elementary and secondary school careers. The concept of parent and family engagement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting. Federally funded Title I Family Engagement Centers offer free services to all parents whose children attend Title I schools or who meet the guidelines of targeted assistance programs. Children do not have to be school age. Family Engagement Centers encourage and support efforts by families to take a more active role in their child's learning by 1) *offering family training sessions (computer, computer lab, etc.) to guide families in helping their children with school work;* 2) *guiding families in preparing their young children for future entry into the School System;* 3) *loaning educational materials (student workbooks for summer review, readiness materials for young children, etc.) to families;* and 4) *providing individual consultations to families seeking guidance in improving their child's academic skills.* Family Engagement Centers follow the Tangipahoa Parish School System school calendar. Please refer to the following website for locations and resources: <https://www.tangischools.org/Page/2010> The Elementary Secondary Education Act (ESSA) requires Title I schools to give timely information regarding the professional qualifications of their child's classroom teachers and paraprofessionals, if requested by parents or guardians. If the Tangipahoa Parish School System Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the following: *Louisiana Handbook for School Administrators, (Bulletin 741, Section 349).* https://www.louisianabelieves.com/docs/default-source/policy/ldoe-complaint-procedures-for-essa-violations.pdf?sfvrsn=a9799c1f_6. Parents may also request a copy of this bulletin by calling the State Department toll free at 1-877-453-2721. The bulletin contains detailed procedures that have been established for resolving complaints filed against the Department of Education or a local education agency pursuant to provisions of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 6301, et. Seq. (ESEA). For further information, you may contact the Title I Office at 985-748-2470.

2020-2021 TESTING SCHEDULE

BIRTH-GRADE 8			
GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATE(S)

Birth-Pre-K	Gold Teaching Strategies or department-approved alternate assessment	Teacher	Fall Checkpoint Finalized: October 30 Winter Checkpoint finalized: February 26 Spring Checkpoint Finalized: May 28
K	Kindergarten Entry Assessment DRDP or GOLD	Teacher	Administer within first 30 days of schools Data Submission Deadline: October 30
K-3	K-3 Literacy Assessment Dibels	PBT or CBT	Administer within first 30 days of schools Data Submission Deadline: October 30
3-8	LEAP 2025 (ELA, Math, Social Studies, Science)	PBT grades 3-4*	PBT Window: April 21-April 27
		CBT grades 3-8	CBT Window: March 29-April 30
GRADES 9-12			
GRADE LEVELS	CONTENT	DELIVERY	TEST DATE(S)
9-12 AS APPLICABLE	Leap 2025	CBT	Fall Window: December 1- 18 Spring Window: April 15 -May 14 Summer Window: June 21-25
11	ACT	PBT*	Initial Test Date: March 9 Accommodated Testing Window: March 9-12,15-19 Makeup Test Date: April 7
		CBT	March 31- April 2, April 7-9
11 as applicable	WorkKeys (optional)	CBT	October 1, – April 10, 2021 Fall Window October 1-15, Spring Window March 18- April 1
		PBT	October 1, – April 10, 2021 Fall Window October 1-15, Spring Window March 18- April 1
9-12 as applicable	CLEP (optional)	CBT	Open Window Complete by May 14
9-12 as applicable	AP (optional)	PBT	Open Window Complete by May 14
*LEAs will select a preferred method of delivery (CBT or PBT) during the enrollment window.			
SMALL POPULATIONS			
GRADE LEVEL(S)	CONTENT	DELIVERY	TEST DATE(S)
3-8, 11	LEAP Connect (ELA & Math)	CBT	February 1– March 12
4, 8, 11	LEAP Connect Science Field test	CBT	February 1 – March 12
K-12	ELPT	CBT	February 1 – March 12
Enrolling into 5 and 9	State Placement Test	CBT	Open window
4,8, 12	NAEP	TBD	TBD
K-12	ELPS	CBT	Open Window

KEY: ACT: AMERICAN COLLEGE TEST • AP: ADVANCED PLACEMENT (DEPENDS ON COURSES OFFERED) • NAEP: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS • CBT: COMPUTER BASED TEST • OPEN WINDOW: A FLEXIBLE RANGE OF DAYS WITH A DEADLINE FOR USE IN ACCOUNTABILITY • CLEP: COLLEGE LEVEL EXAMINATION PROGRAM (DEPENDS ON COURSES OFFERED) • PBT: PAPER BASED TEST • ELPT: ENGLISH LANGUAGE PROFICIENCY TEST • ELPS ENGLISH PROFICIENCY SCREENER -- WINDOW: A FLEXIBLE RANGE OF DAYS DURING WHICH LEAS/DISTRICTS OR SCHOOLS, MAY CHOOSE THE TIME AND DATE(S) FOR ASSESSMENT SCHEDULING.

STUDENTS WITH DISABILITIES

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

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

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

When a previously identified exceptional student enters school from a home study plan, his or her evaluation will be reviewed by Pupil Appraisal Personnel. If the evaluation is current (within the last 3 years), an IEP meeting will be held within 30 calendar days to determine placement. Students whose multidisciplinary evaluation has expired (3-year timeline) shall be placed in the regular education program in accordance with local policy. The student will be referred to the School Building Level Committee to initiate an evaluation to determine the need for special education and/or related services. If the evaluation is not current (within the last three years), Pupil Appraisal personnel will review to assist the school in determining the appropriate placement (i.e., Interim placement or SBLC).

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

PARENT REQUEST FOR CONSIDERATION OF EVALUATION SERVICES: Parents may request to have their child referred to the local School Building Level Committee (SBLC) for consideration of the possible need for an Individuals with Disabilities Act (IDEA), Section 504, and/or Dyslexia evaluation. These requests must be submitted in writing to the principal with a copy to either the Director of Office of Students with Disabilities at 1745 S.W. Railroad Avenue, Suite 302, Hammond, LA 70403, or to the Section 504 Coordinator at 59656 Puleston Road, Amite, LA 70422.

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

After a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the school district must provide services that enable the student to

participate in the general education curriculum and progress toward meeting his or her IEP goals. In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur.

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

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

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

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

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

In-school suspensions, in which a student's IEP is being implemented, are not considered removals from a student's current educational setting. All other removals, whether to an alternative school or homebound, are considered changes in placement regardless of whether the student's IEP is being implemented in the alternative setting, unless a reevaluation is conducted and the student's IEP team determines these are the Least Restrictive Environment (LRE).

Any parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or the school district believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a due process hearing under Bulletin 1706, §507 (Filing a Request for Impartial Due Process Hearing) and § 508 A and B (Due Process Hearing Request). Ref. LA. Regulations for Implementation of the Children with Exceptionalities Act, Bulletin 1706 Subchapter B: §530. Seclusion/restraint procedures provide guidance for the use, reporting, documentation and oversight of seclusion and restraint in the TPSS following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE). These procedures specifically address the statutory requirements of La. R.S. 17:416.21 (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint being used as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools.

It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies that may be used by the Tangipahoa Parish School Board and its personnel in addressing the educational needs of students with exceptionalities. For the purposes of this document, the TPSS may encompass adopted policies, administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under La.R.S.17:416.21 (Act 328 of 2011) and applicable sections of Louisiana Bulletin 1706. You may ask your school administrator for a full copy of these procedures.

EDUCATIONAL TECHNOLOGY

Mike Diaz, Director

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TECHNOLOGY ACCEPTABLE USE

The Tangipahoa Parish School Board believes it is necessary for all persons to become aware of the acceptable use of technology. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. The School Board retains the right to monitor all computer usage and files for compliance to all regulations and/or procedures.

Age and grade appropriate classroom instruction shall be provided regarding Internet and cell phone safety. Such instruction shall include appropriate online behavior, interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as well as areas of concern as authorized in state and federal law. In addition, the School Board, in conjunction with local law enforcement agencies, shall develop and distribute age and grade appropriate information to each student regarding Internet and cell phone safety and online content that is a threat to school safety. The information shall include the following:

- Instruction on how to detect potential threats to school safety exhibited online, including posting on any social media platform.
- Visual examples of possible threats.
- The process for reporting potential threats, which shall be in accordance with the procedures referenced in policy EBBB, School and Student Safety.

