



2021-2022  
West Carroll Parish  
Schools

Student Code of Conduct

# IMPORTANT INFORMATION

- **Please sign the document on the last page and return to your child's school.**
- Keep this copy of the West Carroll Parish School Board's Student Code of Conduct for your records.
- It is the parent/guardian's sole responsibility to provide and maintain current contact information to the school in order to ensure contact can be made regarding their child. This includes, but is not limited to current phone numbers, mailing address, physical address, custody, and with whom the child resides throughout the school year.
- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information (PII) from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. *School official* shall be defined as an administrator, supervisor, principal, teacher, support staff, or any person employed by or under contract to the School Board, or authorized volunteer, to perform a function or service on behalf of the School Board. *Legitimate educational interest* shall be defined as the interest that requires access to educational records and PII for purposes of adding or modifying material, periodic review, filing new student data and/or removing inadequate, ambiguous, no longer relevant data; the interest having the wellbeing of the student in mind for purposes of continuing, improving or changing the educational program, instruction, training, or safety of the student; the need to access and otherwise deal with educational records and PII in order to perform or carry out a person's responsibilities with regard to the West Carroll Parish School System. The enclosed West Carroll Parish Policy JR-AP defines directory information and to whom student personally identifiable information may be disclosed. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. Parents have 15 days from the 1<sup>st</sup> day of school or the date of enrollment if after the 1<sup>st</sup> day of school to revoke permission to disclose student information covered by FERPA.

# West Carroll Parish School Board

## Student Code of Conduct

### Positive Behavioral Interventions and Supports (PBIS)

*Positive Behavioral Interventions and Supports (PBIS)* is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments.

PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating many minor miss-behaviors as “teaching moments” rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

The Student Code of Conduct compliments and supports the district-wide implementation of *PBIS* to foster student academic and behavioral success.

### Definition of *Discipline*

“***Discipline***” is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success.

## Purpose of the Student Code of Conduct

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

## Scope of the Student Code of Conduct

The Student Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.

**The Student Code of Conduct applies to actions of students at school or a WCPSB campus, at school-sponsored and school-related activities, including school-sponsored/school-related travel, and for school-related misconduct.**

### **Responsibilities of District Administrators**

- Provide appropriate training and resources to implement positive behavioral interventions and supports at each school
- Assist parents who are unable to resolve issues at the school-level
- Review and revise (if needed) the district Student Code of Conduct annually
- Conduct *expulsion* hearings
- Review *suspension* appeals

### **Responsibilities of School Administrators**

- Define, teach, model and support appropriate student behaviors to create positive school environments
- Distribute the Student Code of Conduct to students, parents and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence in regards to L.R.S. 17:416 and the WCPSB Code of Conduct.
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *positive behavioral interventions and supports*
- Implement the West Carroll Parish School Board policy in a fair and consistent manner
- Maintain accurate personal discipline data of students
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance
- Monitor, support and sustain the effective implementation and maintenance of PBIS

### **Responsibilities of Teachers**

- Define, supervise, teach, model and support appropriate student behaviors to create positive school environments
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct

### **Responsibilities of Teachers (Continued)**

- Provide corrective instruction to students who demonstrate challenging behavior
- Address infractions through a variety of interventions including *positive behavioral interventions and supports* as well as the use of alternatives to suspension and expulsion
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed

### **Responsibilities of Students**

- Attend school and all classes daily as scheduled
- Follow the Student Code of Conduct
- Respect the rights of other parents, students, faculty, staff, school visitors, school property and the property of others
- Work hard and do your best
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

### **Responsibilities of Parents/Guardians**

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

## WEST CARROLL PARISH SCHOOLS – Policy JR-AP

### ACCESS TO AND DISCLOSURE OF EDUCATIONAL RECORDS AND PERSONALLY IDENTIFIABLE INFORMATION

The Superintendent may authorize access by and disclosure to the persons/entities listed below of the following information (directory information) for the purpose of public recognition unless the parent of a student has declined in writing to permit access/disclosure:

Full Name

Age

City and state of residence

Place of birth

School(s) attended

Grade level and classification

Major field of study

Participation in officially recognized activities and sports, e.g. membership in FFA, track team

Height and weight of members of athletic/sports teams

Dates of attendance in West Carroll Parish

schoolsDegrees and awards received

Photographs and videos

Academic/school honors/recognitions, e.g. honor/banner roll, scholarships, class ranking, graduation information, test achievement awards

Activity and Athletic honors/recognitions, e.g. ranking at state or regional tournaments and rallies, sports honors

Student club membership, honors and recognitions

Confirmation of academic eligibility, e.g. to colleges and college level athletic teams

Teacher(s) name

**The above information may be disclosed to the following persons/entities:**

- The public through posting on school or district web sites, official social media pages, student newspaper, and newsletters
- Public announcers, e.g. for announcement of homecoming queen, introduction of seniors, announcement of test achievement awards
- Companies which retail educational items and services, e.g. senior rings, school pictures, graduation announcements, cap and gown
- Organizations which recognize student achievement, e.g. civic organizations
- Educational promotional product suppliers, e.g. team shirts
- School booster clubs
- Athletic video sharing organizations

**Disclosure of the above information by the recipient is permitted except as prohibited by state or federal laws or regulations.**

**The Superintendent may further permit a School Official, including a teacher, to have access to educational records and personally identifiable student information to the extent of that person's legitimate educational interest, and to the same extent that said person is permitted by law to access public school or public-school system computers.**

# Dress Code Expectations

The West Carroll Parish School Board expects the dress code policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases, the school principal shall inform the student, parent, and school community about the school dress code. All students and parents are expected to follow the written policy.

The policy of the West Carroll Parish School Board shall be that no mode of attire shall be considered proper for school wear that distracts or disrupts classroom and school decorum. The School Board feels it is the responsibility of each student to use good judgment in one's total appearance so that the attention of others is not distracted from the purpose of school. Cleanliness shall be a basic consideration. For health and safety reasons, students must wear shoes to school.

**Questions about the school Dress Code Policy should be referred first to the school principal or other school authority.** Individuals who still have questions about a school's Dress Code Policy can contact the West Carroll Parish School Board's Office at (318) 428-2378 ext 2247.

## School Dress Code

### GENERAL DRESS/APPEARANCE REGULATIONS

1. No caps may be worn, unless required for classroom activities.
2. School authorities may require or permit certain types of clothing to be worn in special extracurricular activities or in physical education classes.
3. K-3 students may wear acceptable play clothes with the exception of halter-tops, short skirts, or very short shorts.
4. Shorts, **dresses, tunics, etc.**, worn by students in grades 4-12 must not be shorter than 5 inches from the floor when in the kneeling position.
5. No athletic shorts (elastic waistband) may be worn (except during physical education class). Spandex clothing is forbidden.
6. *Clothing must be worn appropriately at the waistline.*
7. For problems of dress or appearance that are not covered by these regulations, school administrators are authorized to use their discretion in determining what is appropriate and suitable for school wear.

### GIRLS

1. Must wear their hair in a standard, acceptable style. Hair in rollers, curlers, head covering, excessive teasing, in the face, or any style that is detrimental to the girl's performance or that creates undue distraction from school activities is prohibited.
2. Dresses, skirts, or shorts worn to school must be of acceptable length. That length may not be shorter than 5 inches from the floor when in the kneeling position.

3. Sloppy, unconventional blouses or sweaters shall not be allowed. Sun dresses, bare midriff, tight dresses, etc., will not be acceptable. Tee shirts designed as undergarments are not permitted as outer garments. Shoes shall be worn, as bare feet are prohibited.
4. Low neckline or see-through garments are strictly prohibited. The width of shoulder straps must be at least 3 inches on all clothing.
5. The use of excessive or unusual cosmetics is prohibited. A student will not be allowed to wear or to use a hygiene product, cosmetic, or aroma that creates a health problem for a teacher or any other student.
6. Any unusual dress, jewelry, or ornaments that are deemed distracting are not permissible, including piercings and tattoos. Body and facial piercings other than the ears are prohibited. Any writing, symbols, patches, or other means of communications that are suggestive, provocative, obscene, vulgar, political, or antagonistic will not be permitted on clothing. This includes advertising of alcoholic beverages, tobacco products, or illicit drugs.

