2024-2025

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LEARNER HANDBOOK

Policies to guide a successful school year for our teachers.







Learner success

Educator Effectiveness

Public confidence

ST. HELENA
PARISH SCHOOL DISTRICT

School Campuses

St. Helena Early Learning Center
PreK-2nd grade
Tempest Smith, Principal
Shelia Thompson, Assistant Principal
1590 Hwy 1042
Greensburg, LA 70441
(225) 222-3715

St. Helena Arts and Technology Academy
3rd – 6th grade
Bernard McPherson, Principal
Wendy Young, Assistant Principal
1798 Hwy 1042
Greensburg, LA 70441
225-222-4364

St. Helena College and Career Academy
7th – 12th grade
Angela Strickland, Principal
Latesha Brumfield, Assistant Principal
Derandel Allen, Assistant Principal
Kimberly Lewis-Gordon, College and Career Coach
Christopher Gordon, AD/Head Football Coach
14340 Hwy 37
Greensburg, LA 70441
(225)222-4402

St. Helena Alternative Program
14340 Hwy. 372
Greensburg, LA 70441

St. Helena Virtual Academy
3rd – 12th grade
LaTia Brown, Registrar
354 Sitman Street
Greensburg, LA 70441
(225) 222 - 4349 Ext. 2231

School Board Members

Joyce Porter
District 1

Lolita Porter
District 2

Linda Chaney
Board President, District 3

George Hughes
District 4

Virginia Bell
Board Vice-President, District 5

Alton Travis
District 6

A MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Learners,

Welcome to the 2024-2025 school year! New beginnings are always exciting, and this new school year is no exception. Each year brings with it a new cluster of bright young minds, and we are thrilled to have them, as well as our returning learners, all back home on the campus. Likewise, we have an excellent cadre of new teachers and staff members whom we look forward to getting to know and appreciate.

We have no greater purpose than to educate our learners and help prepare them for the future. It is important that we develop a strong link between home and school. We are also fully aware that if one is not staying in contact with the other, if there is any disconnect, the learner will struggle to reach his or her fullest potential. So, let us work together in partnership to help provide every opportunity for success.

Now, more than ever in the history of education, we need to focus our energy on effective time spent with our learners in the classroom. Managing our learners' time in the classroom and virtually will be crucial to our success. It is important that our learners understand the standard procedures and rules governing their teacher's classroom and the campus. Our theme this year is Building Blocks to Future-Driven Success" and we're focusing on the following components this year:

- Communication with internal and external stakeholders
- Future-focused learning and experiences
- Equitable grading and inclusive practices

Please review this new **Learner Handbook for 2024-2025** with your child, so they may know the high expectations that have been set for them. Doing so will foster a positive, safe environment for all learners. We look forward to a new school year full of excitement and readiness to learn!

Sincerely,



Kelli Joseph, Ed.D.
Superintendent

Central Office Staff

Telephone No: 225-222-4349 or 225-222-6106
Fax No: 225-222-4937

Dr. Kelli Joseph
School Superintendent

Leah Valdez
Director of Exceptional Services

Kristie Nettles, ELA/Social Studies
Director of Academic Programs ELA/SS

Joshua John-Paul
Director of Academic Programs Math/Sci.

LaTia Brown
Director of Post-Secondary Opportunities

Shiyecca Singleton
Director of Special Programs and Initiatives

Donna Jackson
Director of Employee Development and School Support

Angela Chandler
Payroll Coordinator/Employee Benefits

Brenda Kleinpeter
Operations Assistant

Deon Womack
Executive Chief of Staff
Transportation Assistant

Joyce Kent
Transportation Coordinator

Edward "Scott" Galmon
Supervisor of Maintenance and Facilities

Trenise Jackson
Instructional Technology Manager

Gregory Lewis
Truancy Officer

Angiletha Tanner
Maintenance Coordinator

Miranda Watson, MBA
Supervisor of Human Resources

Delesia Cooper
SIS/SER Clerk

Ashley Castle
Director of Finance

Tracy Womack
Director of Nutrition and Wellness

Iriael White-Hampton
IEP Evaluator/Inclusion Support

Taneeka Burton
Behavior Interventionist

For Concerns Regarding:

- Transportation: Joyce Kent transportation@sthpk-12.net
- School Lunches and Meal Distribution: Tracy Womack foodservices@sthpk-12.net
- Special Education Services and Learner Evaluations: Leah Valdez, lvaldez@sthpk-12.net
- Learner Support and Expulsion Hearings: Greg Lewis, glewis@sthpk-12.net
- Learner Enrollment and Withdrawal: School Secretaries
- Teacher Certification: Miranda Watson, mwatson@sthpk-12.net
- Technology: Trenise Jackson, tjackson@sthpk-12.net
- School Board Meetings: Deon Womack, dwomack@sthpk-12.net
- All Other Concerns: 225-222-4349 or email hawks@sthpk-12.net to be directed to the appropriate staff member.

2024-2025 SCHOOL YEAR CALENDAR

August

5 - PreK, KN, 3rd, 4th, 7th, 8th graders
6 - 1st, 2nd, 5th, 6th, 9th, 10th graders
7 - All learners at ELC & SHATA, 11th, 12th graders
8 - School is in session for all learners

September

2 - Labor Day
9, 16, 23, 30 - No school on Mondays

October

11 - Homecoming
14 - Fall Break/Teacher PD
7, 14, 21, 28 - No school on Mondays

November

4 - Half-day/Teacher PD
5 - Presidential Election Holiday
25-29 - Thanksgiving Holiday

December

2-6 - Benchmark Assessments
20 - Half-day/Teacher PD
23-27 - Christmas Break

January

1-6 - New Year Holiday
6 - Teacher PD
7 - Learners return
20 - MLK Day
10, 17, 24, 31 - No school on Fridays

February

7, 14, 21, 28 - No school on Fridays

March

3-4 - Mardi Gras Holiday
14 - Spring Break Friday
21 - Spring Break Friday
28 Spring Break Friday

April

4 - Spring Break Friday
11 - Spring Break Friday
18 - Good Friday
21 - Easter Holiday
22 - Learner's return to school

May

2, 9, 16 - No school on Fridays
8 - Last day for seniors
8 - LEAP Testing Window Ends
6-10 - Benchmark Assessments
22 - Last day of school/Half-day
23 - Record's Day

Half-days - Schools will dismiss at 12:00pm

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Guiding Principles

District Vision

It is the vision of St. Helena Parish School District to create an equitable, productive school culture that increases learner success, develops educator effectiveness, and builds public confidence.

The School District of St. Helena Parish firmly believes a positive school culture promotes equitable educational opportunities and establishes the framework for a safe learning environment. The Learner Code of Conduct is comprised of a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency, and equity. It is the responsibility of all school personnel, learners, parents, external stakeholders, and the greater community to ensure the school environment encourages a climate conducive to learning.

The Learner Code of Conduct is to be an instructive policy based on interventions and supports for learners. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional, and intellectual development, and overall learner rights and responsibilities are always considered. We resolve disciplinary issues by every means possible prior to exclusion from school. We follow equitable and reasonable procedures to assure learners of their rights.

The School District of St. Helena Parish expects all stakeholders to demonstrate mutual respect for the rights of others. We expect that all involved in teaching and learning fully accept their responsibilities to model and practice the Universal Guidelines and Behavioral Expectations: Be Safe, Be Respectful and Be Responsible. Each school center shall create its own Universal Guidelines and Behavioral Expectations based on these guiding principles.

Stakeholders' responsibilities are below.

Learner Responsibilities

- Attend school daily, be prepared for class and complete assignments to the best of their ability.
- Follow the Learner Code of Conduct and school-based rules.
- Model and practice the expected behaviors and universal guidelines.
- Notify school staff about any dangerous behavior, bullying or activity that occurs on school grounds, or off school grounds, when it may result in disruption of the educational setting.
- Accept and respect individual differences and people.
- Bring only those materials to school that are allowed.
- Keep parents informed of school related issues.
- Ask school personnel, or other trusted adults, for help in solving problems.

Family Responsibilities

- Read the Learner Code of Conduct with your child or children.
- Make certain your child or children attends school regularly, and on time.
- Notify the school of absences or tardiness in a timely manner.
- Monitor your child or children's academic and behavioral progress.
- Talk to your child or children about school and behavioral expectations.
- Visit your child or children's school, as necessary.
- Play an active role and support your child's or children's educational experience.
- Teach and model for your child or children to respect the rights and property of others.
- Speak directly to your child or children's teachers or administrators about issues rather than through social media platforms.

Parent communication is encouraged. However, in the event a parent/guardian exhibits behaviors that are deemed inappropriate (i.e., use of profanity, verbal threats, physical gestures, etc.), by school staff or district leaders he/she will be instructed to leave campus immediately and/or cease all electronic communication with school representatives. This includes the bus and any other places where school-related activities take place.

Please note that local authorities may be contacted if the situation requires such action. The school administration will provide the parent/guardian with written notice revoking campus access until further notice. It is understood that parents/guardians may need to contact their learner's teachers or school administration to discuss their learner's academic progress. As such, Parent/Teacher or Administrative Conferences will be held via phone or Microsoft Teams, as necessary.

Teacher Responsibilities

- Teach and review the Learner Code of Conduct.
- Use well-planned, creative, and engaging instructional plans daily.
- Set high expectations, teach, model, and reinforce positive behavior.
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success.
- Provide learners with meaningful and relevant feedback on their behavioral and academic progress.
- Maintain a safe and orderly classroom by using prevention and intervention strategies.
- Provide corrective feedback and re-teach appropriate behaviors when a learner demonstrates misconduct.
- Use professional judgment to prevent minor incidents from escalating.
- Keep parents informed of learners' academic progress and behavior through regular, documented communications.
- Refer learners who need additional support to the SBLC.
- Request additional personal academic training and/or staff development as needed.

School Leadership Team Responsibilities

- Distribute the Learner Code of Conduct to school stakeholders.
- Implement the Learner Code of Conduct in a fair and consistent manner.

- Implement all St. Helena Parish School Board policies in a fair and consistent manner.
- Maintain a safe and orderly school by using prevention and intervention strategies.
- Provide learners with meaningful and relevant positive feedback on their behavioral and academic progress.
- Communicate policies, expectations, and concerns, and respond to complaints or concerns from learners and parents in a timely manner.
- Use professional judgment to prevent minor behavioral incidents from escalating.
- Monitor, support and sustain the effective implementation and maintenance of School-wide Positive Behavior Support (SwPBIS)
- Define, teach, model, reinforce and support appropriate learner behaviors to create positive school environments.
- Provide meaningful and ample opportunities for parent participation and involvement.
- Identify appropriate training and resources, as needed, to implement positive behavior interventions and supports.

Additional School-based Staff Responsibilities

- Maintain a safe and orderly school environment by modeling and supporting appropriate learner behaviors.
- Provide learners with meaningful and relevant positive feedback on their behavioral progress.
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a learner demonstrates misconduct.
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment.
- Use professional judgment to prevent minor incidents from escalating.

District Staff Responsibilities

- Create and implement policies and procedures that encourage safe and orderly schools for all learners, school staff and principals.
- Protect the legal rights of school staff, principals, learners, and parents.
- Provide appropriate training and resources to implement positive behavior interventions and supports at each school.
- Assist parents who are unable to resolve issues at the school level.
- Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff.
- Review and revise the Learner Code of Conduct annually

Stakeholders are collaborative partners in education, and each plays an important role in the commitment to educating all learners to reach their highest potential.

THE R-E-S-P-E-C-T LAW (R.S. 17:416.12)

All learners, in Pre-Kindergarten through 12th grades, are expected to show respect when speaking to any public school system employee (administrators, teachers, cooks, janitors, paraprofessionals, substitutes, bus drivers, etc.) while on school property or at a school-sponsored event. Learners shall address and respond to employees by using certain respectful terms such as, “Yes, Ma’am/Sir” etc. Learners are taught appropriate respectful terms.

Attendance

This policy is to encourage regular school attendance and punctuality by establishing requirements for learner attendance, outlining guidelines or procedures for attendance monitoring and reporting, and establishing procedures supporting chronically absent and habitually truant learners as required by Louisiana laws, rules, and regulation.

Research indicates that learners miss school for many reasons, which can be divided into three broad categories (The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Robert Balfanz & Vaughn Byrnes, John Hopkins University Center for Social Organization of Schools, May 2012):

a. Learners who cannot attend school due to illness, family responsibilities, housing instability, the need to work or involvement with the juvenile justice system.

b. Learners who will not attend school due to bullying, unsafe conditions, harassment, and embarrassment.

c. Learners who do not attend school because they or their parents do not see the value in being there, they have something else they would rather do, or nothing stops them from skipping school.

This policy applies to District learners enrolled in grades Pre-K to 12th grades. It is the belief of St. Helena Parish School District's Administration, Faculty and Staff that an education is defined by more than the grades our learners earn within their classes. Those indicators are important, however, the social and emotional lessons taught within the course of a school day are imperative to meeting our learners' needs. Therefore, regular attendance in school is a component of St. Helena's focus on learner achievement. Positive and pro-social interactions with peers as well as actively participating in courses of study and school activities empower learners to take responsibility for the education they receive.

Once a learner arrives at school, he/she is expected to remain and attend each class throughout the day. All learners shall be under the jurisdiction of the school during normal school hours, from the time the learner arrives at school each day until he/she leaves the campus in the afternoon. In the case of a learner who rides a bus, he/she shall be under the jurisdiction of the school from the time he/she boards the bus until the learner exits the bus in the afternoon. Learners shall be under the jurisdiction of the school while attending any school-sponsored activity either at school or away from school. This shall apply to all learners including athletic teams, pep clubs, band, and other learner organizations.

Compulsory Attendance

Learners are required to attend school until their 18th birthday, unless he or she graduates prior to his/her eighteenth birthday.

Exceptions - Learners 16 years of age may exit school and enroll in an adult education program or enroll in a vocational-technical program under certain conditions of a waiver applied for by the parent or guardian for one of the following criteria:

- Pregnant or actively parenting.
- Incarcerated or adjudicated.
- Chronic mental or physical illness
- Institutionalized or living in a group setting.
- Economic and/or family hardship

Louisiana Community and Technical College System approve all waivers. A waiver application must be submitted with valid documentation supporting one or more of the criteria referenced above. If a waiver of the Compulsory School Attendance Law is granted and the learner enrolls in an adult education or vocational-technical program, such learner will be considered in compliance with the compulsory school attendance law if he/she attends 15 hours per week (La. R.S. 17:221 F.& I.)

Definition of Attendance

A learner is in attendance when he/she is physically present at a school site or is participating in an authorized activity and is under the supervision of authorized personnel. This definition would extend to learners who are homebound, placed in an alternative setting or participating in school-authorized field trips.

Learners are expected to attend school every day. Should a learner be absent for any period, the learner must obtain an admit-slip from the office before reporting to homeroom. Excuses will be given for illness of learners, serious illness of family member, or death of an immediate family member. A learner will not be allowed to make up work missed due to an un-excused absence; and will automatically be given a zero for any grade given during an un-excused absence (absences due to out of school suspension are un-excused).

All excuses, including original doctor/dentist verification, for a learner's absence must be presented to the school within three (3) days of the learner's return to school to be considered for extenuating circumstances. No more than five (5) hand-written excuses will be accepted per school year.

Extenuating Circumstances

The Child Welfare and Attendance personnel can make exceptions only in the event of extenuating circumstances that are verified. Attendance requirements shall be applied to every subject/course in which the learner is enrolled.

Note: Parent/guardians will be contacted by the school either verbally or through written notification when a learner has missed 3 consecutive or 5 non-consecutive days.

The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified by the Child Welfare and Attendance personnel. Learners shall be temporarily excused from the attendance regulation for the following reasons:

- **Extended** personal, physical, or emotional illness in which a learner is absent 3 or more consecutive school days as verified by a physician or nurse practitioner licensed in the state. The principal will notify the Child Welfare and Attendance of need for Home Study.
- **Extended** hospital stay in which learner is absent for 3 or more consecutive school days as verified by a physician or dentist licensed in the state.
- **Extended** recuperation from an accident in which a learner is absent for 3 or more consecutive school days as verified by a physician or dentist licensed in the state.
- **Extended** contagious disease within a family in which a learner is absent for 3 or more consecutive school days as verified by a physician or dentist licensed in the state.
- **Observance** of special and recognized holidays of the learner's own faith.
- **Prior** school-system-approved travel for education.
- **Death** in the immediate family (not to exceed one week).
- **Natural catastrophe** and/or disaster.
- **Mandated Court** Appearance as verified by a Court Official.

For any other extenuating circumstances, parents must make a formal appeal to the Child Welfare and attendance personnel through the Truancy Panel (Attendance Review Board) for determination of Extenuating Circumstances on a case-by-case basis.

All excuses, including original doctor/dentist verification, for a learner's absence must be presented to the school within three (3) days of the learner's return to school to be considered for extenuating circumstances.

Learners who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.

NOTE: After an excused absence and immediately upon returning to school, a learner is responsible for arranging with his/her teachers to make up work missed. A learner has three (3) days after an absence to make up missed schoolwork. See Bulletin 741. No excuses shall be accepted after 4 days of the learner's return to school after an absence.

Before school expectations

Learners are not to arrive at any school prior **to *7:30 a.m. (school hours are 7:50 a.m. – 3:30 p.m.)*** since no formal supervision of learners will be provided. **Learners will follow the expectations established at the school for the start of the school day. Learners who arrive in cars will adhere to the same time restrictions as learners that ride the school bus.**

Tardy Policy

Learners who are tardy miss valuable class time and disrupt classes that are in session. There is a tardy bell for each hour. Learners must be seated in the classroom when the tardy bell sounds, or he/she is considered tardy. Being tardy should be avoided. **Learners that are tardy to school must obtain a Tardy Admission Slip from the school office prior to reporting to class. A parent or guardian must sign tardy learners in at the school office.** All unexcused check-ins will be counted as a tardy.

A total of three (3) tardy is equivalent to one (1) absence. Please be aware that late arrivals and early departures are considered tardy for attendance purposes.

Discipline Step Plan for tardiness:
***Please refer to Discipline Reference Chart of Revised Statute 17:416**

Transportation

Bus riders are not to get off the bus at other points before arriving at school. No bus driver is to allow any learner to get off the bus anywhere between home and school. Upon arrival at school, learners are to go directly onto campus, and must not leave without permission from the school principal or his/her designee. Learners who need to ride on a bus, other than their assigned bus, or ride any other means of transportation to or from school, must bring a written request from a parent/guardian prior to 2:00 p.m., and the school principal or his/her designee must sign the request**.**

Status Enrollment Form

A Status Enrollment Form shall be provided for each learner under the age of eighteen (18) applying for an instructional permit or license to operate a motor vehicle. The required information must be completed at the school, signed by a designated school official, and then brought to the Central Office for the St. Helena Parish School Board's official seal and the signature of the Child Welfare and Attendance Supervisor. The learner then takes this form to the Office of Motor Vehicle.