Such information shall be either distributed to or explained to students and school personnel at the beginning of each school year and shall be posted on an easily accessible page of the School Board's website and the website of each school.

If information reported to a school is deemed a potential threat to school safety, the school shall present the written form and any further evidence to local law enforcement.

Technology, particularly Internet access and email, is available to students and employees in the Tangipahoa Parish School System. The Tangipahoa Parish School Board's goal in providing these resources to its students is to enhance innovative education for students through access to unique resources and collaborations.

Furthermore, teachers will improve learning and teaching through research, teacher training, collaboration, and dissemination of successful educational practices, methods, and materials.

Guidelines are provided so that the technology users are aware of the responsibilities they are about to assume. Responsibilities include appropriate, efficient, ethical, and legal utilization of network resources. All users, including students, employees, or any other users of School Board computers, hardware, and network shall abide by all policies of the School Board and any applicable administrative regulations and procedures.

All users shall sign the Technology Contract on a yearly basis. The signature shall be binding and indicates that he/she has read the terms and conditions carefully, understands their significance, and shall adhere to their provisions. These should be kept on file at each school or office.

TERMS AND CONDITIONS:

1. **Acceptable Use** - Technology resources in the Tangipahoa Parish School System (TPSS) shall ONLY be used to support teaching and learning.
2. **Privileges** - The use of technology is a privilege, not a right, and therefore inappropriate use may result in the cancellation of those privileges by the administrator in each school, the Tangipahoa Parish School System Director of Technology or the Superintendent or his/her designee.
3. **Acquisition of Technology** - ALL hardware and software purchases and installations shall be pre-approved by the Technology Department.
4. All technology hardware and software resources purchased by TPSS are the property of the Tangipahoa Parish School Board and are loaned to students and faculty for their use.
5. **Appropriate Network Usage** - Users are expected to abide by the Tangipahoa Parish School System rules of network etiquette and Digital Citizenship as put forth by the TPSS Digital Citizenship curriculum. These include, but are not limited to the following:
 - A. Be polite; do not send abusive, threatening, bullying, intimidating and/or harassing messages to others.
 - B. Use appropriate language.
 - C. Hardware or software shall not be destroyed, modified, or abused in any way.
 - D. Do not use the network in a way that would disrupt the use of the network by other users (e.g. downloading huge files during prime time, sending mass email messages, installation of unapproved software, or annoying other users using chat, talk, or write functions). The network should be used only for research, information gathering, and academic practice directly related to school assignments and extracurricular projects supervised by school faculty.
 - E. The network is NOT designed to be used as a radio or television for the classroom. Any such use should be DIRECTLY related to instruction. All streaming media not directly related to instruction is prohibited.
 - F. Malicious use of the network to develop programs that harass other users or infiltrate a computer, computing system, or network is prohibited. Use of the network to damage the software components of a computer or computing system is prohibited.
 - G. Using the network for commercial purposes, gambling, financial gain, fraud, illegal acts, or threatening the safety of a person is prohibited.
 - H. Use of the network to access or process pornographic materials, inappropriate text files, and files dangerous to any individual or group is prohibited.
 - I. Network use for product advertisement, political lobbying, or illegal activities is strictly prohibited.
 - J. The posting or transmission of images or information in any format related to the school, staff, or students that are defamatory, abusive, pornographic, or which could be construed as threatening or impugning the character of another person is prohibited.
6. **Security** - Security on any computer system is a high priority, especially when the system involves many users. If a user can identify a security problem on the Internet or WAN, he/she must notify the school administrator who will notify the TPSS Technology Department. Do not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer users may be denied access to technology resources.
 - A. Do not discuss or reveal personal addresses, phone numbers or any other personal identifiable information of students or colleagues.
 - B. Gaining unauthorized access to resources or entities is prohibited. Users should access only those files that belong to them or which they have been granted permission to use by faculty or coworkers.
 - C. Files stored on district computers and servers should be limited to those relating to formal school courses or activities.
 - D. Sharing logins and using the account or password of another user is prohibited. Distribution of passwords by other than designated staff is forbidden.
 - E. Users shall log off or lock their personal accounts when they step away from the computer for more than a few moments to prevent unauthorized access.
 - F. **Bypassing Filters or Security Systems** - Attempts to remove, modify, or bypass software, hardware, and configurations installed to prevent Internet or other access to pornographic material, other objectionable materials, or prohibited resources is forbidden. Such violations shall result in cancellation of computer use privileges and mandatory suspension from school.
 - G. **Email** - Electronic mail (email) is not guaranteed to be private. The TPSS Superintendent and Technology Department personnel who operate the system have access to all mail. Messages relating to or in support of illegal activities must be reported to authorities.

- H. TPSS provides email accounts for its employees and students and does not warrant access to other email services or messaging services. Tangischools email accounts are to be used for professional correspondence.
- I. Web mail is not permitted on any computers located in classrooms or used by students except for TPSS provided student accounts.
- J. Email signatures shall ONLY include the following: Name and Position; School or Office; Physical Address; Voice and Fax numbers; Email address and/or website address; School Mission Statement;
- K. Users shall not post or forward email "chain letters" or send annoying or unnecessary messages to others.
- L. Users shall not use district e-mail to mass email and "spam" any users (internal and external) with unauthorized communications or solicitations.
- M. E-mail, chat, and instant messaging of any form should be used for legitimate and responsible communication only. Use of these technologies for commercial purposes, financial gain, fraud, illegal acts, or threatening the safety of a person is prohibited.
- N. Hate mail, including statements that bully, threaten, intimidate and harass, discriminatory remarks, cursing, and other antisocial behaviors are prohibited on the network.

7. Use of Electronic Devices

- A. The use of all recording devices of any kind, including but not limited to all kinds of cameras, video recorders, audio recorders, etc. except for instructional purposes or TPSS official business is strictly prohibited.
- B. Student use of the Internet, cameras, cell phones, "IPODS" and/or any other electronic systems, on or off campus, that subsequently causes substantial disruption to the educational environment, interferes with the rights of others, or can be considered a threat, will result in the student receiving discipline in accordance with the parish's Student Code of Conduct.
- C. The illegal installation, downloading, copying or sharing of copyrighted software for use on district computers is prohibited.
- D. Transmission of any materials in violations of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted software, music, videos, and other materials protected by trade institutions.

8. Vandalism - Vandalism shall result in cancellation of privileges and/or other disciplinary actions. Vandalism related to technology is defined as any malicious attempt to harm or destroy the equipment or data of another user, LAN, WAN, or other networks that are connected to the TPSS network. This includes, but is not limited to, the uploading or creation of computer viruses. The student and his/her parents are responsible for compensating TPSS for any losses, costs or damages incurred for violations of School Board policies/procedures and school rules while the student is using school computers, including the cost of investigating such violations.

9. Consequences of Misuse

- According to the Tangipahoa Parish School Board Policy Manual, school principals shall discipline any user who accesses, sends, receives, or configures electronically any profane, threatening, bullying, intimidating, harassing, pornographic and/or obscene language or pictures.
- The use of off campus resources including web pages, social networking sites, or Web tools that subsequently cause "material disruption" at school is prohibited and the responsible student will be disciplined in accordance with the parish's Student Code of Conduct.
- Any individual failing to follow the enumerated terms and conditions for technology use shall be subject to appropriate disciplinary measures as determined by school administrators, the Superintendent and/or the TPSS Technology Department. Students may receive consequences through the Student Code of Conduct policy.
- Employees who choose to violate the Technology Acceptable Use policy may be subject to adverse personnel action.

10. Monitoring - Teachers shall instruct students on responsible technology use and monitor all student technology use to ensure student compliance with this policy. Teachers and administrators have the right to monitor ALL student activity using the network and other technology resources.

CODE OF CONDUCT

The Code of Conduct applies to all users of these technology resources. Honesty, integrity, and respect for the rights of others should be evident at all times. The technology user shall be held responsible for his/her actions and activities. Unacceptable uses of the network will result in disciplinary action including possible revocation of these privileges.

