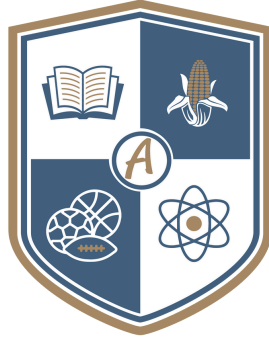


2025-2026



AVOYELLES
— Parish Schools —

Student Handbook & Guide

This handbook was developed as a guide. It summarizes the policies and procedures established by our local School Board. While it contains policies current at the time of printing, the School Board constantly reviews and updates its policies. A complete copy of any policy can be obtained from the Superintendent's Office, any of the school offices, or our district website.

Adopted by the AVOYELLES PARISH SCHOOL BOARD on July 15, 2025

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AVOYELLES PARISH SCHOOL BOARD

Adopted: 7/16/25

STUDENT HANDBOOK

PREFACE

This handbook exists as a guide for the purpose of pointing out to students, parents and school official's certain rights and responsibilities. It contains laws, policies, codes and procedures regarding rights and responsibilities of students. No one has the right to interfere with the student's right to learn, nor does anyone have a right to interfere with the teacher's right to teach.

GENERAL INFORMATION

Mission and Vision

Mission: Avoyelles Parish Schools will provide a variety of rigorous, academically-rich learning experiences focused on developing the whole learning in an ever-changing world.

Vision: Avoyelles Parish Schools, in partnership with families and communities, will provide a safe environment with equitable, innovative opportunities that inspire learners to achieve high standards, applaud good character and accomplish the extraordinary.

STRATEGIC PLAN 2025-2026 – See the Avoyelles Parish Schools Website – www.avoyellespsb.com

STUDENT AND STAFF IDENTIFICATION CARDS

Identification Cards will be issued to all staff and students and must be worn at all times while on school premises including school buses.

ATTENDANCE

A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, participating in school-authorized field trips or other school-approved activities, or taking a state-approved virtual course.

- *Half-day attendance* - A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 25% but not more than half (26%-50%) of the student's instructional day.
- *Whole-day attendance* - A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 50% (51%-100%) of the student's instructional day.

COMPULSARY SCHOOL ATTENDANCE:

The **Louisiana Compulsory Attendance Law** mandates that guardians of all children between the ages of five (5) and eighteen (18) are to enforce the attendance of his or her child at the school to which the student is assigned. Once a student arrives at school, he/she is expected to remain and attend each class throughout the day.

Compulsory attendance laws and Louisiana Board of Elementary and Secondary Education (BESE) regulations require high school students to be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis in order to be eligible to receive credit for courses taken.

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year in order to be eligible to receive credit for courses taken.

VALID REASONS FOR ABSENCE ON A TEMPORARY BASIS:

- Personal illness
- Serious illness or death in the family
- Up to 2 mental health days per year
- Religious holidays (as recognized)

INVALID REASONS FOR ABSENCE:

- Being needed at home is not a valid reason for absence

ENFORCEMENT AND CONSEQUENCES:

- **Filing Charges:** If students violate the law habitually, charges can be filed against students and/or parents.
- **Intervention:** The CWA and peace officers are authorized to pick up truant students and return them to school or home. Further, peace officers may, if necessary, detain students at the police station until parents are notified and arrive to pick them up.
- **Make-Up Work:** Students are required to make up missed work within five (5) days to returning to school unless there are extenuating circumstances accepted by the principal. It is the responsibility of the student to make arrangements with the teacher(s) for make-up work.
- **Check-Out Procedures:** Any student leaving school early must have a check-out slip issued by the school principal or designee

TRANSFER STUDENTS:

- **Intra-Parish Transfers:** Students transferring within the parish are allowed two (2) days for travel.
- **Inter-Parish Transfers:** Students transferring from out of parish or out of state are allowed five (5) days for travel.

ATTENDANCE FOR REMOTE OR HYBRID INSTRUCTION:

During remote or hybrid instruction, students are considered to be in attendance when attendance is checked and recorded on each school day at the beginning of each class period in accordance with La. Rev. Stat. Ann. §17:232, and Bulletin 741, *Louisiana Handbook for School Administrators*, and one of the following requirements is met:

- The student logs into synchronous online instruction at the designated time for the course in which the student is enrolled.
- Evidence exists that the student accessed a planned asynchronous instructional activity.

Remote instruction is an educational model in which the student and educator are not physically present in a traditional classroom environment where instruction may be facilitated by the use of computers, technology, and the internet.

Hybrid instruction is instruction provided via a combination of face-to-face and remote models.

JURISDICTION:

All students shall be under the jurisdiction of the school during normal school hours, from the time the student arrives at school each day until he or she leaves the school campus in the afternoon. In case a student rides a bus, he or she shall be under the jurisdiction of the school from the time he or she boards the bus until the student exits the bus in the afternoon. Students shall be under the jurisdiction of the school while attending any school sponsored activity either at school or away from school. This shall apply to all students, including athletic teams, pep clubs, band and other student organizations. In disciplinary matters, the School Board's authority may extend beyond the limits set forth above, in accordance with state law.

CONDUCT AT A DUAL ENROLLMENT SITE/INTERN SITES/TRAINING SITES

Student discipline policies for Avoyelles students participating in student programs off campus will be governed by both the school district and the off-campus program or university offering the courses, internship, or training. Disciplinary actions for Avoyelles Parish students will be in line with Avoyelles Parish policies. Exceptions: Cell Phones.

SENIOR ATTENDANCE REQUIREMENTS:

Students classified as seniors shall be required to be in attendance for a minimum of five (5) class periods as defined by SIS per day, with the following exceptions:

1. Concurrently enrolled students,
2. Students who have met graduation requirements, or
3. Fifth-year seniors.
4. Principal Approval
5. Virtual Courses

SPECIAL CIRCUMSTANCES FOR SENIORS:

Concurrently enrolled seniors and students who have met graduation requirements shall actively attend one hour per day on the school campus as defined by the student information system unless otherwise authorized by the school principal. Fifth-year seniors have the option to actively attend.

ATTENDANCE REQUIREMENTS OF BULLETIN 741 (SCHOOL ADMINISTRATOR'S HANDBOOK):

All children between the ages of five on or before September 30, 2023 to their eighteenth birthday shall attend school on a regular basis. This also applies to children legally enrolling below age five. A parent, tutor, or other person responsible for the school attendance of a child who is under age eighteen and who is

enrolled in school beyond his/her sixteenth birthday may request that the student be allowed to attend an alternative education program or a vocational-technical education program. In the case of a child who has no parent, tutor, or other person responsible for his/her attendance, the Superintendent may act on behalf of the student in making such a request

In order to be able to receive grades, elementary students shall be in attendance a minimum of **133** days, **or equivalent**, per school year.

A student between the ages of 15 and 18 must be in regular attendance and must have a GPA of at least 1.0 as a condition of receiving or maintaining a driver's license for driving privileges. Act 648, 1989 Legislature.

A "school withdrawal" form shall be completed on any student between the ages of 15 and 18 who withdraws voluntarily or involuntarily and is subject to the compulsory attendance laws of the State of Louisiana. Withdrawal forms are forwarded through the central office to the Office of Motor Vehicles in Baton Rouge for the purpose of canceling driving privileges and surrendering license to same. Act 648, 1989 Legislature.

In addition, **ten (10)** consecutive unexcused absences or **fifteen (15)** unexcused days in a semester warrant the initiation of a withdrawal regardless of whether a student has a driver's license or not. Act 648, 1989 Legislature

EXTENUATING CIRCUMSTANCES:

The only exception to attendance regulation shall be delineated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance. Refer to Revised Statutes of 1950, title 17:226

1. Personal physical or emotional illness as verified by a physician or nurse practitioner
2. Hospital stay as verified by a physician.
3. Recuperation from an accident as verified by a physician or nurse practitioner.
4. Contagious disease within a family as verified by a physician or nurse practitioner
5. Death in the family (not to exceed one week (verified by an obituary)
6. Natural catastrophe and/or disaster
7. Educational Travel (approved by the school system)
8. For any other extenuating circumstances parents must make a formal appeal in accordance with due process procedures established by the LEA (Local Education Agency) according to "Due Process Policy."

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

Students participating in school approved activities which necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

TYPES OF ABSENCES:

1. Excused Absences – student is allowed to make up missed work; absences are not counted against attendance requirement
2. Unexcused Absences – student is allowed to make up missed work; absences ARE counted against attendance requirement
3. Absence Due to Suspension – student is allowed to make up missed work; absence is counted against attendance requirement if the student does not report to alternative setting

Students shall not be excused from school to work on any job including agriculture and domestic service, even in their own homes or for their own parents or tutors

HOMEBOUND INSTRUCTION:

A student enrolled in regular education who, as a result of physical illness, accident or treatment thereof, is temporarily unable to attend school shall be provided instructional services in the home or hospital environment through special education, when appropriate. (Your principal is familiar with the Homebound Program and has applications available.) Homebound instruction is not considered absence

Absences will be reported by periods where departmentalized. Your principal will notify you and your parent of your absences prior to your acquiring the maximum allowed in the school year. Any notification concerning absences should serve as a stern warning. If and when it is decided that you have more than the maximum allowed absences in a school year, you, your parents, and the Supervisor of Child Welfare and Attendance will be notified immediately. The principal and Supervisor of Child Welfare and Attendance will confer to determine whether or not you have violated the attendance regulations of Bulletin 741 and the Avoyelles Parish School Board's Attendance Policy. If such is determined, you and your parents will be notified accordingly, and the notification letter will include your right to appeal the decision. Failure in high school and the elementary grades would be for the entire year in the present grade, course, or courses. If it is determined that the student is still in compliance with the attendance regulations and policies, a determination would be made by the Supervisor of Child Welfare and Attendance and the principal as to the status of the student. The student and his/her parents would then be notified of their findings and recommendations, including the school's expectations concerning their attendance the rest of the school year. After this, if a student is found to be in a state of non-compliance with the attendance regulations and policies, the student and his/her parents would be informed of the student's failure in a particular course, courses, or grade. While on homebound status, students may not participate in school sponsored activities.

EXCESSIVE ABSENCES = ACT 757. 1991:

A student is considered excessively absent for the purpose of notification when he/she has missed **three (3)** consecutive days for reason(s) unknown or seven (7) days in total. A student is truant from school after missing 5 unexcused days in a semester. A student will fail a course due to excessive absences upon missing **12** unexcused days in a full year course or **6** unexcused days in a half year course.