### **BOYS**

1. Must have their hair combed and well groomed. Hair shall not be allowed to be in the face or styled in a way that is detrimental to the boy's performance or that creates undue distraction from school activities. Any unconventional style or combing will not be acceptable.
2. Boys shall wear conventional school clothes. Shoes shall be worn, as bare feet are prohibited.
3. Shirts must be buttoned up (collar button excluded). A tee shirt designed as an undergarment and sleeveless shirts are not acceptable. Any writing, symbols, patches, or other means of communication that are suggestive, provocative, obscene, vulgar, political, or antagonistic will not be permitted on clothing. This includes advertising of alcoholic beverages, tobacco products, or illicit drugs.
4. Facial hair such as beards, mustaches, goatees, etc. shall be groomed and neatly trimmed.
5. Earrings are prohibited, as well as any other unusual jewelry or ornaments that are deemed to be distracting, including piercings and tattoos

Principals may declare spirit or club days and allow students to wear school spirit shirts, or dress up days (i.e., when school pictures are scheduled) or allow students to wear other uniform such as uniforms or special dress for Boy Scouts, Girl Scouts, athletes, cheerleaders, etc.

Guidelines for any other dress code attire not addressed by the Dress Code Expectations will be at the discretion of the school's administration.

### **DRESS CODE VIOLATIONS:**

All Pre-K through 12 schools in West Carroll Parish shall strive to achieve full compliance of the *Dress Code Policy* and should resort to disciplinary measures only when positive measures fail.

**Students who violate the dress code shall be disciplined in accordance with the Student Code of Conduct.**



# Use of Electronic Device

**No student, unless authorized by the school principal or his/her designee, shall use or operate any device which records sound and/or images, electronic telecommunication device, or other electronic device included but not limited to any camera, video/audio recorder, MP3, iPod, or gaming device in any elementary, middle or secondary school building, or on the grounds during the instructional day or in any school bus or other school system vehicle used to transport public school students.**

Cell phones and all other telecommunication devices **must be turned off, stowed away out of sight and not used during the instructional day or while riding a school bus.** For the purpose of this policy, the instructional day will be defined to be the time students arrive on campus in the morning until the time they are officially dismissed from the campus in the afternoon. On field trips, telecommunication devices may be possessed/used at the discretion of the Principal or his/her designee.

- ❖ **West Carroll Parish School Board will not be responsible for any electronic device carried onto the school campus by a student or parent.**
- ❖ **Photographing, audio recording or videotaping of any persons/activities/incidents/etc during the instructional day is strictly prohibited unless authorized by the school principal or his/her designee. The device will be confiscated and additional disciplinary actions, beyond the list below, may be administered.**

Use of cell phones or other electronic devices by a student shall result in the confiscation of the cell phone/electronic device and a parent phone call. Schools have the option of using other corrective strategies for repeat offenders. All confiscated cell phones/electronic devices shall be returned to a parent or guardian when a request has been made and a release form provided by the school has been signed by parent.

The electronic telecommunication devices of students shall be stored out of sight and not used during normal school hours in all West Carroll Parish school buildings, on the grounds thereof, or on any school bus that belongs to or is being leased by the West Carroll Parish School Board.

1. Cell phones shall be in the off position so that incoming calls, text messages, etc. shall not emit any sound or disrupt instruction in any manner.
2. Smart watches with telecommunication capabilities shall be in airplane mode and used only for telling time. Other functions (health-related, instructional, etc.) may only be authorized by the school principal or his/her designee.
3. Students caught using electronic telecommunication devices to record, photograph, text, email, post, or engage in inappropriate activities, while on campus, will be suspended from school, per the acceptable use policy. Violations of a criminal nature will be reported to the West Carroll Parish Sheriff's department.

**Students caught using electronic telecommunication devices in any manner or for any purpose without authorization of the principal or his/her designee during regular school hours, while on campus, will be penalized according to the following guidelines.**

School personnel who discover a student in violation of the electronic telecommunication device policy shall confiscate the electronic telecommunication device and surrender it into the principal or his/her designee. The principal or his/her designee will investigate.

1. First offense for a student found to be in violation of the electronic telecommunication device policy on school grounds during regular school hours:
  - a. Student chooses to pay a \$20 violation/return fee\* or have the electronic telecommunication device confiscated for 14 school days.

b. Each subsequent violation finding:  
Violation/return fee\* increases by \$5 for a maximum of \$40 or  
confiscation period increases by 2 school days for a maximum of 22 school days.

2. Parents shall be notified of first and second infraction via minor discipline referral through JPAMS/call.  
A parent conference will be required for the third violation and beyond.
3. If the student is found to be in violation of the policy, the confiscated electronic telecommunication device will be kept by the principal or his/her designee until the fee is paid or confiscation time has been reached.
4. Refusal by a student found to be in violation of the policy to surrender an electronic telecommunication device to administrators and/or teachers shall result in an immediate out-of-school suspension. The violation/return fee must be paid or the confiscation period satisfied upon the student's return from the suspension.
5. Electronic telecommunication devices determined to have any type of pornographic, cyberbullying, or other illegal materials on them will be confiscated and submitted to the West Carroll Parish Sheriff's department.  
The student will be suspended for at least 2 school days,
  - a. The violation/return fee must be paid or the confiscation period satisfied, and
  - b. A parent conference must be held before the student may return to school.

\* Electronic telecommunication devices may only be retrieved at the end of the school day or at the convenience of the principal or his/her designee.

# Bullying and Intimidation

The West Carroll Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student is subject to bullying, hazing or similar behavior while in school or participating in school-related activities. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation.

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

**The Louisiana Department of Education defines Bullying (Act 861) as 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 rumor; Electronic communication including but is not limited to a communication or image transmitted by email, instant message, text message, blog or other social network through any form of electronic device.
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
- Repeatedly and purposefully shunning or excluding from activities;

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

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

The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

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

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

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. 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/ schedule change
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion/ Assignment to an alternative site

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

Students and parents/guardians may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form. School Personnel must report bullying incidents on the state office discipline referral form.

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

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

# Zero Tolerance

Zero tolerance policies are enforced for students who engage in physical assault, fistic encounters/ fighting. Students involved in other inappropriate physical contact (pushing and shoving) will be addressed with other disciplinary measures outlined in this Student Code of Conduct.

## **Responsibilities**

It is the responsibility of the student, parent, and staff members to report any incidences that may result in a physical confrontation. **Note to Students: It is your responsibility to alert a principal, teacher, coach, etc., to any hostile attempt directed at you.**

**Self Defense – A student must do everything within reason to avoid a fight, including walking away and getting a teacher or staff member. After having done so, if the student is attacked, he/she may defend themselves within reason. At no time should the student become the aggressor or escalate the situation verbally or physically.**

**The West Carroll Parish Violence Prevention Program/Zero Tolerance Policy can be found in WCPSB's District Policy Manual – section JD-R**

Discipline should be a learning process, which teaches individuals to behave in a manner consistent with stated expectations. The West Carroll Parish Violence Prevention Program/ Zero Tolerance Policy clearly states expectations regarding student behavior as it relates to fighting and the expected consequences.

**A second offense for Zero Tolerance may result in a recommendation for expulsion.**

\*Elementary students do not go through the West Carroll Parish Violence Prevention Program/Zero Tolerance, but appropriate administrative actions will be taken for such incidents of physical assault, fistic-encounters/fighting.

# Attendance Expectations

In compliance with the Compulsory School Attendance Law (R.S. 17:221), all students between the ages of seven and eighteen are required to attend a public or private day school unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to the compulsory attendance law.

## Attendance Policy for Elementary and Middle School Students

Students must be present a minimum of 167 six-hour school days per school year to be eligible for promotion.

## Attendance Policy for High School Students

Students are required to be in attendance the equivalent of 83.5 six-hour days per semester of their required instructional days in order to receive grades or gain entry into the Career Diploma pathway.

## The following attendance guidelines apply to ALL students:

- A student who is absent five (5) or more days in any nine-week period shall receive an incomplete grade in all subjects involved if the grade is not made up before the end of the grading period. The student can make up work during the next nine-week period. If he/she fails to do so, the incomplete grade automatically becomes an "F". It shall be the responsibility of the teacher to inform the student of the deadline for any makeup work.
- Each student who has been suspended for ten (10) days or fewer shall receive the missed assignments from each academic teacher. Once the assignments have been issued to the student; the student shall have one (1) school day for each day out due to suspension to complete and submit the work. The teacher shall assess the student's work and the student may receive 100% of the score earned on the assignment. If a student does not complete the assignment in the allotted amount of time, the student shall receive a zero (0) for the assignments missed due to the suspension.
- The principal or designee shall contact parents or guardians and ascertain reasons for absences. When a student returns to school after an excused absence the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from parent(s) or guardian(s) have been received in accordance with this policy.

**NOTE: Any Out-of-Zone attendance request may be revoked or denied due to attendance and/or discipline issues that have not been resolved after adequate interventions, by the school, have been attempted and documented. The decision for denial of out-of-zone attendance request may be modified by the superintendent or his/her designee.**

# School Bus Conduct

- Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus, the school bus driver/monitor will complete the "The Behavior Report" and give a copy of the form to the principal.
- An administrator may suspend the privilege of riding any school bus. In all cases of suspension of bus riding privileges, the parent, bus operator, Special Education Department, and the Supervisor of Transportation shall be notified by the principal in writing within forty-eight (48) hours of such a decision, of the facts concerning each suspension, including reasons and term of suspension.
- A *bus suspension* does not necessarily mean a suspension from school.