(Updated November 2019)

USER (STUDENT) TECHNOLOGY CONTRACT

I have read the Acceptable Use Policy. I understand and will abide by the regulations. I understand misuse is unethical and illegal. Should I commit any violation, my access privileges may be revoked and disciplinary action will be taken. A signed copy of this document must be on file with the teacher. In the case where the teacher is the user, a copy will be on file in the office each year.

User Name (please print): _____

User Signature: _____ Date: _____

PARENT TECHNOLOGY CONTRACT

As the parent or guardian of this student, I have read the Terms and Conditions of the Tangipahoa Parish School System Acceptable Use Policy. I understand that this access is designed for educational purposes and Tangipahoa Parish School System has taken available precautions to monitor student access. However, I also recognize it is impossible for the Tangipahoa Parish School system to restrict all controversial materials, and I will not hold them (TPSS) responsible for the materials acquired on the network. I hereby give my permission for my child to have school use of technology, including the Internet.

Parent or Guardian Name (please print) _____

Parent or Guardian Signature: _____ Date: _____

Daytime Phone Number: _____ Evening Phone Number: _____

STUDENT PHOTOGRAPHS/DIRECTORY INFORMATION OPT-OUT

It is the policy of the Tangipahoa Parish School Board to allow photographs and video footage of students to be used in district produced materials including but not limited to websites, brochures, social media, posters, other printed materials, and news media. Some of your child's information may be shared with organizations or other entities such as the Louisiana Office of Student Financial Assistance (LOSFA), Louisiana High School Athletic Association (LHSAA), various clubs and organizations that your child will join (BETA, FCA, FHA, etc.), local news media (athletics, honor roll, events, and awards), event programs (football and other sporting events, music and theatrical performances, graduation and award ceremonies, etc.), online resources and educational tools (digital library resources, homework help, etc.) any postsecondary education institution(s) to which your child applies, and school photography provider. This Opt-Out Form allows students/parents/guardians the option to not allow TPSS to take photographs or share student directory information for these purposes. Failure to exercise this option releases and discharges the Tangipahoa Parish School Board from any and all claims arising out of the use of photographs, or any right that the parent or minor may have. To exercise this option, parent/emancipated students should check the box below, sign where indicated, and return the form to the school. Students/Parents/Guardians shall be responsible for communicating their opt-out presence to the school staff.

STUDENT PHOTOGRAPHS/DIRECTORY INFORMATION OPT-OUT FORM



I DO NOT give the Tangipahoa Parish School Board permission to take photographs/videos or share directory information of my child named below.

NAME OF PARENT OR GUARDIAN (please print): _____

SIGNATURE: _____ DATE: _____

STUDENT NAME: _____

SCHOOL: _____

(Adopted July 2019)

CHILD NUTRITION

Kendra Reed, Director

Telephone: (985) 748-2486 Email: Kendra.Reed@tangischools.org

The Tangipahoa Parish School Board recognizes that schools should play a vital role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. Thus, a "Wellness Policy" for our school district was created and implemented. This policy is a comprehensive plan to promote physical activity for all grade levels, and encourage consumption of healthier foods throughout the school day.

NOTE: *On half days of school, there is a possibility that only one meal will be served.*

BREAKFAST: Breakfast is served in all Tangipahoa Parish School System schools. Breakfast service begins with the arrival of buses and continues until the school day officially begins. Each menu consists of nutritionally balanced menu choices that include a variety of fruits, vegetables, low-fat milk, whole grains/breads, and meat or meat alternates.

LUNCH: Lunch service may consist of two to three menu choices daily. Lunch for students in grades levels Pre-K-4 will only consist of the selected main menu for the day. Lunch for students in grade levels 5-12 shall be given a similar option for lunch, with a choice of a sandwich or the hot entrée choice of the day (Mama's Kitchen). Lunch for high school students shall consist of an option of three menu choices daily: a sandwich, entrée salad, or the hot entrée choice of the day (Mama's Kitchen). Per USDA, all meal components must be met to constitute as a reimbursable meal. Breakfast and lunch menus are posted on our district website each month.

PANDEMIC MEALS PROTOCOL: In the event of a pandemic, refer to the TPSS district website for more meal service guidance and updates.

SPECIAL DIETARY NEEDS: In order for a child to receive a special diet/menu substitution, federal and state regulations require a current "Special Diet Prescription Form" to be completed annually and signed by your child's physician or recognized medical authority. The completed form must be submitted to the TPSS Child Nutrition Department before any type of changes and/or substitutions are made to a student's diet. Menu substitutions will be provided at the discretion of the Child Nutrition Services Office according to the current food availability. If your child has special dietary needs, please go to the TPSS website, select Child Nutrition Program then "Special Dietary Needs". Print out the current school year's Special Diet form and submit the completed form to our office. The completed form can then be faxed to the Child Nutrition Department at 985-748-2487 (quickest method) or sent by mail to: Tangipahoa Parish School System, Attn: Child Nutrition Department, 59656 Puleston Road, Amite, LA 70422. Please allow at least 5 business days for processing in the Central Office. Confirmation of process completion will be sent to parent/guardian via contact number/email provided.

FREE MEAL BENEFITS (COMMUNITY ELIGIBILITY PROVISION): Tangipahoa Parish School System has chosen to participate district-wide in the USDA's Community Eligibility Provision (CEP). CEP is a program that allows schools to offer one breakfast and one lunch daily at no charge to all students. For the 2020-2021 school year, meal applications will no longer be used to determine meal eligibility within our Child Nutrition Programs. CEP is a key provision of the Healthy, Hunger-Free Kids Act of 2010.

EXTRA SALES ITEMS (Smart Snacks): We encourage students to make healthier snack choices that give them the nutrition they need to grow and learn. Extra sale items are offered to students after the consumption of a reimbursable meal from our cafeterias at the discretion of the school principal. Students who also bring their lunch to school may not purchase any extra sales items without the purchase of a reimbursable meal served in our cafeterias. Students may only purchase items which consist of 100% juice and "Smart Snacks" approved items. "Smart Snacks" (required by the Louisiana Department of Education and the United States Department of Agriculture) allows schools to offer foods and beverages to students with higher nutritional values, while limiting junk food. This regulation applies to foods and beverages sold on campus to students during the school day. All extra sales items must meet the nutritional guidelines of "Smart Snacks." Therefore, soft drinks, candy, etc. are not sold in our cafeterias. Schools will accept cash payment for all extra sales items or deduct the cost of extra sales from the student's meal account if funds are available. If parents or guardians do not want extra sales deducted from their child/childrens' meal account, they should notify the school cafeteria or make sure the child

understands that he/she must pay for extra sales purchases each day. Also, to encourage consumption of healthier foods throughout the school day, adults and students are prohibited from taking carbonated beverages and any other outside fast foods into the cafeteria during meal service.

ONLINE PAYMENTS FOR MISCELLANEOUS FOOD ITEMS: Online payments are available through our computer programs and MySchoolBucks online payments systems. Go to our Tangipahoa Parish School System website (www.tangischools.org), choose MySchoolBucks from the “Quicklinks” on the left side of the webpage, or go directly to the site (www.myschoolbucks.com.) A processing fee of \$2.50 will be accessed for each transaction made. To set up an account, have student identification information for each child, school name, and payment method (Master Card, Visa, Discover, or e-check) account information. If you have any questions, please contact the Child Nutrition Department at 985-748-2480 or MySchoolBucks customer service at 1-855-832-5226.

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

POINT OF SERVICE IDENTIFICATION: Either Biometric Scanning (finger scanning), Barcode Scanning, or PIN pads are used at the “point of service” to identify the student. If parents or guardians do not want their child or children to participate in Biometric Scanning, they must notify the principal in writing prior to the opening of school requesting that the student’s finger not be scanned.

NON-DISCRIMINATION STATEMENT: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the responsible Agency or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax (202-690-7442); or (3) email program.intake@usda.gov. This institution is an equal opportunity provider.



TRANSPORTATION..... *Byron Muse, Director*

Telephone: (985) 748-2408 @ Email: Byron.Muse@tangischools.org

TRANSPORTATION DEPARTMENT EMAIL ADDRESS: bus@tangischools.org FAX: (985) 748-2537

School transportation is a privilege and should not be taken for granted. Our goal is to transport student bus riders safely to and from school each day. Parents and guardians are responsible for working with the bus driver and other School System personnel to ensure the safety and welfare of their child or children. This can be accomplished by having a cooperative relationship with the school bus driver through courteous communication and by reminding student bus riders to follow the established rules and procedures.