School Withdrawal Notice

A school withdrawal notice must be provided to the Office of Motor Vehicle on all learners between the ages of fourteen and seventeen who withdraw from school.

Withdrawal includes any learner who has:

- ten consecutive days of unexcused absences per semester
- fifteen days unexcused absences per semester
- been expelled
- been incarcerated

The designated school official must properly sign this form. A copy of the withdrawal form shall be sent to the parent and the Child Welfare and Attendance Supervisor, and one copy should be placed in the learner's file.

Note: Withdrawal from school will result in suspension of driver's license by the Office of Motor Vehicle. A learner must have a 60-day enrollment to secure a school Enrollment Status Form.

Half-day Attendance:

A learner is in attendance for one-half day when he/she is physically present at a school site, or is participating in an authorized school activity, and is under the supervision of authorized personnel for a **minimum of 40%** of the learner's instructional day (11:00 a.m. departure from school or 12:30 p.m. arrival at school).

Whole-day Attendance:

A learner is in attendance for a whole day when he/she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel for more than 61% of a learner's instructional day (1:00 p.m. departure from school or 10:30 a.m. arrival at school).

NOTE: **A high school learner must be present for more than 50% of a class period to be counted as being in attendance for the class period. Absences are updated hourly. A learner may go over the limit of absences and receive no credit in one class while still receiving credit in others (due to excessive checking in or out). Missing half or more of a class counts as a full absence.**

Denial of Credit Procedure

For St. Helena Parish elementary learners to be considered for promotion, or for high school learners to receive Carnegie credit for each course taken, learners shall be in attendance 94% of the required time. Based on our instructional calendar of 172 days, learners may not exceed 10 instructional days per year or 5 instructional days per semester of absences. When a learner has exceeded the allowable days of absence as defined by the 94% mandate, a committee appointed by the principal will review the learner's absences. The learner and/or parent receives written notification of the decision to deny credit or deny promotion and is informed of the appeal process. Appeals are made to the Supervisor of Child Welfare & Attendance within 72 hours of receiving notification. Following the appeal hearing, all parties are notified of the final disposition.

Checking Learners Out

All learner checkouts will be handled through the school administration's office. If a learner becomes ill or has an emergency, a parent or guardian will be called to pick the learner up. Learners, with personal transportation, who need to leave for any other reason, must bring a signed note that includes a contact phone number from a parent/guardian. The note must be turned into the administrator's office before the learner is permitted to leave. A parent or guardian must report to the school administrator's office to pick up a learner during the school day. To ensure the safety of all learners, authorized adults must be on file with the school for checking in and/or out of school.

Learners cannot leave campus without permission from the principal or his/her designee. Learners that need to leave school during school hours due to illness or some other emergency must follow this procedure:

- Get a checkout slip from his/her classroom teacher.
- Bring the checkout slip to the office, fill out the slip completely, and return to class.
- The office will call the parent or guardian. *Only those adults on the approved learner Information Sheet Form will be allowed to check out a learner. Learners are not allowed to walk home.
- Once a parent/guardian presents the proper identification, the learner will be called out of class to checkout.
- If a learner checks out of school and returns that day, he/she must have a doctor's excuse to check back into school.
- **Parents must check learners out or request a bus change by 2:00pm.**

PROTECTING INSTRUCTION

The central focus of the board, faculty, staff, and administration of St. Helena Parish School District is to work collaboratively with parents and learners to increase learner achievement. We must work together to protect instruction. St. Helena learners will adhere to the following guidelines designed to create an environment conducive to learning:

- **Learners will not be called out of class for any personal reasons**, including but not limited to run errands for teachers and administrators, receive personal messages, accept deliveries, and contact parents/guardian for school materials left at home or to request permission to stay after school. These practices disrupt classes and fail to instill personal responsibility in our learners.
- **All visitors must park in spaces approved for visitors and report immediately to the office upon arriving on campus. Visitors must sign-in and receive a Visitor Pass prior to visiting classrooms, learners, or teachers.**
- **All Parent/Teacher conferences must be scheduled in advance and are to be held during the teacher's planning period.**
- Learners are not allowed to bring guests on campus.
- ***Learners are prohibited from use and operation of electronic communication devices during instructional time and while riding school buses.***
- ***Intercom announcements are not to be made during instructional periods.***
- ***Telephone calls are not to be transferred to the classrooms.***

GRADING SCALE

According to parish Pupil Progression Plan, all schools will use the following grading scale.

Grading Scale				
Achievement Level	**Grade**	**Percentage**	**Rubric Standards**	**Classroom Assignment Description**
Mastery	A	90 - 100	The learner has met on each and every one of the course standards assessed during the trimester. This does not mean that a learner has to pass each and every assessment, but his/her body of work demonstrates competency in each of the assessed standards. At the end of a trimester, this grade earns course credit.	A learner's work fundamentally and competently meets the standard being assessed. All of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.
Basic	B	80 - 89	A learner has either met all the standards assessed but one, or it means that with continued, steady practice and growth, the learner can meet all course standards by year's end. This grade earns course credit.	A learner's work is very close to meeting the standard. It lets the learner know s/he does not have far to go before meeting the standards being assessed.
Approaching Basic	C	70 - 79	A learner's body of work has met a majority of the standards assessed but has just partially met one or more of them. This grade earns course credit.	A learner's work demonstrates a substantive attempt to meet the standards of a given assessment by the established deadline but needs more time to achieve competency and meet all the criteria for the assessment.
Unsatisfactory	D	60 - 69	A learner's body of work has not met the majority of the standards assessed. This is a barely passing grade and barely earns course credit.	A learner's work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a learner has not met the majority of performance indicators or criteria for that assessment, or learner has not tried to meet criteria.
Unsatisfactory	F	Below 60	A learner's body of work has not met the majority of the standards assessed. This is not a passing grade and does not earn course credit.	A learner's work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a learner has not met the majority of performance indicators or criteria for that assessment, or learner has not tried to meet criteria. This is not a passing grade.

- If a learner is approaching the end of the semester with an (A) average, in any course, he/she may submit a project of their choice demonstrating their knowledge of skills learned (i.e., brochures, design survey, fliers, build mini displays/figures, create a business plan, etc.) in lieu of a written test.
- In all grades, first- and second-semester examinations are mandatory, with no exceptions. Report cards will be issued each nine-weeks.
- Each nine weeks the honor rolls from each school will be printed. The requirements for honor roll are listed below.

HIGH HONOR ROLL (PRINCIPAL'S LIST)	**-**	**3.50 - 4.1 GRADE POINT AVERAGE**
HONOR ROLL	**-**	**3.00 - 3.49 GRADE POINT AVERAGE**

LEARNER RECORDS

Learner Records

- Schools must gather and maintain certain information about learners for administrative purposes and for guiding learners in proper education and career goals. The cumulative folders contain the official learner records and will follow the learner through school.
- Contents of the cumulative records and permanent discipline folder may be examined only in the presence of the school official who is qualified to interpret learner records.
- Learners, parents/guardians, or school official may examine the contents of the cumulative records at all reasonable times. Exception, if learners are 18 years of age or older, they may deny access to their records by parents or other parishes by a written notice on file.
- Learners 18 years of age or older may examine the contents of the cumulative records at any reasonable time.
- Other school personnel who have a proper justification for examining the information may have access to examine the cumulative records.

Release of Information: Release of personally identifiable data from a learner's record must be done only with written consent from a parent, legal guardian, or learner over 18 years of age. Written permission is not required for the following:

- Other school officials within the same school
- Officials of other school systems in which the learner has enrolled.
- Data may be released to the Louisiana Department of Education and other governmental agencies only if the names and all identifying markings are removed to prevent the identification of individuals.
- Learners' records shall be furnished in compliance with judicial orders, or pursuant to any lawfully issued subpoena, if the parent, legal guardian, and learner are notified in advance.
- Directory information.

Discrimination

There shall be no discrimination concerning race, sex, religion, disability, or national origin in the St. Helena Parish School District.

DRIVING PRIVILEGES

By the time a learner is a senior, the school expects them to demonstrate a level of maturity and accept responsibility for their actions and behavior in a manner that would allow for additional privileges. Learners may be given permission to park on campus. Learners are expected to comply with the school's rules and procedures. Failure to comply may cause their privileges to be suspended or rescinded, and possible disciplinary action including removal from the school.

Learner Drivers Requirements to Be a Learner Driver - a learner MUST be in good standing. Learner drivers MUST be seventeen years old or older, have completed a mandatory defensive driving course, be covered by an insurance policy that provides full coverage for injury or damage resulting from the learner's driving, and hold a valid Louisiana State Driver's License. Learners are not permitted to park on campus if they only have a permit. The defensive driving course must be DMV approved, and a copy of the certificate of completion must be submitted with the permission form. After the School receives the permission form, along with a copy of the Certificate of Class Completion, the School will confirm that all conditions of participation have been met. Learners granted permission to be a learner driver will receive notification from the school confirming the learner's acceptance.

Driving and Parking Rules:

- Learner drivers are expected to be in school on time and not leave before their dismissal.
- Unauthorized vehicles are not allowed on school property during school hours. Since parking permits are not transferable, a learner driver must promptly notify the School Secretary if he or she is no longer using the vehicle authorized on file with the school.
- Learner drivers must always abide by state and local traffic laws on school property. For example, speeding tickets can be issued to learners who exceed the speed limit on school property.
- Learner drivers may not return to their vehicles or move them during the school day without administrative permission.
- Learner drivers can face disciplinary consequences for allowing fellow learners to be unauthorized passengers in their vehicles.

These rules are designed to ensure the safety of learners, faculty, and staff, and to reduce congestion on the campus. Learner drivers who do not abide by the rules, are tardy or absent without permission, or have discipline referrals can lose the privilege of driving and parking on campus.

The school is not responsible for damage that may occur to cars parked on campus. The school's parking lots are not security gated, and security is not posted at the parking lots. While faculty and staff at times circulate through parking areas this occurs as part of their daily routines. While they are encouraged to report behaviors or concerns observed on the parking lot to their building administrators, faculty and staff are not responsible for ensuring the safety of cars parked on campus. Learners are expected to use good judgment and should not leave valuables of any kind in cars parked on campus.

Learner drivers must park only in designated parking lots and only in spaces designated for learner drivers. Learner drivers must always adhere to this requirement regardless of weather conditions or the learner's time of arrival. Other than when departing school for illness or authorized appointments, learners are not permitted to go to the parking lots or their cars during the school day without permission from the principal. School parking

lots are considered part of the campus. Learners that violate these rules may have their privileges suspended or rescinded.

- Learner drivers must drive responsibly. Reports of reckless driving on or off campus may result in privileges being suspended or rescinded.
- Learner drivers may not use a cell phone or any other electronic devise while driving on or off campus. Driving and using a cell phone to receive or make calls, or read or write a text, is both against the law as well as a violation of school rules.
- Learner drivers may not exceed the speed limit of 3-5 mph while driving on campus including parking lots.
- Learner drivers must follow directional markings and traffic signs on campus.
- Learner drivers must wear a seatbelt while driving on campus and must make certain that passengers are wearing their seatbelt.
- Senior drivers may not use cars to go off campus for lunch or during the day other than for authorized appointments or illness.
- Learners may not extend a departure from school for an authorized appointment during the day to include a stop for lunch or to extend the time they are off campus for lunch.

Leaving Campus by Car During the School Day

For very limited reasons learner drivers may leave campus by car during the school day. The safety of our learners is of primary importance. It is imperative that the school is on notice when a learner leaves campus during the school day as well as when they return. Seniors must sign out prior to leaving campus during the school day and upon their return to school. The sign-out sheet is located at the office. Learners with permission to leave for an authorized appointment, or by obtaining permission through the Nurse's office if they are not feeling well, are required to sign out prior to departing campus and sign back in upon their return in that school day. The following are the reasons a learner driver may leave campus by car during the school day:

Learner Illness –In the case of illness, prior to driving off campus a learner must first see the nurse for evaluation. If the school nurse, in consultation with a parent, feels it would be best for the child to go home, the learner shall sign out prior to departing campus in the attendance office. The nurse may sign out on behalf of the learner if conditions make it difficult for the learner to do so.

Authorized Appointments – While the School discourages parents from making appointments during the school day, there may be circumstances that make such scheduling difficult. Appointments or events that occur on occasion during the school day include medical appointments, visits to the DMV, funerals, and college visits. Parents must notify the school if their child will be going off campus for an authorized appointment. The notice should include the time the learner may leave, the reason for the departure and whether the learner will be returning to school after the appointment. The learner must sign out prior to departing and upon their return. Failure to provide written confirmation may result in lunch detention and or removal of participation in the Program. Appointments should not be used and should not result in an extension of off campus lunch.

School Year Learner Parking Rules and Regulations:

For the mutual protection of persons and property, the driver will abide by the driving rules and regulations of the School District, including these listed below:

- 11th and 12th grade learners with a valid Driver's License, will be permitted to park on campus ALL YEAR for a non-refundable fee of $25.00.
- All eligible learners may request a parking permit. All appropriate forms must be completed and signed by a parent/guardian.
- Lost or Stolen tags must be reported to the Office immediately and replacement tags may be purchased for an additional $10.00.

Learners must turn in a copy of the owner's insurance card, Driver's License, and all appropriate forms, to the School Secretary when purchasing a parking permit. Issuance of parking permits will be strictly limited and dependent on availability of spaces. Learner drivers must present your Driver's License when you pick up your parking tag.

Parking passes will be revoked for the following reasons:

- Arriving late to school will result in loss of driving privileges.
- Learners are expected to be in homeroom before 7:50 a.m.
- Sharing parking passes with other learners.
- Accumulating 10 or more Tardy to Homeroom
- Leaving school without permission.
- Reckless driving, speeding, riding on hoods, or driving in a manner that is dangerous to oneself or others on school property. These actions are subject to prosecution under the Louisiana Department of Motor Vehicle Code.
- Unauthorized entry into a car during school hours (including lunch periods). · Excessive or major violations of school regulations.

Additional Information:

- Parking Pass must be displayed from the vehicle that you registered. If you drive more than one car, you must register that vehicle as well.
- Forgery of parking passes will result in the learner losing their permit.
- Learners are to display parking tags on the rearview mirror. Failure to have the parking tag displayed will result in a warning and will then be followed by the loss of parking privileges which could result in the vehicle being ticketed and/or towed at owner's expense.
- Learners are permitted to park ONLY in the stadium parking lot, and assigned designated, marked spots (parking pass numbers coincide with parking space). Parking is not permitted at pedestrian walkways, reserved spaces, or teacher lots (other than in the numbered parking section). Learners found parking in these areas will be disciplined accordingly.
- All requests for releases must be done prior to the release through the campus Front Office.
- All parking permits, fees, rules, and regulations apply to all forms of approved learner transportation.
- Two-wheel, non-motorized vehicles must be parked only in designated/approved spots and must have a valid parking sticker attached to the frame of the vehicle.

RIGHT TO FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Policy Statement

It is the policy of the St. Helena Parish School District to provide a free and appropriate public education to all learners with disabilities within its jurisdiction, regardless of the type of disability or its severity.

Learners with physical or mental disabilities consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. Persons with physical or mental handicaps shall have the following rights in accordance with Section 504:

- Rights to file a grievance with the district concerning allegations of violations of Section 504 regulations.
- Right to an evaluation drawing upon different sources.
- Right to be informed of any actions pertaining to eligibility and any proposed service plans.
- Right to review any personal information in an understandable mode.
- Right to periodic evaluations.
- Right to evaluation prior to any significant change in services.

- Right to contest the districts' proposed actions through an impartial hearing.
- Right to be represented by counsel in the impartial hearing.
- Right to Appeal the decision from any hearing

The Section 504 Coordinator for the district is the Director of Exceptional Services. This person may be contacted at (225) 222-4349.

POLICY FOR HOMELESS LEARNERS

The St. Helena Parish School Board shall provide a free and appropriate public education to any homeless child or youth within the jurisdiction of the School Board.

Homeless learners requesting enrollment shall be placed in school immediately, even if required registration documents are unavailable. School documents needed should be requested after the learner has been enrolled. There shall be no barriers to homeless children and youth entering school.

To this policy, the term homeless includes an individual who lacks a fixed, regular, or adequate residence, has a nighttime residence in a shelter, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as, adjudicated.

In addition to the above, the St. Helena Parish School District shall maintain and have immediately available any records ordinarily kept by the school of each homeless child or youth (immunization records, academic records, birth certificates, guardianship records, and evaluation for special services or programs, etc.). Learners meeting the definition of homeless will not be denied entry into school due to lack of records or documents normally required for entry into school. The child or youth will be immediately enrolled, and the homeless liaison will assist in obtaining necessary records or documentation.

The district shall continue the education of homeless children or youth in the school of origin for the remainder of the academic year, or for the following academic year if the family becomes homeless between academic years. The child or youth may enroll in any school in which other learners living in the attendance area in which the child is residing, or eligible to attend, whichever is in the best interest.

The St. Helena Parish School District shall ensure school placement of the homeless child or youth regardless of whether the learner resides with the homeless parents or has been temporarily placed elsewhere by the parents. The district shall also provide service comparable to services offered to other learners in the school attendance, including transportation services, educational services for which the child or youth meets the eligibility criteria programs for the gifted and talented, and school meals program.

A central office director shall be designated to serve as a Homeless Liaison to coordinator services and ensure that there are no barriers to the enrollment, transportation, attendance, and success in school for homeless children and youth. Additionally, the Homeless Liaison will promptly solve disputes regarding educational placement.

If you have any questions or concerns regarding Homeless Learners, please contact the Central office at 225-222-4349.

Learner Dress Codes and Uniforms

St. Helena Parish School District has adopted a School Uniform Policy. All learners are required to come to school (including the first day of school) dressed in the appropriate school uniform. Parents whose children come into the system from other districts or parishes will be given one week to provide a uniform for their children. Learners will not be allowed to attend class without the appropriate uniform.

The purpose for implementing a learner dress code policy for all learners is to strengthen the learning environment for classroom instruction and academic performance, increase school pride, and enhance the image of our learners and the school in our community. School is a place of preparation for future life; therefore, it is advisable that attention be paid to dress grooming during the school years. General school environment, learner behavior and morals are strongly influenced by the learner's appearance. Learners' appearance also affects the reputation of the school. All learners will dress for success.

The St. Helena Parish School District realizes that sometimes extenuating circumstances exist (example: house fire) which may prevent a child from wearing the school uniform on a short-term basis. These cases will be dealt with on a case-by-case basis.