Procedures:

1. After verification of the **third (3rd)** and **fifth (5th)** unexcused absence, the school shall send a warning letter to the parent(s) or guardian(s) of the student informing them of the absences that their child has accrued. **High schools on BLOCK schedules should make parents aware that missing 6 unexcused days in a semester will cause a child to fail the semester. All schools should make parents aware that missing 12 unexcused days in a full year course will cause a child to fail.** (Notify Parent By Phone or Message Through JCampus after the 3rd and 5th Absence.....Parents Must Sign for the 3 Day Letter. After the 5th Unexcused Absence in a Semester a Student is Considered Truant and a meeting with be scheduled with the parent as well as a referral to FINS. **If the school cannot make successful contact with the parent after trying all numbers on file, the contact for FINS will be the 10 day letter mailed home to parents which now states that a FINS referral is being made.** (Notify Parent By Phone or Message Through JCampus after the 5th Absence)

2. After verification of the **seventh** unexcused day of absence, the school shall again notify the parent(s) or guardian(s) by letter of their child's unsatisfactory attendance.
3. After verification of the tenth (10th) un-excused absence, the school shall send a warning letter to the parent(s) or guardian(s) of the student informing them of the absences that their child has accrued and Child Welfare and Attendance for monitoring of attendance.
*****In Addition*****
After making the contact print the FINS referral at this 10 day point. Make sure to sign the 2nd page AND FILL out the parent contacts that were made.
4. After verification of the fourteenth (14th) unexcused absence, the school shall schedule a meeting with the guardian again and explain that charges will be filed.
5. After verification that the student has exceeded **14** days of un-excused absence for elementary or **14** days for high school, the school shall refer the student to the Supervisor of Child Welfare and Attendance who shall, in turn, file charges against the parent(s) or guardian(s) for violation of the Louisiana Compulsory School Attendance Law (R.S. 17:221). If the student is of age to drive, the school will make a request to the Office of Motor Vehicles that the child's driving privileges be suspended in accordance with R.S. 32:414U due to habitual tardies and absences.
6. The school and CWA will keep a log of all contacts made to the guardian (as well as attempts) regarding attendance.

PROCEDURES FOR RETURNING TO SCHOOL AFTER ABSENCE OR LEAVING SCHOOL DURING A SCHOOL DAY:

- All students must present a written excuse (parent excuse allowed for up to 2 mental health days) or doctor's excuse within **five (5)** days of their return to school following an absence.
- For an absence to be excused, all students must present an excuse from a parent or a doctor's excuse from a physician and/or nurse practitioner within five (5) days of their return to school following an absence. Up to two (2) parent excuses will be accepted per semester (4 per school year). Two of the total parent excuses accepted may be for mental health days. Parent excuses may be submitted through JCampus with the parent's biometric signature upon request.
- Students who arrive at school after the opening bell must check in at the principal's office before reporting to class. **(K-8 only)** Students who check in after the opening bell or are checked out prior to dismissal will be considered tardy. Three unexcused tardies will constitute one-half (½) day of unexcused absence.
- Parents will upon checking out during a school day. A child shall **only** be released to the parent awarded primary or domiciliary custodianship of the minor child(ren) if the parents are divorced or legally separated. A child shall be released to a noncustodial parent only if there is written permission for doing so, signed by the primary custodial parent, on file with the school office. In event of co-domiciliary parents, both parents shall have equal authority to have the child released to them. No named domiciliary/primary will be assumed to be co-domiciliary/primary custodianship.
- Additional persons – only those persons given written permission by proper custodial parent(s) on file with school should have permission to the child released to them (limit 4 additional persons per child).

CLOSED CAMPUS RULE - ACT 211, 1995

No student shall be allowed to leave the campus for any reason with anyone other than his parent(s), legal guardian(s), or a person designated by the parent(s) or legal guardian(s) on the emergency data card and with the Principal's permission. A picture ID is required. Students are not allowed to communicate with off campus visitors unless approved by the Principal.

*****Visitors to all Avoyelles Parish Buildings must sign in electronically within the sign in system by scanning their official identification card. Exceptions are Avoyelles Parish School employees wearing an official Avoyelles Parish School badge.

DOMICILE OF STUDENTS

In order for a student to register and enroll in the Avoyelles Parish public school system, a parent/legal guardian shall complete the guardianship and residency verification document available at the school in which they are enrolling their child/children. Parents/legal guardians will have **ten (10)** school days to provide the required guardianship and residency information to the appropriate school(s). Failure to do so will result in the parent/legal guardian being referred to the Supervisor of Child Welfare and Attendance and the Superintendent of Schools for resolution. Those who claim to be homeless must file for homeless status with the Avoyelles Parish School Board. Additionally, they must present a notarized statement which includes the name and address of the person(s) with whom they are living. Homeless status must be updated annually, if the situation continues to exist. (Adopted by the Avoyelles Parish School Board, December 7, 2010).

No student living in another parish or in another school district will be allowed to enter Avoyelles Parish schools or a school in any other district without filing an application with the Hardship Committee for consideration. Approved applicants must provide their own transportation. All applications for student transfers for out-of-parish or out-of-district requests shall be submitted to the Central Office no later than July 31 to receive consideration by the Hardship Committee.

The Board will not be responsible to reimburse parents for mileage or provide bus transportation to the school the student is approved to attend. (Policy JB CD: Student Transfer and Withdrawal)

STUDENT CODE OF CONDUCT AND DISCIPLINE GUIDELINES

The Avoyelles Parish School Board recognizes the necessity for reasonable control and discipline over the conduct of students under its jurisdiction. Every teacher in the public-school system shall endeavor to hold each student to a strict accountability for any disorderly conduct in school, in school sponsored activities, on the playgrounds of the school, on the street, while going to or returning from school and during intermission or recess. To assist the teacher, the Board shall establish regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness. Louisiana Revised Statute 17:416 provides the foundation for addressing the discipline of students within the school setting and at school sponsored events or activities. Codes of conduct shall include progressive levels of minor through major infractions and identify corresponding minor through major interventions and consequences. Before an initial referral for a student's expulsion, prior administration of interventions in accordance with the minor tiers in the code of conduct are required, except in instances where the expulsion referral is the result of accumulated minor infractions in accordance with the code of conduct, or the underlying incident threatens the safety and health of students or staff.

Multi-Tiered System of Support (MTSS) & POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)

Multi-Tiered System of Support (MTSS) 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. MTSS 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.

MTSS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating much minor misbehavior as "teaching moments" rather than punishment opportunities. MTSS 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. MTSS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and nondiscriminatory manner.

Avoyelles Parish School Board will continue to implement the MTSS program across the entire district. The Code of Student Conduct compliments and supports the district-wide implementation of MTSS to foster student academic and behavioral success.

AUTHORITY OF SCHOOL PRINCIPALS

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any student(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. Depending on the severity of the offense committed by the student, the principal retains the right and the responsibility to use any appropriate form of discipline available including suspension, recommending expulsion, and/or law enforcement.

AUTHORITY OF SCHOOL TEACHERS

A. Teaching Behavioral Expectations and Remediation of Deficits

Each teacher shall in the beginning of each school year and periodically throughout the school year provide his or her students with the rules of the school and how those apply in their particular classroom. Each teacher's approved discipline plan in accordance with Board policy shall be posted in his/her classroom and should include the rules, PBIS interventions, and consequences. The teacher should teach the behavioral expectation and provide a system to acknowledge appropriate behavior and remediate behavioral deficits.

B. In-School Alternatives and Preservation of Instructional Time

Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (re-teaching, remediation, brief time-out in classroom, calls to parents, notes home, behavior plans) to removal from class is encouraged. In addition, counseling alternatives (school counselors and/or other appropriate mental health professionals employed by the district or a contracted outside agency) are encouraged.

C. Each teacher may take disciplinary action (no state form required) to correct a student who violates school rules or who interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the school's Minor Infraction Policy and in accordance with Board policy. Each teacher will deal with general classroom disruption through effective classroom management and involvement of parents, guardians, and/or school counselors. Only when the action taken by the teacher is ineffective, or the disruption is severe, should the student be referred to the principal or his/her designee.

TEACHER/STAFF INTERVENTIONS

A. Each school is required to have a documented Minor Infraction Policy in accordance with their School Wide Multi-Tiered Systems of Support Implementation Plan.

B. The following classroom interventions may be utilized to correct student behavior.

1. Restating of desired behavior and verbal reminder
2. Re-teaching desired behavior; student-teacher conference
3. Verbal warning
4. Denial of special privileges (computer time),
5. Limited access recess.
6. Assignment of special extra duties
7. Supervised isolation of the student within the classroom or other area approved by the administrator or designee (time-out)
8. Assignment of reasonable written or oral work

9. Written warning, phone call/note home to parent
10. Behavioral Contract
11. Individual Behavior Management plan
12. Referral to School Building Level Committee or Multi-Tiered Systems of Support Committee
13. Referral for a counseling session
14. Peer mediation/conflict resolution
15. Parent conference
16. Detention-during school hours (i.e. not including recess detention)

STUDENT REMOVAL FROM CLASSROOM

A. A student may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the student's behavior prevents the orderly instruction of other students, poses an immediate threat to the safety of students or the teacher, or when a student violates the school's code of conduct. If removed, the student shall receive credit for schoolwork missed when it is completed by the student based on its accuracy.

B. If a student is preventing the delivery of instruction and is removed from class in kindergarten through grade 5, he/she shall not be permitted to return to class for at least thirty (30) minutes unless agreed to by the teacher. A student removed from class for preventing instruction in grades 6 through 12 shall not be permitted to return to class during the same class period, unless agreed to by the teacher initiating the disciplinary action.

C. Follow APSB Consequences and Interventions to Behavior Policy

D. Upon the student being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the student shall be given an opportunity to explain his version of the facts. The principal shall conduct a counseling session with the student to discuss the particular misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the student shall not be readmitted to the classroom until the principal has implemented an Administrative Intervention (Defined in the Table Below)

E. When a student has been removed from a classroom, the teacher or the principal or his designee may require the parent or legal guardian of the student have a conference with the teacher or the principal or his designee. Such a conference may be in person or by telephone or other virtual means. Upon the third removal from the same classroom, the teacher and principal shall discuss the disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures. In addition, a conference between the teacher or other appropriate school employee and the student's parent or legal guardian may be required prior to the student being readmitted to that same classroom. Such conference may be in person or by telephone or other virtual means. If such conference is required by the school, the school shall give written notice to the parent. Accommodations will be made for parents and legal guardians who demonstrate a documented inability to attend due to work or disability or other health matters pertaining to the parent or legal guardian or a family member under his care. For students who experience multiple behavioral incidents or disciplinary referrals, a principal or his designee shall consider a referral of the matter to an appropriate school building level committee. If the parent or legal guardian fails to attend the conference within five (5) days of notification, the truancy laws shall become effective.

F. Notwithstanding any provision of law to the contrary, whenever a student is formally accused of violation the provisions of R.S. 14:34.3 or school disciplinary rules, or both, by committing a battery on any school employee or is formally accused of violating the provisions of R.S. 14:38.2 or school disciplinary rules, or both, by committing an assault on any school employee, the principal shall suspend the student from the school immediately and the student shall be removed immediately from the school premises without the benefit of the out-of-school suspension procedures provided by this Section; however, the necessary notifications and other procedures shall be implemented as soon as is practicable. The administration of school level discipline does not supersede the right of the employee to pursue civil or criminal charges. Any student found guilty by a court of competent jurisdiction or in a school system suspension hearing of assault/battery on any school employee shall not be allowed to attend the school where the employee battered is assigned. The school system is not responsible for transportation of any reassigned students.

G. Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

H. Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.) Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal.

I. When a student transfers from one school to another within the Avoyelles Parish School System, the student's discipline/attendance records for that school year will also be transferred. The student will continue at the appropriate step in the discipline process at the new school. Additionally, if a student requests entry from another school or district discipline reports will be requested and reviewed prior to admission to determine eligibility and placement.

ADMINISTRATIVE INTERVENTIONS AND DEFINITIONS The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

Disciplinary Intervention/Consequence	Brief Description
Student Conference	Principal and/or designee meets with the student regarding the discipline incident to discuss what happened and steps that the student can take in the future to prevent further discipline incidents.
Peer Mediation	Meeting between two or more students to discuss a discipline incident and work out a meaningful and peaceful resolution between the students.
Restorative Justice	Restorative justice empowers students to resolve conflicts with the help of the school community through means that bring students together in peer-mediated small groups to discuss the infraction that occurred and determine a consequence/intervention that restores the school community.
Before or After School Detention	Morning, afternoon, or recess detention is held at the school site. An administrator, certified teacher (If paid through district funds) or school staff monitors the detention activities. The child does not miss class time. The parent must drop their child off for Morning Detention and pick them up following After School Detention. No transportation is provided to students assigned to detention. School administrators have the discretion to utilize multiple ASD's for up to 5 consecutive days as an

	alternative to exclusionary discipline consequences. Parents are given a minimum of a 24-hour notice prior to the student serving the ASD. Failure to report for detention as scheduled without reasonable explanation will result in additional disciplinary action unless there is a documented reason as per policy why child cannot attend.
Behavior Intervention Plan	A student specific plan that is aimed at improving problem behavior. Parents, students and school staff work together to develop and implement this plan.
Confiscation	<p>For cell phones and electronics:</p> <p><u>1st offense</u> – Phone/cellular/electronic device will be confiscated for five (5) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent.</p> <p>If a student or parent refuses to turn in the phone/cellular device, then the student will be assigned a one (1) day Out of school suspension. (HAD or OSS)</p> <p><u>2nd offense</u>- Phone/cellular/electronic device will be confiscated for ten (10) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent.</p> <p>If a student or parent refuses to turn in the phone/cellular device, then the student will be assigned a two (2) day Out of school suspension. (HAD or OSS)</p> <p><u>3rd offense</u>- Phone/cellular/electronic device will be confiscated for twenty (20) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent.</p> <p>If a student or parent refuses to turn in the phone/cellular device, the student will be recommended for expulsion or change of placement on the third offense (Act 337)</p> <p>Cell phones may be used for after-school activities without penalty. Unauthorized picture/video uploaded and/or distributed may result in an Out of School Suspension or Expulsion recommendation</p> <p>For all other items (i.e. toys, games): at the principal's discretion</p>
Referral to School Building Level Committee (SBLC)	A referral to this multidisciplinary (licensed social workers, school counselors, teachers, nurses and other essential members) team is suggested to initiate a problem solving process. The parent, and sometimes the student dependent upon age, will be invited to participate as the team assesses each individual situation to uncover the root of the problem behavior and provide appropriate interventions to prevent further problem behavior.
In-School Detention (ISD)	May take place during breaks in a school day or during an elective period. It cannot exceed 1 hour/period per day or remove the student from core academic instruction. Student may not be kept from participation in these activities for more than three (3) consecutive days because of discipline or makeup.
Bus Suspension	Corrective consequence for violations of the Student Code of Conduct that occurs on the bus. It involves removal of the ability to ride the bus to and from school for a number of days not to exceed five school days maximum.
Non School Day/Alternate Day/Non-Calendar Day Detention	Detention is held at the school site on a non-instructional day. An administrator, certified teacher (if paid through district funds) or school staff monitors the detention activities. The child does not miss class time. The parent must drop off and pick up their child at the designated time. No transportation is provided to students assigned to detention. Parents are given a minimum of a 24-hour notice prior to the student serving the ASD. Failure to report for detention as scheduled without reasonable explanation will result in additional disciplinary action unless documented reason as per policy why the child cannot attend.
In-School Suspension (ISS)	ISS is a corrective consequence for violations of the Student Code of Conduct that involves the temporary removal of a student from regular school classes and the placement of a student in an approved in-school setting during the course of the school day. Students assigned to ISS are required to complete relevant social skills activities that relate to their referral concern(s), as well as their academic class work and other assignments that are in keeping with the student's curriculum. Assignment to ISS may occur for specific periods of time (e.g., 1 hour to 3 school days for 1 offense) deemed appropriate by the school district administrative team to effectively address behavioral infractions for which ISS is an appropriate consequence. ISS includes planned remediation designed to teach the student replacement behaviors and generalization strategies to assist the student in displaying the replacement behaviors in the school environment, as well as restorative justice practices, if appropriate. ISS cannot be assigned for more than 3 school days for 1 offense. ISS cannot be assigned for more than 5 school days in one 9-week school quarter. In-school suspension does not include in-school detention. Students who are assigned ISS will be marked present and are allowed to complete missed class work/tests for full credit.
School Specific Intervention (Bridge Assignment)	SSI is a corrective consequence of 5 days or fewer for Level 2 or 3 behavioral infractions of the Student Code of Conduct that involves the temporary removal of a student from regular school classes and the placement of a student in an approved alternative school setting during the course of the school day. Students assigned to SSI are required to complete relevant social skills activities (SEL prescription)

	that relate to their referral concern(s), as well as their academic class work and other assignments that are in keeping with the student's curriculum. SSI includes planned remediation designed to teach the student replacement behaviors and generalization strategies to assist the student in displaying the replacement behaviors in the school environment, as well as restorative justice practices, if appropriate rather than utilizing out of school suspension. A student non-compliant in SSI will revert to a HAD/OSS instead for the infraction. SSI/HAD/OSS both count towards a major infraction that can lead to an expulsion recommendation on the 3rd offense. Students will be allowed to complete assignments and receive full credit.
Loss of Privileges	A student may be denied certain privileges such as attending games or school dances for misbehavior.
Corporal Punishment (K-6 Students Only)	<p>Corporal punishment of students is permissible by Louisiana Legislative Act 688 of 1976 and the Avoyelles Parish School Board's Corporal Punishment Policy required by this act.</p> <ol style="list-style-type: none"> 1. Corporal punishment may be administered to a student by the principal or the assistant principal only 2. Corporal punishment may be administered to a student in lieu of a short-term suspension for violation of any of the school rules, the violation of which would allow a student to be suspended. 3. Prior to the administering of corporal punishment, the student does have a right to know the reason/reasons he is being punished and the right to relate his version of the facts of the case. (It is the school administrators' responsibility to determine whether or not corporal punishment will be administered.) 4. Parental consent will be obtained by the principal prior to administering corporal punishment to any student. <p>Corporal is not authorized for: (A) Use in grades 7-12 (B) Students with exceptionalities according to HB 79 (Prohibits the administration of corporal punishment to students with exceptionalities, except gifted and talented students, and makes this law applicable to charter schools. Additionally, prohibits the use of corporal punishment with students who are eligible for services under Section 504 of the Rehabilitation Act of 1973 and who have an IAP).</p> <p>Corporal Punishment under this definition does not include: (A) The use of reasonable and necessary physical restraint of a student to protect the student or others from bodily harm or to obtain possession of a weapon or other object from a student. (B) The use of seclusion and restraint as provided in present law for students with exceptionalities.</p>
Home Assignment for Discipline (HAD)	Home Assignment for Discipline (HAD) is a corrective consequence of 5 days or fewer for Level 2 behavioral infractions of the Student Code of Conduct that involves the temporary removal of a student from regular school classes and the placement of a student in an approved virtual school setting for the day(s) assigned. Students assigned to HAD are required to complete relevant social skills activities (SEL prescription) that relate to their referral concern(s), as well as their academic class work and other assignments that are in keeping with the student's curriculum. It is used, if appropriate, rather than utilizing out of school suspension. Students must complete their assignment to get credit for a HAD day. A student will revert to an OSS instead if the work is not completed. Like OSS, HAD will count towards a major infraction that can lead to an expulsion recommendation on the 3rd offense. Students will be allowed to complete assignments and receive full credit.
Out of School Suspension	<p>Out of school suspension means the removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities. OSS refers to a consequence of 10 days or less for Level 2 or 3 behavioral infractions that removes a student from his or her regular classroom and school. OSS cannot be assigned for more than 3 school days for 1 offense without superintendent approval.</p> <p>In all instances of suspension, parents shall be notified by telephone if they can be reached with reasonable effort, and by letter from the principal with a copy of the suspension notice to be given to the student. During any period of suspension, the student shall not be permitted to be on school grounds or attend any school – related activity, including band, athletics, chorus, strings, etc.</p> <p>For violations of school rules, board policies, and state laws, principals or their designees may suspend students, however, students' due process rights guarantee certain conditions:</p> <ol style="list-style-type: none"> 1. The student shall be given notice in writing, stating the specific charges for which he is being suspended. A copy of this notice shall be given or mailed to the student's parents. Parents are to be notified by telephone, when possible, of suspension(s). 2. The student shall have the right to express his views concerning the charges. 3. If the presence of a student poses a danger to persons or property or is considered highly likely to disrupt the orderly processes of the school, the student may be removed from the premises immediately. (In such case, a hearing will follow as soon as practical.)