## Student Bus Responsibilities

### Bus Stop Safety

- Arrive 5 minutes prior to the scheduled stop time.
- Respect school property and the property of others while waiting at the bus stop.
- Remember your bus route number
- Approach the bus once the bus comes to a complete stop

### Boarding the Bus

- Board the bus in an orderly manner

### During The Ride

- Respect and follow the request of bus staff for the safety of all riders.
- Remain seated at all times

### Getting Off the Bus

- Take 5 big steps (10 ft) away from the bus when getting off the bus

*Remember, riding the school bus is a privilege and can be suspended at any time for inappropriate behavior*

# Classifying Infractions

**Discipline incidents will be classified as Level 1, Level 2, Level 3 and Level 4 infractions.**

**Level 1 Infractions** – Discipline incidents that should be managed by the teacher and do not warrant a discipline referral or administrative assistance. Any behavior that is of low-level intensity, passive in nature and/or of a non-threatening manner is a Level 1 behavior. Infractions in this category will be addressed with corrective strategies that will NOT include removal from instruction (In-school suspension/isolation or out-of-school suspension).

**Level 2 Infractions** – Discipline incidents that should be managed by the teacher with the possible assistance from an administrator. These infractions will be addressed with corrective strategies that will NOT include removal from school (out-of-school suspension).

**Level 3 A & B Infractions** – Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a **Level 3A infraction** does NOT result in an out of school removal on the first violation as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis, and committing a **Level 3B infraction** does NOT necessarily result in an out of school removal but could result in an OSS if administration deems appropriate.

**Level 4 Infractions** – Discipline incidents that require immediate response from administration, crisis team, its entire staff, and/or community support.



# Corrective Strategies: Alternatives to Suspension and Expulsion

## ACADEMIC SUCCESS IS DIRECTLY CORRELATED WITH INSTRUCTIONAL TIME RECEIVED BY THE STUDENT.

In the effort to fully implement **School-Wide Positive Behavioral Interventions and Supports, R.T.I.** and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the West Carroll Parish School Board will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time. These strategies are designed to prevent the occurrence of student infractions, teach alternative or replacement behaviors, or motivate students to demonstrate compliance with established school expectations outlined in the Code of Conduct. Corrective Strategies must be implemented by educational personnel with appropriate amounts of integrity for Level 1 and Level 2 Infractions prior to administration utilizing out-of-school consequences. As such, these strategies serve as a first line of remediation in the successful management of student behaviors.

Corrective Strategies, also known as alternatives to suspension and expulsion, include but are not limited to:

- After-school detention in conjunction with instruction designed to teach replacement behaviors when appropriate
- Behavioral contracts and/or Behavior Support Plans
- Bus – Assigned Seat
- Bus – Probation
- Bus Suspension (see School Bus Conduct)
- Check-in/Check-out (CICO) See definition in glossary for further information
- Conflict Resolution/Appropriate Communication/Social Skills
- Contact and/or conference with parent/guardian.
- Effective de-escalation strategies designed to prevent the occurrence of behavioral infractions
- Home/school communication system
- In School Detention (Lunch Detention, Recess Detention, etc) in conjunction with instruction designed to teach replacement behaviors when appropriate
- In School Suspension (ISS)/In School Isolation (ISI) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Loss of privilege
- Mentoring with specific focus on the remediation of behavioral infractions and plans to teach replacement behaviors
- Pre-correction and effective limit-setting strategies designed to prevent the occurrence of behavioral infractions
- Refer the student to the Response to Intervention Team
- Referral to the school counselor
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution
- Saturday School in conjunction with instruction designed to teach replacement behaviors when appropriate
- Schedule adjustment
- Schedule re-teaching of school-wide behavioral expectations during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Scheduled mandatory social skills instruction aimed at specific repeated behavioral infractions during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Seat change
- Self-charting of behavior in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel
- Short-term Behavioral Progress Reports (Daily/Weekly) in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel and communication with home environment when appropriate.
- Supervised work assignment (before; during; and/or after school) at student's level or designed to address specific behavioral infractions
- Teaching, Modeling of expectations and skills using effective instruction strategies
- Temporary classroom change
- Temporary removal from classroom (not more than one hour) in conjunction with instruction designed to teach replacement behaviors when appropriate

- Written Apology with appropriate model and/or guidance from school personnel

# Level 1 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	<b>Level 1 Infractions</b>  <u><b>Level 1 Infractions</b></u> – Discipline incidents that should be managed by the teacher and do not warrant a discipline referral or administrative assistance. Any behavior that is of low-level intensity, passive in nature and/or of a non-threatening manner is a Level 1 behavior. Infractions in this category will be addressed with corrective strategies that <b>will NOT include removal from instruction (In-school suspension/isolation or out-of-school suspension)</b> .	<b>Possible Corrective Strategies:</b>  Multiple strategies may be used depending on individual student's needs. (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)  <u><b>This is not meant to be an exhaustive list.</b></u>
<b>BE</b> Safe	Walk in hallways Stay to the right and keep moving Stay in your assigned seat Keep all objects to yourself	<u><b>Bus Violation</b></u> <b>Student</b> fails to follow bus rules, and/or fails to follow the explicit directions of the bus driver while riding on the school bus. Ex: Littering, Drinking, Eating on bus  <u><b>No Hall Pass</b></u> Student is observed by an adult and/or administrator being out of class and/or assigned area during instructional time without an approved hall pass.  <u><b>Throwing objects</b></u> Tossing item(s) without intent to harm, i.e. throwing paper, spitballs, etc.	<u><b>First Infraction:</b></u> <ul style="list-style-type: none"> <li>•Re-teach the behavioral expectations</li> <li>•Provide a reflective activity (Thinking Maps, Reflective Writing, etc)</li> <li>•Letter of warning (Minor Infraction Forms, etc)</li> </ul> <u><b>Repeated Infractions:</b></u> <ul style="list-style-type: none"> <li>•Contact and/or conference with parent/guardian</li> <li>•Implement a home/school communication system</li> <li>•Student conference</li> <li>•Loss of privilege</li> <li>•Seat change</li> <li>•Short-term Behavior Progress Report</li> <li>•Self-charting of behavior</li> <li>•Bus – assigned seats</li> <li>•Referral to the school counselor</li> </ul>
<b>BE</b> Responsible	Arrive to class on time Participate in class Dress appropriately Use good manners	<u><b>Computer Abuse/Non AUP Violations (Off Task)</b></u> Student engages in inappropriate use of computer that does not violate AUP. Example: Accessing sites not assigned by instructor.  <u><b>Dress Code Violation</b></u> Student wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school district.	<ul style="list-style-type: none"> <li>•Implement a home/school communication system</li> <li>•Student conference</li> <li>•Loss of privilege</li> <li>•Seat change</li> <li>•Short-term Behavior Progress Report</li> <li>•Self-charting of behavior</li> <li>•Bus – assigned seats</li> <li>•Referral to the school counselor</li> </ul>
<b>BE</b> Respectful	Follow the teacher's directions and use positive language with peers Promptly and politely follow adult requests Ask permission before talking out or leaving assigned area Use "6 inch" voice Always use appropriate language	<u><b>Violation of Classroom Rules/Noncompliance</b></u> Student fails to follow classroom rules or fails to follow explicit directions in the classroom. Example: Student engages in passive/noncompliance or refuses to participate in a non-confrontational manner.  <u><b>Disrespect for Authority</b></u> After being redirected by an adult, student continues to engage in minor disrespectful behavior such as noncompliance (School employees are encouraged to use corrective strategies prior to reporting a student for disciplinary action).  <u><b>Profanity (Not directed at)</b></u> Language used in conversation or in relation to frustration but is not used as a form of intentional disrespect toward school personnel and/or peers.  <u><b>Inappropriate Communication</b></u> Put downs or making fun of or negatively talking about a person or their family. Student delivers disrespectful message to peers. Ex: Getting mad and speaking out of frustration and anger.  <u><b>Inappropriate Physical Contact</b></u>	<ul style="list-style-type: none"> <li>•Refer the student to the (RTI) Response to Intervention Team</li> <li>•Short-Term Removal from class</li> <li>•After-School Detention</li> <li>•In-School Detention</li> </ul> <u><b>After more than three (3) level one infractions (not occurring within the same school day), mandatory referral to an administrator to make an assessment and determine appropriate intervention. The student's teacher will also present documented corrective strategies to school's administrator.</b></u>

Student engages in mild, physical contact that does not result in serious bodily harm. Example: pushing, shoving, tripping