St. Helena Early Learning Center (PreK-2)

- Light blue, yellow polo shirt (long or short sleeve)
- Navy blue or khaki pants or knee-length shorts
  - No Capri pants allowed
  - All pants are to be worn at the waist.
- Black or navy-blue belt
- Tennis shoes

St. Helena Arts and Technology Academy (3-6)

- Light blue or basic red polo shirt (long or short sleeve)
- Navy blue or khaki pants or knee-length shorts
  - No Capri pants allowed
  - All pants must be worn at the waist.
- Black or navy-blue belt
- Tennis shoes

St. Helena College and Career Academy (7-12)

7th and 8th Grade Learners:

- Solid Light Blue Polo Shirt
- Navy Pants or knee-length shorts
- Tennis shoes

9th Grade Learners:

- Solid White Polo Shirt
- Khaki Pants or knee-length shorts
- Tennis shoes

10th, 11th, and 12th Grade Learners:

- Solid Black or Solid Gold Polo Shirt
- Khaki Pants or knee-length shorts
- Tennis shoes

WHAT IS NOT ALLOWED

- Denim or denim-like fabrics
- Brand name logos on clothing or outerwear
- Colorful undergarments under school shirt
- Button-down shirts with two or more pockets
- Clothing with other school logos or names
- Clothing with vulgar or inappropriate insignia or designs, (ex. Weapons, swastika, etc.)
- Solid school bags
- Sagging pants, shirts untucked, etc.
- Ballerina or slip-on shoes
- No tight fitting/stretch pants such as jeans, biking shorts, sweatpants, wind suits, flair pants, overalls, skorts, skirts, jumpers, or joggers.
- Pant legs cannot be tucked into socks or shoes
- Light colored or very dark khaki pants are not acceptable (use Khaki Dickies as the example when selecting pants)

I.D. CARDS:

- The I.D. Card is part of the school dress code.
- Worn on lanyard in chest area with the picture facing outward at all times
- Learners must not disfigure the I.D. card
- In the event a learner disfigures his or her ID card, the learner must purchase a replacement.
- The cost of replacing a lost I.D. Card is **$5.00**.
- A temporary I.D. Card may be purchased for $**1.00**.

SHIRT:

- Shirts must be solid in color and free of distracting embellishments (glitter, emblems, etc.)
- Shirts must have collars – button down or polo style (short or long sleeves)
- Shirts must be always tucked in.
- Shirts must be the appropriate size for the learner, under or over-sized shirts are not permitted
- Curriculum related uniforms are considered standardized dress on designated days. (i.e., Explorer's Day, Game Day, 4-H Day, FFA Day, etc.)
- Shirts should be clean and free of rips, tears, or holes.
- School shirts must be worn under jackets.

Uniform Options

To make uniform shopping easier for parents and to provide our learners with additional options, the following items are acceptable beginning with the 2020-2021 school year:

All Grade Levels:

Any color tennis shoe

School Spirit Shirts may be worn every Friday.

Learners can wear their school sanctioned Spirit Shirt on FRIDAYS ONLY. Shirts will be available for purchase at each school site.

Outerwear for All Schools

Black button-down cardigan

All black, navy blue, or gray jacket/coat

Tennis shoes

WE WILL STRICTLY ENFORCE THE FOLLOWING ITEMS:

Learners must have a clear or mesh school bag.

No sagging or over-sized pants.

Learners must wear Hawk gear ONLY.

SKIRTS/SHORTS/SLACKS/SKORTS – (ELEMENTARY SCHOOL ONLY PK-6th)

- Skirts/Shorts/Slacks/Skorts/Jumpers must be navy blue or khaki in color and free from distracting embellishments (glitter, emblems, etc.)
- Style must be cotton twill or cotton blend (no jean style or material) without rivets
- Skirts/Shorts/Slacks/Skorts/Jumpers must come to the knee or below the knee.
- Skirts/Shorts/Slacks/Skorts must have a zipper fly.
- Skirts/Shorts/Slacks/Skorts/Jumpers must be hemmed (cut off articles are not permitted)
- **Skirts/Shorts/Slacks/Skorts must be worn no more than 2 inches below the waistline.**
- Uniform shirt must be worn under jumpers.
- Slacks must have straight legs and be free of slits or elastic at the ankles.
- Bottom of pant leg width must be no wider than shoe length

BELTS:

- Belts are mandatory when wearing slacks, shorts etc. with belt loops
- Belt buckles must be plain, standard size buckle
- Appropriate length & size for waist
- Designs, emblems, insignias, monograms, logos, holes, studs, etc. are Prohibited **(no cell phone clips or wallet chains hanging from belt)**

HOSE/TIGHTS/SOCKS:

- Solid color: White, black, or skin tone
- Socks, hose, or tights must be worn with shoes
- Socks must be matching pair
- Socks must be visible and no higher than the knee

SHOES:

- Shoes must be always worn.
- Shoes must cover the entire foot to ensure sanitary protection and learner safety.
- Shoes may be tie, buckle or Velcro
- Shoes shall be properly tied, if applicable
- All shoes requiring shoelaces must have laces and be properly tied
- Slippers, flip-flops, house shoes, steel-toed boots/shoes, open-toed shoes, sandals, wedged soles, shoes with rubber or metal cleats, shoes with built in roller skates, track shoes, platforms, cowboy boots and high heels are **not permitted**.
- Distracting items such as but not limited to glitter, noisemakers, lights, or hanging tags are **not permitted**.

PHYSICAL EDUCATION:

- All P.E. learners must "dress out" for P.E. classes to pass the course. Instructors will give regulations for appropriate P.E. attire.
- Learners must wear school uniform at the end of P.E.
- No learner is to leave school in gym clothes.
- High school gym clothes are ordered and purchased through the Physical Education Department.

PULLOVERS OF ANY KIND: (sweaters, sweatshirts, vest; any garment which is pulled over the head that does not snap, button, or zip from top to bottom):

- Solid Color: Appropriate school color
- Pullover V-neck or pullover crew (**wearing hoods are not prohibited**)
- Must be worn over uniform shirt
- Uniform collar must be visible

COATS:

- Coat/jacket/sweater may be worn as long as the uniform shirt collar is revealed under the coat/jacket/sweater
- **TRENCH COATS AND DUSTERS ARE PROHIBITED**

HAIR:

- Learner hairstyles should be appropriate for a school environment.
- Hair must be clean, well-groomed, and kept out of learner's eyes
- Head coverings (excluding religious ones or for a documented medical necessity), skullcaps, hats, hair rollers, hand kerchiefs, bandanas, sweatbands, hoods, bonnets, or any other headgear are **not permitted.**
- Long-handled combs or picks of any material are prohibited for safety reasons
- Symbols and/or styles that are identified with gang membership, affiliation or representation are **not allowed**

JEWELRY:

- Earrings shall be worn in the ears only and shall be studs or hoops (**quarter size or smaller**).
- No more than three (3) earrings may be worn in each ear.
- Heavy jewelry, spiked jewelry and other jewelry deemed inappropriate shall not be worn by any learner.
- Glitter, facial tattoos, or facial drawings are **not permitted**.

BOOK BAGS:

- ***School bags must be clear or mesh.***
- School bags are required for all learners.
- School bags must be free of writing, except for learner's name.
- Drawing on school bags is not permitted.
- Purses, school bags, lunch boxes, pencil cases, enclosed binders, etc. are subject to search during random searches and during searches with probable cause.
- Purses are not to be used as book bags.
- May not be modified or worn in any way that reflects gang affiliations, conceals contraband, or creates a distraction.

ALL CLOTHING ARTICLES:

- Must be free from distracting items/embellishments or styles.
- Must be the appropriate size: item that are too tight or too loose are not permitted.
- May not be altered from the original design
- May not be worn in any way that reflects gang affiliations, conceals contraband, or creates a distraction.
- Sunglasses and non-prescribed glasses of any kind that interferes with a learner's performance are not permitted.
- Shirts/blouses must be tucked into pants/shorts/skirts/skorts
- ***The school principal or his or her designee has the final authority to characterize clothing items as distracting*.**
- ***Learners are not allowed to wear apparel with other school names and/or logos*.**

LEARNERS ATTENDING NORTHSHORE TECHNICAL AND COMMUNITY COLLEGE:

- Program specific uniforms will be required while at NTCC
- Learners must change into their school uniform before returning to class at SHCCA

DRESS CODE CONSEQUENCES:

Uniforms are mandatory. The following is the disciplinary procedure for learners in non-compliance with the mandatory uniform policy:

First Offense:	Learner warning and review of appropriate dress code.
Second Offense:	Parental Contact
Third Offense:	Learner and parent or guardian must attend a conference with principal.
Fourth and Beyond:	Behavior Referral

Please refer to the school handbook for additional details.

THE DRESS AND GROOMING OF THE LEARNER SHALL BE THAT WHICH CONTRIBUTES TO THE HEALTH AND SAFETY OF THE INDIVIDUAL. Administrators and faculty will assess appropriateness of dress and grooming. Any learner in questionable attire will be sent to the office and if attire is judged unsuitable, he/she will be sent home or given an opportunity to change. Every learner must respond favorably to any faculty member's directions concerning his attire.

Clothing Assistance

It is a policy of the Board that no learner will be denied attendance at school or otherwise denied an education for failing to wear clothing that complies with the district-wide, a School Specific (Standard), or a Higher Standard (Uniform) Dress Code, whichever is applicable, if such failure is due to financial hardship. Each principal and district's Title I Liaison shall develop procedures and criteria to assist learners who would have or are having difficulty complying with their school's Higher Standard (Uniform) Dress Code due to financial hardships. Parents may request such assistance from the principal or designee. The identity of the family or child shall not be disclosed. Learners may be referred to Lena's Closet for clothing and/or personal items.

New and Transfer Learners

Learners entering the St. Helena Parish Public School System for the first time during the school year shall be granted a grace period up to five (5) days before being required to comply with a Higher Standard (Uniform) Dress Code unless the school provides the learner(s) with clothing to comply with the Higher Standard (Uniform Dress Code).

Learner Conduct and Behavior

- Every learner, pre-school through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent Learner Code of Conduct and through the implementation of a PBIS Plan in all schools.

- The PBIS Plan emphasizes teaching learners to behave in ways that contribute to academic achievement, school success, and support a school environment where learners and school staff are responsible and respectful.

- The PBIS Plan will include teaching school rules, reinforcing appropriate learner behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

- St. Helena Parish (SHPSD) schools are established for the benefit of all learners. The educational purposes of the schools are accomplished best in a positive school climate that teaches, models, and reinforces learner behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing learner misconduct across SHPSD schools.

- The School Board supports the administrative staff and teachers in taking all necessary and reasonable steps to implement the Learner Code of Conduct and administrative policies to maintain appropriate learner behavior. Important among these policies and directives are those in the areas of conduct, involving behavioral interventions and supports, enhancing the climate for learning, and policies governing suspensions and expulsions.

- The policies herein serve as the code governing learner conduct and discipline and are applicable to all learners. These policies shall constitute the Learner Code of Conduct, which are incorporated as Board policy pursuant to Louisiana Statute. Copies of these documents shall be available at each school office.

- The School Board recognizes that the Code of Learner Conduct must be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). Therefore, learners eligible for services under IDEA or Section 504 will be disciplined in accordance with these acts and are governed by those Learner Code of Conduct provisions, which specify that they apply to learners covered under IDEA and 504 learners.

- The School Board establishes guidelines for the conduct and discipline of learners. The Superintendent shall recommend, based on these policies, a Learner Code of Conduct for adoption by the School Board annually, in accordance with Louisiana Statute. The Learner Code of Conduct will be available to all elementary or secondary teachers, school personnel, learners, and parents or guardians and discussed at the beginning of every school year.

- The School Board adopts the Learner Code of Conduct in accordance with Louisiana Statute and will include:

    a. Establishing policies and specific grounds for disciplinary action, including in-school suspension, out-of-school suspension, expulsion, and any other disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances.

    b. Establishing procedures to be followed for acts requiring discipline and establishing procedures for the assignment of violent or disruptive learners to an alternative educational program.

    c. Defining and explaining the responsibilities and rights of learners about attendance, respect for persons and property, knowledge, and observation of rules of conduct, the right to learn, free speech, learner publications, assembly, privacy, and participation in school programs and activities.

- These policies recognize that pursuant to 18 U.S.C. § 922(q)(1)(I)(2)(A) (The Gun-Free School Zones Act), "It shall be unlawful for any individual, knowingly, to possess a firearm…at a place that the individual knows, or has reasonable cause to believe, is a school zone" and 18 U.S.C. § 922(q)(3)(A) "…[I]t shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm…at a place that the person knows is a school zone."
- These policies recognize that, it shall be unlawful for any person to sell, manufacture, or deliver, or possess with intent to sell, manufacture, or deliver a controlled substance in, on, or within one thousand (1,000) feet of the real property comprising a childcare facility or public or private elementary, middle, or secondary school, between the hours of 6 a.m. and 12 a.m.

    - To the extent that any definition, recommended disciplinary action or any provision in the policies serving as the basis for code governing learner conduct are contrary to state law or state board of education rule, the law or state board rule shall control.

    - **Grievance Against Schools**

        a. Learners, parents, or guardians are required to follow the district's established procedure for addressing discipline grievances against the school.

        b. The Superintendent shall establish procedures by which learners and parents may present discipline grievances to appropriate school authorities.

    - Each school shall be required to submit any site level policies (i.e., dress code) to district staff for review.

- Schools shall ensure ELL learners and their parents are provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Learner Code of Conduct, school administration and staff must be sensitive to cultural differences a learner may exhibit.

Scope of the Learner Code of Conduct

The *Learner Code of Conduct* outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, purpose of the Learner Code of Conduct is NOT to discipline learners for poor academic achievement or failure.
- A parent's failure to support his/her child's education appropriately cannot be considered misconduct on the part of the child.
- The *Learner Code of Conduct* applies to all learners. However, discipline for learners with disabilities shall be administered in accordance with federal and state law.
- In working within the Learner Code of Conduct, school administration and staff must be sensitive to cultural differences a learner may exhibit.

The *Learner Code of Conduct* applies to actions of learners during the time:

- Learners are waiting for school transportation, being transported to and from school at public expense.
- Learners are attending school via in person or virtual instruction.
- Learners are participating in school-sponsored activities.
- Commission of off campus conduct that substantially disrupts the school learning environment.

Positive Behavior Intervention and Support (PBIS)

To fully implement School-wide Positive Behavior Intervention and Support (SwPBIS), and reduce the loss of instructional time, the School District of St. Helena Parish expects that each school will utilize a wide variety of corrective strategies. Teachers must utilize, and document, a minimum of two research-based interventions prior to writing and submitting a discipline referral on a minor offense. Some examples are provided below.
St. Helena Parish School District expects that each school will utilize a wide variety of corrective strategies by the full implementation of School-Wide Positive Behavior Intervention and Support. (SWPBIS). This will reduce the loss of instructional time.

Sample Classroom/ Teacher Interventions Prior to Discipline Referral

Corrective Strategy	*DESCRIPTION*
Apology Letter	Learner makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Check in/Check Out	Daily contact with an assigned adult on campus. Learner should see the adult before school starts each day, as well as at the end of the day.
Coaching	In (SWPBIS) coaching keeps schools from falling into problems associated with training in isolation. SWPBIS coaches support schools throughout their SWPBIS implementation to make professional development content fit with local, school and classroom settings.
Conference with Parent(s)	Teacher communicates with learner's parent(s) by phone, email, written notes, or in person about the problem.
Conference with Learner	Private time with a learner to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment	Learner completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior. (I.e., clean-up, helping another person).
Detention	Required attendance for a monitored period, (time period) generally an hour after school, during lunch, or on a Saturday.
Home/School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with SwPBIS practices, emphasizing teaching and rewarding of appropriate behaviors, and using consistent consequences for problem behaviors. The home/school plan should be explained to the learner by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short durations, (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for learner to reflect on his or her action).
Mentoring	An agreed-upon adult or learner who provides consistent support, guidance, and concrete help to a learner who is in need (who needs) of a positive role model.
Out-of-Class Time-out	Learner is assigned to another supervised environment for a period of time (time out) (i.e., another classroom), slightly longer duration than in-class time out (30 minutes or less). Learner must comply with rules of

	exclusion time out. Time-out procedure must be taught to learners before implementing.
Privilege Loss	Incentives given for positive behavior are lost, (i.e., five minutes off computer time).
Reflective Assignment	Help learner realize why his misbehavior was wrong by asking him/her to compose a reflective essay.
Teach/Reteach Learner Expectations	Teach and model behavioral expectation that learners are having difficulty with understanding and showing adherence.
Written Contract	Learner, teacher, and parent(s) may formulate a document expressing the learner's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone, and it should include incentives but may also include consequences for misbehavior.

Any writing assignment or communication to home must be in a language that learners and parents can fully understand.

Administrative Prevention and Early Intervention

Prior to a learner receiving a suspension, it is the administrator's responsibility to ensure that the learner has had two (2) interventions that address the learner's misbehavior. These interventions must be DOCUMENTED. Exceptions to this are offenses, which are most serious in nature, (Level 3 and Level 4) and have occurred with no prior opportunity to provide early interventions.

Corrective Strategies	***DESCRIPTION***
Behavior Contract	A written/verbal contract or plan for the learner with stated goals, objectives, and outcomes for the learner to develop the necessary skills to address the stated incident.
Community Service	Donated service or activity that is performed by learner for the benefit of the public or its institutions.
Conference with Parent(s)	Administrator and teacher communicate with learner's parent(s) by phone, email, written notes, or person to person about the problem.
Conference with Learner	Private time with a learner to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the learner and parent the opportunity to track the learner's academic and behavioral

	progress in each of his/her classes for a specified period of time. (Time period)
Detention	Required attendance for a monitored period of time, (time period) generally an hour after school, during lunch, or on a Saturday. (Not on a Saturday)
(Loss)Loss of Privileges	The loss of a privilege(s) during school hours such as assemblies, field trips, and incentive activities. (The loss of an academic field trip should only occur when safety is a concern.)
Mentoring	An agreed-upon adult or learner who provides consistent support, guidance, and concrete help to a learner who (would benefit from) needs a positive role model.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed-upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	Learner recommended to the necessary department/group for discussion and development of a course of action/interventions for the learner.
Referral for Administrative Mediation	Referral to Mediation with an Administrator for stated incident.
Referral for Peer Mediation	Referral to Mediation with a Peer for stated incident.
Referral to SBLC	The referral to the SBLC for possible interventions.
Referral to School Guidance	Counseling of the learner by administrative staff, district staff and/or school-based Health Center to assist the learner in developing or utilizing the necessary skills to address the stated incident.
Restorative Justice	A structured process, guided by a trained facilitator, in which the participants in an incident examine the intended and unintended effect of their actions, and decide on interpersonal remedies to repair harm caused and restore relationship.
Schedule Change	A permanent change in the learner's regular class schedule.
School Service Work (During school hours)	Work assistance, provided by the learner, to any staff member during school hours; assistance could include campus or hallway clean-up.
Silent Lunch/Detention	A separate facility and/or seating arrangement for the learner during a regularly scheduled lunch period. Additionally, the administrator may

	request some cafeteria clean-up assistance from the learner such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Stay Away Agreement	An agreement that outlines specific actions requirements of learners involved in conflict.
Temporary Class Change (short-term) setting	The temporary removal of a learner from their regular classroom to a different classroom. The learner will be given the opportunity opportunity to complete his or her regular class work in the alternative setting.
Temporary Class Removal	The temporary removal of a learner from the traditional learning environment to a separate, individual learning environment for a short period
Victim Safety Plan	A plan of action that help to keep the learner safe from an abuser.
Voluntary Restitution/ Self-Designed Action(s)	Learner makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.