	<p>4. Principals shall not suspend more than 3 days without a conference or notification of the Superintendent or his designee.</p> <p>5.. Parents are required to schedule and participate in a conference at school with the school administrator(s) upon request to deal with a child's persistent disruptive or inappropriate behavior on the day of return from suspension. Failure to do so will result in the matter being turned over to the Supervisor of Child Welfare and Attendance for possible referral to the courts (FINS).</p> <p>7. A student suspended for damages to any property belonging to or contracted by the school system or owned by a school employee or student and on school grounds, including school buses, shall not be readmitted until payment in full for damage has been made or until directed by the Superintendent (See Restitution and Repair).</p>
Parent Contact/ Conference	Phone calls, notes home, letters, meetings with parents, automated calls, emails. Must occur each time a State Form is completed.
Recommended Placement at Alternative Site	Students may be recommended for removal to the alternative site on the 3 rd offense that results in School Specific Intervention and/or out-of-school suspension and must be recommended for removal prior to the 11th day of out of school suspension and only after an Expulsion Committee Review Meeting. This may be a result of habitual violations of school rules, or for other serious one-time infractions (drugs, weapons, and other serious offenses). A due process hearing will be conducted by the Superintendent or Child Welfare and Attendance Supervisor, and if applicable personnel from the Special Education or Section 504 office, who reviews the students discipline record, allows testimony from the student and school staff and makes a determination if the student is removed from school or if other disciplinary action is taken. Placement at the alternative site can include but is not limited to: Change of Placement, Long Term Suspension, BIP Placement, Altered School Day, Etc.
Referral to School Counselor or School Social Workers	School based counseling or mental health services aimed at improving student behavior. Written parental consent is required for mental health services.
Restitution or Repair	Payment or repair for damages to property belonging to the school system or to property contracted to the school system or any property on school grounds owned by a school employee or student. A student may be suspended for damages and shall not be readmitted until payment in full has been made for such damage, an alternative restitution arrangement has been executed, an alternative payment plan has been arranged, or until directed by the superintendent of schools. If the property damaged is a school bus owned by, contracted to, or jointly owned by any city, parish, or other local public school board, a student suspended for such damage shall not be permitted to ride any school bus until payment in full has been made for such damage, an alternative restitution arrangement has been executed, an alternative payment plan has been arranged, or until directed by the superintendent of schools.
Emergency Conference	After a referral for an emergency conference and an emergency conference, a Guardian may be required to bring a student to a medical provider (Medical Doctor, Psychologist, Psychiatrist, or Nurse Practitioner) for a threat assessment. A parent or guardian must report to the school for a conference immediately to review a situation deemed as an emergency. The parent/guardian is given 72 hours to provide the school documentation that the child has been seen by a medical provider listed and notice of whether the child is cleared or referred for further services by the provider. If a parent does not comply with the timeline, the school will make a referral to the Department of Child and Family Services regarding the situation and include the fact that the parent has not provided documentation from a medical provider for the child.

Avoyelles Parish School System Elementary School Consequences of Behavior Policy (PK-6)

Role of Multi-Tiered System of Supports (MTSS) – A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Clearly established rules must be taught to students, reinforced frequently and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

Minor Infractions – Each school must identify a minor infraction process that includes definitions of minor infractions and consequences/intervention for minor infractions. Below is an example of a minor infraction process:

- 1st Infraction – Conference with student, documentation of infraction, and parental contact made by teacher
- 2nd Infraction – Conference with student, documentation of infraction, and parental contact made by teacher
- 3rd Infraction - Conference with student, documentation of infraction, loss of privilege and parental contact made by teacher
- 4th Infraction – Teacher/Staff member completes major referral form for repeated rule violation

Distinguishing between Major and Minor Infractions – Often the degree of misbehavior determines whether an infraction should be considered Major or Minor, for example:

Classroom Disruption – Minor: behavior causes a temporary interruption in class or activity, and student responds to redirection after correction for out of seat behavior, off task conversation, eating or drinking, making noise with materials, etc.

Major: behavior that causes a sustained or repeated interruption in class or activity, and student does not respond to redirection for sustained or repeated loud talking, arguing, yelling, or repeated out of seat behavior, etc.

Bus Disruption – Minor: eating or drinking on the bus, littering the bus, inappropriate remarks directed to inanimate object, loud talking while bus is not in motion, ID and dress code violations, etc.

Major: disrupting, distracting, or disobeying driver while the bus is in service; includes placing body parts outside of window, throwing items out of the bus, loud vocalizing across rows in the bus or outside of bus, etc.

Disrespect – Minor: rolling eyes or sucking teeth while complying with teacher's request

Major: walking away from teacher/staff member or out of class while being corrected, yelling, using profanity, or name-calling in response to being corrected, etc.

Inappropriate Language – Minor: rude message not intended to intimidate, such as swearing at inanimate object or in conversation with another student, etc.

Major: student delivers an intentional inappropriate message (spoken, written, or gesture) designed to defy authority, threaten or intimidate

Physical Contact - Minor: tripping, shoving, or "horse-play" without intent to harm

Major: fighting, hitting, inappropriate grabbing of body parts, or shoving with intent to harm

Elementary School Infractions (PK-6)

Code	Infraction	Level
01	Willful disobedience	2
02	Treats authority with disrespect	2
03	Makes an unfounded charge against authority	2
04	Uses Profane or Obscene Language to another	1
04	Uses Profane or Obscene Language to an adult	2
05	Commits/Is guilty of immoral or vicious practices	3
06	Conduct or habits injurious to his associates (intent or no intent)	2
07	Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	4
08	Uses or possesses tobacco products, lighter, or matches **Note: Use and possession may result in a suspension for 1st occurrence	4
09	Uses or possesses alcoholic beverages	4
10	Habitually violates rules	2
11	Cuts, defaces, or injures any part of public school buildings/property - Vandalism under \$100 (Requires restitution)	2
11	Cuts, defaces, or injures any part of public school buildings/property - Vandalism over \$100 (Requires restitution)	3
12	Writes profane and/or obscene language or draws obscene pictures	1
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	4
14	Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used as weapons, the careless use of which might to inflict harm or injury <i>(Excludes pocket knives with a blade length < 2 ½" - refer to code 78 no intent or 110 with intent)</i>	4
15	Throwing missiles liable to injure others	2
17	Violates traffic and safety regulations	2
18	Leaves classroom without permission	2
19	Is Habitually Tardy/and or absent after bell at beginning of day. Also reporting to class after tardy bell	1
20	Takes another's property or possession without permission. Is guilty of stealing valued at less than \$100 (Requires restitution)	2
20	Takes another's property or possession without permission. Is guilty of stealing over \$100 (Requires restitution)	3
21	Commits any other serious offense	4
26	Skiping Class or school	2
28	Gambling	1
30	Disturbs the class and/or school	1
32	Improper dress, Dress code violation, or ID violation	1
33	Failure to serve assigned consequence	3
38	Sexual harassment *(Complete Harassment Packet)	4

Code	Infraction	Level
41	Forgery	2

45	Bullying/Harassment *(Complete Bullying Form)	3
51	Unauthorized use of technology/electronic devices that are prohibited on campus	1
56	Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	4
57	Crime of Violence - Arson (starting a fire) *Threat Assessment must be completed	4
59	False alarm	3
61	Crime of Violence – Burglary	4
66	Use of OTC medication in a manner other than prescribed or authorized	2
67	Possession of Body Armor	4
69	Crime of Violence – Murder *Threat Assessment must be completed	4
70	Crime of Violence - Assault and Battery *Threat Assessment must be completed	4
71	Crime of Violence – Kidnapping *Threat Assessment must be completed	4
72	Crime of Violence - Criminal Damage to Property	4
73	Crime of Violence - Misappropriation with violence to the person *Threat Assessment must be completed	4
74	Discharge or use of weapon(s) prohibited by federal law *Threat Assessment must be completed	4
75	Crime of Violence - Serious Bodily Injury	4
77	Cyberbullying *(Complete Bullying Form)	3
78	Possesses pocket knife with a blade length of less than 2 1/2 inches (no intent) (With intent refer to code 110)	2
79	Public indecency	2
80	Obscene behavior or Possession of obscene/pornographic material	4
81	Trespassing Violation	2
82	Misusing the Internet or other forms of technology **Depending on intent or the effect, the administrator may suspend or recommend expulsion.	2
90	Instigates a fight	3
91	Participates in a fight while under school supervision	3
100	False Report	2
104	Academic Dishonesty*	2
106	Crime of Violence - Assault of APSB Employee *Threat Assessment must be completed	4
107	Crime of Violence - Battery of APSB Employee *Threat Assessment must be completed	4
109	Leaves school premises without permission	3
110	Possesses pocket knife with a blade length of less than 2 1/2 inches (with intent) **Student can be recommended for expulsion for 1st offense. (No intent refer to code 78)	4
111	Bomb Threat	4
112	Willful disobedience - Public display of affection	2

Level 1 Elementary Infractions - Offenses which are considered less serious or harmful to others			
Infraction	Definition of Infraction	Interventions/ Consequences	
04 - Uses Profane or Obscene Language to Another	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used towards another student.	<p>School Consequences:</p> <p>NOTE: Must follow MTSS. A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.</p> <p>Assign consequences appropriate for the type and number of infractions that will include:</p> <ul style="list-style-type: none"> ● Student/Parent Conference ● Peer Mediation ● Restorative Justice ● Loss of Privilege ● Referral to Counselor and/or SBLC as deemed appropriate ● Detention(s) – Multiples may be assigned <ul style="list-style-type: none"> ○ Administrative Conference with student ○ Parental contact ● In school suspension(s) – Multiples may be assigned <ul style="list-style-type: none"> ○ Administrative Conference with student ○ Parental contact <p>NOTE: Repeated violations (3) of these infractions will be coded as Level 2 infraction – (#10 B) Habitually Violates Rules.</p> <p>Cell Phone Consequences: 1st offense – Phone/cellular/electronic device will be confiscated for five (5) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent. If a student or parent refuses to turn in the phone/cellular device, then the student will be assigned a one (1) day Out of school suspension. (OSS) 2nd offense- Phone/cellular/electronic device will be confiscated for ten (10) school days. In lieu, if confiscated</p>	<p>Bus Consequences:</p> <p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step</p> <ul style="list-style-type: none"> □ Verbal Student Warning □ Peer Mediation □ Restorative Justice □ Parent Contact □ Loss of Privilege □ Referral to Counselor and/or SBLC □ Assign detention before or after school □ Bus Suspension for 1-3 school days □ ISS □ OSS 1-3 days <p>5th Step</p> <ul style="list-style-type: none"> □ Code as Willful Disobedience, Level 2 Infraction
12 - Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.		
19 - Is Habitually Tardy/and or absent after bell at beginning of day. Also reporting to class after tardy bell	Reporting late to class (within 15 minutes) after the bell when the day begins without permission from school staff. Also reporting to class after the tardy bell rings without permission from a school staff member. (Habitually means follow after school's minor infraction plan). 1 st Offense – Letter to parent (After 3 rd Tardy)/2 nd Offense – Letter to Parent (After 6 th Tardy)/3 rd Offense – Parent Conference and Letter to Parent (After 9 th Tardy)/4 th Offense – One Day Detention/5 th Offense – 2 Days Detention/6 th Offense and Subsequent – In-School Suspension **Student's Tardy infractions will be cleared from the discipline record after the first semester.		
28 - Gambling	Wagering money or property		
30 - Disturbs the class and/or school	Behavior causing disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out-of- seat behavior.		
32 - Improper dress, Dress code violation, or ID violation	Improper and/or out-of-dress code or not visibly wearing a school ID *****Every effort should be made to return the student to the classroom to avoid missing instructional time. *****		