# Level 2 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	<h2 style="text-align: center;">Level 2 Infractions</h2> <p><b>Level 2 Infractions</b> – Discipline incidents that should be managed by the teacher with the possible assistance from an administrator. These infractions will be addressed with corrective strategies that will <b>NOT</b> include removal from school (out-of-school suspension).</p>	<p><b>Possible Corrective Strategies:</b></p> <p>Multiple strategies may be used depending on individual student's needs.</p> <p>(All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)</p> <p style="text-align: center;"><u>This is not meant to be an exhaustive list.</u></p>
<b>B</b> BE <b>S</b> Safe	<p>Solve problems peacefully Obey all school rules Make healthy choices</p>	<p><b>Bus Disturbance</b> Student performs any behavior that interrupts the daily routine(s) of school bus operations that compromises minimally the safety of others. Examples: Throwing objects or any behavior that affects the driver's ability to maintain control. Examples: Excessive loudness, or not seated properly on the bus</p> <p><b>Campus Disturbance</b> Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations and which affects more than the students in a single classroom. (Ex. Loud noises such as yelling and actions that draw a crowd such as banging, etc.)</p> <p><b>Traffic Violation</b> Student violates any state or federal regulation as it relates to traffic laws when walking, bike riding and/or driving while under the care and supervision of school or district.</p> <p><b>Initiating or Instigating a Fight</b> Prompting, encouraging or attempting to bring about a fight (<b>but fight does not occur</b>) through one's words or actions</p> <p><b>Being in an Unauthorized Area</b> Student is observed by an adult to be in an area on school district property that is designated by administration as being off limits due to safety concerns or possible disruption to academic school day</p> <p><b>Possession of Tobacco/Lighter/</b> Student possesses tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation ** Administrators may move violation of this offense to a Level 3 if the safety of others is compromised.</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 2 Infractions</b></p>	<ol style="list-style-type: none"> <li>1. Student Conference</li> <li>2. Parental Contact</li> </ol> <p><b>If the principal determines that discipline action is warranted:</b></p> <p><u>Implement appropriate corrective strategies:</u></p> <ul style="list-style-type: none"> <li>• Home/school communication system</li> <li>• Short-term behavioral reports</li> <li>• Re-teach the behavior expectations</li> <li>• Meaningful reflective activity</li> <li>• Written apology</li> <li>• Loss of privileges</li> <li>• Mentoring</li> <li>• Restitution</li> <li>• Refer the student to the (RTI) Response to Intervention Team</li> <li>• Create a behavior contract or behavior support plan for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences</li> <li>• Check-in/Check-out</li> <li>• Linkage with counseling agency</li> <li>• Conflict Resolution</li> <li>• Communication and teaching Social Skills</li> <li>• Referral to school counselor</li> <li>• After-school detention</li> <li>• Bus Probation</li> <li>• Bus Suspension</li> <li>• Supervised Work</li> <li>• Saturday School</li> <li>• In-School Detention</li> <li>• Temporary Removal from Class</li> <li>• Schedule Adjustment</li> <li>• ISS/ISI In-School Suspension/Isolation</li> </ul>
<b>B</b> BE <b>R</b> Responsible	<p>Take care of school property and ask before borrowing other people's property Attend all classes on time Attend school daily</p>	<p><b>Computer Abuse (Account/Access Issues)</b> Student engages in inappropriate use of computer that violates AUP. Example: User accounts and downloading issues</p> <p><b>Electronic Telecommunication Device –Visible:</b> Student has an electronic device in visible possession, but not being used during the instructional day.</p> <p><b>Cutting Class:</b> Student fails to attend regular scheduled class without an excuse on days when present at school.</p> <p><b>Defacing Property while at School</b> Student commits any act that causes destruction, damage, or defacement of public or private property that would require repair and or replacement of property. Accidents or acts that are self-reported to the property owner and/or administration are excluded from this definition. Examples: Writing or carving on desk, throwing toilet paper in commode, defacing textbooks.</p> <p><b>Excessive Tardiness</b> Habitual failure to be present at the beginning of the school day and/or at the beginning of the class period prior to sounding of the tardy bell following the school's PBIS Discipline Ladder</p> <p><b>Leaving Class without Permission</b> Student leaves the classroom without permission from the instructor and it is not deemed an emergency</p> <p><b>Missing Assigned Detention</b> Student fails to report to assigned discipline (i.e. Saturday School, ISD, After-School Detention) without written permission from administration.</p> <p><b>Skipping School/Truancy</b> Student fails to attend school on regular school day(s) without a valid excuse and written permission from administration</p> <p><b>Forged Note:</b> Student signs another person's name on a note and/or other written document without the other person's permission or knowledge</p>	

# Level 2 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	<h2 style="text-align: center;">Level 2 Infractions</h2> <p><b><u>Level 2 Infractions</u></b> – Discipline incidents that should be managed by the teacher with the possible assistance from an administrator. These infractions will be addressed with corrective strategies that <b>will NOT include removal from school (out-of-school suspension)</b>.</p>	<h3 style="text-align: center;">Possible Corrective Strategies:</h3> <p>Multiple strategies may be used depending on individual student's needs.                      (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)  <b><u>This is not meant to be an exhaustive list.</u></b></p>
<b>BE Respectful</b>	<p>Consider other people's feelings and respect personal space of others</p> <p>Politely follow adult requests</p> <p>Keep your hands, feet and objects to yourself at all times</p>	<p><b><u>Aggressive Inappropriate Physical Contact</u></b>                      Student engages in aggressive physical contact. (Example: Scratching, pushing in line, spitting at)</p> <p><b><u>Class Disturbance/Prevent Orderly Instruction</u></b>                      Student displays behaviors that cause continued interruptions to instruction. Includes, but is not limited to sustained loud talking, yelling or screaming, making noises, throwing objects, and/or sustained out of seat behavior. Student continues to violate classroom rules after committing more than (3) Level 1 Infractions that have been proactively addressed by the classroom faculty member using proactive PBIS strategies.</p> <p><b><u>Repetitive Profane/Obscene Communication (Not Directed At)</u></b>                      Student continues to use inappropriate language in conversation or in relation to frustration but is not used as a form of intentional disrespect toward school personnel and/or peers.</p> <p><b><u>Profane/Obscene Communication (Directed At)</u></b>                      Student uses inappropriate language as a form of intentional disrespect toward peers.</p> <p><b><u>Disrespect for Authority</u></b>                      After being redirected by an adult the student continues refusing to follow adult directives. Ex: sustained noncompliance, arguing with adult, raising voice</p> <p><b><u>Indecent Behavior</u></b>                      Student performs, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to local community social norms. (ex. note with profanity, pictures of inappropriate things)</p> <p><b><u>Threatening</u></b>                      Student delivers threatening message with no intent to follow-through. Ex: Making threats to hurt another when angry or frustrated.</p> <p><b><u>Disobeying or Refusing to Comply with any Reasonable Request</u></b>                      Student fails to follow adult directions or directives after more than three (3) documented attempts by the adult to use PBIS methods, such as redirecting, re-teaching and modeling behavior to gain the compliance of the student.</p> <p><b><u>Harassing or Intimidating Communications</u></b>                      Repeated use of words, gestures, photographs, drawings or any other form of communication to intimidate or harass another student.</p> <p><b><u>Engaging in Mutual Displays of Affection (PDA)</u></b>                      Students engage in inappropriate actions on the school campus such as kissing and other unacceptable behaviors.</p>	<p><b><u>MANDATORY:</u></b>  <b>Any student receiving his/her fourth full-day removal from instruction by either ISS and/or OSS during any given semester shall be referred by the school administrator to the school's Response to Intervention Team to determine whether supplemental and/or intensive intervention strategies and supports are necessary to address student's behavior.</b></p> <p><b><u>Note:</u></b> In the event a student receives his/her THIRD Level 2 Infraction referral, the school administrator will ensure that Level 2 corrective strategies were utilized for the first two Level 2 infractions before treating the third Infraction as Level 3 Infraction.</p>