BULLYING ACT 861 of 2012

Act 861 of the 2012 Regular Legislative Session required the LDOE, in collaboration with BESE, to develop procedures and regulations about the proper reporting and investigating of an incident of bullying. These procedures include but are not limited to adoption of BESE-approved forms for reporting and investigating incidences of alleged bullying, proper parental notification, and mandatory orientation provided to faculty/staff/learners/parents. It also provides parents/legal guardians the right to appeal when a timely and effective investigation has not been conducted.

Definition of Bullying: (As provided in Act 861 of 2012)

- A **pattern** of one or more of the following:
- gestures, including but not limited to obscene gestures and making faces
- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors
- electronic communication including but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website using a telephone, mobile phone, pager, computer, or other electronic device (also considered Cyberbullying)
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property
- repeatedly and purposefully shunning or excluding from activities

where the pattern of behavior is exhibited toward a leaner, more than once, by another learner or group of learners and occurs, or is received by, a learner while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport learners to and from schools, or any school sponsored activity or event.

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

The St. Helena Parish School District believes that all learners have a right to a safe and healthy school environment. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among learners, staff, and volunteers. Behavior that infringes on the safety of any learner will not be tolerated. A learner shall not bully or intimidate any learner through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods (also considered Cyberbullying), and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the learner code of conduct and includes but is not limited to the following:

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

All learners and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to learners on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.
Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria, or school bus
- Reassignment of classes
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion
- Assignment to an alternative school

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

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

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

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

The following actions will be taken when bullying is reported:

1. Investigation
Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The investigation will begin no later the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.
The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.

2. Notification
Parents or legal guardians of the victim and accused learner will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent/guardian should be notified immediately.

3. Discipline
Upon confirming that bullying has occurred, the accused learner will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action, or counseling.

4. Follow Up
Complainants will be promptly notified of the findings of the investigation and the remedial action taken.

5. Documentation
Written documentation containing the findings of the investigation, including input from the learners' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

Parental Rights

Notification***

1. Parents/legal guardians must receive a written copy of the school's policy prohibiting bullying.
2. If his/her child is involved in a report of bullying, whether reporter, victim, alleged offender, or witness, the parent/legal guardian must be informed on the same day the investigation is initiated.

3. Any parent/legal guardian whose child is involved in a report of bullying must have the opportunity to attend any interviews with their child conducted as a part of the investigation.
4. Any parent/legal guardian whose child was involved in an incident of bullying must be informed of the outcome of the investigation regardless of the decision made by the school.

*****Notification must be consistent with the learner privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA)**

Appeal/Parental Relief

1. The parents/legal guardians of a bullied learner may request a transfer to another school if a parent, legal guardian, teacher, or other school official has made four or more reports of separate instances of bullying and no investigation has occurred.
2. The LEA must make a space available for the learner at another public school under its jurisdiction within ten days of the transfer request.
3. If no other school that serves the bullied learner's grade is available, within fifteen days of the transfer request, the superintendent or head of the LEA must facilitate the learner's enrollment in a statewide virtual school or offer placement in a full-time virtual program or virtual school.
4. The LEA may enter a memorandum of understanding with another LEA to secure placement and transfer for the bullied learner.
5. If none of the options is made available within 30 days of the transfer request, the parent/legal guardian may request a hearing with the school's governing authority.
6. The parents/legal guardians may request at the end of the school year that the learner be transferred back to the school in which the learner was enrolled when at least three of the bullying reports were made.
7. The LEA must make space available for the learner at the school where the learner was originally enrolled. No other school will qualify for the transfer back.

SEXUAL HARASSMENT POLICY

General Statement Policy

Sexual harassment is a form of sex discrimination, which is prohibited by Federal and State Law. It is the policy of the St. Helena Parish School District to maintain learning and working environment that is free from sexual harassment. This policy of the school board specifically prohibits all forms of sexual harassment.

Sexual Harassment Defined

1. Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
    - Submission to conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, of promotion, or of a learner's education; or
    - Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment or promotion or a learner's education including any aid, benefits, services, or treatment; or
    - Such conduct or communication has the purpose of effect of substantially or unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile or offensive working education environment.

- Includes but is not limited to internet use, text, electronic forms of communication.

Sexual harassment may include <u>but is not limited to</u>:

- verbal harassment or abuse
- uninvited letters, telephone calls or materials of a sexual nature:
- inappropriate and uninvited leaning over, cornering, patting, or pinching.
- uninvited sexually suggestive looks or gestures:
- intentional brushing against a learner's or an employees' body.
- uninvited pressure for dates.
- demeaning sexual favors accompanied by implied or overt threats concerning an individual's employment, promotion, or educational status.
- uninvited sexual teasing, jokes, remarks, or questions.
- demanding sexual favors accompanied by implied overt promises of preferential treatment about an individual's employment, promotion, or educational status.
- any sexual motivated unwelcome touching; or
- attempted or actual rape or sexual assault.
- electronic forms of communication including but not limited to texting, posting items online, etc.

<u>Investigation</u>

When a learner claims sexual harassment, the school administrator shall determine the credibility of the allegations to reach a judicious conclusion and take appropriate action.

<u>Procedures for Sexual Harassment Complaints</u>

If a learner has a concern or complaint about the nature of any conduct or physical contact by another learner enrolled in the St. Helena Parish School District, the following procedures will be followed:

- Any learner who believes he or she has been the victim of sexual harassment or harassment based on race or color, national origin, sexual orientation, disability or religion by a learner, teacher, administrator or other school personnel of the School District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extra-curricular activities, under the auspices of the School District, is encouraged to immediately report the alleged acts to an appropriate School District official designated by this policy.

- Any teacher, administrator, or other school official who has or receives notice that a learner has or may have been the victim of such harassment by a learner, teacher, administrator or other school personnel of the School District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extra-curricular activities, under the auspices of the School District, is required to immediately report the alleged acts to an appropriate School District official designated by this policy.

- Any other person with knowledge or belief that a learner has or may have been the victim of sexual harassment or harassment based on sex as set forth above, is encouraged to immediately report the alleged acts to an appropriate School District official designated by this policy.

- The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the Title IX Officer, but oral reports shall be

considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this policy shall prevent any person from reporting harassment directly to the Title IX Officer or to the Superintendent.

- The building principal is the person responsible for receiving oral or written reports of harassment at the building level. Any adult School District personnel who receive a report of harassment at a school shall inform the building principal immediately.

- Upon receipt of a report, the principal must notify the Title IX Officer who will coordinate the investigation of the complaint. If the complaint involves the principal, the report shall be made or filed directly with the Title IX Officer or the Superintendent.

- The School Board has designated the Title IX Officer to receive reports or complaints of harassment of learners from the building principals as outlined above and from other individuals. Any adult School District personnel who receive a report of harassment in one of the central offices shall inform the Title IX Officer immediately. If any complaint involves the Title IX Officer, the complaint shall be filed directly with the Superintendent.

- The School District shall conspicuously post a summary of this policy against harassment and violence and the name of the Title IX Officer in each school and in each central office that the School District maintains, in a place accessible to faculty, administrators and other employees. In addition, this policy shall be posted on the School District's website on the Internet. Copies are also available in the principal's office in each school and in the Department of Human Resources.

- The School District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.

INVESTIGATION AND RECOMMENDATION

Upon receipt of a report or complaint alleging prohibited harassment, the Title IX Officer shall promptly undertake or authorize an investigation.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents that may be relevant to the allegations.

In determining whether the alleged conduct constitutes a violation of this policy, the School District shall consider the following:

- the nature and context of the incidents
- the frequency, duration, repetition, severity, and scope of the alleged harassment
- the relationship between the parties involved
- the sex, race, color, sexual orientation, national origin, disability, religion and/or age of the victim

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

The Title IX Officer or his or her designee shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

SCHOOL DISTRICT ACTION

The Title IX Officer or his or her designee shall inform the complainant and the alleged perpetrator of the outcome of the investigation and any steps the School District is taking because of its conclusion. The School District will disclose this information in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged perpetrator.

Upon receipt of a report that a violation has occurred, the School District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation, including providing appropriate assistance to the victim. If the alleged perpetrator is another learner, appropriate actions may include but are not limited to counseling, awareness training, parent-teacher conferences, warning, suspension, expulsion, transfer, and remediation. If the alleged perpetrator is a School District employee, appropriate actions may include, but are not limited to, warning, suspension, or immediate termination. Any School District action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreement, state statutes and School District policies. The School District will act, as it deems necessary and appropriate to end harassment and prevent its recurrence.

NON-REPRISAL

Submission of a good faith complaint or report of harassment will not affect the complainant or reporter's future employment, working environment, work assignments, learning environment or grades.

The School District will discipline or take appropriate action against any learner, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged sexual harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

NON-HARASSMENT

The School District recognizes that not every advance or conduct of a sexual nature constitutes sexual harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory effect requires a determination based on all the facts and surrounding circumstances. Similarly, not all conduct relating to race or color, national origin, sexual orientation, disability, or religion will rise to the level of prohibited harassment. Again, a determination of whether harassment occurred will depend on all the surrounding circumstances.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse.

SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under state statutes. In such situations, the School District shall comply with the reporting requirements of state law and the procedures under the School District policy on child abuse.

APPEAL PROCESS

If the complainant is dissatisfied with the results of the investigation or the recommended remedy, the complainant may request that the Superintendent or Superintendent's designee review the matter. Such request for review shall specify the reasons for the request for review and shall be filed with the Superintendent within five working days after the investigator's decision is rendered. The Superintendent or Superintendent's designee may conduct such additional investigation as he or she deems appropriate. After the Superintendent or his or her designee completes the review, he or she shall issue a decision in writing.

The decision of the Superintendent or Superintendent's designee shall be final.

LEGAL REFS. Title IX of the Education Amendments of 1972, U.S.C. Section 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d, et seq.
Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101, et seq.
Section 504 of the Rehabilitation Act of 1973

CORPORAL PUNISHMENT

St. Helena Parish School District does not authorize or condone the use of corporal punishment as a means of maintaining order in the schools. However, it is recognized that reasonable use of physical force and restraint may be necessary to stop a disturbance threatening physical injury to others, to obtain possession of dangerous or contraband objects from learners, for the purpose of self-defense, for the protection of persons or property, or similar actions.

While corporal punishment is generally associated with spanking or paddling, the intentional infliction of pain by other means is also prohibited. The school district and Board also prohibits any non-employee including parents, guardians, and relatives from engaging in corporal punishment while on school property. Appropriate officials will be notified immediately, and immediate disciplinary action will be taken against the employee up to and including termination of employment.

FIGHTING AND ARREST POLICY

A top priority of the St. Helena Parish School District is to provide a physically and psychologically safe environment for learners. Fighting is disruptive to the school climate and causes learners to feel threatened. Learners who feel safe are less likely to bring weapons to school. Guns, knives, and other weapons are obviously hazardous to a safe learning environment and the possibility that such items will be brought to school must be significantly reduced.

School administrators are seeking assistance from law enforcement officials, representatives from the District Attorney's Office, Greensburg City Court, and 21st Judicial District Court to work cooperatively together to develop a Zero Tolerance for Violence Prevention Program for St. Helena Parish. This interagency developed program will require that learners, who are of the age to be in the seventh grade and above, that choose to fight on campus, at extracurricular activities, on school buses and/or at school bus stops, may be arrested.

Any learners that are on suspension (ISS or OSS), cannot attend any school activity. Any learner that is on OSS that returns to campus before the return date will be subjected to arrest for trespassing.

Procedure:
When a fight takes place and is deemed to be out of control by the principal or designee, appropriate law enforcement officials may be called.

- Each participant in the fight will be placed in ISS or detained/arrested until a full investigation is completed to determine that one or more learners were the sole aggressor(s) and the other learner(s) involved acted only in self-defense.
- Thereafter, parents will be contacted after the investigation has concluded. Parents must pick up the learner from school. When that is not possible, the learner will remain in ISS.
- The school must provide documentation of the incident to the learner before he/she leaves the campus. A copy of the School Behavior Report will also be mailed to the parent/guardian.
- If arrested, each learner will be processed through the judicial system.
- Each of the learner aggressors will be suspended a minimum of three (3) days from school**.**
- All learners who choose to fight a second time shall **be assessed a fee of $50.**
- **Learners will not be allowed to participate in any extracurricular activities or field trips until the fee is paid; the fee must be documented in JCampus.**
- All 2nd-time offenders must participate in conflict resolution prior to returning to school.
- If a learner refuses to attend the conflict resolution sessions, he/she shall be referred to the Office of the District Attorney/Juvenile Court Judge via a referral to Families-In-Need-of-Service (FINS) or Truancy Assistance Service Center (TASC) based on the age of the learner.
- Parents are required to attend and participate in the final session so that learners may discuss the solution reached and possible referrals can be made to other sources.

TRANSPORTATION – SAFE PROCEDURES FOR SCHOOL BUS RIDERS

Learners that utilize transportation provided by St. Helena Parish School District must adhere to the following rules to retain transportation privileges. The faculty, staff, administration, and Board recognize learner transportation needs to and from school; however, it is the School District's primary objective to ensure that the transportation provided reflects a safe environment suitable for the learners and drivers. It is St. Helena Parish School District's belief that the bus is an extension of the school. The bus driver is authorized to discipline learners in accordance with the Learner Code of Conduct as a school personnel member. All school rules apply on the bus. If a learner intends to ride the bus home with another learner a written permission letter by the parent/guardian must be made prior to school. ***Learners will not be given messages during class regarding changes in transportation.***

Rules for boarding the bus:

- Arrive at the designated bus stop on time; the buses cannot wait for learners that are late*.
- Keep hands, feet, and possessions to yourself.
- Wait for the bus driver to signal prior to walking in the road.
- Board and sit down in your assigned seat*Learners must be standing at the assigned bus stop waiting for the bus, unless otherwise approved due to extenuating circumstances or inclement weather.

Rules to follow while riding a school bus:

- Respect the bus driver and peers riding the bus.
- Remain seated while riding the school bus.
- Always keep hands, arms, and all other objects inside the bus.
- Report any emergency to the driver.
- Keep aisles clear of feet, books and objects that may obstruct the pathway or aisle.
- Avoid unnecessary, disturbing noises.
- Refrain and report anything that is unsafe, harmful, obscene, or offensive.

- ***Eating, drinking, smoking, glass objects, use of any tobacco product, animals and selling food items are not allowed on or around the buses***.
- Learners who do not cooperate are subject to disciplinary action, suspension and/or expulsion from riding the bus.

Rules to follow when exiting the school bus:
- Remain in your seat until the bus comes to a complete stop.
- Exit the bus at your designated stop, using the handrail.
- Get off the bus promptly and orderly after it comes to a complete stop.
- Walk along the side of the road until you can see your driver. Stop and wait for the signal to cross.
- Walk and look for traffic.
- Look in all directions before crossing the streets.
- Walk across the street or roadway only if the traffic is stopped.
- Walk directly home by the safest route.

Rules to follow should an emergency arise while on a school bus:
- Report any emergency to the school bus driver.
- In case of an accident, 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 touch the emergency equipment or safety releases unless told to do so by the bus driver or bus patrol, except in the case of extreme emergency and you are the closest to the door.
- Remain calm and encourage others to do the same.

Emergency Evacuation Procedures:
- Identify emergency exits that could be used.
- Be sure you know how to open emergency exits (windows and doors).
- If a young child cannot open the door in an emergency, the driver, another child, or two small children could open it.
- Passengers closest to the door should leave first.
- Kick windows out if doors are stuck.
- Duck your head as you go out.
- Wrap loose clothing (coat edges, shirttails, etc.) around you so you will not be snagged or caught by rough metal edges.
- Keep your hands free; leave everything behind.
- If there is a need to jump from the bus, bend your knees to cushion the jump.
- Older learners should assist younger learners when exiting.
- Clear the exit so others can follow.
- Get off the roadway or street after exiting.
- If the driver or riders are injured, seek help.

Proper Reporting:
Learners who have difficulties with other learners while riding the bus should report the problem to the driver. If the driver cannot resolve the problem, then it should be reported to the principal of the school the learner attends.

Seating:
The driver is responsible for seating arrangements. Factors such as safety, fairness, physical disability, age, and conduct are major considerations. Parents should understand their responsibility in working with the driver and the St. Helena Parish School District personnel for the welfare and safety of their children. In addition, emphasis

should be placed on the problem involved with safe transportation and the extent of responsibility placed on bus drivers transporting their children.

Responsibilities of Parents:

- Have children ready and at their designated pickup points on the route.
- Cooperate with school and bus drivers in teaching children safety precautions, good manners, and habits.
- Assist when there are disciplinary problems.
- Refrain from boarding the school bus (only authorized personnel allowed on buses)

Learners may be subject to the following consequences for minor offenses:

- Conference between principal or his/her designee, learner, and bus driver.
- Conference between principal or his/her designee, learner, and parent and bus driver with possible loss of bus privileges.
- Loss of bus privileges up to five days.

Verbal or physical threats warrant immediate removal from the school bus. All incidents must be reported to the principal or his/her designee for disciplinary action.

NOTE: ***Major offenses will result in more severe punishment such as suspension/expulsion from school. Any misbehavior on the bus, walking to or from the bus stop, or going to or returning from school may result in temporary or permanent loss of bus riding privileges. In this case, transportation to and from school becomes the responsibility of the parent/guardian.***

ST. HELENA PARISH MANDATORY DRUG POLICY

The St. Helena Parish School District is dedicated to providing a safe, drug-free environment for learners and employees. In full accordance, the St. Helena Parish School District adopted the following policy: (Adherence to these standards is mandatory).