<p>51- Unauthorized use of technology/electronic devices that are prohibited on campus</p>	<p>"Use or operation" is defined as the device being powered on or heard during regular school hours.</p> <p>Electronic Cellular Communication Device shall include, but not limited to, cellular telephones, personal computers, laptops, electronic instruments, iPads, iPods, wearable technology such as smart watches, table devices, e0readers, or similar devices.</p> <p>Use of (as seen or heard by a school official) of any electronic device (texting, talking, recording, taking/looking at pictures, or used as a music device) prohibited by district policy, including cell phones, smart watches, MP3 players, iPods, headphones, cameras, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official.</p> <p>Students shall not utilize school-issued devices to access personal messaging features and social media accounts not used for approved educational purposes.</p> <p>These provisions shall not apply to any school-sponsored event, including athletic competitions and field trips, which take place during the instructional day.</p> <p>Consequences: Cell Phone Consequences</p>	<p>the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent. If a student or parent refuses to turn in the phone/cellular device, then the student will be assigned a two (2) day Out of school suspension. (OSS)</p> <p>3rd offense- Phone/cellular/electronic device will be confiscated for twenty (20) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent. If a student or parent refuses to turn in the phone/cellular device, then the student will be either recommended for change of placement or expulsion on the 3rd offense</p> <p>Cell phones may be used for after-school activities without penalty. Unauthorized picture/video uploaded and/or distribution may result in an Out of School Suspension, Change of Placement, or Expulsion Recommendation.</p> <p>During State Testing Windows the following will be enforced regarding electronic devices:</p> <p>Bringing an electronic device into a testing area violates district and state policy. If a student is in violation of the electronic device policy, the student's device will be confiscated, searched for testing irregularities or security breaches, held for the remainder of the testing window and will result in a suspension, change of placement, or expulsion depending on previous violations according to board policy.</p> <p>Administrator may by-pass all consequences and use In-school suspension or suspension depending on the severity of the offense. Any student who accesses and/or tampers with a school's administrative database will be automatically recommended for expulsion.</p> <p>Avoyelles Parish School District shall not be held liable for any stolen electronic devices.</p>	
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Level 2 Elementary Infractions - Offenses which may seriously disrupt the learning environment

Infraction	Definition of Infraction	Interventions/ Consequences Follow these steps for any combination of Level 2 infractions:	
01 - Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority and/or violates Stay Away Agreement.	<p>School Consequences:</p> <p>NOTE: Must follow MTSS. A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.</p> <p>1st Step*: (NOTE: Step 1 may be repeated)</p> <ul style="list-style-type: none"> • Detention(s) – Multiples may be assigned <ul style="list-style-type: none"> • Administrative Conference with student • Restorative Justice • Assign SEL Lesson • Parental contact • Assign in-school suspension – 1 class period up to 1 day, maximum of 3 incidents Assign in-school suspension – 1 class period up to 1 day, maximum of 3 incidents/Corporal Punishment if meets requirements • Assign SEL Lesson • Parent contact • Refer to counselor • Implement classroom behavior management plan <p>2nd Step:</p> <ul style="list-style-type: none"> • Assign out-of-school suspension for 1-3 days/Corporal Punishment if meets requirements • Parent contact • Refer to Teacher/Staff Interventions found in the student handbook • Refer to counselor • Refer to School Building Level Committee if not previously referred • RTI Interventions: check-in, check-out, SEL Assignment (BASE), Counseling, Document in JCampus RTI/SBLC • Begin behavior plan on student (2 -OSS's) • Conduct parent conference on student's return from suspension. <p>3rd Step:</p> <ul style="list-style-type: none"> • Repeat Step 2 until student reaches 3rd out-of-school suspension offense. • On 3rd out-of-school suspension – Recommended Expulsion or Change of Placement (Act 337) 	<p>Bus Consequences:</p> <p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step:</p> <ul style="list-style-type: none"> • Restorative Justice • Assign SEL Lesson • Assign detention for 1-3 days • Parent Contact <p>2nd Step:</p> <ul style="list-style-type: none"> • ISS and/or Bus suspension for 1-3 school days of probation • SEL Lesson • Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> • OSS and/or Bus suspension for 1-3 school days • Referral to SBLC • BIP • Parent contact <p>4th Step:</p> <ul style="list-style-type: none"> • OSS and/or Bus suspension for 1-3 school days • Referral to SLBC/Revise BIP • Parent contact <p>5th Step:</p> <ul style="list-style-type: none"> • OSS and/or Bus suspension for 1-3 school days • Referral to SBLC/Revise • Parent contact <p>6th Step:</p> <ul style="list-style-type: none"> • Recommendation for Expulsion or change of placement
02 - Treats authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.		
03 - Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.		
04 - Uses Profane or Obscene Language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling used towards an adult.		
06 Conduct or habits injurious to his associates (intent or no intent)	Any intentional or unintentional but not malicious act, for example but not limited to play fighting, horseplay, pushing, shoving, slapping that causes injury, damage, or pain to another.		
10 - Habitually violates rules	A student has had repeated (3 or more) infractions in another a category and continues to violate the same rule.		
11 - Cuts, defaces, or injures any part of public school buildings/property - Vandalism under \$100 (Requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at under \$100 (Requires restitution).		
15 - Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.		
17 - Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.		
18 - Leaves classroom without permission	Exiting a classroom, or instructional area without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.		
20 - Takes another's property or possession without permission, is guilty of stealing valued at less than \$100 (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner without violence valued at less than \$100 (Requires Restitution)		
26 - Skipping class or school	Student fails to report to class or his/her assigned area on time		

			<ul style="list-style-type: none">• Parent contact
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Level 2 Elementary Infractions - Offenses which may seriously disrupt the learning environment *continued*

Infraction	Definition of Infraction	Interventions/ Consequences Follow these steps for any combination of Level 2 infractions:	
41 - Forgery	To use, make, or reproduce another's signature.		
66 - Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials. Refer to Medication Policy on page ____.		
78 - Possesses pocket knife with a blade length of less than 2 1/2 inches (no intent) (With intent refer to code 110)	Student is in possession of a pocket knife with a blade length of less than 2 1/2 inches on a school campus, bus, or school related event and does not use the knife in a threatening manner toward anyone or anything.		
79 - Public indecency	Exposure of body parts such as genital/buttock areas or female breasts in view of public.		
81 - Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property and/or school-related events while on a restrictive access, suspension, or expulsion.		
82 - Misusing the Internet or other forms of technology*	Violating the APSB Acceptable Use Policy. (Refer to the APSB Acceptable Use Policy) *Depending on intent or the effect, the administrator may suspend or recommend expulsion.		
100 - False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.		
104 - Academic Dishonesty*	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception. **Students guilty of cheating will not receive a zero on the assignment or test. They will be re-assessed and/or complete a similar assignment to determine mastery of the content. The assignment or test may be a different version of the original.		
112 - Willful disobedience - Public display of affection	Participating in kissing, touching or other acts of inappropriate public affection.		

Level 3 Elementary Infractions - Serious offenses that compromise safety of the school community

Infraction	Definition of Infraction	Interventions/ Consequences	
05 - Commits/Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical, or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard.	School Consequences: NOTE: Infractions may result in an Out of School Suspension, Recommended Expulsion, or a Change of Placement.	Bus Consequences: (Action by administrator and report to driver will occur within 48 hours of referral submission by driver)
11 - Cuts, defaces, or injures any part of public-school buildings/property - Vandalism \$100 or more (Requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at \$100 or more (Requires restitution). **If event results in a felony charge, recommendation of expulsion is required.	In the case of a Recommended Expulsion, a hearing will be conducted. At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.	1st Step: <ul style="list-style-type: none">● Assign in-school suspension 1-3 days● SEL Lesson● Parent Contact 2nd Step: <ul style="list-style-type: none">● Bus suspension for 1-3 school days or OSS 1-3 days/Implement BIP● SEL Lesson● Parent contact 3rd Step: <ul style="list-style-type: none">● Bus suspension for 1-3 school days or OSS 1-3 days/Revise BIP● Parent contact 4th Step: <ul style="list-style-type: none">● Bus suspension for 1-3 school days or OSS 1-3 days or Recommendation for Expulsion/Revise BIP● Parent Contact 5th Step: <ul style="list-style-type: none">● Recommendation for Expulsion● Parent Contact
20 - Takes another's property or possession without permission, is guilty of stealing over \$100 (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner valued at \$100 or more (Requires Restitution).	1st Step*: (NOTE: Step 1 may be repeated) <ul style="list-style-type: none">● Assign in-school suspension for 1-3 days● Parent contact● SEL Lesson● Refer to counselor● Implement classroom management plan● Assign SEL Curriculum. 2nd Step: <ul style="list-style-type: none">● Assign out-of-school suspension for 1-3 days● Parent contact● Refer to Teacher/Staff Interventions found in the student handbook● Refer to counselor● Refer to School Building Level Committee if not previously referred● RTI Interventions: check-in, check-out, SEL Assignment, Counseling Begin behavior plan on student. Document in JCampus RTI/SBLC● Assign out-of-school suspension for 1-3 days● Conduct parent conference on student's return from suspension	
33 - Failure to serve assigned consequence	Failure to serve Detention, In-School Suspension or other assigned consequences		
45 - Bullying/Harassment *(Complete Bullying Form)	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.		
59 - False alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.		
77 - Cyberbullying *(Complete Bullying Form)	Cyber bullying is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.		**If a student has reached a 3rd OSS, the student will be recommended for either a change of placement or expulsion.

Level 3 Elementary Infractions - Serious offenses that compromise safety of the school community *continued*

Infraction	Definition of Infraction	Interventions/ Consequences	
90 - Instigates a fight	A hostile confrontation not resulting in physical contact or an attempt at physical contact involving two or more individuals. Also includes all spectator students who incite, instigate, or encourage fighting before, during, or after the incident.	3rd Step: <ul style="list-style-type: none"> ● Assign out of school suspension for 1- 3 days/Corporal Punishment if meets requirements ● Parent contact ● Revisit behavior plan & make adjustments ● Conduct parent conference on student's return from suspension 4th Step: <ul style="list-style-type: none"> ● Repeat Step 3 until student reaches 4th out-of-school suspension. ● On 4th out-of-school suspension – Recommended Expulsion or Change of Placement. 	
91 - Participates in a fight while under school supervision	<p>Principals and their designees shall exercise appropriate judgment and discretion in determining whether a student is involved in a "fight" as defined below. Administrators may consider in this determination the following among other factors:</p> <ul style="list-style-type: none"> ● Whether closed fists, objects or weapons were utilized; ● Whether the participants were shouting, threatening or cursing prior to or during the incident; ● Whether any participant, bystander or school employee was physically injured or whether clothing or other property was damaged or destroyed; ● Whether the activity ceased immediately upon instructions to stop given by uninvolved students, teachers, administrators, school resource officers or other school employees; ● Whether the incident is related to earlier events or the student has a pattern of fighting with, bullying or intimidating others; ● Any other fact or circumstance relative to an appropriate determination. <p>A student who uses reasonable force to prevent a forcible offense against that student should not be disciplined under this provision, provided that the force used must be reasonable and apparently necessary to prevent such offense and further that the student may not claim the right of self-defense if the student is the aggressor or brings on or precipitates a difficulty by taunting, fighting words, challenges or any other verbal or physical activity which contributes to the initiation of the physical incident. Additionally, a student who continues an affray after being urged to stop may not claim self-defense.</p> <p>Self Defense - A student who uses reasonable force to prevent a forcible offense against that student should not be disciplined under this provision, provided that the force used must be reasonable and apparently necessary to prevent such offense and further that the student may not claim the right of self-defense if the student is the aggressor or brings on or precipitates a difficulty by taunting, fighting words, challenges or any other verbal or physical activity which contributes to the initiation of the physical incident. Additionally, a student who continues an affray after being urged to stop may not claim self-defense.</p>		
109 - Leaves school premises without permission	Exiting a school campus without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.		