# Level 3 A & B Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	<p style="text-align: center;"><b>Level 3A Infractions</b></p> <p><b>Level 3A &amp; 3B Infractions</b> – Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a <b>Level 3A infraction</b> <u>does NOT result in an out of school removal on the first violation</u> as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis. Committing a <b>3B infraction</b> <u>does NOT necessarily result in an out of school removal</u> but could result in an OSS if administration deems appropriate.</p>	<p><b>Possible Corrective Strategies:</b></p> <p>Multiple strategies may be used depending on individual student's needs.</p> <p>(All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)</p> <p><b><u>This is not meant to be an exhaustive list.</u></b></p>
<b>BEE Safe</b>	<p>Solve problems peacefully</p> <p>Obey all school rules</p> <p>Stay tobacco free</p> <p>Make healthy choices</p>	<p><b><u>Bus Disturbance</u></b></p> <p>Student performs any behavior that compromises the safety of others. Examples: Any behavior that distracts the bus driver and/or compromises the safety of others.</p> <p><b><u>Aggressive Inappropriate Physical Contact</u></b></p> <p>Student engages in aggressive physical contact <u>with intent to harm</u> and leaving marks. (Example: Scratching, Pushing down, Hitting, Kicking, Spitting at)</p> <p><b><u>Uses, Distributes, or Sells Tobacco Products/Lighter</u></b></p> <p>Student uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p><b><u>Possessing or Using Nonprescription or Non-Controlled Substance</u></b></p> <p>Student is in possession of or using a substance (i.e. over the counter medications, CBD oil, unidentifiable substances, or other chemical substances) or engaging in conduct related to sniffing/huffing/rubbing of substance.</p> <p><b><u>Any undefined infraction that the administrator deems to be similar in severity to other Level 3A Infractions</u></b></p>	<p><b><u>For Level 3A infractions, the following steps must be implemented:</u></b></p> <ol style="list-style-type: none"> <li><b>MANDATORY</b> Investigation of infraction</li> <li><b>MANDATORY</b> Parents will be informed and given the option to attend a student conference to discuss. Investigation results <b>AFTER</b> the investigation is complete.</li> <li><b>MANDATORY</b> student conference</li> </ol> <p><b>If the principal determines that discipline action is warranted:</b></p> <p>Implement appropriate corrective strategies:</p> <ul style="list-style-type: none"> <li>Create home/school communication system</li> <li>Re-teach the behavior expectations</li> <li>In School Suspension/Isolation</li> <li>Meaningful reflective activity</li> <li>Loss of privilege</li> <li>Refer the student to the (RTI) Response to Intervention Team</li> <li>Create a behavior contract or behavior intervention plan for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences for infractions</li> <li>Check-in/Check-out</li> <li>Linkage with a counseling agency</li> <li>Mentoring</li> <li>Temporary classroom change</li> <li>Temporary Removal from classroom</li> <li>After-school detention</li> <li>Saturday School</li> <li>In-School Detention</li> <li>Schedule adjustment</li> </ul>
<b>BEE Responsible</b>	<p>Take care of school property and ask before borrowing other people's property</p> <p>Use computers responsibly</p> <p>Keep cell phones stowed away during school day</p>	<p><b><u>Computer Abuse (Illegal Accessing Activity):</u></b> Student engages in inappropriate use of computer that violates AUP. Example: User uses WCPSB domain to try an access inappropriate sites, materials, etc.</p> <p><b><u>Stealing:</u></b> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property without the property owner's permission. Administration should require restitution activity and participation in remediation for stealing. If student or parent refuses, then administrator may take additional actions.</p> <p><b><u>Vandalism:</u></b> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events. Administration should require restitution activity and participation in remediation for vandalizing. If student or parent refuses, then administrator may take additional actions.</p> <p><b><u>Leaving Campus without Permission</u></b></p> <p>Student leaves the school campus on a regular school day without permission from an administrator.</p>	
<b>BEE Respectful</b>	<p>Consider other people's feelings and respect personal space of others</p> <p>Politely follow adult requests</p> <p>Keep your hands, feet and objects to yourself at all times</p>	<p><b><u>Habitually Violates School Rules</u></b></p> <p>Student continues to violate school rules after receiving greater than three written referrals for other Level 2 Infractions. Examples: Repeated class disturbances, repeated violation of class rules</p> <p><b><u>Harassment (other than sexual) / Inappropriate Communication to Peers</u></b></p> <p>Student repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters.</p> <p><b><u>Continued Open Defiance toward Authority</u></b></p> <p>Student refuses to follow directives and continues to be openly defiant towards authority. If student continues to refuse, and/or exhibits behavior that escalates the staff/student interaction, then the administrator may take additional actions if necessary.</p> <p><b><u>Repetitive Profane/Obscene Communication (Directed At)</u></b></p> <p>Student continues to use inappropriate language as a form of intentional disrespect toward.</p>	<p><b>Level 3A will only warrant an Out of School Suspension if the infraction is repeated or if the principal deems it necessary due to the seriousness or extreme circumstances based on the results of the school-level investigation.</b></p> <p>An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder.</p> <p>Bus Suspension can occur due to Bus Disturbance that compromises safety of others.</p>



# Level 3 A & 3B Infractions: Corrective Strategies Continued

District-wide Behavioral Expectations	Examples of Expected Behaviors	Level 3B Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on the nature of the infraction.
<p><b>BEIE</b> <b>Safe</b></p>	<p>Solve problems peacefully Obey all school rules Stay tobacco free Make healthy choices</p>	<p>day</p>	<p><b>Level 3A &amp; 3B Infractions</b> – Discipline incidents that significantly interfere with others’ safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a <b>Level 3A infraction</b> <u>does NOT result in an out of school removal on the first violation</u> as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis, and committing a <b>3B infraction</b> <u>does NOT necessarily result in an out of school removal</u> but could result in an OSS if administration deems appropriate.</p> <p><b>Campus Disturbance</b> Student performs any behavior that interrupts the daily routine(s) of school operations that compromises the safety of others and interrupts more than the students in a single classroom. (Ex. false fire alarm, igniting stink/smoke bombs, etc)</p> <p><b>Initiating or Instigating a Fight</b> A physical altercation occurred as a result of the student’s words or actions</p> <p><b>Fighting (Zero Tolerance)</b> (Applies to Middle School and High School Students Only) Involvement in acts involving serious physical contact where injury may occur (e.g., hitting, punching, slapping, biting, hair pulling, hitting with foreign object, kicking, etc.)</p>
<p><b>BEIE</b> <b>Responsible</b></p>	<p>Take care of school property and ask before borrowing other people’s property Use computers responsibly Keep cell phones stowed away during school</p>		<p><b>Illegal Activity</b> Student performing any unlawful act under State or Federal law not otherwise described in Code of Conduct</p> <p><b>Object Used as a Weapon</b> Student uses any foreign object as a weapon toward others with the intent of causing bodily harm or injury</p> <p><b>Throwing Objects that Can Injure</b> Student throws any foreign object toward another person that is heavy, sharp, or</p>

otherwise perceived to be harmful and/or with such velocity and force that is probable of causing harm or injury.

property, including currency.

### **Participation in Gangs / Cults**

Student participates in activities related to gangs/cults on school campus or school sponsored activities

### **Any undefined infraction that the administrator deems to be similar in severity to other Level 3B Infractions**

### **Computer Abuse (Illegal Activity)**

Student engages in inappropriate use of computer that violates AUP. Example: User uses WCPSB domain to engage in illegal activity

### **Cell Phone/Smart Watch/Electronic Devices (Use/Turned On)**

Student engages in the **unauthorized use** of cell phone, smart watch, pager, music/video players, audio/videorecorder, camera and/or other electronic devices without permission from an administrator.

### **Gambling**

Student engages in inappropriate activities which include a chance for gain or loss of tangible

on individual student's needs.  
(All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)

### **This is not meant to be an exhaustive list.**

### **For Level 3A & 3 B infractions, the following steps must be implemented:**

- 1. MANDATORY** Investigation of infraction
- 2. MANDATORY** Parents will be informed and given the option to attend a student conference to discuss. Investigation results **AFTER** the investigation is complete.
- 3. MANDATORY** Student conference. If the principal determines that discipline action is warranted:  
**Implement appropriate corrective strategies:**
  - Create home/school communication system
  - Re-teach the behavior expectations
  - In School Suspension/Isolation
  - Meaningful reflective activity
  - Loss of privilege
  - Refer the student to the (RTI) Response to Intervention Team
  - Create a behavior contract or behavior intervention plan for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences for infractions
  - Check-in/Check-out
  - Linkage with a counseling agency
  - Mentoring
  - Temporary Removal from classroom
  - After-school detention
  - Saturday School
  - In-School Detention
  - Temporary classroom change
  - Schedule adjustment
  - Suspension for Level 3B at the discretion of the principal taking into consideration the results of the school-level investigation.
  - An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder.