- Any learner sixteen (16) years of age or older, found guilty of, possession of, knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic drug or other controlled substance on school property, on a school bus, or at a school event shall be recommended for expulsion from school for a minimum of 4 “complete” semesters. Pupil may only be readmitted to school, including an alternative education program, in accordance with the provisions of RS17:416C (2) (d) and RS 17:416B (3) (d). If arrested, principal SHALL refer within five (5) days after arrest, for testing/screening for alcohol/drug abuse. If evidence is found pupil must be referred for treatment. ***(Refer to Discipline Reference Chart of Revised Statute 17:416).***
- Any learner who is under sixteen (16) years of age and is in grades 6-12 and is found guilty of, possession of, knowledge of an intentional distribution of or possession with intent to distribute any illegal narcotic drug or other controlled substance on school property, on a school bus, or at a school event shall be recommended for expulsion from school for a minimum of 2 “complete” semesters. Pupil may only be readmitted to school, including an alternative education program, in accordance with the provisions of RS17:416C (2) (d) and RS 17:416B (3) (d). If arrested, principal SHALL refer within five (5) days after arrest, for testing/screening for alcohol/drug abuse. If evidence is found pupil must be referred for treatment. ***(Refer to Discipline Reference Chart of Revised Statute 17:416).***
- Any case involving a learner in pre-kindergarten through grade five (5) found guilty of, possession of, knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic drug or controlled substance on school property, on a school bus, or at a school event shall be referred to the local school board through a recommendation for action from the superintendent.

Learner Alcohol and Drug use:
The board recognizes that it is wrong and harmful for learners to be under the influence of alcoholic beverages, controlled substances, mood-altering chemicals, or their "look alike". Each learner shall be specifically prohibited from being under the influence or, bringing, consuming, or having in his possession on a school bus, on school property, or at any school-sponsored activity, any alcoholic beverages, controlled substance, mood altering chemicals, or "look alike drugs".

When the principal/designee has reasonable cause to believe that a learner is under influence of using, or in possession of these afore- mentioned substances, or in possession of related drugs (i.e., rolling papers, roach clips, syringes, etc.) the principal/designee shall follow these steps:

- Inform the parent/legal guardian by phone immediately or by letter within one school day regarding the reason for suspension, procedures for reinstatement, and parish policy concerning subsequent offences.
- The parent/guardian must obtain an assessment of the learner by a state licensed drug abuse clinic, hospital, or counselor.
- Written verification of the assessment must be presented to SCWA/Principal or designee by the parent/guardian prior to the learner returning to school.
- Contact the appropriate law enforcement agency where the learner is found to be illegally in possession of controlled dangerous substance, drug, and/or narcotics.
- The principal may take the appropriate disciplinary action which could include a recommendation for expulsion.

Distribution/Intent to distribute/Manufacture of illegal narcotics, drug or controlled dangerous substances:
When the principal/designee has reasonable cause to believe that a learner has manufactured, distributed, or possessed with intent to distribute any controlled dangerous substances, illegal narcotics, or drugs on a school bus, on school property, or any school-sponsored activity, the principal/designee shall follow these steps:

- Inform the Child Welfare and Attendance Supervisor at the School Board Office.
- Inform the parents/legal guardian by phone immediately or within one school day regarding the reason for expulsion procedures.
- Contact the appropriate law enforcement agency. The learner will be picked up by law enforcement officers and taken to the local police station for further processing.

State Law mandates that teachers and other school employees report suspected substances abuse in our schools. These cases shall be reported to the principal/designee and the Drug Free Schools and Campuses (DFSC) team in the schools. The principal/designee must report each case of possession and narcotics, drugs, or controlled dangerous substances to the proper law enforcement authorities. Any learner suspected of abuse must be referred to the DFSC team, who shall evaluate the case and report their findings, along with recommendations for evaluation, counseling, and other appropriate action. The learner's right to confidentially shall be always maintained in compliance with State and Federal Laws.

There will be a biannual review to determine effectiveness and necessary revisions of the above policy. As such, this policy will continually be updated according to the Federal and State requirements.

Policy for Use of Drug Dog:
School officials are authorized by state law to conduct searches of public-school property at any time. These searches shall not be announced by any school employee to the learner body and will be coordinated through the central office and for the school principal to ensure minimum interruption of school activities.

A room shall be cleared before any Detection Dog enters. The dog is not to enter any room or vehicle that is occupied by a learner other than for demonstrations.

When a dog "alerts" to the presence of drugs, the principal or his/her designee will conduct a physical search of the locker, premises or vehicle and follow due process. All suspected illegal drugs discovered during the search shall be confiscated and turned over to law enforcement for custody. Receipts for illegal drugs shall be given to the principal.

IMPLEMENTATION FOR SEARCH AND SEIZURE POLICY

Annual Written Notification: At the beginning of each school year, parents, and learners shall receive written notification as part of school rules, of unannounced searches of learners and non-learners on school board property and at school-sponsored events. Once said notices have been disseminated, these unannounced search procedures shall be implemented on a district-wide bases.

Posted Notices: Signs shall be posted outside entrances to school board facilities on school buses, and at entrances to sponsored events to serve as notice to learners that they are subject to search with a metal detector or by other means as a condition of entry, and that by the fact of their entry they shall be deemed to have freely and voluntarily consented to search their possessions for weapons or illegal substances.

Refusal to Cooperate with the Search:

- Refusal by non-learners to cooperate fully with a search shall result in their removal from school board property or school-sponsored events.
- Learners entering school board property or at school-sponsored activities who refuse to cooperate fully with a search shall be denied entry to school board property and shall be removed from the school-sponsored activities.
- Learners on school board property who refuse to cooperate fully with a search will be suspended for "disrespect for authority/willful disobedience."

Supervision:
Authorized school personnel shall initiate searches. However, the police shall be notified if a subject is found to be in possession of contraband (such as a weapon, illegal drugs, or prohibited object) as required by law.

SEARCH AND SEIZURE POLICY
Act 612 of the Legislature of Louisiana as passed during the regular session of 1982 (RS 17:416) requires that each school system in the state adopt a policy to provide reasonable search and seizure on or in school property. The following is that policy:

The St. Helena Parish School District is the exclusive owner of all public-school buildings, and all desks and lockers within the building assigned to any learner or employee. And any other area of any public-school building or grounds set aside specifically for the personal use of the learners or employees. Any teacher, principal or administrator of the St. Helena Parish School District may search any building, desk, locker, area or grounds for weapons, illegal drugs, alcohol, stolen goods or materials or objects, the possession of which is a violation of the St. Helena Parish School District's Policy, where he/she has accumulated facts which lead him to a reasonable belief that the items sought will be found.

Two adults as identified above will conduct the search. If any of the items mentioned above are found, they will be labeled as found, the person to whom the locker or desk is assigned, or who is the operator of the vehicle in

which the item(s) was found. If it becomes necessary to call and turn over to law enforcement agencies the items found, a receipt shall be secured.

Learners and employees are advised that having a vehicle on school board property is a privilege and not a right. By accepting the privilege, they consent to a search of automobiles.

The teacher, principal, or administrators, in pairs, may search the person or a learner where there is probable cause to believe that the learner or employee has in his/her possession any of the items mentioned above. Nothing in this policy shall be construed to afford a learner or employee an expectation of privacy that would not otherwise exist.

If any teacher, principal or administrator in the public school system is sued for damages by any learner, parent of any learner, or any other person qualified to bring suit on behalf of the learner or by any employee, based upon a search of that learner's or employee's desk, locker or any other area of a school building or grounds set aside specifically for that learners' personal use, where the teacher, principal or administrator reasonably believed there was probable cause to believe that the learner or employee had weapons, illegal drugs, alcohol, stolen goods or other materials or objects the possession of which is a violation of the St. Helena Parish School District Policy on his person, or had a reasonable suspicion that such desks, locker or other area contained such items, it shall be the responsibility of the St. Helena Parish School District to provide the teacher, principal or administrator with legal defense, including reasonable attorney's fees, investigatory costs, and other related expenses. If any such teacher, principal or administrator is cast in judgment for damages in the suit, it shall be the obligation of the St. Helena Parish School District to indemnify him fully against such judgment, including all principal, interest, and costs. Nothing in this policy shall require a school board to indemnify a teacher, principal or administrator maliciously, willfully, and deliberately intended to harass, embarrass, or intimidate the learner or employee. Nothing in this policy shall require defense and/or indemnification by a school board of a teacher, principal, or other school administrator for suits regarding search and seizure unless such acts are in accordance with policy adopted by the St. Helena Parish School District.

Interrogation by Police

If drugs are possessed, transferred, or sold on school property, immediate action will be taken to cooperate with law officials in the apprehension of the individual(s) responsible and in confiscation of the drugs. The learner's school activities shall not be interrupted for police interrogation when the issue concerns activities unrelated to school time, school property, or official school-sponsored functions.
Any time questioning of a learner by law enforcement authority occurs, the parent or guardian of the learner must be present.

EXTRA CURRICULAR ACTIVITIES & INSURANCE

Extra-curricular activity participants, all sports, band members, cheerleaders, flag girls and dancers, etc. are required to provide proof of private insurance.

NOTE: ***NO ONE WILL BE ALLOWED TO PARTICIPATE IN ANY EXTRA CURRICULAR ACTIVITIES UNTIL PROOF OF INSURANCE IS PROVIDED TO THE ATHLETIC DIRECTOR.***

All accidents no matter how small must be reported to the office of the school with which the injured is affiliated. An accident report form must be filled out on all injuries, no matter how small. ***The St. Helena Parish School Board does not assume responsibility for any accidents.***

All accident forms must be sent to Central Office immediately upon knowledge of the accident.

All fees associated with participation in extracurricular activities must be paid in advance. Learners will not be allowed to receive goods or services that have not been paid in full.

MEDICATION

Medication in Schools:

- As a general principle, medications should not be given in schools. Acutely ill learners should be sent home. Learners convalescing from acute illness should remain at home until the need for medication no longer exists.
- Learners are not allowed to have any prescription medications, over-the-counter medications, or drugs in their possession on school grounds at any time.
- Special circumstances exist for a health problem that can be expected to be of long duration, when such conditions exist, the following policy will be adhered to:

Medication Policy:

- The principal, other trained personnel, or school nurse (Southeast Community Health Center) are the persons permitted to administer medication.
- No medication may be administered at school without a written and signed statement from the parent(s) who authorizes the school to do so and must be renewed annually.
- All medication administered at school must come in original containers with proper labeling including learner's name, name of physician, date, name and phone number of the pharmacy, name of medication, dosage, and frequency of administration. No more than one week's supply of medication shall be kept at school.
- The learner shall not carry medication to and/or from school. Parent(s) shall bring the medication to school or give it to the bus driver who shall in turn deliver to proper person(s) at the school site. All discontinued medications shall be returned to parents using reverse procedures as formerly stated.
- The person administering medicine will keep a written log reporting each date and time of the day medication is administered at the school site.
- Over-the-counter drugs will be administered using procedures 1 through 5.
- No employee is required to administer medication. Designated school personnel are permitted to administer medication.
- All medication at the school site shall be kept in a locked and limited accessed space.
- The principal and parent(s) shall decide in writing as to whether a learner should be responsible for administering his/her own medication.
- Short term medications such as antibiotics, can be given at school only if necessary and with a signed authorization form from the doctor and the parent of the learner. If possible, a different medication schedule will be set up, with the approval of the attending physician, so that the child does not have to receive the medication at school.
- Unlabeled medication shall not be administered at school.

TITLE IX

- **General:** No person shall, because of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under an education program or activity.

- **Marriage and Pregnancy**: A learner shall not be discriminated against nor excluded from the education program or activity, including any class or extracurricular activity, based on such learner pregnancy, termination of pregnancy or recovery there from, unless the learner voluntarily requests to participate in a separate portion of the education program or activity of the school. The district may require such a learner to obtain the certification of a doctor that the learner is physically and emotionally able to continue participation in the normal education or activity so long as such certification is required of all learners for other physical and emotional conditions requiring the attention of a doctor. Pregnancy must be treated in the same manner as any other temporary disability. At the conclusion of the disability, the learner shall be reinstated to the status held before.

SALES ON CAMPUS

- *Club or organization sponsors and school administrators must approve all fundraisers.*
- ***THERE SHALL BE NO SALES ON SCHOOL PROPERTY FOR PERSONAL GAIN*.**

TECHNOLOGY ACCEPTABLE USE POLICY

Technology/Internet access is available to all learners and employees in the St. Helena Parish School District. We believe that technology offers vast, diverse, and unique educational resources to all participants. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. The St. Helena Parish School District retains the right to monitor all computer usage and files for compliance to all regulations and/or procedures.

Our goal in providing these resources to our learners is to enhance innovative education for learners 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.

Terms and Conditions are provided so that Technology/Internet users are aware of the responsibilities they are about to assume. Responsibilities include efficient, ethical, and legal utilization of the network resources. The learner's and parent or guardian's signatures on the attached contract is binding and indicates that he/she has read the terms and conditions carefully and understands their significance. In addition, ALL employees must sign and adhere to the provisions of this acceptable use policy.

TERMS AND CONDITIONS

- **Learner Personal Safety -**Users will not post personal contact information (e.g., address, phone number) about themselves or any other person on the Internet. User photographs and work can be published if a signed Parental District Release Form is on file.
- **Internet/Network Use –** Users are expected to abide by the St. Helena Parish School District rules of network etiquette. These include, but are not limited to the following:

- **ALL hardware and software purchases and installations should be approved by the Technology Department.**
- **All technology hardware and software** resources purchased by SHPSS are the property of the St. Helena Parish School District and are loaned to learners and faculty for their use.
- **Be polite**; do not send abusive, threatening, bullying, intimidating and/or harassing messages to others.
- **Note that Electronic Mail (e-mail)** is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities must be reported to authorities.
- **Hardware or software** shall not be destroyed, modified, or abused in any way.
- The computer 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 or CD/DVD media not directly related to instruction is prohibited.
- **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.
- **E-mail, chat**, and instant messaging of any form should be used for legitimate and responsible communication only. Hate mail, including statements that bully, threaten, intimidate, and harass, discriminatory remarks, cursing, and other anti-social behaviors are prohibited on the network.
- Use of the network to access or process pornographic materials, inappropriate text files, and files dangerous to any individual or group is prohibited.
- Chat rooms may be used only with approval from building level administrator and the guidance of the teacher for instructional activities. A letter requesting the authorization to chat should be sent to the SHPSS Technology Department.
- 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 and ALL threatening or obscene material.
- Gaining unauthorized access to resources or entities is prohibited. Learners should access only those files that belong to them or which they have been granted permission to use by faculty.
- Files stored on district computers and servers should be limited to those relating to formal school courses or activities.
- Invading the privacy of individuals is prohibited.
- Using the account or password of another user is prohibited. Distribution of passwords by other than designated staff is forbidden.
- Posting communications without the author's consent is prohibited.
- Posting or sending anonymous messages is prohibited.
- 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.
- Learners may use school Internet access for teacher-directed educational activities.
- Learners may use school Internet access only when authorized, and only when supervised.

A PARENTAL RELEASE FORM MUST BE SIGNED AND ON FILE FOR ANY LEARNER TO HAVE ACCESS TO THE INTERNET.

Consequences of Misuse

Disciplinary actions will be taken to meet the specific concerns related to violations of this agreement (e.g., loss of access to computer, suspension, law enforcement involvement, etc.).

OFFENSE	DISPOSITION		
Technology/Internet Misuse	1st Time	2nd Time	3rd Time
Inappropriate or illegal use of Technology / Internet	• Notify parents • Learner Teacher Conference	• Notify parents • Parent Teacher Conference • Office Referral • Loss of computer privileges (1 week)	• Notify parents • Parent Administrator Conference • Office Referral • Loss of computer privileges (4 weeks)
Any unauthorized change or modification to computer/ technology equipment	• Notify parents • Learner Teacher Conference • Office Referral	• Notify parents • Parent Teacher Conference • Loss of computer privileges (1 week) • Office Referral	• Notify parents • Parent Administrator Conference • Loss of computer privileges (4 weeks) • Office Referral
Damage to equipment	• Office Referral • Repair/Replacement Cost	• Office Referral • Repair/Replacement Cost	• Office Referral Repair/Replacement Cost

*Dispositions listed above may be adjusted based on the severity of the offense. For further information, please contact your child's teacher or school administration.

CARE OF SCHOOL PROPERTY

Learners that willfully or carelessly destroy or deface any school property will be held liable to replace the same. Parents will be notified, and arrangements will be made to pay for damage done. In major cases of vandalism, the learner will automatically be suspended from school in addition to being responsible for repair or replacement of damaged property.

Learners will be required to pay for all lost or damaged technology tools, devices, and textbooks/library books in accordance with parish regulations.

Cell Phone Devices

No learner, unless authorized by the school principal or his/her designee, shall possess, use, or operate any electronic telecommunication device, including any facsimile system, cell phone, intercom, or electro-mechanical paging system in any elementary or secondary school building, or on the grounds thereof or in any school bus used to transport public school learners. 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 learners, 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 telecommunication device is turned on.

All learners will be required to pay a $25.00 fee for cell phone devices found in their possession during the school day. The following forms of payment are acceptable: cash, cashier's check, or money order.

Guidelines for Social Media Use

St. Helena Parish Public Schools realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, learners and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. As such, educational standards are now requiring the use of online educational tools to demonstrate proficiency. To address related issues, St. Helena Parish has developed guidelines to provide direction for learners and the school district community when participating in online social media activities.

Social Media refers to the use of web-based and mobile technologies that enable all St. Helena Parish Public Schools' internal and external stakeholders to connect, collaborate, and form virtual communities via the computer and/or Internet. For some, social media is used mainly for social purposes, but for others, these sites and technologies are used as tools to teach and to connect with the community. The First Amendment, in general, protects the rights of individuals to participate in social media. However, the laws and courts have ruled that schools can discipline learners and staff if their speech, including online postings off campus, materially and substantially disrupts school operations, reasonably likely causes a material and substantial disruption of the school, constitutes a violation of certain relevant federal or state laws or School Board policies.

Since social media reaches audiences far beyond the community and can leave lasting impressions, district employees and learners must use social sites responsibly and be accountable for their actions. School district employees are prohibited from communicating with learners via social media. Learners should not make attempts to connect with district employees via social media. Learners should consider not posting or linking anything to social networking sites that they would not want peers, teachers, college admissions officers, or future employers to access. Learners should be sure to utilize privacy settings to control access, never share personal information with parties' unknown on unsecure sites and be protective of site passwords.

Misrepresentation of someone else's identity must also be avoided. Learners should remember to be respectful to others. When responding to someone during a disagreement, be sure that criticism is constructive and not hurtful. Beware of profane, obscene, or threatening language.

If the use or posting to a social media site creates a substantial and material disruption on a school campus, possesses a threat to school employees, or other learners, regardless of time or location while posting to a social media site, learners will be subject to the behavioral standards set forth in the Learner Handbook.

PARENT ACADEMY PLAN

The St. Helena Parish School Board is committed to promoting social, emotional, and academic growth of children and parents in St. Helena Parish. We believe parental involvement is a vital component of education.

The School District's Leadership Team meets monthly and parental involvement is discussed at each meeting. The school level parent/teacher committees meet periodically throughout the school year to review and plan parent activities.