If you have specific questions regarding transportation, please contact the appropriate staff member listed below by phone, email (at the address listed above), or text message. If you are connected to voicemail when you call, please be sure to leave a message and, if possible, follow up with an email (bus@tangischools.org). Someone will get back with you as soon as possible. Thanks for your cooperation and your patience!

- **GENERAL TRANSPORTATION QUESTIONS:**

CONTACTS: *Nekeia Archangel, Office Assistant* *Monica Echols, Office Assistant*
Phone: 985-748-2423 Phone: 985-748-2460

- **QUESTIONS REGARDING LIFT BUSES & AFTER SCHOOL PROGRAMS (as they relate to Transportation):**

CONTACT: *Rhonda Collins, Route Coordinator, Lift Buses & After School Programs*
Phone: 985-748-2424 (office) 985-474-0385 (cell)

- **QUESTIONS REGARDING PONCHATOULA, CHAMP COOPER, AND ST. JOSEPH ROUTES**

CONTACT: *Tessa Hills, Coordinator*
Phone: 985-748-2423 (office) 985-323-9961 (cell)

- **QUESTIONS REGARDING INDEPENDENCE, LORANGER, TICKFAW, NATALBANY, & MIDWAY ROUTES**

CONTACT: *Veronica Hopkins, Coordinator*
Phone: 985-748-2437 (office) 985-415-3265 (cell)

- **QUESTIONS REGARDING AMITE, KENTWOOD, SUMNER, ROSELAND, & HAMMOND ROUTES**

CONTACT: *Derrick Thomas, Coordinator*
Phone: 985-748-2453 (office) 985-474-1764 (cell)

SPECIAL ACCOMMODATIONS: Parents or guardians should notify the school principal regarding any special medical conditions or accommodations that will affect a student's transportation on the school bus. The "Special Needs Bus Application & Confidential Medical Information Bus Form" must be completed for any student who is determined by the IEP Team to require special accommodations to ride the bus.

SCHOOL BUS DISCIPLINE: The TPSS directs that the school bus driver, together with the school principal, assume full responsibility for the discipline of students riding the school buses. The bus driver will report any disciplinary problems to the principal of the school involved. It is the duty of the driver, in case of any infraction of rules by any student, to notify (preferably in person) the principal or designee of the school the student attends. At no time shall the bus operator assume authority for suspending bus privileges or taking disciplinary action. The principal has the responsibility to determine the consequence issued to students who violate regulations. If necessary, the principal may suspend bus privileges. Any parent or guardian of a pupil suspended from riding a school bus shall have the right to appeal to the Superintendent or his/her designee, who shall conduct a hearing on the merits of the bus suspension.

A student damaging a school bus shall be subject to suspension from school. Any pupil suspended for damages to any school bus will not be readmitted to school until payment in full has been made for damages or until the Superintendent directs that the student be readmitted. Students who have difficulties with other students while riding the bus should report the problem to the bus driver. If the problem is not resolved by the driver, then it should be reported to the principal of the school the student attends. Principals are responsible for handling school bus disciplinary problems.

Students who misbehave or do not follow the bus driver's instructions and the "Safe Procedures for School Bus Riders" will be subject to disciplinary action. The bus driver's actions may include counseling, parent referral, permanent seat assignment, and/or referral to the principal. The principal's action may result in suspension or expulsion from riding the bus or some other action deemed appropriate for the infraction. Once a student has been suspended or expelled from a bus, he or she is suspended or expelled from all School System buses.

The school bus driver is responsible for ensuring all students adhere to the School System's bus rules. At the beginning of each school year and whenever the driver deems necessary, he or she will read the bus behavior rules to his/her passengers, establish expectations of adherence to these rules, and explain the disciplinary process when students fail to obey. The bus driver will take the following discipline procedures when a student fails to obey bus behavior rules:

1. When a student fails to obey a school bus rule, the driver will give the student a verbal warning. The driver will document the verbal warning. The warning should include the rule(s) broken, an expectation of corrective behavior, and a reminder of the next discipline consequence. At this point, the student may be reassigned by the bus driver to a seat at the front of the bus for closer monitoring.
2. The driver shall attempt to contact the student's parents or guardians by phone or in writing to inform them of the student's misbehavior and seek their assistance in correcting the problem. The driver will document that he or she had a conversation with the student's parents, or their failed attempts to do so.
3. The driver will complete the "Bus Behavior Form" and submit it to the student's principal. The form should identify the child, the behavior problem, the previous disciplinary action taken (warning and parent conversation), and any recommended disciplinary action. The student will receive disciplinary action at the discretion of the school administrator and, if deemed necessary, a conference with the parents or guardians, the student, the driver, and the school administrator will be held.
4. The driver will complete the "Bus Behavior Form" as defined in Step III and submit it to the student's principal. A conference with the driver, student, parents, and administrator is required before the student may ride the bus again. The student may be removed from the bus at the discretion of the administration.
5. Same as #4, with an increase in the number of days to a minimum of 5 days, at the discretion of the principal.
6. The student is removed from the bus until a hearing is held with a representative from the TPSS Student Services Department.

The school principal is the only person with the authority to discipline a student. A student's behavior may warrant a direct jump to any of the discipline procedures listed above. A student's good behavior may move him or her back to a lower procedure.

The prompt return of the "Verification and Emergency Data Form" to the school bus driver will be appreciated. Students who do not ride a bus on a regular basis should return the form to the school principal.

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

1. Provide the bus driver with the appropriate phone number(s) and emergency number(s) and notify the school and the second bus driver immediately if any telephone numbers change or are disconnected.
2. Provide the bus driver with pertinent written information regarding any special care the student may need while on the bus.
3. Ensure that the student rider meets acceptable hygiene standards before boarding the bus.
4. Have the child at the designated bus stop at least 5 minutes before designated scheduled time and provide the necessary supervision until the bus arrives.
5. Contact the bus driver to obtain their child's bus stop time and location.
6. Contact the TPSS Transportation Department (985-748-2423) to request a review of the bus stop location if your child is walking more than three-tenths of a mile from the end of their driveway to the bus stop location, if there is a safe alternative. The School System has established that no student will walk more than three-tenths (1600 feet) of a mile from the end of their driveway to the bus stop location, if there is a safe alternative. In the event of inclement weather or other extenuating circumstances, the driver will make the appropriate adjustments to drop the children off at their address, if at all possible.
7. Ensure that any specialized carrying equipment is in safe working order and secure the child into the carrying equipment before he or she boards the bus.
8. Meet the bus upon its return to the designated bus stop at the scheduled time.
9. Make a reasonable and timely effort to notify the bus driver prior to the beginning of the morning run if the child is unable to attend school.
10. Help keep the area to and from the loading area clear of obstacles and unnecessary debris.
11. Help keep bus turnarounds and lanes clear of parked vehicles and garbage cans to provide easy access to bus stops.

12. Call the school in case of an emergency that might prevent the parent from meeting the child at the bus and give the name of the person who will meet the child in place of the parent so the school may give this information to the bus driver. Make sure that this person's name is on the child's emergency information form.
13. Provide transportation to and from school if suspension from the bus is authorized.
14. Cooperate with school and the school bus driver in teaching children safety precautions, good and habits for school bus passengers.
15. Assist when there are disciplinary problems.
16. Try not to distract the driver during loading or unloading and keep conversations with the driver to a minimum, since this may cause traffic delays or an accident. Parents may schedule a conference with the bus driver by contacting the child's school.
17. Refrain from boarding the school bus. It is against the law and School Board policy to verbally abuse the driver or detain the driver from his or her bus route. Individuals who violate this Louisiana Law (Statute 14:122) may be prosecuted.
18. Familiarize yourself and follow local School Board and school-level policies regarding school bus transportation.