# Level 3 A & B Infractions: Corrective Strategies Continued

<p style="text-align: center;">District-wide Behavioral Expectations</p>	<p style="text-align: center;">Examples of Expected Behaviors</p>	<p style="text-align: center;"><b>Level 3B Infractions</b></p> <p><b><u>Level 3A &amp; 3B Infractions</u></b> – Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a <b>Level 3A infraction</b> <u>does NOT result in an out of school removal on the first violation</u> as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis, and committing a <b>3B infraction</b> <u>does NOT necessarily result in an out of school removal</u> but could result in an OSS if administration deems appropriate.</p>	<p><b>Possible Corrective Strategies:</b> Multiple strategies may be used depending on individual student's needs. (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b><u>This is not meant to be an exhaustive list</u></b></p>
<p style="text-align: center;"><b>BE</b> Respectful</p>	<p>Consider other people's feelings and respect personal space of others Politely follow adult requests Keep your hands, feet and objects to yourself at all times</p>	<p><b><u>BULLYING AND/OR CYBER BULLYING</u></b> Bullying is defined as a pattern of obscene gestures; written, electronic or verbal communications that threaten or harm; taunting; malicious teasing; physical acts, not limited to hitting, kicking, pushing, or damaging personal property; repeatedly shunning or excluding students from activities and may include coercion or extortion.</p> <p><b><u>Inflict Bodily Injury</u></b> Involvement in any form of physical aggression that results in bodily harm or injury to another person(s).</p> <p><b><u>Possession or Use of Electronic Smoking Device</u></b> Student possesses Electronic Smoking Device or Electronic smoking pods and/or liquids on school grounds, at school-sponsored events, and/or when using school district transportation **Administrators may move violation of this offense to a Level 4 if the safety of others is compromised</p> <p><b><u>Sexual Harassment</u></b> Student engages in unwanted or unwelcomed verbal, written or physical conduct of a sexual nature that effectively denies another student equal access to the School Board's education program or activity. Elements of Sexual Harassment include unwelcome communications and conduct on the basis of sex, such as sexual advances, requests for sexual favors, jokes, remarks and other verbal, physical and inappropriate conduct of a sexual nature</p> <p><b><u>Threatening/Intimidation</u></b> Student delivers disrespectful and/or intimidating messages (verbal, gestural, or written) that conveys an explicit or implied threat and/or harm directed toward another student and/or adult, and which conveys the intent to carry out such a threat or harm as well as the knowledge and capacity to do so. Ex: I will slap you, I am going to hit you, etc. WCPSB Threat Assessment must be completed.</p> <p><b><u>Harassment (other than sexual) /Intimidation or Inappropriate Communication to an Adult</u></b> Student repeatedly delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to adult Disrespectful messages may include but not limited to comments based on race, religion, age, gender, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or message used to harass or intimidate an adult</p> <p><b><u>False Statement and information</u></b> Student knowingly makes a false statement or knowingly submits false information about a staff member or student regarding any act that is unlawful and/or a violation of the school board's sexual harassment or bullying policies.</p> <p><b><u>Profanity in Communication with Staff</u></b> Student uses profanity in direct communication with staff but is not directly threatening or intimidating staff</p> <p><b><u>Engaging in Retaliation Against School Employee</u></b> Student engages in retaliation act(s) against any school employee (on or off campus)</p>	<p>In addition to the Steps for Level 3A and 3 B Infractions the following must also be followed:</p> <p><b><u>MANDATORY</u></b> <b>Any student receiving his/her Fourth full-day removal from instruction by either ISS/ISI and/or OSS during any given semester shall be referred by the school administrator to the School's Response to Intervention Team to determine whether Supplemental and/or intensive Intervention strategies and supports are necessary to address student's behavior.</b></p> <p><b><u>MANDATORY</u></b> <b>Any student receiving IDEA services that receives his/her Fourth full-day removal from instruction by either ISS/ISI and or OSS during any given semester will have revisions made to his/her Functional Behavior Assessment, Behavioral Intervention Plan, and/or Individual Education Program</b></p>

# Level 4 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	<h2 style="text-align: center;">Level 4 Infractions</h2> <p><b>LEVEL 4 INFRACTIONS</b> – Discipline incidents that require immediate response from administration, crisis team, its entire staff, and/or community support. (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)</p>	<p><b>Possible Corrective Strategies:</b> Multiple strategies will be used depending on individual student's needs.</p> <p><u>This is not meant to be an exhaustive list.</u></p>
<b>BEE</b> Safe	Ask for help if you are not safe. Refrain from accepting alcohol and drugs & report alcohol or drugs to appropriate staff or administrator.	<p><b>ALCOHOL POSSESSION AND/OR USE:</b> The possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or is discovered to have used in the course of the investigation.</p> <p><b>DRUGS (USE, POSSESSION AND/OR DISTRIBUTION):</b> Student is found to possess, use, cultivate, manufacture, distribute, or purchase any illegal drug, narcotic, controlled substance, or substance represented to be an illegal drug, narcotic, or controlled substance.</p> <p><b>GROUP AND/OR GANG FIGHTS:</b> Students participate in a two or more on one fight with another student or groups of students participate in fights</p> <p><b>PARTICIPATION IN GANG-RELATED ACTIVITY:</b> Students participate in activities or displays colors, signs related to gangs/cults on school campus or a school sponsored activity.</p> <p><b>DISTRIBUTION OR SELLING OF ELECTRONIC SMOKING DEVICE AND/OR PODS OR LIQUIDS:</b> Student distributes or sells Electronic Smoking Device or Electronic smoking pods and/or liquids on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p><b>Any other <u>underlined</u> infraction that the administrator deems to be similar in severity to other Level 4 Infractions</b></p>	<p><u>For Level 4 infractions, the following steps must be implemented: (First offense)</u></p> <ol style="list-style-type: none"> <li><b>MANDATORY</b> investigation of infraction</li> <li><b>MANDATORY</b> Parents will be informed and given notice to attend a student conference to discuss investigation results <b>AFTER</b> the investigation is complete and disciplinary action for the infraction is warranted.</li> <li><b>MANDATORY</b> referral to law enforcement in cases of alcohol and other drugs, guns, school threats and explosives.</li> </ol> <p><u>Implement other appropriate corrective strategies:</u></p> <ul style="list-style-type: none"> <li>• Re-teach the behavior expectations</li> <li>• Loss of privilege</li> <li>• Refer the student to the (RTI) Response to Intervention Team</li> <li>• Create a behavior contract or behavior intervention plan that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Social skills group – if appropriate/available</li> <li>• Linkage with a counseling agency</li> </ul>
<b>BEE</b> Responsible	Be cooperative in the event of an emergency. Follow school safety plan. Never bring weapons to school	<p><b>EXPLOSIVES/INCENDIARY DEVICE:</b> Student is in possession of substances/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosive device, etc.)</p> <p><b>POSSESSING A KNIFE:</b> Student possesses any form of knife and/or blade device that exceeds 2 ½ inches in blade length</p> <p><b>POSSESSING A WEAPON PROHIBITED BY LAW:</b> Any firearm (real or otherwise), ammunition, explosive device, knife, or other object/instrumentality/substance used which can place a person in reasonable fear or apprehension of serious harm that is on the student's person and/or in the student's belongings, locker, and/or any other personal storage space. (Example: Pepper spray, taser or other electronic device which can be used to stun or shock another human being.)</p>	<p>Suspension and/or recommendation for expulsion at the discretion of the principal taking into consideration the results of the school-level investigation and any other unique circumstances – <b>some Level 4 infractions require school administrators to request an expulsion hearing based on WCPSB Policies.</b></p> <p><u>Assault &amp; Battery Offenses require:</u></p> <ol style="list-style-type: none"> <li>1. Immediately remove the student from the school premises without complying with suspension procedures</li> <li>2. Immediately suspend student from school. Note: after the student is removed and suspended, the usual notifications and procedures shall follow "as soon as is practicable"</li> </ol>
<b>BEE</b> Respectful	Attempt to solve problems in a non-confrontational manner. Be cooperative in the event of an emergency.	<p><b>SERIOUS BODILY INJURY:</b> Student inflicts serious bodily harm on another person that requires law enforcement and/or medical intervention(s).</p> <p><b>BATTERY OF A STAFF OR FACULTY MEMBER:</b> A severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher</p> <p><b>ASSAULT OF A STAFF OR FACULTY MEMBER:</b> Attempt to commit on a schoolteacher a battery or the intentional placing of a schoolteacher on reasonable apprehension of receiving battery or making statements threatening physical harm to a schoolteacher which may include using <b>Profane or Obscene Language to an Adult with intent to directly threaten or intimidate the adult</b></p> <p><b>PUBLIC INDECENCY, LEWDNESS, OR EXPOSURE:</b> Student engages or attempts to engage in actions that include but are not limited to exposing of body parts in public view with the intent to shock or intimidate others, etc that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational program.</p> <p><b>SEXUAL ACTS:</b> Student engages or attempts to engage in behavior of a sexual nature on campus or at school-sponsored or related events including district transportation.</p> <p><b>CONTINUOUS SEXUAL HARASSMENT:</b> Student continues, even after previous attempts to stop the behavior, to engage in unwanted or unwelcomed verbal, written or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Elements of Sexual Harassment include unwelcome communications and conduct on the basis of sex, such as sexual advances, requests for sexual favors, jokes, remarks and other verbal, physical and inappropriate conduct of a sexual nature</p> <p><b>THREAT OF TERRORISM OR VIOLENCE:</b> Communicates of any crime of violence that would reasonably cause any student, teacher, principals, or school employee to be in sustained fear for his safety, cause evacuation of a building, or cause other serious disruption to the operation of a school. Threat of Violence means communication of any intent to kill, maim, or cause great bodily harm or possible death. In addition the student conveys the interest to carry out with the knowledge and capacity to do so. Examples include making a bomb threat, and/or using strongly implicit threatening language directed at one or more individuals..</p>	<p>WCPSB Threat Assessment must be completed.</p>

\* Reference Louisiana Law R.S. 14:95

# Suspension

A suspension is any removal of the student from school, formal or informal, during which time the student is not allowed to attend school for a designated period. A suspension may only be utilized if a student commits a Level 3 or Level 4 infraction. See page 35 for designated Level 3 A Infractions that may not warrant use of an OSS to manage the student's behavior on the first incident. Instead, the school administrators will assign the student to ISD and/or ISS/ISI for a specified number of days to receive mandatory behavioral instruction in replacement behaviors designed to specifically target the student's display of behavioral infractions.