The St. Helena Parish School Board requires all schools to develop a written parental involvement policy that is jointly developed with and distributed to parents. Parents are to be involved in the annual review of each school's parental involvement policy.

To ensure effective involvement of parents and to support a partnership among the LEA, schools, parents, and community for the improvement of learner achievement, the St. Helena Parish School Board has designed a Parent Academy that:

- Shall aid parents of children served by the district, as appropriate, in understanding such topics as the State's academic content standards and learner academic achievement standards, State and local academic assessments.
- Shall provide materials and training through the Parent Academy to help parents to work with their children to improve learner achievement.
- Shall educate teachers, pupil services personnel, principals, and other staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Shall to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with Head Start, local day care facilities, Office of Social Services and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Shall ensure that information related to school and parent programs, meetings and other activities is distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- Will involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- Will provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- Will pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs to enable parents to participate in school-related meetings and training sessions.
- Will train parents to enhance the involvement of other parents.
- Will arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, who work directly with participating children, with parents who

are unable to attend such conferences at school, to maximize parental involvement and participation.

- Will develop a survey for parents to provide feedback on what they would like to see going on within the schools.
- The district Parent Services Coordinator assists and support schools in planning and implementing parental involvement activities during the school year.
- Will conduct workshops throughout the year focusing on a variety of topics.
- A copy of scheduled Parent Academy courses will be provided to Public Health Units, Head Start, Social Services, other interagency, schools, and local newspapers.
- St. Helena Parish School Board encourages parent and community volunteers to participate in the Parent Academy activities and to provide recommendations regarding types of materials that they need when they assist their children academically. These recommendations are considered when materials are ordered for the Parent Academy.

Participation is motivated through the following:

- Computers will be available with access to the internet for research and academic assistance to parents, learners, and educators.
- At the parent's request and based on availability, the Parent Services Coordinator can provide parents with basic materials for parents, learners, educators, and the community to be involved in parental engagement activities.
- School Level Parent Incentive Programs are also encouraged to increase parent participation. Throughout the school year, parents will be acknowledged for their participation at the school level.
- An Annual Parental Involvement Committee Meeting will be held to review and make revisions, if any, to the district policy. Parent surveys will be used as part of the policy evaluation.
- Parent volunteers will be recognized for helping Title I Schools at the school level as well as Board Meetings.

Discipline Guide

The discipline guide is designed to help you and your child understand the consequences of violating school rules. While most parents will not need to be familiar with the discipline guide, the School Board and the district want to ensure that parents are knowledgeable about the actions of school administrators when learners misbehave. The discipline guide enables administrators to assign consequences consistently, regardless of the school your child attends. When a learner has multiple violations of one incident, such as fighting with a weapon, the administrator will impose the more severe consequences. Like the Learner Code of Conduct, the discipline guide is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

Discipline Referral Incidents in St. Helena Parish are classified as Level 1, Level 2, Level 3, or Level 4 infractions. When deciding what disciplinary action should be taken, the principal or designee shall consider the learner's age, exceptionality, ELL status, previous conduct, intent, and severity of the incident.

Administrators are asked to administer discipline in a progressive manner. The underlying principle is to use the least severe action that is appropriate for the misbehavior. Administrators will increase the severity of the action if the misbehaviors continue. Investigations will be conducted to ensure that all consequences are fairly issued.

Level One

Behaviors	Range of Corrective Strategies	Range of Discipline Actions
Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation, or extracurricular activities **LEVEL 1 INCIDENTS** ➢ Tardiness, ➢ Habitual Truancy* ➢ Out of Assigned Area ➢ Dress Code Violations ➢ Public Displays of Affection ➢ Cheating ➢ Failure to comply with School Rules ➢ Bus Rules Violation Computer/Technology Misuse (Minor) ➢ Disruptive (Unruly) Behavior or Play ➢ Disrespectful Language ➢ Confrontation ➢ Lying/Misrepresentation ➢ Cellular Telephone/Technology Violation (this includes uploading videos of incidents that occur at school to any social media site.) ➢ Inappropriate Activity ➢ Disobedient/Insubordination ***Referral to SBLC Mandatory**	Prior to Administering Discipline • **Review of Matrix of Expectations** • **Re-teach Behavior** • **Coaching** • **Reflective Assignment** • **Apology Letter**	The principal or designees may select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents. **Administrative Responsibilities** • Parent/Guardian Contacted (M) • Conference with Learner (M) • Mail Signed Copy of Behavior Referral to the Parent (M) **LEVEL 1 ACTIONS** • Conference with Parents • Peer Mediation • Referral for Administrative Mediation • Behavior Contract • Plan Meeting (IEP, 504, LEP) • Daily Weekly Report • Schedule Change • Parent Guardian attends school w/learner • Voluntary Restitution • Assigned Bus Seat Silent Lunch/Lunch Detention • School Detention • Confiscation • Conflict Resolution • Mentoring • Referral to Outside Agency • After School Detention • Time Out Room • In School Suspension (ISS) • Out of School Suspension (OSS) **M = Mandatory**

Documented evidence shall be maintained in the learners file throughout the school year. Witness statements must be collected for all behavior referrals.

School principals have the authority to select a different Level of Action or Discipline Action depending on the circumstances of the learner.

Level Two

Behaviors	Administrative Responsibilities	Range of Discipline Actions
Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others. **LEVEL 2 INCIDENTS** ➢ Harassment * ➢ Leaving School Grounds w/out permission ➢ Bus Disruption ➢ Profane or Obscene Language ➢ Threat * ➢ Physical Aggression * ➢ Repetitive Disruptive Behaviors * ➢ Repetitive Disobedience ➢ Bullying/Cyber bullying * ➢ Vandalism <$1,000 ➢ Petty Theft or Stealing <$300 ➢ Possession of Tobacco Products * ➢ Possession of a lighter or matches ➢ Un-served Detentions (Regular) ➢ Un-served Detentions (Saturday) ➢ Firecrackers/Poppers * ➢ Forgery of Document of Signature ➢ Gambling * ➢ Sexual Harassment * ➢ Possession of Other Instruments or objects ➢ Prohibited Items, Unauthorized Use of Medications ➢ Unauthorized Sale/Distribution of materials ➢ Menacing Statements, Non-Criminal* ➢ Severe Inappropriate Activity * ***Referral to SBLC**	➢ Investigation ➢ Witness Statements **Range of Corrective Strategies Prior to Administering Discipline** ➢ Investigation ➢ Witness Statements ➢ Review of Matrix of Expectations ➢ Coaching ➢ Reflective Assignment ➢ Apology Letter ➢ Check in-Check Out ➢ Restorative Justice ➢ Ripple Effects ➢ Stay Away Agreement ➢ Victim Safety Plan	Where appropriate Principal or designees should apply discipline in a progressive manner. The principal or designees **can** select one of the strategies from Level 1, as well as one action from Level 2. **Administrative Responsibilities** ➢ Parent/Guardian Contacted **(M)** ➢ Conference with Learner **(M)** ➢ Mail Signed Copy of Behavior Referral to the Parent (M) **LEVEL 2 ACTIONS** ➢ Mediation ➢ Behavior Contract ➢ Plan Meeting (IEP, 504, LEP) ➢ Daily Weekly Report ➢ Voluntary Restitution ➢ Restorative Justice ➢ Community Service ➢ Loss of Privileges ➢ Confiscation ➢ In-School Intervention ➢ In-School Suspension ➢ Days Held in Abeyance ➢ ATOD Program * ➢ Bus Suspension ➢ Out of School Suspension for 1-3 days Recommended for Expulsion **** **Range of Consequences** Parent Conference, Referral to School Guidance, 1-day OSS, Counseling Materials, 5 days OSS/3 in Abeyance with attendance at an approved Alcohol Tobacco and Other Drugs (ATOD) program **M = Mandatory**

Documented evidence shall be maintained in the learners file throughout the school year. Witness statements must be collected for all behavior referrals.

School principals have the authority to select a different Level of Action or Discipline Action depending on the circumstances of the learner.

Level Three

Behaviors	Administrative Responsibilities	Range of Discipline Actions
Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property. **LEVEL 3 INCIDENTS** ➢ Fighting ➢ Verbal Assault on a Learner/Person ➢ Verbal Assault on School Board Employee ➢ Physical Attack ➢ Extortion/Blackmail/Coercion ➢ Robbery ➢ Hazing ➢ Stealing >$300 ➢ Vandalism >$1,000 ➢ Breaking and Entering/Burglary ➢ Computer /Technology Misuse (Major) ➢ Reckless Vehicle Use ➢ Motor Vehicle Theft ➢ Arson * ➢ Counterfeit or Misrepresented Document ➢ Sexual Assault ➢ Unauthorized use of Prescription Medications* ➢ Use of Intoxicants* ➢ Alcohol * ➢ Drug Paraphernalia * ➢ Drugs/Imitation Drugs Represented as such ➢ Drugs (possession/use/storage) * ➢ Disruption of a School ➢ Trespassing ➢ False Fire Alarm/ 911 Call ➢ Bomb Threat * ➢ Inappropriate Lewd, or Obscene Act ➢ Sexual Misconduct ➢ Possession of a Knife or Other Potentially Dangerous Item	➢ Investigate **(M)** ➢ Witness Statements **(M)** ➢ Notify School Police **(M)** ➢ Referral to School Based Team **(M)**	Principal or designees **must** select at least one of the non-mandatory Level 3 Actions. ***Administrative Responsibilities*** ➢ Parent/Guardian Contacted **(M)** ➢ Learner Conference **(M)** ➢ Mail Signed Copy of Behavior Referral to the Parent (M) **LEVEL 3 ACTIONS** ➢ Confiscation (where applicable) ➢ Restorative Justice ➢ Community Service ➢ Loss of Extra Curricular Activities ➢ In School Suspension ➢ Days Held in Abeyance ➢ Suspension from School 1-5 days ➢ Recommended for Expulsion **Alcohol Tobacco and Other Drugs Offenses** *** 1st Offense – 5 days OSS/3 in Abeyance with attendance at an approved Alcohol or Drug program *** Repeated AOD offense – 10 days OSS/5 in Abeyance with attendance at an approved Alcohol or Drug program Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature. **M= Mandatory**

Documented evidence shall be maintained in the learners file throughout the school year. Witness statements must be collected for all behavior referrals.

School principals have the authority to select a different Level of Action or Discipline Action depending on the circumstances of the learner.

Level Four

Behavior	Administrative Responsibilities	Discipline Consequences
These behaviors are the most serious acts of learner misconduct and threaten life **LEVEL 4 INCIDENTS** ➢ Imminent Threat of Violence, High Level** ➢ Attempt a Criminal Act Against a Person** ➢ Possession of a Firearm, Handgun, Rifle, Shotgun** ➢ Battery on Law Enforcement Officer** ➢ Possession, Use, Sale, Storage or Distribution of an Explosive Device** ➢ Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications** ➢ Aggravated Assault** ➢ Battery or Aggravated Battery on Learner/ Person (Non- School Board Employee) ** ➢ Armed Robbery** ➢ Battery or Aggravated Battery on School Board Employee** ➢ Sexual Battery ** ➢ Bomb Threat, Malicious Intent** ➢ Gang/group fight	➢ Investigate **(M)** ➢ Witness Statements **(M)** ➢ Notify Area Supt. **(M)** ➢ Notify Safe Schools **(M)** ➢ Notify Local Law Enforcement**(M)**	Principal or designee **must** use the following Level 4 Actions **LEVEL 4 ACTIONS** ➢ Parent/Guardian Contacted **(M)** ➢ Learner Conference **(M)** ➢ Confiscation (if applicable) **(M)** ➢ Suspension from School 10 days **(M)** ➢ Mail Signed Copy of Behavior Referral to the Parent (M) **Recommendation for Expulsion **(M)** Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature. **M= Mandatory**

Documented evidence shall be maintained in the learners file throughout the school year. Witness statements must be collected for all behavior referrals.

School principals have the authority to select a different Level of Action or Discipline Action depending on the circumstances of the learner.

Virtual Instruction

The School Board has made virtual classes available to learners. Such virtual instruction may be continued thereafter and when school is closed due to inclement weather, disasters, and other emergencies. The provisions of this policy and those of all learner handbooks and codes of conduct shall be applicable to misconduct, whether on-campus, during virtual instruction, on a school bus, on the streets to and from school, or at a school event or activity.

The St. Helena Parish School Board has extended its on-campus conduct expectations to the virtual classroom, with a few modifications that factor in the home setting. Conduct that is unacceptable and which would lead to the imposition of discipline in the regular classroom is typically unacceptable in the virtual classroom as well. Regardless of the model of instruction, learner conduct is governed by La. Rev. Stat. Ann. §17:416 and the *Learner Code of Conduct* and/or *Learner Handbook*. At the same time, for alleged misconduct which occurs during virtual instruction, school-based administrators shall consider the need for maintaining order and appropriate conduct, the school's interest being impacted, and the learner's and family's right to privacy and constitutional rights while at home or in a location that is not school property.

Learners and parents, typically, have a reasonable expectation of privacy about what takes place in their home ***outside of the view of teachers and peers in the virtual classroom.*** In order to ensure that learners and teachers are able to work and learn in a safe and orderly virtual environment, it is imperative that learners have a quiet, well-lit "classroom" space – free, to the extent possible, from toys, images, messages, personal property, or other items that may distract from teaching and learning or that may subject the learner to disciplinary action if possessed on school busses, in the regular classroom, or on school property.

Learners should be cautioned that the virtual classroom is for instruction and for engaging with peers and teachers for educational purposes. Learners must not handle or display items, toys, messages, images, or personal property or engage in conduct unrelated to the lessons taking place. Learners who engage in conduct in the virtual classroom that violates the *Learner Handbook,* and this Virtual Discipline policy may be subject to discipline in accordance with the *Learner Code of Conduct* and this policy.

School and/or district officials may be required, as mandatory reporters, to alert local law enforcement and/or the Department of Children and Family Services if they observe conduct, messages, images, or objects that raise legitimate concern for the safety and well-being of learners in the virtual classroom. This may include learners handling weapons in the virtual classroom, even if it is subsequently learned that the weapon is a toy or facsimile, as it is not always possible to determine remotely whether the weapon is real or not.

Learners are cautioned that the virtual classroom is for instruction and for engaging with peers and teachers for educational purposes. Learners must not handle or display items, toys, messages, images, or personal property or engage in conduct unrelated to the lessons taking place. Learners who engage in conduct in the virtual classroom that violates the *Learner Handbook,* and this *Virtual Instruction*

Discipline policy may be subject to discipline in accordance with the *Learner Code of Conduct* and this policy.

The following non-exclusive list of behaviors are prohibited in the virtual classroom and may result in disciplinary action:

- Bullying and/or cyberbullying
- The use of harassing or discriminatory language
- Use of obscene language, profanity, inappropriate language, writing or drawings

- Displaying obscene gestures, drawings, images, audios, videos, etc. Displaying pornography or nudity whether in a printed or digital context Committing lewd or sexual acts or simulations
- Repeated disruptions of the classroom
- Display of nudity, indecent dress, disrobing, etc.
- Exhibiting disrespect for the teacher or other school personnel
- Interference with the instructional audio or video
- The handling or display of weapons or facsimile weapons
- Use or display of drugs, alcohol, tobacco, or vaping devices
- Cheating on assignments, i.e., sharing work, answers, etc.
- Divulging confidential information
- Violation of computer/password security
- Violations of the Board's/School's *Acceptable Use Policy* or *Device Contrac*t

The context in which learner behavior occurs is important, however, and will be taken into consideration by School and District administrators in determining whether there has been a violation of the *Code of Conduct*. As with all other forms of misconduct, the level of discipline, if any, for violations in a virtual setting will depend upon the age of the learner, seriousness of the offense, the disruptive nature of the misconduct, whether the conduct involved violence or the threat of violence, whether the misconduct impacted the safety or orderly environment of the classroom, the learner's prior disciplinary record, etc.

School and/or district officials may be required, as mandatory reporters, to alert local law enforcement and/or the Department of Children and Family Services if they observe conduct, messages, images, or objects that raise legitimate concern for the safety and well-being of learners in the virtual classroom. This may include learners handling weapons in the virtual classroom, even if it is subsequently learned that the weapon is a toy or facsimile, as it is not always possible to determine remotely whether the weapon is real or not.

District Imposed Consequences

Consequences that schools can recommend but only district staff can impose.

Alternative Placement Pending Expulsion
The district will assign learners to an alternative education site pending the outcome of an expulsion.

Assignment to Special Program/ Alternative School/ Alternative Program (District-placed)
The district will place learners at an alternative education site for a specified period. (Pursuant to School Board Policy 8.13)

Expulsion
The removal of the right and obligation of a learner to attend a public school under conditions set by the District School Board and for a period not to exceed the remainder of the term or school year and one additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. L. S. § 1003.01(6).

Felony Suspension Incident
This incident code should be used for a learner who has been felony suspended and is assigned to an alternative education program until the learner is adjudicated. If the learner is adjudicated guilty, the principal may recommend expulsion.

Honoring an Expulsion from another District
The School District of St. Helena Parish will honor the expulsion from another school district. Learners will not be permitted to enroll in school until the terms of the expulsion have been met.

IAES
Interim Alternative Educational Setting for a learner served under IDEA or Section 504 for up to forty-five (45) calendar days without parental consent for:

a. Possession of dangerous weapons in school or at school functions; or
b. Possession, use, sale or solicitation or a controlled substance while at school or at a school function; or
c. Serious Bodily Harm.

Long-Term Suspension (District approved and entered)
The Superintendent is permitted to extend a suspension beyond ten (10) school days if the learner is being recommended for expulsion.

Refer to Courts or Juvenile Authorities
The district can refer learners through some type of action for any reason to either the courts or juvenile authorities.

Authorization for Suspension

Suspension of a learner from school for committing any of the infractions warranting suspension under the St. Helena Parish Learner Code of Conduct shall be employed only if the offense is related to school activity or school attendance.

These offenses may occur at any time, including, but not limited to, while on school grounds; while using school transportation; or during a school-sponsored activity. Bus suspensions can also be warranted for infractions that occur on school transportation vehicles. ONLY Suspensions for Level 3 and Level 4 offenses may carry from one school year to the next.

Informal suspension (i.e., a parent is told to keep a child at home under the supervision of the parent, or a learner is sent home without benefit of a conference and/or official documentation) is a violation of Louisiana's compulsory attendance laws, the Individual's with Disabilities Education Act (IDEA), and District policy. It is prohibited.

Appeal Process for Suspension

The principal is to advise parents or guardians, in their native language, of the appeal procedures for an out-of-school suspension. The appeal must first be made to the school principal. A written appeal which includes the rationale must be submitted to the school principal within 24 hours of receiving a notice of suspension. All documentation related to the suspension should be submitted with the appeal letter.