Level 4 Elementary Infractions - Serious offenses which involve law enforcement intervention (does not require arrest of student)

Infraction	Definition of Infraction	Interventions/ Consequences	
07 - Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	<p>The possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled and/or dangerous substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.</p> <p>**Principal or designee shall make FINS referral for <u>weapons or drug</u> counseling.</p>	<p><u>School Consequences:</u></p> <p>NOTE: Infractions may result in a Recommended Expulsion or Change of Placement.</p> <p>In the case of a Recommended Expulsion a hearing will be conducted by the APSB Superintendent and/or Designee and the school's principal or his/her designee. After the hearing, the Superintendent will determine, according to APSB policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their expulsion term and/or earned a probationary release.</p> <p>At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.</p>	
08 - Uses or possesses tobacco products, lighter, or matches	<p>The possession, use, concealment, of tobacco products, lighters, matches, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on school transportation vehicles</p> <p>**Note: Use and possession may result in a suspension for 1st occurrence..</p>		
09 - Uses or possesses alcoholic beverages	<p>The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.</p>		
13 - Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	<p>Possessing weapon(s) designed to expel a projectile by action of an explosive, for example but not limited to firearms-loaded or unloaded, parts of a firearm, bullets, explosives.</p>		
14 - Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 ½ "- refer to code 78 no intent or 110 with intent)	<p>Possesses firearms, knives or blades (2.5 inches or greater in length), which may or may not be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space. This includes ANY item that could be deemed dangerous and does not belong at school, for example but not limited to mace, pepper spray, BB guns, pellet guns, airsoft guns, lasers, look-alike weapons, sharp objects.</p>		
21 - Commits any other serious offense	<p>Any other serious offense not covered by any other of these codes resulting in or not resulting in the need for law enforcement intervention.</p>		
38 - Sexual harassment *(Complete Bullying Form)	<p>Intimidation, bullying, or coercion of a sexual nature.</p>		
56 - Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	<p>Forced attempt or actual anal, oral, or vaginal penetration by using sexual organ or an object simulating a sexual organ, or the anal, oral, or vaginal penetration of another by any body part or object.</p>		

57 - Crime of Violence - Arson (starting a fire)	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.		
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Level 4 Elementary Infractions - Serious offenses which involve law enforcement intervention (does not require arrest of student) *continued*

Infraction	Definition of Infraction	Interventions/ Consequences	
61 - Crime of Violence - Burglary	The unauthorized entering of a school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein.		
67 - Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.		
69 - Crime of Violence – Murder *Threat Assessment must be completed	Unlawful killing of another human being.		
70 - Crime of Violence - Assault and Battery *Threat Assessment must be completed	Aggressive action directed at students, which may involve unwanted physical contact while on school grounds or at a school related activity, and/or a written or verbal threat to cause physical harm to a student with or without the use of a weapon. *Must conduct a threat assessment and hold a conference with the parent.		
71 - Crime of Violence – Kidnapping *Threat Assessment must be completed	Intentional, forcible seizing and carrying of any person from one place to another without his consent.		
72 - Crime of Violence - Criminal Damage to Property *Threat Assessment must be completed	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (R.S. 14:5 may co-occur with other violations).		
73 - Crime of Violence - Misappropriation with violence to the person *Threat Assessment must be completed	Taking something of value using force, intimidation or weapons.		
74 - Discharge or use of weapon(s) prohibited by federal law *Threat Assessment must be completed	Discharge or use of weapon as described under "Weapon Type Code" in SIS user guide.		
75 - Crime of Violence - Serious Bodily Injury	An injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of bodily member, organ or faculty.		
80 - Obscene behavior or Possession of obscene/ pornographic material	Engaging in behavior of a sexual nature including consensual sexual activity. Possession of sexual images in any form, for example but not limited to electronic/tablet/computer/flash drive/phone, video, book, magazine, photo, drawing.		

106 - Crime of Violence - Assault of APSB Employee *Threat Assessment must be completed	Intentionally engaging in conduct (without physical contact) that places an APSB Employee in reasonable apprehension of bodily harm; includes assault and/ or written or verbal threat to cause physical harm to a staff member with or without the use of a weapon that includes all of the following elements: INTENT - an intention that the threat is written, posted, heard, or seen by anyone. FEAR – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out. CAPABILITY – The ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can be easily obtained. *Must conduct a threat assessment		
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Level 4 Elementary Infractions - Serious offenses which involve law enforcement intervention (does not require arrest of student) *continued*

Infraction	Definition of Infraction	Interventions/ Consequences	
107 - Crime of Violence - Battery of APSB Employee *Threat Assessment must be completed	The unlawful use of any physical force on an APSB Employee including hitting, beating, or offensive touching without the Employee's consent where police charges may or may not be filed and could result in serious harm or bodily injury results, including a situation where a staff member is intervening in a fight or other disruptive activity.		
108 – Possession and/or use of any electronic smoking device	The possession, use,, concealment, any electronic smoking device, electronic cigarettes, and ALL nicotine delivery systems including Vaping and herbal delivery systems, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on school transportation vehicles **Note: Use and possession may result in a suspension for 1st occurrence..		
110 - Possesses pocket knife with a blade length of less than 2 1/2 inches (with intent)* (No intent refer to code 78) *Threat Assessment must be completed	Student is in possession of a pocket knife with a blade length less than 2 1/2 inches on a school campus, bus, or at a school related event with the intent to use the knife in a threatening manner, to inflict bodily injury, or to damage property.		
111 - Bomb threat *Threat Assessment must be completed	Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.		
113 – Distribution or Selling of Electronic Smoking Device and/or Pods/Liquids	<i>Distribution or Selling of Electronic Smoking Device and/or Pods Liquids on APSB campus, at a school sponsored event, or on a school transportation vehicle.</i>		

Avoyelles Parish School System Middle and High School Consequences of Behavior Policy (Grades 7-12)

Role of Multi-Tiered System of Supports (MTSS) – A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Clearly established rules must be taught to students, reinforced frequently and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

Minor Infractions — Each school must identify a minor infraction process that includes definitions of minor infractions and consequences/intervention for minor infractions. Below is an example of a minor infraction process:

1st Infraction - Conference with student, documentation of infraction

2nd Infraction - Conference with student, documentation of infraction, and parental contact made by teacher

3rd Infraction - Conference with student, documentation of infraction, Teacher specific intervention(s) and parental contact made by teacher

4th Infraction - Teacher/Staff member completes major referral form for repeated rule violation

Distinguishing between Major and Minor Infractions – Often the degree of misbehavior determines whether an infraction should be considered Major or Minor, for example:

Classroom Disruption – Minor: behavior causes a temporary interruption in class or activity, and student responds to redirection after correction for out of seat behavior, off task conversation, eating or drinking, making noise with materials, etc.

Major: behavior that causes a sustained or repeated interruption in class or activity, and student does not respond to redirection for sustained or repeated loud talking, arguing, yelling, or repeated out of seat behavior, etc.

Bus Disruption – Minor: eating or drinking on the bus, littering the bus, inappropriate remarks directed to inanimate object, loud talking while bus is not in motion, ID and dress code violations, etc.

Major: disrupting, distracting, or disobeying driver while the bus is in service; includes placing body parts outside of window, throwing items out of the bus, loud vocalizing across rows in the bus or outside of bus, etc.

Disrespect – Minor: rolling eyes or sucking teeth while complying with teacher's request

Major: walking away from teacher/staff member or out of class while being corrected, yelling, using profanity, or name-calling in response to being corrected, etc.

Inappropriate Language – Minor: rude message not intended to intimidate, such as swearing at inanimate object or in conversation with another student, etc.

Major: student delivers an intentional inappropriate message (spoken, written, or gesture) designed to defy authority, threaten or intimidate

Physical Contact - Minor: tripping, shoving, or "horse-play" without intent to harm

Major: fighting, hitting, inappropriate grabbing of body parts, or shoving with intent to harm

Code	Infraction	Level
01	Willful disobedience	2
02	Treats authority with disrespect	2
03	Makes an unfounded charge against authority	2
04	Uses Profane or Obscene Language towards to another	2
05	Commits/Is guilty of immoral or vicious practices	2
06	Conduct or habits injurious to his associates (intent or no intent)	2
07	Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	3
08	Uses or possesses tobacco products, lighter, or matches **Note: Use and possession may result in a suspension for 1st occurrence	2
09	Uses or possesses alcoholic beverages	3
10	Habitually violates rules	2
11	Cuts, defaces, or injures any part of public school buildings/property - Vandalism (Requires restitution)	2
12	Writes profane and/or obscene language or draws obscene pictures	2
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	3
14	Possesses Firearms knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury <i>(Excludes pocket knives with a blade length < 2 ½ "- refer to code 78 no intent or 110 with intent)</i>	3
15	Throwing missiles liable to injure others	2
17	Violates traffic and safety regulations	2
18	Leaves classroom without permission	2
19	Is Habitually Tardy/and or absent after bell at beginning of day. Also reporting to class after tardy bell	1
20	Takes another's property or possession without permission, is guilty of stealing (Requires restitution)	3
21	Commits any other serious offense	3
22	Leaving bus without permission	2
24	Deface Bus	3
25	Eating, Drinking, Littering	1
26	Skiping class or school	2
27	Threatening Students	3
28	Gambling	2
29	Possessing/Shooting Fireworks	3
30	Disturbance in Classroom or Campus	1

Middle/ High School Infractions

Code	Infraction	Level
74	Discharge or use of weapon(s) prohibited by federal law	3
75	Crime of Violence – Serious Bodily Injury	3
77	Cyberbullying* Complete Bullying Packet	3
78	Possesses pocket knife with a blade length of less than 2 ½ inches (no intent)	2
79	Public Indecency	3
80	Obscene behavior or Possession of obscene/pornographic material	3
81	Trespassing Violation	3
82	Misusing the Internet or other forms of technology *Depending on intent or the effect, the administrator may suspend or recommend expulsion	2
83	Sexual Harassment * Sexual Harassment Packet Mandatory	3
89	Threatening another student	3
90	Instigates a Fight while under school supervision	2
91	Participates in a Fight while under school supervision	3
92	No Hall Pass	1
93	Bus Disturbance	2
95	Distributes Alcohol	3
96	Distributes tobacco products/lighter	3
97	Refuse to Comply	2
98	Uses profane and/or obscene language against staff	2
100	False Report	2
102	Threatening Faculty	3
103	Assault and battery of district school employee	3
104	Academic Dishonesty	2
106	Crime of Violence – Assault of APSB Employee (Emergency Conference Mandatory)	3
107	Crime of Violence – Battery of APSB Employee (Emergency Conference Mandatory)	3
108	Possession and/or use of any electronic smoking device	2
109	Leaves school premises without permission	3
110	Possesses pocket knife with a blade length of less than 2 ½ inches with intent *Student can be recommended for expulsion on 1 st offense. (No Intent – 78)	3
111	Bomb Threat	3