Responsibilities of the school and the parent/guardian when a suspension is given are explained below in the section entitled, "Procedures for Suspension."

## Procedures for Suspension

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or *recommendation for expulsion*:

1. The school must conduct a student conference and school-level investigation within a 24-hour period.
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the "particular" misconduct of which he/she is accused and the basis for the accusation. \*
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. \*
4. The school must contact the parent/guardian by telephone, or other electronic communication, or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee required for the readmission of the student.\*
5. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
6. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.\*
7. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR SUSPENSION.**
8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Superintendent or to a designee of the Superintendent. The decision of the Superintendent is final.
9. The school must hold a school-level conference conducted within a reasonable time.
10. Any student with a known or suspected disability who is currently receiving behavioral supports (i.e. individual behavior support plan) who commits a level 3 infraction (excluding acts that are considered to be of a dangerous nature) shall not be suspended from school unless the school administrator can verify that the student's behavior support plan is being implemented as planned with high levels of measured integrity and compliance.

# Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Superintendent's designee. If the parent/legal guardian is not present for the hearing of the appeal after having been properly notified, the hearing may proceed and the results of the hearing shall be mailed to the parent or legal guardian. The decision of the Superintendent's designee on the merits of the case, as well as the term of suspension, shall be final, reserving to the Superintendent or designee the right to remit any portion of the time of suspension.

To appeal a suspension, begin by submitting a written request within five (5) days after the beginning date of the suspension to the immediate supervisor of the person making the disposition, who would be either the school principal or the appropriate administrative director. If the initial disposition was by an assistant principal or school administrator other than the principal, then an appeal is to be directed to the principal. If the initial disposition was made by the principal, or if the principal has made a decision on an appeal of a suspension, the appeal is to the superintendent.

Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request an appeal.

# Expulsion

Expulsion (unless otherwise defined as a permanent expulsion by law) shall mean the removal of a student from school for at least one school semester. During an expulsion the Superintendent shall place the student in an alternative school or in an alternative educational placement.

Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the school principal. According to WCPSB Policy, the principal may be required to immediately suspend and recommend for expulsion a student who is found carrying or possessing:

- a firearm
- a knife/blade measuring more than 2 1/2 inches (unless that student is under eleven years of age and/or in pre-kindergarten through grade five, in which case suspension is permissible but not required)
- another dangerous instrument/weapon
- any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form (including any student who distributes, sells, gives, or loans one of these substances).

For a firearm offense, the minimum expulsion period is four complete school semesters with authority for the local superintendent to modify the length on a case by case basis. For a student in kindergarten through grade five involving a firearm offense, the minimum is two complete school semesters.

For drug offenses involving students 16 years of age or older, the minimum expulsion period is four complete school semesters. For a student under the age of 16, the minimum expulsion period is two complete school semesters.

Any student expelled for knife, firearm or drug related offenses shall provide documentation that he/she has participated in a rehabilitation or counseling program related to the offense before readmission. The student's reinstatement shall be subject to the review and approval of the district's Superintendent.

Any student who has been suspended on three occasions for committing any of the offenses set forth in R.S. 17:416, during the same school year, on committing the fourth such offense, **MAY** be expelled from all public schools within the West Carroll Parish School Board's Public School System until the beginning of the next regular school year. The provision which had required the expulsion of a student for the remainder of the school year for a fourth offense committed after the student's third suspension during the same school year for all disciplinary offenses has been modified to limit such mandatory expulsions to knife, firearm and drug related offenses only. It is now to be discretionary whether or not to expel a student after committing a fourth offense after the student's third suspension for all other disciplinary offenses.

A hearing to consider the recommendation for expulsion shall be conducted by the Superintendent or his/her designee.

Any student who has been expelled will be not be readmitted to a public school within the school district without the express approval of the Superintendent.

Note: State law requires that no student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

Note: Expulsion actions taken herein for students with disabilities must be consistent with federal and state laws and regulations.

# Procedures for Expulsion

A principal cannot expel a student. A principal can recommend a student for expulsion. If a principal recommends a student for expulsion the student will then be **“suspended pending a hearing for a recommendation for expulsion”**. The student will then have an **expulsion hearing**, in which a hearing officer working for the district will determine if the recommendation for expulsion is upheld, denied, or modified.

The due process procedures for recommendations for expulsion and expulsion hearings are as follows:

1. Prior to any suspension or recommendation for expulsion, the school principal or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation. \*
2. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. \*
3. The school must hold a school-level conference within reasonable time.
4. A recommendation for expulsion is made by the principal. The student will be suspended pending expulsion hearing. Procedures for suspensions will be followed.
5. The school district hearing officer must contact the parent/guardian by telephone or send a certified letter giving notice of the recommendation for expulsion, the reason for the recommendation for expulsion, and the date and time of a hearing to determine whether the student is expelled.
6. The school must give the parent/guardian notice in writing of the recommendation for expulsion and the reason for the recommendation for expulsion.\*
7. **THE STUDENT SHALL REMAIN IN SCHOOL, UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR RECOMMENDATION FOR EXPULSION.**
8. A hearing is conducted by the Superintendent or a designee, within 15 days of the recommendation for expulsion by the principal.
9. A determination of whether to expel the student is made by the Superintendent or a designee.
10. The principal and teacher as well as the student may be represented by someone of their choice at this hearing.
11. Until the hearing takes place, the student shall remain on suspension.
12. The parent/guardian of the student, within five days after the decision to expel the student has been rendered, may request the district to review the findings of the Superintendent or his/her designee. Otherwise, the decision of the Superintendent shall be final.
13. The board, in reviewing the case, may affirm, modify, or reverse the action previously taken.
14. If the board upholds the decision of the Superintendent, the parent/guardian may within 10 school days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the board.
15. No student receiving behavioral supports (i.e. individual behavior support plan) may be expelled and/or referred to the *Alternative Program* unless the school administrator has validated, through observation, that the student's behavior support plan has been implemented with high levels of integrity and compliance.



# Direct Expulsion

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony **MAY** be cause for expulsion of the student for a period of time as determined by the school board. The expulsion shall require the vote of two-thirds of the elected members of the West Carroll Parish School Board.

Registration and school placement of students convicted of a felony or returning from incarceration will be reviewed by the district's Superintendent or his designee in a conference with parents.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution may be sufficient cause for the Superintendent to refuse admission of said student to any school under his/her jurisdiction except upon review and approval of a majority of the elected members of the West Carroll Parish School Board if and when a request for admission is made to the board.

Note: Expulsion actions taken herein for students with disabilities must be consistent with federal and state laws and regulations.

# Appeal of Expulsion

A parent/guardian may request the West Carroll Parish School Board or its designee to review the findings of the Superintendent or designee. Otherwise, the decision of the Superintendent or designee will be final.

To appeal an expulsion:

1. Submit a written statement of appeal request to West Carroll Parish School Board within five (5) school days after an expulsion decision is rendered.
2. After formal notification of the request and after reviewing the findings of the Superintendent or designee, the School Board or its designee may affirm, modify, or reverse the action previously taken.

The parent/guardian may further appeal the district's decision within ten (10) school days to Civil District Court.

# Discipline for Students with Disabilities

## **Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) is the federal statute which mandates that each child with a disability is entitled to a Free Appropriate Public Education (FAPE), including educational services, related services, and transition services. The IDEA and the accompanying federal and state regulations dictate the allowable duration of disciplinary removals of students with disabilities as well as the heightened procedural safeguards that must be implemented before and after a student with a disability is suspended from school.