A decision by the school principal must be made within 24 hours of receipt of the appeal. A decision letter will be mailed to the parent/guardian. If the parent/guardian does not agree with the principal's decision, they may submit a written appeal to the Superintendent or designee. The conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the learner's records.

The parents shall be notified of the appeal decision.

EXPULSION

The removal of a learner from all regular school settings/activities for a determined period up to 24 calendar months (depending on the offense committed) after a due process hearing. As per Revised Statute 17:416 (Act 556), if the expellable infraction is at the end of the school year, the term of the expulsion may carry over to the next school year. A principal may recommend a learner, at any time, for expulsion if the offense is of such a

serious nature as to deny other learners their safety and/or the school's ability to conduct business in an orderly fashion.

Expelled learners must have clearance by the principal to be on campus for any reason.

DUE PROCESS FOR EXPULSION

- The principal or his designated representative shall hold a fair and impartial/documented hearing prior to all suspensions and /or recommendations for expulsions.
- The principal or in the absence of the principal, the acting principal is the only person in the school permitted to suspend or recommend expulsion of learners. Before any disciplinary action can be taken, other school employees such as teachers, bus drivers, secretaries, custodians, etc., must refer disciplinary cases to the principal for appropriate disposition. (LA School Behavior Report)
- The learner shall be given a notice in writing (St. Helena Parish Suspension/Expulsion Form), which stated the specific charges or grounds for serious disciplinary action. The notice must state the reasons for proposed action in sufficient detail and the nature of the evidence on which the disciplinary proceedings are based. A copy of this notice shall be mailed to the parent/guardian or the learner.
- When a hearing by the superintendent's office is required, the notice shall be given sufficient time to allow the learner adequate time to prepare a defense. (5 days are suggested)
- When a hearing by the superintendent's office is required, the notice should indicate that the learner be represented by an attorney, or any adult of his choice. (This notice should be forwarded to the learner's parent/guardian by registered mail).
- During a hearing by the Superintendent or his designee, a learner shall be afforded the opportunity to present his version as to the charge, his side of the case, his explanation and evidence, and his case by way of witnesses, affidavits and exhibits as he desires.
- Records of the hearing by the Superintendent or his designee shall be kept handmade available to the learner should he/she desire to appeal.
- The written decision of the Superintendent for an expulsion shall be sent to the learner's parent or tutor by registered mail and should contain the statement that the learner may appeal the superintendent's decision within five days to the local school board, and further that the local school board's decision may be appealed to the courts, should the board's ruling be unfavorable.

The recommendations for due process contained herein are based on procedures set by court decisions and are in conformity with Louisiana Laws. They have been reviewed and discussed in a committee with a representative from the State Attorney General's Office. These recommendations represent the minimum requirements of due process. Schools are encouraged to take additional steps to safeguard the rights and welfare of learners.

SUSPENSION WITH RECOMMENDATION FOR EXPULSION

The following will be cause for a nine (9) day suspension with a recommendation to the Superintendent for expulsion.

Unless contrary to the State Statutes, or otherwise directed by the Superintendent, the period of expulsion shall not be less than 90 school days and may carry over into the next school year. The following include, but are not limited to, actions that warrant a nine (9) day suspension with recommendation for expulsion.

- Intentionally causing or attempting to cause damage to school property or stealing or attempting to steal school property of any value. (A pupil suspended for damages to any property belonging to the school system or to property contracted to the school system shall not be readmitted until payment in full has been made for such damage or until directed by the Superintendent of schools. If the property damaged is a school bus, a pupil suspended for such damage shall not be permitted to enter or ride any school bus until payment in full has been made for such damage or until directed by the Superintendent of schools).

- Intentionally causing or attempting to cause damage to private property or any fence pole, sidewalk, or building on the way to or from school, or stealing or attempting to steal private property on any public-school premises.
- Intentionally causing or attempting to cause physical injury to another person except in self-defense.
- Carrying or possessing a fire arm, a knife (the blade of which equals or exceeds two inches in length) or any other dangerous instrumentality; or possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form. The

  Principal shall immediately recommend the learner for expulsion in accordance with Subsection C of RS 17:416.

CRITERIA OF DETERMINATION

- Any learner, sixteen years (16) of age or older, found guilty of being in possession of a firearm on school property, on a school bus, or in actual possession at a school-sponsored event shall be expelled from school for a minimum period of four (4) complete school semesters and shall be referred to the District Attorney for appropriate action.
- Any learner who is under sixteen years (16) of age and in grades six through twelve (6-12) found guilty of being in possession of a fire arm on school property, on a bus, or in actual possession at a school-sponsored event, shall be expelled from school for a minimum period of four (4) complete school semesters and shall be referred to the District Attorney for appropriate action.
- Any learner in kindergarten through grade five (K-5) found guilty of possession of a firearm on school property, on a bus, or in actual possession at a school-sponsored event, shall be expelled from school for a minimum period of two (2) complete school semesters and shall be referred to the District Attorney for appropriate action.
- Any learner sixteen years (16) of age or older, found guilty of possession of, or knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic drug, or other controlled substance on school property, on a school bus, or at a school event, shall be expelled from school for a minimum of four (4) complete school semesters.
- Any learner who is under sixteen years (16) of age and in grades six through twelve (6-12) found guilty of possession of, or knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic drug, or other substance on school property, on a school bus, or at a school event, shall be expelled from school for a minimum period of two complete school semesters.
- Any case involving a learner in kindergarten through grade five (5) found guilty of possession of or knowledge of an intentional distribution of or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event, shall be recommended for action from the Superintendent.
- When a learner in kindergarten through grade five (5) is found carrying or possessing a knife as described in the previous section, the principal may, but shall not be required to recommend the learner for expulsion.
- If a learner handles or transmits controlled substances, or any object that can be reasonably considered to be used as a weapon, that learner shall be disciplined in the same manner as if they owned the item.
- If a learner allows another learner to put drugs/alcohol/fire arms/knife/dangerous instruments in his/her locker and/or personal effects, that learner shall be disciplined in the same manner as the learner who owns the items.
- Within nine (9) days after a learner is arrested for possession of, or intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substances on school property, he/she shall be referred by the school principal or designee, for testing or screening by a qualified medical professional for evidence of abuse of alcohol, illegal narcotics drugs, or other controlled dangerous substances.

ALTERNATIVE PLACEMENT

- After the expulsion hearing and the decision has been made, the District Hearing Officer will complete necessary paperwork and notify parent of the decision and their right to appeal to the board.
- If a learner is placed in an Alternative setting, he/she is not allowed to return to a regular setting, until a post-hearing conference has been held between a school administrator, alternative schoolteacher, and the Child Welfare and Attendance Supervisor.
- During the Alternative School placement, a learner must not have missed any days unless absences meet the requirements of the Extenuating Circumstance Policy, must have completed all course assignments, and received no referrals before being eligible to return.

Discipline for Learners under IDEA

1. Statutes and Rules

a. Federal statutes and regulations under the Individuals with Disabilities Education Act ("IDEA") as well as Louisiana Statutes and State Board of Education Rules govern the discipline of all learners with disabilities.

b. If the district knows or suspects that a learner may be eligible for special education and related services, but has not yet determined such eligibility, that learner may assert all or any of the protections stated within this policy.

2. Suspension

a. Suspension is the temporary removal of a learner from all classes of instruction on public school grounds and all other school-sponsored activities, for a period not to exceed ten (10) cumulative school days per year. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10-day rule. All days a learner with a disability spends out of school because of school action, whether formal or informal, apply towards the 10-day limit.

b. Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.

c. A principal/designee may remove a learner eligible for services under the IDEA for up to ten (10) cumulative school days per school year for disciplinary infraction(s).

d. Educational services may be provided during the ten (10) days but are not required.

e. If a learner is arrested on campus and suspended those days count towards the cumulative ten (10) days allowed each year school year.

f. The IEP team must meet no later than the tenth (10th) day of the cumulative suspension to:

i. Determine if the learner's behavior is a manifestation of the learner's disability.

ii. Initiate an FBA or review the learner's current FBA and behavior intervention plan.

iii. If the behavior is a manifestation of the disability, review the learner's IEP.

g. The Manifestation Determination Review (MDR) must be conducted at the IEP meeting.

I. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the learner's present program and case history, including all relevant information in the learner's file, the learner's accommodation plan, any teacher observations, and any relevant information provided by the parents.

II. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the learner's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the learner's disability.

h. The learner's custodial parent/guardian must be invited to participate as a member of this IEP Team and the principal/designee must take reasonable steps to ensure that one or both parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls. The custodial parent/guardian must be provided with a copy of procedural safeguards.

i. A school cannot make a parent conference mandatory prior to a learner with an IEP or 504 Plan to be returned to campus after suspension. A conference may be suggested, but the learner maintains the right of access to education under the IDEA after ten (10) cumulative days per school year, even if the parent does not attend the conference.

j. If the learner's behavior is a manifestation of the learner's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the IEP, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the learner to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

k. If the IEP Team determines that the learner's behavior is not a manifestation, then the learner may be suspended from school in the same manner as learners not eligible for services under the IDEA. Nevertheless, such learner shall continue to receive educational services, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the learner's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

3. Bus Suspension. Suspension of IDEA learners from the bus must be counted as part of the cumulative ten (10) days if transportation is needed for the learner to access FAPE when an alternative means of arriving to school is not available.

4. In-School Suspension

a. In-school suspension is the temporary removal of a learner from the learner's regular school program and placement in an alternative program, such as that provided Louisiana Statute, under supervision of district personnel, not to exceed ten (10) school days.

b. A learner's IEP must continue to be delivered while assigned to in-school suspension.

c. Repeated removals of a learner from the regular classroom to an in-school suspension are prohibited.

6. Exclusion

a. An exclusion is the removal of the right and obligation of a learner to attend a public school under conditions set by the board, and for a period not to exceed the remainder of the term or school year and one additional year of attendance, provided however, that appropriate educational services developed through an Individual Education Plan ("IEP") will continue to be provided through some alternative means.

b. The educational services must enable the child to continue to participate in the general education curriculum, although in another setting, and to make reasonable progress toward meeting the goals set out in the child's IEP, and include, as appropriate, a functional behavioral assessment, behavioral intervention services modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.

7. Disciplinary Action for Drugs and Weapons

A learner with a disability may be placed in an Interim Alternative Educational Setting (IAES) following the appropriate state/federal policies for up to forty-five (45) calendar days without parental consent for:

- Possession of dangerous weapons in school or at school functions

  A dangerous weapon is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocketknife with a blade of less than two and one-half inches (2-½") in length.

- Possession, use, sale or solicitation or a controlled substance while at school or at a school function

- Causing serious bodily injury

  Serious Bodily Injury is defined as bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

8. IAES Placement is a very restrictive placement which is permitted if the circumstances set forth in paragraph above exist:

a. Placement in an IAES may occur pursuant to paragraph above whether the behavior is or is not a manifestation of the learner's disability.

b. Under the circumstances set forth in paragraph above, placement may occur at the request of the principal.

c. An IEP meeting must be scheduled within the first ten (10) days of placement. The principal/designee will take reasonable steps to ensure that one or both parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.

d. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.

e. The custodial parent/guardian must be provided a copy of their procedural safeguards.

f. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the learner's present program and case history, including all relevant information in the learner's file, the learner's accommodation plan, any teacher observations, and any relevant information provided by the parents.

g. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the learner's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information

reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the learner's disability.

h. A Functional Behavioral Assessment (FBA) must be initiated within ten (10) days of placement. Staff from both the learner's school will participate in the FBA.

i. A Behavior Intervention Plan (BIP) must be developed immediately upon completion of the FBA.

j. Educational services to be determined within ten (10) days of placement must:

i. Enable learner to appropriately progress in the general curriculum.

ii. Enable the learner to appropriately advance towards IEP goals; and

iii. Include, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior that gave rise to the violation so that it does not recur.

Discipline for Learners under 504

1. This Policy for discipline of learners eligible for services under Section 504 is designed to comply with State Board of Education Rules. The phrase "eligible for services under Section 504" refers to learners with active Section 504 accommodation plans and learners with disabilities who require Section 504 plans. However, for purposes of this policy, if the learner's sole impairment is drug or alcohol dependence, the learner is not eligible for protection under Section 504 or the ADA if the learner is currently a user of illegal drugs or alcohol. Such learners may be disciplined in the same manner as other learners for use or possession of illegal drugs or alcohol and will receive the same due process and substance-abuse assistance as other learners under those Policies.

2. Definitions. The words suspension and expulsion of learners eligible for services under Section 504 shall have the following meanings through this policy:

a. **Suspension.** Suspension, also referred to as out-of-school suspension, is defined as the temporary removal of a learner from all classes of instruction on public school grounds, except as authorized by the principal/designee, for a period up to ten (10) cumulative school days and remanding of the learner to the custody of the learner's custodial parent with specific homework assignments for the learner to complete. Any removal from

school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10-day rule. All days a learner with a disability spends out of school because of school action, whether formal or informal, apply toward the 10-day limit.

b. **Expulsion**. Expulsion is the removal from all regular school settings for a period of not less than one semester during which time the School Board shall place the pupil in alternative school or in an alternative school setting unless the Board is exempt from providing such an alternative school or alternative school setting.

c. **Re-evaluation**. Learners with active Section 504 accommodation plans, who are recommended for suspension more than ten (10) days, or expulsion, must have a re-evaluation prior to a significant change in placement. Learners with disabilities, suspected of being eligible for services under Section 504, who are recommended for suspension more than ten (10) days, or expulsion, must be evaluated prior to a significant change in placement.

3. **Suspension of Learners under Section 504/IDEA**. Unless otherwise indicated by their accommodation plans, learners eligible for services under Section 504 are expected to follow the rules of the learner conduct code. Learners who are eligible for services under Section 504/ADA may be suspended for infractions as defined for all learners with the following limitations:

   a. Suspension for Ten (10) Cumulative Days or Less. Unless otherwise indicated by their accommodation plans, learner suspension procedures [in Policy 5.1815] will be followed for learners who are eligible for services under Section 504/ADA and recommended for suspension for ten (10) cumulative days or less.

   b. Any Suspension beyond Ten (10) Cumulative Days. No learner who is eligible for services under Section 504/ADA shall be suspended beyond ten (10) cumulative days per school year, except through the following procedure. It is the responsibility of the principal/designee to monitor all serial/cumulative suspensions. NOTE: If a learner has been referred for evaluation under Bulleting 1508 prior to or during the Section 504 manifestation determination, the learner is then protected under the IDEA for discipline provisions. Therefore, the manifestation team must treat the learner as a learner eligible for special education. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a learner who is or may be eligible for services under Section 504/ADA violates the learner conduct code and will be considered for suspension for more than ten (10) cumulative days per school year.
      i. Within twenty-four (24) hours of the recommendation for the extended suspension, the principal/designee shall provide written notice to the custodial parent/guardian and the learner of the proposed suspension, alleged misconduct, and time and date of the scheduled 504 Multi-Disciplinary Team meeting. Notification of purpose, participants and location of the meeting will be included. The custodial parent/guardian shall also be notified that the 504 Multi-Disciplinary Team will also serve as a 504-plan

team and may change the learner's Section 504 plan. The custodial parent/guardian shall be given a copy of the Section 504/ADA Procedural Safeguards.

ii. The principal/designee will take reasonable steps to ensure that one or both parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.

iii. *Conducting a meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince* the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.

iv. The notice and copy of Section 504/ADA Procedural Safeguards shall be delivered by registered or certified mail (return receipt requested) or personally delivered by the principal/ designee at least twenty-four (24) hours prior to the meeting. A signed receipt of delivery must be obtained.

v. Before the learner can be removed from the campus for the suspension recommendation, the principal/designee will arrange a 504 Multi-Disciplinary Team review of the incident that was the basis for the recommendation for suspension.

vi. Members of the Committee must include the following personnel:

1. A school psychologist as the person knowledgeable of the evaluation procedures pursuant to the disability.

2. If the disability of record is a medical disability, the school nurse should be present to consult with the psychologist.

3. A teacher, counselor, or appropriate person knowledgeable of the learner.

4. An administrator (not the recommending administrator) as the person who is knowledgeable of the suspension/expulsion process.

vii. The 504 Multi-Disciplinary Team will review the case and determine whether the learner's conduct was or was not a manifestation1 of the disability, for which the learner has a Section 504 plan. A Manifestation Determination Review (MDR) is a process by which parents and the school meet to determine if the learner is being subjected to a disciplinary change in

placement for behavior that is a manifestation of his or her disability. Whenever a learner with a disability is subjected to a disciplinary change of placement (e.g., suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the learner from school.

viii. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take learner do the parents provide accommodation plan, any teacher observations, past disciplinary referrals/infractions, and any relevant information.

ix. The team shall then determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the learner's disability; or (b) if the conduct in question the direct result of failure was to implement the Section 504 Accommodation Plan. A consensus of the members of the team shall make this determination and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the learner's disability.

x. The Manifestation of Disability Determination Process for Learners with Section 504 Plans"

xi. If the 504 Multi-Disciplinary Team determines that the learner's behavior is not a manifestation, then the learner may be suspended from school in the same manner learners not eligible for services under Section 504. Nevertheless, such learner shall continue to receive education services, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the learner's Section 504 accommodation plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

xii. If it is determined that the learner's behavior is a manifestation of the learner's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the learner to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

4. Expulsion of Learners under Section 504/IDEA

a. Learners eligible for services under Section 504/IDEA may be recommended for expulsion as defined for all learners.

b. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a learner with a Section 504 plan is being recommended for expulsion.

c. In addition to procedures under policy, within twenty-four (24) hours of the recommendation for expulsion, the principal/designee shall provide written notice to the custodial parent/guardian and the learner of the proposed expulsion and the date and time of the scheduled 504 Multi-Disciplinary Team meeting to determine manifestation of disability. The procedures for conducting an MDR and for ensuring parental participation shall apply to proposals for expulsions.

d. The notice, procedural safeguards, and a copy of this Policy shall be delivered by certified mail (return receipt requested), or the principal/designee shall personally deliver it and obtain a signed receipt.

e. If it is determined that the misconduct is not a manifestation of the learner's disability, the learner may be expelled in the same manner as learners not eligible for services under Section 504 or IDEA. Nevertheless, such learner shall continue to receive educational services, so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the learner's Section 504 accommodation plan or IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.

f. If it is determined that the learner's misconduct is a manifestation of the learner's disability, federal law does not permit a school district to cease all educational services. If it is determined that the learner's behavior is a manifestation of the learner's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment was not completed prior to the behavior. If a behavior intervention plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports. In either case, the learner shall be returned to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

During the 2024 Louisiana Legislative Session, the Louisiana State Legislature enacted several new laws that were enacted for the 2024-2025 school year. These new state laws will have a significant impact on all parishes throughout the state, including St. Helena Parish. These are laws that apply statewide.