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

1. Cooperate with the driver. Your safety depends on it!
2. Be on time! The bus cannot wait for you.
3. Follow the bus driver's instructions when waiting for and leaving the bus. Cross the road cautiously!
4. Have written permission authorized by the principal to get off at a stop other than your own. Parents may request a "Special Transportation Request Form" from the principal of the school the student attends. NOTE: Special transportation requests will be considered on a "space available basis." Students may only reserve space on one bus each morning and one bus each afternoon.
5. Be courteous, safety conscious, quiet, well-behaved and remain in your seat when the bus is in motion.
6. Do not extend your arms, head, or other objects out of the windows and/or doors and do not throw objects in the bus or out of windows and/or doors.
7. The "EMERGENCY DOOR" is to be used only in the case of an emergency. Do not use it at any other time!
8. Help keep the bus clean by not eating and/or drinking on it.
9. Vandalism (damaging the bus by marking on, cutting, tearing, taking apart, etc. the interior or seats) by student bus riders will not be tolerated. Students who damage the bus in any way will be held accountable for paying for damages and their bus riding privileges will be suspended until all monetary obligations have been made to the school district.
10. Do not use or bring on board the bus alcohol, illegal drugs, tobacco, e-cigarettes, vaping, matches, cigarette lighters, obscene materials, pets, glass objects (except eyeglasses), weapons (including knives), and objects too large to be held in your lap or placed under your seat (including band instruments).
11. Keep the center aisle open! Do not put your feet, books, or any other object(s) that may obstruct the walkway in the aisle.
12. Do not fight on the bus! Fighting on the bus can carry the same consequences for students as fighting on the school campus.

PROCEDURES FOR WAITING FOR AND BOARDING THE SCHOOL BUS

1. Be at the designated bus stop at least 5 minutes before the normal arrival time of your bus dressed appropriately for the weather (jacket, raincoat, etc.). Wait quietly on the sidewalk. If a sidewalk is not present, wait at least 6 feet (3 giant steps) off the roadway. Avoid pushing, shoving, fighting or rough play. Be careful not to damage private property such as flowerbeds, shrubs, etc. and beware of moving vehicles and pedestrians exhibiting unusual behavior.
2. If you have to cross the roadway to board the bus, be sure to wait for the driver to give you the universal crossing signal before you begin to cross, then cross at least 10 feet (5 giant steps) in front of the bus. Always look in both directions for oncoming vehicles before crossing. Never cross the roadway behind the bus. Make sure the bus driver can see you at all times.
3. When the bus arrives, wait until the bus stops and the door opens. Then, board the bus in single file when the driver tells you to do so and don't push or shove others who are boarding.
4. Use the bus handrails at all times when boarding the bus. Be careful when stepping up on slick steps in rainy weather. Once you are on the bus, proceed to the seat that the bus driver has designated for you, sit down, and be quiet. (NOTE: Factors such as safety, physical disabilities, age, and conduct are determining considerations for seat assignments.)

PROCEDURES FOR EXITING THE SCHOOL BUS:

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

PROCEDURES IN CASE OF AN ACCIDENT OR EMERGENCY: All students who ride the bus on a regular basis should be aware of the procedures to follow for emergency evacuation of the school bus. Students who do not ride a bus to and from school on a regular basis must also be instructed on these procedures for extra-curricular activity trips.

1. Report any emergency (fire, smoke, injured or sick student, etc.) to the school bus driver.
2. Remain calm and encourage others to do the same. Stay in your seat until the driver tells you what to do or until you are sure of what is the safest move to make. Do not panic or move without thinking. Do not move injured persons unless absolutely necessary. Do not touch emergency equipment or door control handles unless told to do so by the bus driver, except in the case of an extreme emergency and you are the closest person to the door.

PROCEDURES FOR EMERGENCY EVACUATION OF A SCHOOL BUS:

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

SCHOOL BUS ISSUES, CHANGES, AND DELAYS: In the event of bus changes, late arrivals, late departures, schools will make every effort to inform parents when prior notice is provided by the Transportation Department. In the event of emergencies and prior notice cannot be made by the school, parents should be assured that students will be brought home on a bus even if it is not the regularly assigned bus.

TPSS TEXT MESSAGING

TPSS offers SMS text messaging to provide timely information from your child's school. To participate in this service, please make sure that your child's school has your correct wireless phone number(s). Then, complete the following "opt-in" process:

1. Text any one of the following words – "subscribe", "optin", or "yes" to 67587.
2. If your text is successful, you will receive the following reply message: "You are registered to receive approximately 3 msgs/mo. Text STOP to quit, HELP for help."; and
3. Repeat the process for each wireless number that you wish to include.

Although the TPSS does not charge for this service, you may be charged a fee by your wireless service carrier for sending/receiving text messages. Therefore, be sure to check with your wireless service carrier for further information regarding possible charges. For further information regarding School Messenger Text Messaging, contact your child's school.

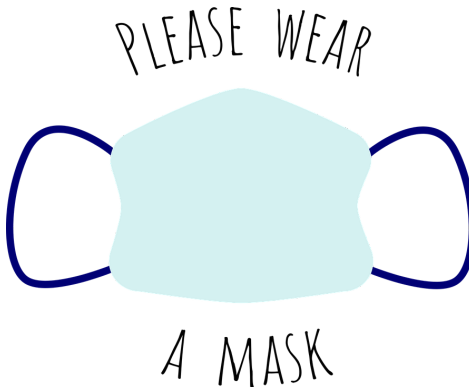
VISITING OUR SCHOOLS*

Parents/guardians and other school patrons are encouraged to visit our schools at appropriate times. In fact, special programs and visiting days will be planned throughout each school year to provide opportunities for such visits. Principals are responsible for establishing procedures to ensure the proper protection of instructional time and the welfare of the students and employees. In accordance with state law, no person is allowed on school grounds or in school buildings or facilities without authorization from the appropriate school official. Therefore, all visitors must report to the principal's office immediately upon coming onto school grounds for a visit. Office personnel, principal, counselor, etc., will be made aware of the purpose of the visit. Whenever possible, all visits should be pre-arranged.

A visitor will be any person except the following: an employee of the school or school system, a member of the school or school system's governing authority, a student enrolled in the school, and/or a parent, guardian, or other person authorized by a parent, guardian, or other person who is delivering the pupil to school at the beginning of the school day or picking up the pupil at the end of the school day. Principals are authorized to take the necessary steps when dealing with unauthorized visitors.

In accordance with state law, the Board authorizes principals, school administrators, and/or school security guards to search the person, and any item in the possession of a person who is not a student enrolled in school or any school employee, while in or on any school property. The search may be conducted at random with a metal detector or physically when there is reasonable suspicion that the person has any weapon, illegal drugs, alcohol, stolen goods, or other materials that violate Board policy.

***DUE TO CURRENT RESTRICTIONS REGARDING COVID-19, ALL INDIVIDUALS AGE 8 AND OVER
MUST WEAR A FACE COVERING WHENEVER VISITING A SCHOOL.**



TANGIPAHOA PARISH SCHOOL BOARD POLICIES

The complete Tangipahoa Parish School Board Policy Manual may be found on the TPSS website (www.tangischools.org). To view a policy, please follow these instructions:

- 1. Click on the School Board tab;*
- 2. click on BoardDocs & Info tab;*
- 3. click on Policies (top right);*
- 4. click on the appropriate section; and*
- 5. scroll down to the desired policy.*

PUBLIC CONCERNS AND COMPLAINTS

Section K: School-community Relations

Policy Code: KE

May 1, 2019

It shall be the policy of the Tangipahoa Parish School Board that written allegations concerning local school policy, or concerns about school matters be submitted to the principal of the school. If the matter cannot be settled at this level, the matter should then be presented to the superintendent in writing with all allegations documented and signed. It shall further be the responsibility of the principal of the school and Superintendent to document any and all meetings of this nature. These documents shall be made available to the School Board members in the event these matters reach the School Board.

Constructive criticism of the schools is welcomed by the School Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. The School Board has, however, confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful, or negative criticism and complaint. Therefore, whenever a complaint is made directly to the School board as a whole or to a s School Board members as an individual, it will be referred to the principal or designee of the school for study and possible solution. The School Board shall require the Superintendent and staff ot maintain and disseminate information to parents, legal guardians, and the general public on the proper process and contact information to be used when making complaints. The School Board may consider hearing citizen complaints when they cannot be resolved by the administration (teacher, principal, and Superintendent). Matters referred to the Board shall be submitted through the Superintendent, shall be in writing and be specific in terms of the action desired. The School Board shall not consider or act on complaints that have not been explored at the appropriate administrative level.