Code	Infraction	Level
112	Willful Disobedience – Public Display of Affection	2
113	Distribution or Selling of Electronic Smoking Device and/or Pods Liquids	3
114	Threat of Terrorism or Violence	3

Middle/ High School Infractions

Level 1 Middle/High School Infractions - Offenses which are considered less serious or harmful to others

Infraction	Definition of Infraction	Interventions/ Consequences	
19 - Is Habitually Tardy/and or absent after bell at beginning of day. Also reporting to class after tardy bell	Reporting late to class after the bell when the day begins without permission from school staff. Also reporting to class after the tardy bell rings without permission from a school staff member. (Habitually means follow after school's minor infraction plan)	<p>School Consequences:</p> <p>NOTE: Must follow MTSS Plan. A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.</p> <p>Assign consequences appropriate for the type and number of infractions that may include:</p> <ul style="list-style-type: none"> ● Student/Parent Conference ● Loss of Privilege ● Detention(s) – Multiples may be assigned <ul style="list-style-type: none"> ○ Administrative Conference with student ○ Parental contact ● In school suspension(s) – Multiples may be assigned <ul style="list-style-type: none"> ○ Administrative Conference with student ○ Parental contact <p>NOTE: Repeated violations (3) of these infractions will be coded as Level 2 infraction – (#10 B) Habitual Violations.</p>	<p>Bus Consequences:</p> <p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p>
25 – Eating, Drinking, Littering	Consuming of food and drinks, outside of regularly scheduled meals, is not permitted unless a medical reason permits. Littering is not permitted.		<p>1st Step</p> <ul style="list-style-type: none"> ● Verbal Student Warning ● Parent Contact ● Detention
30 - Disturbs the class and/or school	Behavior causing disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out-of-seat behavior.		<ul style="list-style-type: none"> ● Bus Suspension for 1-3 school days ● ISS ● School Specific Intervention ● Out of School Suspension 1-3 days
32 - Improper dress, Dress code violation, or ID violation	<p>Improper and/or out-of-dress code or not visibly wearing a school ID</p> <p>*****Every effort should be made to return the student to the classroom to avoid missing instructional time.</p> <p>*****</p>	<p>*Refer to school counselor/ School Building Level Committee as deemed appropriate.</p> <p>Cell Phone Consequences:</p> <p>1st offense – Phone/cellular/electronic device will be confiscated for five (5) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent. If a student or parent refuses to turn in the phone/cellular device, then the student will be assigned a one (1) day Home Assignment for Discipline (HAD)/Out of school suspension. (OSS)</p>	<p>4th Step</p> <ul style="list-style-type: none"> ● Code as Willful Disobedience, Level 2 Infraction

35 – Refusing to sit in assigned seat	Student refuses to comply with sitting in seat or assigned area.	<p>2nd offense- Phone/cellular/electronic device will be confiscated for ten (10) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent.</p> <p>If a student or parent refuses to turn in the phone/cellular device, then the student will be assigned a two (2) day Home Assignment for Discipline or Out of school suspension. (HAD/OSS)</p> <p>3rd offense- Phone/cellular/electronic device will be confiscated for twenty (20) school days. In lieu, if confiscated the parent may pay \$25 in cash or money order to the school's PBIS fund to have the phone returned to the parent. If a student or parent refuses to turn in the phone/cellular device, then the principal will make an expulsion recommendation may make an expulsion recommendation</p> <p>Cell phones may be used for after-school activities without penalty. Unauthorized picture/video uploaded and/or distribution may result in an Out of School Suspension or Expulsion Recommendation.</p> <p>During State Testing Windows the following will be enforced regarding electronic devices:</p> <p>Bringing an electronic device into a testing area violates district and state policy. If a student is in violation of the electronic device policy, the student's device will be confiscated, searched for testing irregularities or security breaches, held for the remainder of the testing window and will result in a suspension or expulsion depending on previous violations according to board policy.</p> <p>Administrator may by-pass all consequences and use In-school suspension or suspension depending on the severity of the offense. Any student who accesses and/or tampers with a school's administrative database will be automatically recommended for expulsion.</p> <p>Avoyelles Parish School District shall not be held liable for any stolen electronic devices.</p>	
36 - Treats students with disrespect	Showing a lack of respect or courtesy towards a student		
39 – Not having proper materials, supplies, and/or equipment for participation	Student does not have required materials, supplies, or equipment (ex. writing utensil, notebook, assigned Chromebook, etc...) necessary for participation in assigned classroom activities		
40 - Not participating in class	Not participating in classroom activities and or assignments		
43 – Violates Off Limit Areas	Being in an area on campus declared as off limits to students or no students allowed		
44 – Cellphone Violation	<p>"Use or operation" is defined as the device being powered on or heard during regular school hours.</p> <p>Electronic Cellular Communication Device shall include, but not limited to, cellular telephones, personal computers, laptops, electronic instruments, iPads, iPods, wearable technology such as smart watches, table devices, e0readers, or similar devices.</p> <p>Use of (as seen or heard by a school official) of any electronic device (texting, talking, recording, taking/looking at pictures, or used as a music device) prohibited by district policy, including cell phones, smart watches, MP3 players, iPods, headphones, cameras, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official.</p> <p>Students shall not utilize school-issued devices to access personal messaging features and social media accounts not used for approved educational purposes.</p> <p>These provisions shall not apply to any school-sponsored event, including athletic competitions and field trips, which take place during the instructional day.</p> <p>Consequences: Cell Phone Consequences</p>		

47 – Not Dressing Out for PE	Student fails to dress in the proper attire required for physical education class.	
48 – Sleeping in Class	Student head down/sleeping in class	
50 – Talking in Class	Talking in class without the explicit permission of the classroom teacher	
51 - Unauthorized use of technology/electronic devices that are prohibited on campus	<p>"Use or operation" is defined as the device being powered on or heard during regular school hours.</p> <p>Electronic Cellular Communication Device shall include, but not limited to, cellular telephones, personal computers, laptops, electronic instruments, iPads, iPods, wearable technology such as smart watches, table devices, e0readers, or similar devices.</p> <p>Use of (as seen or heard by a school official) of any electronic device (texting, talking, recording, taking/looking at pictures, or used as a music device) prohibited by district policy, including cell phones, smart watches, MP3 players, iPods, headphones, cameras, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official.</p> <p>Students shall not utilize school-issued devices to access personal messaging features and social media accounts not used for approved educational purposes.</p> <p>These provisions shall not apply to any school-sponsored event, including athletic competitions and field trips, which take place during the instructional day.</p> <p>Consequences: Cell Phone Consequences</p>	
65 – ID Violation	Not wearing an ID on the collar of the student's uniform	
92 – No Hall Pass	A student found in violation of a schools established hall pass procedure (in hallway without proper hall pass)	

Level 2 Middle/High School Infractions - Offenses which may seriously disrupt the learning environment

Infraction	Definition of Infraction	Interventions/Consequences	
01 - Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority and/or violates Stay Away Agreement.	<p>School Consequences:</p> <p>NOTE: Must follow MTSS - A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.</p> <p>1st Step*: (NOTE: Step 1 may be repeated)</p> <ul style="list-style-type: none"> ● Assign in-school suspension and/or School Specific Intervention– 1-3 days (HAD or OSS May be appropriate in extreme circumstances) ● Parent contact ● Refer to counselor ● Implement classroom management plan ● Assign appropriate SEL Content <p>2nd Step:</p> <ul style="list-style-type: none"> ● Assign out of suspension for 1-3 days ● Parent contact ● Refer to Teacher/Staff Interventions found in the student handbook ● Refer to counselor ● Refer to School Building Level Committee if not previously referred ● RTI Interventions: check-in, check-out, SEL Content , Check & Connect, Counseling ● Begin behavior plan on student ● Conduct parent conference on student's return from suspension conduct parent conference on student's return from suspension <p>3rd Step:</p> <ul style="list-style-type: none"> ● Repeat Step 2 until student reaches 3rd out-of-school suspension offense. ● On 3rd out-of-school suspension – Recommended Expulsion or Change of Placement (Act 337) 	<p>Bus Consequences:</p> <p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step:</p> <ul style="list-style-type: none"> ● Assign in-school suspension and/or BRIDGE Academy – 1-3 days <p>2nd Step:</p> <ul style="list-style-type: none"> ● Parent Contact ● Bus suspension for 1-3 school days or HAD or OSS 1-3 days/Implement BIP ● Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> ● Bus suspension for 1-3 school days or HAD or OSS 1-3 days/Revise BIP ● Parent contact <p>4th Step:</p> <ul style="list-style-type: none"> ● Bus suspension for 1-3 school days or HAD or OSS 1-3 days or Recommendation for Expulsion/Revise BIP ● Parent Contact <p>5th Step:</p> <ul style="list-style-type: none"> ● Recommendation for Expulsion ● Parent Contact <p>**If a student has reached a 3rd HAD or OSS, the student will be recommended for either a change of placement or expulsion.</p>
02 – Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.		
03 – Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.		
04 – Uses profane or obscene language to another	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used towards an adult or another student.		
05 – Commits/Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating, or offensive to another person with a sexual, physical, or racial component. Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms.		
06 – Conduct or habits injurious to his associates (intent or no intent)	Any intentional or unintentional but not malicious act, for example but not limited to play fighting, horseplay, pushing, shoving, slapping that causes injury, damage, or pain to another.		
08 Uses or possesses tobacco products, lighter, or matches	The possession, use, concealment, of tobacco products, lighters, matches, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on school transportation vehicles		
10 – Habitually violates rules	A student has had repeated (3 or more) infractions in another category and continues to violate rules.		
11 – Cuts, defaces, or injures any part of public school buildings/ property – Vandalism (Requires Restitution)	Damage, destruction or defacement of property belonging to the school or others. (Requires restitution) **If event results in a felony charge, recommendation for expulsion is required.		
12 – Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.		
15 – Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.		
16 – Instigates or participates in fights	Instigates - A hostile confrontation not resulting in physical contact or an attempt at physical contact involving two or more individuals. Also includes all spectator students who incite, instigate, or encourage fighting before, during, or after the incident. ***this could result in an HAD/OSS depending on the severity of the incident.		