ELECTRONIC DEVICES - No learner shall possess, use, or operate any electronic telecommunication device, during the instructional day, or in any school bus used to transport public school students. These devices include, but not limited to cell phones, ear buds, or any other accessory that connects to a cell phone.

- First Offense – Parent contact, pick up cell phone
- Second Offense – In-School suspension
- Third Offense – Out-of-school suspension

SUSPENSION - A student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress codes or tardiness, shall be recommended for expulsion.

TRUANCY - Parents or guardians of truant learners are required to ensure their child make up missed class assignments by attending remediation opportunities, as determined by the School Board, until the learner has caught up with his or her assignments. The parent or legal guardian shall also attend meetings at the school on at least a monthly basis relative to the learner's progress until the learner has caught up on his or her missed schoolwork. Families of students who fail to meet attendance requirements will face a series of escalating consequences, which may ultimately result in being reported to the Social Security Office.

SMOKING, TOBACCO AND MARIJUANA USE - Possession or use of any tobacco product, smokeless tobacco, or marijuana product in any form, or any smoking object/device, including but not limited to electronic cigarettes, advanced personal vaporizers, vape pens, vape mods and similar devices, shall be prohibited on and in all St. Helena Parish School Board property and vehicles, and at all school-sponsored or school-approved functions.

ACADEMIC POLICY CHANGES

Summer School Participation for Grades K-2 - Learners who score WELL BELOW on the DIBELS end-of-year (EOY) screener must attend summer school. Failure to attend will result in the learner being retained.

Summer School Participation for Grades 5-8 - Beginning with the 2024-2025 school year and beyond, learners who score below basic on the third benchmark assessment will be required to participate in the online summer school program. To successfully complete the program, the learner must accumulate thirty (30) hours of online course remediation. Failure to participate will result in automatic retention. All learners who fail to meet their growth target on the LEAP assessment will be required to attend the two-week in person remediation. Failure to attend will result in automatic retention. Learners who did not have a teacher employed for their failed subject(s) for at least 50% of the school year will be referred to the SBLC committee for decisions regarding promotion.

10-Point Grading Scale A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = 0 – 59

Glossary

Definitions of terms and/or learner conduct which are considered violations of the Learner Code of Conduct are described in this section of the handbook. The use of words, such as battery and arson, are not meant to be considered equivalent to or to carry the same standards and consequences as the same words, which are defined in the criminal context in the Louisiana Statutes. The School Board retains the flexibility and right to attach definitions found in Board Rule to such words without attaching any criminal standards set by the courts or legislature. When a learner has committed an infraction, the misbehavior is to be classified according to the definition which best describes it. All learners and parents/guardians must understand that, in addition to taking corrective strategies at the school level, certain criminal and/or disruptive behavior must by Board Rule, be reported.

Abeyance - Out of School suspension days issued, but not enforced if an alternative plan is completed. Examples include tobacco, alcohol, or drug education classes.

Abuse of School Property/Minor Vandalism - To use wrongly or improperly, or to maltreat any school equipment or property. L2

Aggravated Assault - An assault with a deadly weapon without intent to kill; or with intent to commit a felony. “Assault” is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in such other person that such violence is imminent. L4

Alcohol - The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages. Use should be reported only if the person is caught in the act of using or is discovered to have used because of the investigation. L3

Apology Letter - Learner makes amends for negative actions by taking responsibility to correct the problem created by the behavior through written declaration of remorse.

Armed Robbery - The taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when during the taking there is the use of force, violence, assault, or putting in fear with the use of a firearm or other deadly weapon.

Arson - To willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being. L3

Battery - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery. The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury to an individual who is not fighting back. L4

Behavior Contract or Plan - A written/verbal contract or plan for the learner with stated goals, objectives, and outcomes for the learner to develop the necessary skills to address the stated incident.

Bomb Threat - Intentionally making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive, or arson-causing device. L3

Breaking and Entering/Burglary - The unlawful entry with or without force into a building or other structure, remaining behind or conveyance with the intent to commit a crime to property. L3

Bullying/Cyber Bullying - Systematically and chronically inflicting physical hurt or psychological distress on one or more learners or employees that is severe or persuasive enough to create an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation. L2

Bus, Assigned Seat - The temporary or permanent assignment to specified seat on the school bus. Bus Disruption - Behavior that disrupts and/or distracts the driver from safely operating the school bus. L2

Bus, Probation - An alternative to a Bus Suspension. A learner placed on Bus Probation will, very likely, be suspended from the school bus if another bus violation occurs.

Bus, Suspension - Suspension of bus riding privileges for a specified period. (Consequences for violations of transportation policies, rules, or standards of conduct are not limited to the suspension of bus riding privileges. Other sanctions, up to and including out of school suspension and expulsion may be imposed when warranted).

Cellular Telephone/Technology Violation - The use of wireless communication devices including but not limited to cellular telephones, camera telephones, MP3 players, iPods, readers, and other electronic devices in violation of the time, place, and manner as outlined in the Code of Learner Conduct. L1

Cheating - The unauthorized use and/or the sharing, distributing, publicizing, or duplicating of any instructional materials, copied or written information obtained by any means that is intended to be used for academic or personal gain. (This would not include copying another learner's work, the use of cheat sheets, or any cheating violation that can be resolved by the classroom teacher. L1

Check in/Check Out - Daily contact with an assigned adult on campus. Learner should see the adult before school starts each day, as well as at the end of the day.

Computer/Technology Misuse –Major - The inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering, distributing, or printing unauthorized files. Accessing or entering unauthorized internet sites; distributing inappropriate electronic messages. L3
Computer/Technology Misuse –Minor - Minor inappropriate use of a computer and/or technology without malicious intent. L1

Conference with Learner/Warning - Administrative conference with learner and warning about stated incident.

Confiscation - The taking, by a person of authority, from a learner any item(s) not permitted on school grounds. Depending on the item(s), the item(s) could be turned over to law enforcement, held until parent/guardian came to retrieve it, or returned to the learner after a specified period.

Conflict Resolution - An umbrella term for a variety of activities that result in resolution of problems and normalized relationships.

Confrontation - A verbal confrontation, or the encouraging or inciting of a confrontation that has the propensity to escalate into a fight. L1

Counterfeit - To fashion or reproduce a document, money, or other items with the intent to defraud; includes counterfeit money or documents; also, any Level 3-type incident that is inappropriate in a school setting and does not fit into another Level 3 category. Included in this category is culpable negligence, exposing another person to personal injury. L3

Criminal Act Against a Person - Any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a Battery, Robbery, Homicide, Kidnapping, or Sexual Battery against another person or persons, and in such attempt, does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense.

Dangerous Items - Any instrument or object, other than firearms, handguns or knives that could be deliberately used to inflict harm on another person or could be used to intimidate any person. Included in this category are BB-guns and toy or replica guns represented as real guns. Also, included in this category is the possession or storage of items that are prohibited at school, including, but not limited to ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, mace, pepper spray, and any other items that may result in injury. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry AND disciplinary action may increase substantially) L3.

Detention - Additional time a learner must stay at school after other learners have gone for the day, or on Saturday.

Disobedient/Insubordination - Failure to obey a reasonable instruction or request by a staff member. L1

Disrespectful Language - Written, verbal remarks and/or gestures that shows a lack of respect, rudeness and is inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons. L1

Disruption of a School Function {DOC*} - Any act which substantially disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of learners, staff, or others. L3

Disruptive (Unruly) Behavior or Play - Repeated referrals (3 or more) for Level 1 disruptive behaviors including disruptive play, disrespectful language, and any other repetitive behaviors that create a disruptive learning environment. L2

Dress Code Violation - Dress in a manner that violates the school's dress code policy and/or in a manner that would constitute a safety hazard. L1

Drugs or Imitation Drugs Represented as Drugs {DRU*} - To store, possess, purchase, use, or be under the influence of any mood-modifying substance and/or dangerous substance listed in Louisiana Statutes including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the School District of St. Helena Parish. L3

Drug Paraphernalia - To possess, use, sell, store, or distribute any device or equipment used for the purpose of preparing or taking drugs, including, but not limited to, items listed in Louisiana Statutes, and items which may be determined to be drug paraphernalia under the criteria set out in Louisiana Statutes. L3

Drugs (Sale) - To sell or distribute any mood-modifying substance and/or dangerous substance including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school district property, school transportation, or at a school related function. L4

Explosive Device - An explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock. This includes but is not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators.

Extortion/Blackmail/Coercion - The use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money. L3

False Fire Alarm/911 Call - Whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call. L3

Fighting - Mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence. L3 (NOTE: Self-Defense is described as an action to restrain or block an attack by another person or to shield self from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.)

Firearm/Handgun/Rifle/Shotgun - Possession or sale of any firearm, including handguns, on school property, school sponsored transportation or during a school-sponsored activity. A firearm, including handguns, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, any destructive device, or any machine gun, rifle, or shotgun. The term firearm does not include an antique firearm unless the antique firearm is used in the commission of a crime. A destructive device is any bomb, grenade, mine, rocket, missile, pipe-bomb, or similar device containing some type of explosive that is designed to explode and can cause bodily harm or property damage. L4

Firecrackers/Poppers - Possession, use, sale, storage, or distribution of firecrackers, poppers, or associated devices if the object is not used as a weapon or is not considered a weapon by Louisiana statutes. L2

Forgery of a Document or Signature - To fashion or reproduce the signature of another for fraudulent purposes. L2

Gambling - One who participates in games of chance or skill for money, profit, or anything of value. L2

Harassment - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct. that (1) places a learner or school employee in reasonable fear or harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a learner's educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person, that causes substantial emotional distress in such a person and serves no legitimate purpose, and as defined in SB Policy 5.002. L2

Hazing - Any action or situation that endangers the mental or physical health or safety of a learner for purposes of initiation or admission into or affiliation with any school sponsored organization. “Hazing” includes but is not limited to: (a) pressuring, coercing, or forcing a learner to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements. L3

Homicide/Murder - The unlawful killing of a human being (Louisiana Statute 782.04) and manslaughter - the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. L4

Inappropriate Activity - Any activity that is disruptive and tends to interfere with the process of teaching and learning that cannot be coded in another Level 1 incident. L1

In-School Alternative to Suspension - An alternative to an out-of-school suspension that prevents a learner from attending all or some classes. During the period of an alternative to suspension, the learner is assigned to a self-contained alternative classroom.

Instruments or Objects - Possession of any instrument or object that could be used as a weapon (other than a firearm) may be considered under this heading if there has been no threatening or intimidating display of the instrument or object. i.e., BB Guns, toy guns, etc. L2

Intoxicants - The inhaling or ingestion of intoxicants, including but not limited to, glue, solvents, butane, and whip cream, for obtaining a mood-modifying experience. L3

Kidnapping or Abduction - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority. L4

Lewd, or Obscene Act - The use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting. Included in this category are indecent exposure (exposure of private body part(s) to the sight of another person in a lewd or indecent manner in a public place), and obscenity (conduct which by the community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication or unlawful manufacture, publishing, selling, buying, or possessing materials such as literature or photographs. L3

Loss of Privileges - The loss of a privilege(s) during school hours and non-school hours such as assemblies, incentive activities and sporting events, etc. Lying /Misrepresentation - Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. L1

Materials - Unauthorized selling or distributing of materials during school, e.g., candy, magazines. L1

Menacing Statements - A medium level of threat that could be carried out, although it may not appear entirely realistic. The threat is more direct and more concrete than a low-level threat; the wording in the threat suggests that the aggressor has given some thought to how the act will be carried out; there may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan). There is no strong indication that the aggressor has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to the possibility. L2

Mentoring - An agreed upon adult or learner who provides consistent support, guidance, and concrete help to a learner who needs a positive role model.

Motor Vehicle Theft - The theft or attempted theft of a motor vehicle. Examples include theft of a car, truck, motorcycle, golf cart, dune buggy, RV or anything that is self-propelled. L3

Out-of-Assigned-Area - Out of assigned area without permission and/or in a restricted access area without permission. L1

Out-of-School Suspension - The temporary removal of a learner from school for a period of 1 to 10 days. During the out-of-school suspension, the learner is prohibited from attendance at school or any school-related functions.

Petty Theft/Stealing (less than $300) - The unlawful taking, carrying, leading, or riding away of property less than $300 in value from the possession, or constructive possession, of another person. L2

Physical Aggression (not involving Law Enforcement) - Brief exchange of physical contact which could include pushing or shoving that does not result in significant injury AND does not require significant adult intervention to separate or restrain. L2

Physical Aggression - The willful and unlawful use of force or violence upon the person of another that does not result in serious bodily injury and the individual is not fighting back. L3

Physical Attack - An actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual. L3

Prescription Medication - To possess, use, store, or be under the influence of another person's substance which requires a physician's prescription, to misuse one's own prescription medication, or to possess, store or use any over-the counter medication (other than those listed in Prohibited Items) without parent approval and school notification. L3

Profane/Obscene Language - Abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person. L2

Prohibited items - Possession and/or use of items or contraband designated by the school as inappropriate materials AND any other items that causes distraction or damage to persons or property or otherwise interfere with the learning process (included would be matches and lighters). Unauthorized possession or use of one's own prescription medication or over-the-counter mild pain medication including but not limited to items such as Aspirin, Advil, Aleve, Midol, NoDoze, or herbal supplements without parental approval AND school notification.

Public Displays of Affection - Engaging in overtly amorous contact or language not appropriate in a school setting. L1

Reckless Vehicle Use - The use of any motorized or self-propelled vehicle on school grounds in a reckless manner or to threaten the health, safety, welfare of others, or to disrupt the educational process. L3

Restitution - Repayment for damages or loss Restorative Justice - A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.

Robbery - The taking or attempting to take anything of value that is owned by another under confrontational circumstances by force or threat of force of violence and/or by putting the victim in fear. (A key difference between robbery and armed robbery is that a threat of battery is involved in armed robbery.) L3

School/Class Rules - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (ex: repeated gum chewing) L1.

Sexual Assault - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female learners can be victims. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s). L3

Sexual Battery - Attempted or actual forcible penetration, forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Would also include the above sexual act if learner were placed under the influence of drugs or alcohol with the purpose of committing such act. L4 Sexual Harassment {SXH*} - Unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient causes discomfort or humiliation or creates a hostile environment (undesired sexual behavior towards another) L2.

Silent Lunch/Lunch Detention - A separate facility and/or seating arrangement for the learner during a regularly scheduled may request some cafeteria clean-up assistance from the learner such as sweeping, wiping tables, and/or assisting with other clean-up activities.

Stay-Away Agreement - A formal agreement regulating the movements of the victim and offender in incidents of bullying and/or dating violence.

Stealing more than $300 - The unauthorized taking or concealing the property of another person, without threat, violence, or bodily harm, with the intent to prevent or deprive the rightful owner of its use. This includes taking of property or taking property from a vehicle on school property. Law Enforcement is involved. L3

Tardiness (Habitual) - A consistent failure to be in a place of instruction at the assigned time. L1

Threat (non-criminal) - A statement that does not meet the criteria of a criminal assault. A low-level threat that poses a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. L2

Threat of Violence (High Level) - High level of threat is a threat that appears to pose an imminent and danger to the safety of others; the threat is direct, specific, and plausible; the threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the aggressor has acquired or practiced with a weapon or has had the victim under surveillance. L4

Tobacco/Alcohol/Drug Alternative - A program designed to educate the learner about tobacco, alcohol, and/or drugs and to deter future use. Generally, this is used as an alternative to an out-of-school suspension and/or to shorten the length of the suspension.

Tobacco Products - Possession, use, sale, storage, or distribution of tobacco products on school district property. Tobacco/nicotine products include, but are not limited to cigarettes, e-cigarettes, cigars, snuff, dip, pipe tobacco, chewing tobacco and hookah pens. L2

Trespassing - To enter or remain on a public-school campus, school board facility, or at a school function without authorization or invitation and with no lawful purpose for entry, including learners under suspension or expulsion; to enter or remain on a public-school campus, school board facility, or at a school district facility sponsored activity without authorization after being directed to leave by the chief administrator or designee of the facility, campus, or function. L3

Truancy (Unexplained Absence) - An absence from class or school for which the reason or excuse is inadequate or does not meet the criteria for an excused absence. L1

Vandalism (more than $1000) - The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it.

Verbal Assault - Any intentional, unlawful threat, by word or act, to do violence to a School Board employee, coupled with an apparent ability to do so, performing some act that creates a well-founded fear of imminent violence to another person. L3

Victim Safety Plan - A formal agreement specifying the actions learners and school officials will take to protect the victims of bullying and/or dating violence.

Voluntary Restitution - Learner designs and implements a plan to correct errors made apologizes and/or replace/repair property.

Dear Parent/Guardian:

Please remove this page after you have read this document and return to your child's teacher by August 16, 2024. If you have any questions, you may contact your child's school.

PARENT SIGNATURE PAGE

This is to certify that I have received and read all policies, **The Learner Handbook** and general information concerning the education of my child in St. Helena Parish School District, especially, all rules that require me as parent(s) or guardian(s) to do the following:

- Follow all policies within the Code Book for Learner Conduct
- assure my child's attendance at school
- assure my child's arrival at school on time each day
- assure my child's completion of all assigned homework
- and attend all required parent/teacher/principal conferences

TECHNOLOGY USE AGREEMENT

Your son or daughter will have the opportunity to use the St. Helena Parish School District's computer network, which includes access to the Internet. The Internet is a worldwide telecommunications network with almost limitless instructional resources available for teacher use. St. Helena Parish School District has implemented a state-of-the-art content filtering system to ensure that learners access information consistent with the goals of our instructional program. The filtering system is never intentionally disabled and is effective in blocking access to inappropriate content such as pornography, violence, and terrorist sites. The learner is responsible for appropriate behavior while using the computer network. Teachers monitor learner activities while online for appropriateness.

The following online activities described below are deemed unacceptable.

- Disclosing your own or another learners' personally identifiable information is unacceptable.
- Using any network account for non-school related activity is unacceptable.
- Unauthorized copying of licensed software is unacceptable and illegal.
- Plagiarizing online content is unacceptable.
- Downloading or copying files without permission is unacceptable.
- Reading, sending, or forwarding personal e-mail messages, chat messages, or instant messages are unacceptable.
- Removing or damaging computer components is unacceptable.
- Seeking to override or bypass computer or network security provisions is unacceptable.

St. Helena Parish School District is committed to providing safe and quality instructional opportunities for all learners. The use of the Internet is quickly becoming an essential component of the overall instructional program. Please, take a few moments to discuss with your child the importance of using this resource responsibly.

_____ _____
Parent/Guardian's Signature Date

_____ _____
Parent/Guardian's Signature Date

_____ _____
Child's Signature Date

_____
Homeroom Teacher

St. Helena Parish School Board
Dr. Kelli Joseph, Superintendent
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Greensburg, LA 70441
225-222-4349
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