STUDENT GRIEVANCE:

Section J: Students

Policy Code: JCE

March 1, 2004

Harmonious relations with parents and students can be maintained and Improved through effective communication. The interest of all parties can best be served by sincere efforts of all concerned to promote understanding and cooperation. Therefore, the TPSB has adopted a procedure as a means to examine and resolve possible problems that relate to the administration of policies of the school district. The primary purpose of this procedure is to secure at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings will be kept confidential at each level of procedure.

DEFINITIONS:

- GRIEVANCE:

- 1. A grievance is a claim by a parent or student that he or she has suffered harm or injury by the interpretation, application or violation of a contract, a School Board policy, a law, or a constitutionally guaranteed right.*
- 2. The term "grievance" does not include matters for which the method of review is prescribed by law or where the School Board is without authority to act.*
- 3. It also does not include matters involving the Board's right to establish educational policy and prescribe regulations and procedures for the conduct and management of the schools.*
- 4. Any claim by an individual or group that there has been a violation of rights shall be a grievance and shall be resolved through the procedure set forth herein.*

5. There are 2 types of grievances: 1) substantive (according to law or policy); and 2) procedural (the methodology of administering policies or legal rights.)

- **AGGRIEVED PERSON:** The “aggrieved person” is the person(s) making the claim
- **PARTY IN INTEREST:** the “party in interest” is the person(s) making a claim and any others who might be required to take action or against whom action might be taken in order to resolve the claim.
- **DAYS:** Days refers to “working” days.

PURPOSE: The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept confidential at each level of procedure.

PROCEDURE: All grievances shall be handled in accordance with the following procedure:

STEP 1: Parents shall promptly present their grievance in writing to the school principal. Such notice shall be presented no later than 5 days after the day on which the alleged grievance occurred. If extenuating circumstances prevent the submission of the grievance by the “aggrieved person,” the aggrieved person will notify the principal by certified mail to the anticipated date that the grievance will be submitted at Step 1. Included with the grievance shall be a detailed listing of all facts that support their position. Grievant shall list the names of any witnesses who will testify on their behalf. These witnesses will be interviewed and asked to submit signed statements during the grievance process. A parent shall specify the relief they are requesting. The principal shall schedule a conference with the aggrieved to attempt to resolve the grievance. Notification of this conference shall include a copy of the grievance procedure outlined in Schedule JCE of the TPSS policy manual. A written decision by the principal must be rendered within 5 working days after receipt of the grievance. If extenuating circumstances prevent the principal from issuing a written decision within 5 working days, the aggrieved person will be notified by certified mail of the anticipated date of the written decision.

STEP 2: In the event the aggrieved person is not satisfied with the disposition of the grievance at Step 1, or if no decision has been rendered within 5 working days by the principal, a copy of Step 1 appeal together with copies of the grievance and the Step 1 decision shall simultaneously be submitted to the grievance coordinator. Such appeal shall be presented within 5 working days of the receipt of the Step 1 decision. The grievance coordinator shall issue a written decision to the parent within ten working days. If extenuating circumstances prevent the grievance officer from issuing a written decision within 10 working days, the aggrieved person will be notified by certified mail of the anticipated date of the written decision. The administrative office may schedule a meeting with the parent if deemed necessary. Written notice of the conference shall be given to all parties involved in an alleged grievance. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the parent shall have no further rights with respect to said grievance.

STEP 3: In the event the parent wishes to appeal the decision at Step 2, the appeal must be presented within 5 working days of the receipt of the Step 2 decision. A copy of the Step 3 appeal, together with copies of the grievance, Step 1 and Step 2 decisions shall simultaneously be submitted to the Superintendent. The parent's appearance to present his appeal before the Board shall be scheduled in accordance with regular procedures adopted by the Board. The parent may appear alone at this conference or be accompanied by counsel of his own choice. The Board shall issue a written decision within 30 days after the conference with the parent.

STEP 4: If the grievated person is not satisfied with the decision of the Board, he may appeal the Board's ruling through the administrative review processes of the Regional Office of Civil Rights, the Department of Health, Education and Welfare, other appropriate agencies and if unsuccessful through administrative processes, file suit through the appropriate court.

REPRESENTATION: An aggrieved person shall have the right to present his/her own grievance or may designate a representative to appear with him at any step of the above procedure. The aggrieved person who chooses to have representation shall provide advance notice of such in writing to the superior at the respective procedural step at least 2 days prior to the hearing on the grievance. Gary Porter, Director of Student Services, is designated to coordinate the district's efforts to comply with and carry out the responsibilities of the School Board defined in the references of this policy.

STUDENT SEXUAL HARASSMENT

Section I: Students

Policy Code: JCEA

July 9, 2019

This policy applies to all employees and volunteers, to the elected members of the School Board, and to all students of the Tangipahoa Parish School district. It applies at school, school sponsored events, and in situations which are related to operations of the school. The Tangipahoa Parish School Board disapproves of and does not tolerate sexual harassment by employees, students, third parties, by students to employees, or by one student to another student. No employee or student, either male or female, should be subject to unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment does not refer to occasional compliment of a socially acceptable nature. It refers to behavior that is not welcome, that is personally offensive, and therefore interferes with the purposes of the employee and/or student in the academic, extracurricular, and co-curricular atmosphere. Sexual harassment includes any type of sexually coercive or oppressive conduct, including, but not limited to threats, comments, jokes or overtures of a sexual nature. Sexual harassment also includes quid pro quo claims which occur when an employee makes sexual advances toward a student which threaten or imply retaliation if the student resists, or rewards if the student acquiesces.

COMPLAINT PROCEDURE: Complaints of sexual harassment which take place at school or at a school related function or arising out of the school setting should be made to the principal of the school or to the Title IX Coordinator, Dr. Elizabeth Moulds (elizabeth.moulds@tangischools.org). Should the claim of sexual harassment be brought against the principal of the school, the complaint should be brought directly to the Title IX Coordinator or his/her designee. Contact The complaint need not be in writing, but students are encouraged to do so. Such reports should include the nature of the complaint, recording the specific act or acts which constitute the harassment complained of, the person or persons who the complainant alleges committed the harassment, witnesses to the acts complained of, and the date and time of the alleged act or acts.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. Information arising out of an investigation of sexual harassment shall be confidential, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation.

After notification of the complaint, an investigation shall be initiated within five working days by the title IX Coordinator or his/her designee to gather all facts about the complaint. The investigation may use some or all of the investigation procedures outlined in Policy JCDAF, Bullying and Hazing. The investigation shall be completed within ten working days after its initiation, and a recommendation shall be given to the Superintendent or his/her designee. The Superintendent or his/her designee shall render a decision as to what action, if any, shall be taken against the employee, student, or third party who has been accused of harassment. He or she shall send a written decision to the complainant and the individual accused of harassment within ten working days of receipt of the recommendation from the Title IX Coordinator or other investigator.

If warranted, disciplinary action shall be taken up to and including involuntary termination of an employee and/or expulsion of a student. Any disciplinary action regarding an employee shall be placed in the employee's personnel file which will reflect the action taken and the grounds therefore. Any disciplinary action taken in regard to a student shall be maintained as any other student disciplinary violation.

NON-RETALIATION: Retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint shall not be adversely affected, discriminated against or punished because of the complaint.

SUSPECTED CHILD ABUSE: If the victim of the alleged sexual harassment is a minor student and if the alleged harassment falls within the definition of abuse as found in School Board Policy JGCE, Child Abuse and Neglect, then all school employees with knowledge shall be considered mandatory reporters and the allegations must be reported to child protection or law enforcement as provided by state law and School Board policy. Such reporting must be made in addition to any procedures for handling sexual harassment complaints.

ANNUAL PUBLIC NOTIFICATION: The TPSS adheres to the equal opportunity provisions of federal and civil rights laws and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements. All students have the opportunity to participate in Career & Technical Programs of Study including, but not limited to areas of Health Care, Construction Crafts & Trades, IT Computer Technology, Culinary Programs, and Agriculture. Admission requirements for each course may be found in the student course guide/schedule packet of the individual campus where the course is being offered.