## **The 10 Day Rule**

A school district may suspend a student with a disability in the same manner as a student without a disability for up to 10 days consecutively or cumulatively during the course of the school year. Once a student has been removed for 10 school days in a school year, even if those days are not consecutive, certain procedural safeguards apply, described below, for each additional suspension to ensure that subsequent removals are not an improper change in placement. In keeping with this general rule, the Louisiana regulations define a change of placement as occurring in the following situations:

1. a student with a disability is removed from his or her current educational placement for more than ten consecutive school days; or
2. a student with a disability is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Additionally, any removal from school, even if the school does not initiate the paperwork for a formal suspension, counts toward the 10-day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply toward the 10-day limit.

## **Procedural Safeguards**

Any time a student with a disability faces suspension or removal for more than 10 consecutive or cumulative days throughout the course of the school year, certain procedural safeguards apply to foster the student's continued access to the general curriculum and educational opportunities.

## **Manifestation Determination Review (MDR)**

A Manifestation Determination Review (MDR) is a process by which parents and the school system personnel meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever the school system proposes to change the placement of a student with a disability based on a violation of the code of conduct, the school district must conduct an MDR within 10 school days of the decision to change the student's placement. When making a manifestation determination, the district, parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents. The IEP team shall then determine:

- (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (b) If the conduct in question was the direct result of failure to implement the IEP.

If either is applicable the conduct shall be determined to be a manifestation of the student's disability. If the behavior is determined to be a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment (FBA) and implement a behavior support plan (BSP), if an FBA or BSP was not completed prior to the violation of the Code of Conduct. If a behavior support plan (BSP) has already been developed, the IEP Team shall review the plan, modify it, as necessary, to address the behavior. For behavior determined to be a manifestation of the child's disability, unless the IEP Team and parents agree to change of placement as part of the BSP, the student shall remain in his/her current placement.

If the behavior is determined not to be a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities. Nevertheless, a student with a disability who is removed from his or her current placement shall continue to receive educational services, so as 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 student'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 the likelihood of the behavior reappearing is reduced.

# Discipline for Students with Disabilities Continued

## Functional Behavioral Assessments and Behavior Support Plans

A student with a disability who experiences a change of placement should receive a Functional Behavioral Assessment (FBA) and behavior support services. An FBA is a document which should be completed prior to the development of an intervention plan. An FBA is performed to determine the cause of the behavior in question. Once the function of the target behavior is determined, the behavioral support services that will be provided should be outlined in the *Behavior Support Plan (BSP)*. The *BSP* should include antecedent modifications as well as positive reinforcers necessary to address the behavior in question. In developing the *BSP*, the *IEP Team* must consider the use of positive behavioral interventions and supports to address the behavior. Both the *FBA* and the *BSP* should be initiated within 10 days of the commencement of the removal. The *BSP* should be reviewed by the *IEP Team* after each suspension.

## The 45 Day Exception

Even if the behavior is manifestation of the student's disability, with or without parent permission, a school district may move a student with a disability to an "appropriate interim alternative educational setting" **for up to 45 school days for offenses** involving illegal drugs, weapons, or serious bodily injury. The federal law defines illegal drugs as controlled substances under Schedule I, II, III, IV, or V as listed in 21 U.S.C. 812(c) but not controlled substances that are legally possessed or used. As to weapons offenses, the federal law only includes those weapons meeting the definition of "dangerous weapon" under 18 U.S.C. 930(g)(2), which is limited to "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 term does not include a pocketknife with a blade of less than 2 ½ inches in length." Under 18 U.S.C. 1365(h)(3) "serious bodily injury" is defined as bodily injury which 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.

## Services During Removals

Regardless of whether the behavior is manifestation of the student's disability, the law requires that if a student with disability has been removed from his or her current placement for more than ten school days in a school year, the school district must continue to provide educational services during the course of the removal. These services must allow the student to continue to receive educational services so as to enable the student to participate in the general education curriculum and to progress toward meeting the goals set out in the student's *IEP*.

## Appeal Process

The parent of a student with a disability, who disagrees with any decision regarding disciplinary placement, or the manifestation determination, may request a due process hearing through Louisiana Department of Education.

## Disciplinary Protections for Children Not Yet Identified as Having a Disability

A student is entitled to procedural protections under IDEA for discipline even if he or she is not yet classified as a student with a disability, provided that the school district had knowledge that the student was a child with a disability *before the student* violated to code of conduct for which disciplinary action is being contemplated. Subject to specific exceptions, a school district may be determined to have had knowledge of a student's disability if:

1. the parent of the student expressed concern in writing to administrative personnel that the student is in need of special education and related services;
2. the parent has requested an evaluation of the student; or
3. the teacher of the student, or other district personnel has expressed specific concerns about a pattern of behavior demonstrated by the student to the director of special education or to other district personnel the behavior or performance of the student demonstrates the need for these services

# West Carroll Parish School Board Parent Concern Form Response to Intervention - Behavior

Dear Parent,

In an effort to address behavioral and/or social/emotional concerns, the West Carroll Parish School Board is utilizing a proactive approach to provide interventions to students. Factors such as number of office discipline referrals, poor academic performance with no indicators of academic weakness, parental input and staff recommendations are considered. Interventions would be provided to assist students in addressing social/emotional concerns that are obstacles to education or the learning environment.

Parent input is critical in early awareness of social and/or emotional concerns. If you believe your child has significant social or emotional difficulties, please complete this page and return it to your child's teacher. The information will be reviewed by school personnel to determine if further screening is recommended; no action will take place without parent notification.

\_\_\_\_\_ Yes, I have concerns regarding my child's social skills or significant emotional difficulties.

I would like my child \_\_\_\_\_ screened for these concerns.

I can be reached at (daytime phone # ) \_\_\_\_\_ or (evening phone #) \_\_\_\_\_.

Additional information I would like the school to consider is:

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Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent - Only sign if you wish to hear from the school  
regarding your concern for your child's behavior.**

# STATE OF LOUISIANA DEPARTMENT OF EDUCATION RULES FOR SCHOOL BUS RIDERS

## Bulletin 1191

A school bus with undisciplined passengers is a hazardous bus. The misbehavior of the students can lead to accidents. The driver must concentrate on the driving task at hand and cannot be expected to constantly discipline the students while the bus is in motion. A student's behavior on the bus should be no different than in a classroom. Therefore, for the safe operation of the school bus, students should be aware of and obey the following safety rules:

1. Cooperate with the driver; your safety depends on it.
2. Be on time; the bus will NOT wait.
3. Cross the road cautiously under the direction of the driver when boarding and leaving the bus.
4. Follow the driver's instruction when loading and unloading.
5. Remain quiet enough not to distract the driver.
6. Have written permission and be authorized by the principal to get on or off at a stop other than the designated stop.  
(Requires parent's signature, principal's signature, and permission slip given to the bus driver to be filed on the bus.)
7. Remain seated at all times when the bus is in motion.
8. Keep arms; head or other objects inside the bus at all times.
9. Refrain from eating or drinking on the bus.
10. Use emergency exits only for emergencies, and when instructed to do so.
11. The following items are not allowed: the use or possession of tobacco, matches, cigarette lighters, obscene materials, weapons, drugs or other prohibited items on the bus. For additional items see your child's school policy handbook.
12. No glass objects or other objects allowed on the bus if prohibited by state or federal law or local school board policies.
13. No band instruments, projects and other objects too large or too hazardous to be held by the passenger or stowed safely under the seat will be permitted on the bus.
14. Refrain from damaging the bus in any way.
15. Be courteous, and safety-conscious. Protect your personal riding privilege and enjoy the ride.

**MY CHILD AND I HAVE READ AND UNDERSTAND THE BUS RIDER'S RULES. (signatures on acknowledgement page)**

# 2021-2022 Student Code of Conduct

## Student and Parent/Guardian Acknowledgement

The Student Code of Conduct is in place to help students gain the greatest possible benefit from their educational opportunities in the West Carroll Parish School Board's Public-School System. We encourage parents and students to review this Student Code of Conduct together and talk about the importance of being safe, responsible, and respectful at school and in everyday life.

When you have read this document with your child, please initial & have your child initial in the blanks, sign below and have your child sign below, and return this sheet to your child's school.

I have received, reviewed, and understand the West Carroll Parish School Board's Student Code of Conduct:

\_\_\_\_\_  
(Parent)

\_\_\_\_\_  
(Student)

I have received, reviewed, and understand the West Carroll Parish School Board's Use of Electronic Device Policy

\_\_\_\_\_  
(Parent)

\_\_\_\_\_  
(Student)

I have received, reviewed, and understand the LA Department of Ed Rules for School Bus Riders Bulletin 1191

\_\_\_\_\_  
(Parent)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Parent/Guardian's Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date