Contact the guidance counselor at the specific school site for additional information, program requirements, and/or any questions you may have. Inquiries concerning application of the policy related to Section 504 may be referred to Deondra Warner, Section 504 Coordinator, via telephone (985-2477) or email (deondra.warner@tangischools.org)

RACE, COLOR, NATIONAL ORIGIN, HARASSMENT, INTIMIDATION OR DISCRIMINATION

Section I: Students

Policy Code: JCDAFA

June 1, 2010

NOTE: Complaints alleging that a student has been denied an opportunity to participate in an extracurricular activity based upon the student's race should be communicated to Director of Student Services Gary Porter via email (gary.porter@tangischools.org) or telephone (985-748-2465).

Harassment or intimidation based on race, color, or national origin is oral, written, graphic or physical conduct relating to a student's race, color, or national origin (including a student's ancestry, country of origin, or country of origin of the student's parents, family members, or ancestors) that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of a student to participate in or benefit from the school district's programs or activities. Harassment or intimidation of students because they are immigrants, speak another language, or have a foreign accent may constitute discrimination based on national origin or race or both, depending on the circumstances. A race, color, or national origin basis for acts of harassment or intimidation may be evident from the explicit statements of the perpetrator or may be inferred from the surrounding circumstances.

For purposes of this policy, harassment or intimidation of a student based on the student's race, color, and/or national origin consists of verbal or physical conduct relating to the student's race, color, and/or national origin when:

- the harassing/intimidating conduct is sufficiently severe, persistent or pervasive that it affects the student's ability to participate in or benefit from an education program or activity or creates an intimidating or abusive educational environment;
- the harassing/intimidating conduct has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or
- the harassing/intimidating conduct otherwise adversely affects a student's learning opportunities.

Discrimination Based on Race, Color, or National Origin:

Discrimination Based on Race, Color, or National Origin is prohibited. No school employee or third person assisting or otherwise participating in a school-sponsored activity shall discriminate against a student based solely upon the race, color, and/or national origin of the student.

Reporting Incidents of Harassment, Intimidation, or Discrimination Based on Race, Color, and/or National Origin:

It is the responsibility of all school personnel to report incidents of harassment/intimidation or discrimination that may be based on the race, color, and/or the national origin of a student. The report shall initially be made to the school-based coordinator who shall promptly advise the principal of the alleged incident. Failure to do so may result in disciplinary action against the offending school employee.

Whenever an incident of harassment, intimidation, or discrimination based on race, color, and/or national origin is observed by a school employee, a written report shall promptly be prepared by the school-based coordinator listing the persons involved, their race, the nature of the incident and the approximate time and location of the alleged incident. The report shall be promptly delivered to the principal who, in turn, shall promptly submit the report to the district-wide coordinator for review and investigation with such assistance as the district-wide coordinator may request from the school-based coordinator.

Where the report of harassment, intimidation or discrimination is reported by a victim student, the school employee receiving the report shall promptly usher the student to the school-based coordinator where the incident can be related by the student to the school-based coordinator. The school-based coordinator shall prepare a written report based upon the allegations as related by the student which shall contain in addition to the alleged incident, the name and race of the student victim, the name and race of the student or other person named by the student as the perpetrator or a description of such person, and the approximate time and place of the incident. The report shall be promptly delivered to the principal who in turn shall submit the report to the district-wide coordinator for review and investigation.

A copy of a report of an incident of harassment/intimidation based on race, color, and/or national origin of a student shall be provided to the parents/legal guardian of the student victim and the student perpetrator by return receipt mail. The district-wide coordinator shall schedule and conduct a meeting with the student victim and student perpetrator's parents/legal guardian together or one-on-one at the discretion of the district-wide coordinator.

Where an incident of harassment, intimidation, or discrimination based on race, color, and/or national origin of a student is allegedly perpetrated by a school employee, the alleged incident shall be immediately reported to the school-based coordinator, the principal, the district-wide coordinator, and the superintendent of schools. Failure to immediately report the alleged incident shall subject the omitting party to disciplinary action.

If following an investigation of the alleged incident it is determined that the incident occurred, appropriate disciplinary action shall be taken by the Superintendent and/or the School Board. Where an incident of harassment, intimidation or discrimination based on race, color, and/or national origin of a student is allegedly perpetrated by a non-school employee, the alleged incident shall be immediately reported to the school-based coordinator, the principal, and district-wide coordinator. Failure to immediately report the alleged incident shall subject the omitting party to disciplinary action.

If following an investigation of the alleged incident it is determined that the incident occurred, such non-school employee shall thereafter be barred from attendance and/or participation in any school sponsored activity for a period of six months. Each principal shall designate a faculty member to serve as the school's school-based coordinator and the name of such person shall be provided to the district-wide coordinator.

Disciplinary Action in Response to Harassment, Intimidation or Discrimination Based on Race, Color, and/or National Origin:

An appropriate discipline, minimally comprised of a written reprimand and at the maximum suspension or termination of employment, commensurate with the incident or failure to report, shall be imposed upon any school employee who violates this policy or who fails to report an incident witnessed by such employee, or where the employee fails to take an appropriate action to make or ensure that the incident of harassment, intimidation, or discrimination based on the race, color, and/or national origin of the student is reported. Students found to have harassed or intimidated a fellow student based upon such student's race, color, and/or national origin shall receive an appropriate discipline taking into consideration the student's age and maturity level. Such discipline may include a warning, suspension, or expulsion of the offending student.

Where an offending student engages in repeated acts of harassment or intimidation based upon another student's race, color, and/or national origin, the discipline administered shall reflect the fact of the repeated behavior and shall minimally require the suspension or expulsion of the offending student. Immediate disciplinary action may be taken for incidents involving physical attacks against a person and/or damage or destruction of property where the value of the damaged or destroyed property is fifty (\$50.00) dollars or more. The School District will discipline or take appropriate action against any student, teacher, administrator, or other school employee who retaliates against any person who reports an alleged incident of harassment, intimidation, or discrimination based on the race, color, and/or national origin of a student or one who testifies, assists, or participates in an investigation or other action related to such harassment, intimidation, or discrimination report. Andrew Jackson, Chief Desegregation Implementation Officer, may be contacted by email (Andrew.Jackson@tangischools.org) or telephone (985-748-2432). His duties include the following:

1. Informing the Superintendent and School Board Members of complaints and reports of harassment based on race, color, or national origin;
2. Investigating such complaints and/or advising and assisting other school personnel in handling such complaints and reports of harassment based on race, color, or national origin;
3. Preparation of a report making findings based upon an investigation of an incident of harassment or intimidation based on the race, color, or national origin of a student;
4. Mailing by return receipt mail of a report containing a finding of harassment or intimidation based on the race, color, or national origin of a student to the family of the student victim and the student perpetrator;
5. Maintenance and review of documentation of harassment, intimidation, or discrimination incidents;

6. Review of the effectiveness of the School District's efforts to correct and prevent harassment, intimidation, or discrimination based on race, color, or national origin;
7. Assessment of the effectiveness of training for school-based coordinators, staff, administrators, and students and proposing improvements to such training where necessary;
8. Publication of this policy in the Student Handbook;
9. Review of the school district's curriculum to assure that it provides instruction to students as to how to prevent instances of harassment/ intimidation based on race, color, or national origin;
10. Review on an annual basis to determine whether a systemic response or change in the district-wide or individual school policies are required to effectively respond to complaints of harassment based on race, color, or national origin.

Review of a Finding of Harassment or Intimidation Perpetrated by a Student: Upon a finding by the district-wide coordinator, made after an investigation of an incident of alleged harassment/intimidation by a student, the student's parent, legal guardian, or the student where emancipated may petition the School Board for a hearing to review the finding of the district-wide coordinator prior to the imposition of discipline. A request for review must be physically received by the district-wide coordinator within 15 days of the date the finding is received by the parent, legal guardian, or emancipated student. If the fifteenth day falls on a weekend or school holiday, the request for review shall be deemed timely submitted if physically received by the district-wide coordinator on the next school day. By at least a majority vote of the members of the School Board present and voting, the findings of the district-wide coordinator shall either be upheld or set aside.

Review of a Finding of Harassment, Intimidation or Discrimination by a School Employee: Upon a finding by the district-wide coordinator made after an investigation of an incident of alleged harassment, intimidation, or discrimination allegedly committed by a school employee, such finding shall be reviewed by the superintendent of schools who, upon concurrence with such finding, shall recommend an appropriate disciplinary action to the school board for consideration. By at least a majority vote of the members of the school board present and voting the recommendation of the superintendent shall either be adopted or rejected. Should the superintendent of schools determine that the findings of the district-wide coordinator are not based upon a sufficiently credible factual basis, he/she shall so advise the district-wide coordinator in writing and provide a copy thereof to the court compliance officer. A request for review must be submitted in writing within fifteen school days of receipt of notification from the Superintendent of his/her concurrence with the findings of the district-wide coordinator. Notification of concurrence shall be made by return receipt mail.

Review of a Finding of Harassment/Intimidation or Discrimination by a Non-School Employee: A non-school employee seeking review of a finding by the district-wide coordinator of an incident of harassment/intimidation or discrimination may request review by the School Board by submitting a written request for review within 15 days of receipt of notification from the district-wide coordinator of a finding of an incident of harassment/intimidation or discrimination. Notification shall be made by return receipt mail. By at least a majority vote of the members present and voting, the finding by the district-wide coordinator shall either be upheld or set aside.

Review in Executive Session: A parent, emancipated minor, school employee, or non-school employee may request that the review provided for herein be conducted in an executive session. School Board action on the review shall be made in open session. Failure to timely request review: Upon a failure to timely request review of a recommendation by the Superintendent or a finding by the district-wide coordinator, the disciplinary action recommendation of the superintendent of schools or the district-wide coordinator, as the case may be, shall be immediately implemented upon expiration of the delay for review.

Failure to timely request review: Upon a failure to timely request review of a recommendation by the Superintendent or a finding by the district-wide coordinator, the disciplinary action recommendation of the Superintendent or the district-wide coordinator, as the case may be, shall be immediately implemented upon expiration of the delay for review.

ASBESTOS NOTIFICATION: In compliance with the Environmental Protection Agency's Asbestos Hazard Emergency Response Act (AHERA) and Louisiana Administrative Code Volume II, Air Quality Division Title 33, Chapter 27, Asbestos Containing Materials in Schools and Public Building Regulation, this letter represents the annual notification from the TPSS regarding asbestos-containing materials in schools. Several asbestos abatement projects have taken place in various schools throughout the system, each in strict compliance with the above-mentioned regulations. Periodic surveillance and other preventative measures are also ongoing. These actions have been documented and placed in the Asbestos Management Plan. A copy of the plan may be viewed by contacting the school principal or Kevin Crovetto, Director of Maintenance and Construction, at 985-748-2490.

SAMPLE

TPSS STATEMENT OF COMPLIANCE - PARENT/STUDENT/TEACHER COMPACT

In compliance with Louisiana R.S. 17:235-2 (grades 1-12) and Every Student Succeeds Act (ESSA) of 2015 relative to commitment by school students and their parents or guardians, the Tangipahoa Parish School System has written a signed statement of compliance as required by law. This compliance statement is in regard to school attendance, homework assignments, and school rules.

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

Signature of Student _____ (parent may sign for students in grades 1-3)

Date _____

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

Signature of Parent/Guardian _____ Date _____

- C. **TEACHER/PRINCIPAL AGREEMENT:** As a teacher/principal, I agree to the following: 1) I agree to be available on the first day of school to answer questions relative to the statements of compliance. 2) I agree to support the success of students in school. 3) I agree to provide students with an environment conducive to learning. 4) I agree to notify parents of the student's progress and attendance. 5) I agree to provide time for parent/teacher conferences.

Signature of Teacher _____ Date _____

Signature of Principal _____ Date _____

COPIES OF THIS COMPACT AND STATEMENT OF COMPLIANCE WILL REMAIN ON FILE AT THE SCHOOL.



We are stronger together!

2020-2021

STUDENT USE OF ELECTRONIC DEVICES (including cell phones)

No student, unless authorized by the school principal or his/her designee, shall use or operate any personal electronic device, including any facsimile system, radio paging service, mobile telephone service device (cell phones, camera watches, camera phones), intercom, electro-mechanical paging system, or other electronic devices, including but not limited to cameras, video tape recorder, audio recorder, digital recorder of any kind, iPod, tape players, CD players, video games, MP3 players, Palm Pilots, and their contents, in any elementary or secondary school building, or on the grounds thereof or in any school bus used to transport public school students. A violation of these provisions may be grounds for disciplinary action, including but not limited to, suspension from school. Nothing shall prohibit the use and operation by any person, including students, of any electronic telecommunication device in the event of an emergency. “Emergency” shall mean an actual or imminent threat to public health or safety, which may result in loss of life, injury, or property damage. For purposes of this policy, the terms “use” and “operation” shall mean whenever the electronic device is turned on.

ACCEPTABLE USE: The protection of instructional time and campus safety are priorities in establishing guidelines for acceptable use of electronic devices. Every campus that includes 5th through 12th grade students may develop and submit to the Superintendent’s office an *Acceptable Use Plan for Electronic Devices* outlining when and how students may be allowed to possess, access, and use their electronic communication devices on campus or on a school bus. Schools whose grade levels range from Kindergarten to grade 4 are not allowed to use technology devices on campus unless during a lesson that is outlined in a teacher’s lesson plan. All plans may allow teachers to appropriately integrate and include technology in the classroom under their guidance and instruction. Each plan must be communicated in writing and verbally to all students and parents at the beginning of the school year and throughout the year as new students enroll. The TPSS shall not be responsible for lost or stolen personal electronic devices. Should cell phones or other personal electronic devices be seen, used, or heard for any purpose during the regular school day, outside of the *Acceptable Use Plan for Electronic Devices* at the given school, except during an emergency situation as defined by state statutes, the student shall receive consequences as listed below.

Student use of the Internet, cameras, smart watches, cell phones, IPODS, video or audio recorders, and/or any other electronic systems, on or off campus, that subsequently causes *substantial disruption* to the educational environment, interferes with the rights of others, or can be considered a threat, shall result in the student receiving discipline in accordance with the parish’s Student Code of Conduct. Should students choose to use an electronic device to video fights, text message test items, text message for unauthorized persons to check them out, post incidents that happened on school campus on the internet or similar practices that create a “*substantial disruption*” to the learning environment on a campus, they shall be suspended out of school for a minimum of three (3) days and possibly recommended for expulsion depending on the circumstances. Law enforcement shall be asked to assist with any investigation involving a cell phone or other electronic device that “substantially disrupts” the learning environment on a campus.

VIOLATIONS:

First Offense: The phone shall be taken from the student, labeled with student’s name and kept in a locked place at the school for up to three school days (not including weekends and holidays). After the third day, a parent will be allowed to pick up the phone, but must sign a contract stating the student has violated this policy and shall be subject to more severe consequences if there is a second offense.

Second Offense: The phone shall be taken from the student, labeled with the student’s name, and kept in a locked place at the school for up to five school days (not including weekends and holidays). After the fifth day, a parent will be allowed to pick up the phone and pay up to a \$15.00 fine to the school before the phone is returned.

Third and Subsequent Offenses: The phone shall be taken from the student, labeled with the student’s name, and kept in a locked place at the school for ten school days (not including weekends and holidays). The parent and student shall be informed that the child shall be: (Pre-K–5th Grade) Suspended in school up to two days or out of school suspension up to one day or any combination of the two at the discretion of the administration. (6th–12th Grade) Suspended in school up to three days or out of school suspension up to one day or any combination of the two at the discretion of the administrator.

Additionally, parent/guardian shall pay a \$25.00 fine before the phone is returned. Any additional offenses will require the student to move to the next level of the TPSS Student Code of Conduct and pay an additional \$25.00 fine. Should a student refuse to follow a directive and relinquish an electronic device when requested to do so, school personnel may recommend expulsion or that the student meet with TPSS Student Services personnel.