	<p>Participates - A hostile confrontation resulting in physical contact for example but not limited to blows with fists, shoving, slapping, kicking, biting, pulling hair, or an attempt at physical contact involving two or more individuals.</p> <p>*** For first offense altercations that do not result in significant injury may result in students being assigned to the School Specific Intervention or suspended out of school rather than an expulsion recommendation***</p> <p>A principal would automatically recommend the expulsion of a student for fighting when one or more of the following occur:</p> <ul style="list-style-type: none"> • A school employee is intentionally injured as a result of attempting to disengage student/students from physical confrontation. • Any student involved in the fight requires medical attention outside the school setting. • The fight is defined as a fight with three or more students engaged (group fight). • The fight is the student's second fight during an academic year. (Instigate or Participate) • Any instrument utilized as a weapon is used. <p>A principal would suspend for one to three (1 – 3) days all other physical confrontations that are determined through investigation to constitute a fight which does not meet the above exceptions.</p> <p>Self Defense – A student who uses reasonable force to prevent a forcible offense against that student should not be disciplined under this provision, provided that the force used must be reasonable and apparently necessary to prevent such offense and further that the student may not claim the right of self-defense if the student is the aggressor or brings on or precipitates a difficulty by taunting, fighting words, challenges or any other verbal or physical activity which contributes to the initiation of the physical incident. Additionally, a student who continues an affray after being urged to stop may not claim self-defense.</p>		
17 – Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.		
18 – Leaves classroom without permission	Exiting a classroom or instructional area, without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.		

Level 2 Middle/High School Infractions – Offenses which may seriously disrupt the learning environment <i>continued</i>			
Infraction	Definition of Infraction	Interventions/Consequences	
20 Takes another's property or possession without permission, is guilty of stealing (up to \$100) (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner (Requires restitution).		
22 – Leaving Bus Without Permission	Exiting an APSB school bus without explicit permission from the bus driver		
24 – Defacing Bus or Destroying Property (under \$100 value) (Requires Restitution)	Deface or destroy APSB or someone's personal property (under \$100 value) (requires restitution)		
26 – Skipping class or school	Student fails to report to class or his/her assigned area on time or stays out of class		
28 – Gambling	Wagering money or property.		
31 – Habitual Violations	A student has had repeated school/class infractions and continues to violate rules.		
33 – Failure to serve assigned consequence	Failure to serve detention, in school suspension or other assigned consequences.		
41 – Forgery	To use, make, or reproduce another's signature.		
46 – Inappropriate Body Contact	Touching that involves but is not limited to hugs, touches and other gestures of a physical nature, but maybe not necessarily be of a sexual nature, these physical encounters tend to make an student feel uncomfortable.		
66 – Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials.		
78 – Possesses pocket knife with a blade length of less than 2 ½ inches (no intent) (With intent refer to code 110)	Student is in possession of a pocket knife with a blade length of less than 2 ½ inches on a school campus, bus, or school related event and does not use the knife in a threatening manner toward anyone or anything.		
82 – Misusing the Internet or other forms of technology*	Violating the APSB Acceptable Use Policy. *Depending on intent or the effect, the administrator may suspend or recommend expulsion.		
93 – Bus Disturbance	Behavior causing major disruption on a school bus that includes, but is not limited to, sustained loud talking, yelling or screaming, and/or sustained out-of-seat behavior.		
97 – Refuse to Comply	A student's failure to or refusal to comply with directives or instructions given by school personnel.		
98 – Uses Profane and/or obscene language against staff	Using profanity or morally offensive language in a sexual way toward an APSB staff member.		
100 – False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.		
104 – Academic Dishonesty*	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception. **Students guilty of cheating will receive a zero on the assignment or test.		
108 – Possession and/or use of any electronic smoking device	A student found in possession of and/or found using an electronic smoking device and/or pods liquid on APSB campus, at a school sponsored event or on a school transportation vehicle. (Students SHALL be recommended for Change of Placement after 2 nd offense of possession and/or use of an electronic smoking device)		

112 – Willful disobedience – Public display of affection	Participating in kissing, touching or other acts of inappropriate public affection.		
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Level 3 Middle/High School Infractions – Serious offenses which will potentially result in removal to alternative placement, expulsion, change of placement. May require law enforcement intervention.		
Infraction	Definition of Infraction	Consequences
07 – Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form The possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled and/or dangerous substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles. **Principal or designee shall make FINS referral for drug counseling.		School Consequences: NOTE: Infractions may result in a Recommended Expulsion or Change of Placement. In the case of a Recommended Expulsion a hearing will be conducted by the APSP Superintendent and/or Designee and the school's principal or his/her designee. After the hearing, the Superintendent will determine, according to APSP policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their expulsion term and/or earned a probationary release. At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.
09 – Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
13 – Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	Possessing weapon(s) designed to expel a projectile by action of an explosive, for example but not limited to firearms-loaded or unloaded, parts of a firearm, bullets, explosives.	
14 – Possesses Firearms knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 ½ "- refer to code 78 no intent or 110 with intent)	Possesses firearms, knives or blades (2.5 inches or greater in length), which may or may not be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space. This includes ANY item that could be deemed dangerous and does not belong at school, for example but not limited to mace, pepper spray, BB guns, pellet guns, airsoft guns, Tasers, look-alike weapons, sharp objects, etc.	
20 Takes another's property or possession without permission, is guilty of stealing (more than \$100) (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner (Requires restitution). **If theft results in a felony charge, a recommendation for expulsion is required.	
21 – Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in or not resulting in the need for law enforcement intervention.	
24 – Deface Bus (Defacing Bus or Destroying Property)	Damage, destruction, or defacement of a school bus or someone else's personal property (over \$100 value)	
27 – Threatening Students	Showing an intention to cause harm, intimidating, or bullying a student.	
29 – Possessing/Shooting Fireworks	Students found in possession of or found shooting fireworks (a device containing gunpowder and other combustible chemicals that causes a spectacular explosion when ignited)	
38 – Sexual harassment *(Complete Bullying Form)	Intimidation, bullying, or coercion of a sexual nature. ***May result in Out of School Suspension on the first event depending on the severity of the incident.	
*45 – Bullying/Harassment *(Complete Sexual Harassment Form)	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines. ***May result in Out of School Suspension on the first event depending on the severity of the incident.	
54 – Aggravated Assault to Another Student	Attempt by a student to cause another student bodily harm that involves a weapon; "Assault" means attempt to commit a battery or intentional placing of another in reasonable apprehension of receiving a battery or making statements threatening physical harm to another.	
55 – Aggravated Assault to a District School Employee	Assault on a school district employee that involves a weapon; "Assault" means an attempt to commit on a school teacher/school district employee a battery or the intentional placing of a school teacher in reasonable apprehension of receiving a battery or making statements threatening physical harm to a school teacher. RS 14:37 RS 14:38.2	

56 – Crime of Violence – Rape/sexual assault/battery *Threat Assessment must be completed	Forced attempt or actual anal, oral, or vaginal penetration by using sexual organ or an object simulating a sexual organ, or the anal, oral, or vaginal penetration of another by any body part or object.
57 – Crime of Violence – Arson (starting a fire)	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.

Level 3 Middle/High School Infractions – Serious offenses which will potentially result in removal to alternative placement, expulsion, change of placement. May require law enforcement intervention.) <i>continued</i>		
Infraction	Definition of Infraction	Consequences
59 – False alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.	
60 – Extortion	The practice of obtaining something, especially money, through force or threats.	
61 – Crime of Violence – Burglary	The unauthorized entering of a school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein.	
62 – Robbery	The action of taking property from a person or place by force or threat	
63 – Group Fight	<p>A hostile confrontation involving 3 or more students/individuals resulting in physical contact or an attempt at physical contact involving three or more individuals. Also includes all spectator students who incite, instigate, or encourage fighting before, during, or after the incident.</p> <p>Self Defense – A student who uses reasonable force to prevent a forcible offense against that student should not be disciplined under this provision, provided that the force used must be reasonable and apparently necessary to prevent such offense and further that the student may not claim the right of self-defense if the student is the aggressor or brings on or precipitates a difficulty by taunting, fighting words, challenges or any other verbal or physical activity which contributes to the initiation of the physical incident. Additionally, a student who continues an affray after being urged to stop may not claim self-defense.</p>	
64 – Probation Violation	A student who is allowed to return to campus on a probationary basis who engages in a suspendable offense thereby violating the conditions of their probationary return to campus.	
67 – Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.	
69 – Crime of Violence – Murder	Unlawful killing of another human being.	
70 – Crime of Violence – Assault and Battery *Threat Assessment must be completed	<p>Aggressive action directed at students, which may involve threats and/or unwanted physical contact while on school grounds or at a school related activity, and/or a written or verbal threat to cause physical harm to a student with or without the use of a weapon.</p> <p>*Must conduct a threat assessment and hold a conference with the parent.</p>	
71 – Crime of Violence – Kidnapping	Intentional, forcible seizing and carrying of any person from one place to another without his consent.	
72 – Crime of Violence – Criminal Damage to Property	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (R.S. 14:5 may co-occur with other violations).	
73 – Crime of Violence – Misappropriation with violence to the person	Taking something of value using force, intimidation or weapons.	
74 – Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon as described under "Weapon Type Code" in SIS user guide.	
75 – Crime of Violence – Serious Bodily Injury	An injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of bodily member, organ or faculty.	
77- Cyberbullying** *(Complete Bullying Form)	<p>Cyber bullying is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This includes any acts that may occur off school campus but cause a school disruption.</p> <p>**In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.</p>	

79 – Public indecency	Intentional exposure of body parts such as genital/buttock areas or female breasts in view of public.	
80 – Obscene behavior or Possession of obscene/ pornographic material	Engaging in behavior of a sexual nature including consensual sexual activity. Possession of sexual images in any form, for example but not limited to electronic/tablet/computer/flash drive/phone, video, book, magazine, photo, drawing.	
81 – Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property and/or school-related events while on a restrictive access, suspension, or expulsion.	
83 – Sexual Harassment* Sexual Harassment Packet Mandatory	An individual's participation in unwelcome sexual conduct; Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity.	
89 – Threatening another Student	Showing an intention to cause harm, intimidating, or bullying a student.	

Level 3 Middle/High School Infractions – Serious offenses which will potentially result in removal to alternative placement, expulsion, change of placement. May require law enforcement intervention.) continued

Infraction	Definition of Infraction	Consequences
95 – Distributes Alcohol	The distribution, sharing or handing out, of alcohol to students.	
96 – Distributes tobacco products/lighter	Give, hand, distribute out tobacco products or lighters to another student	
102 – Threatening Faculty	To say or do something that states one will harm or do something harmful to an APSB employee.	
103 – Assault and/or Battery of a District School Employee *Emergency Conference Mandatory	Intentionally engaging in conduct (without physical contact) that places an APSB Employee in reasonable apprehension of bodily harm; includes assault and/ or written or verbal threat to cause physical harm to a staff member with or without the use of a weapon that includes all of the following elements: INTENT – an intention that the threat is written, posted, heard, or seen by anyone. FEAR – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out. CAPABILITY – The ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can be easily obtained. *Must conduct a threat assessment AND/OR The unlawful use of any physical force on an APSB employee including hitting, beating, or offensive touching without the Employee's consent where police charges may or may not be filed and could result in serious harm or bodily injury results, including a situation where a staff member is intervening in a fight or other disruptive activity.	
106 – Crime of Violence – Assault of APSB Employee *Emergency Conference Mandatory	Intentionally engaging in conduct (without physical contact) that places an APSB Employee in reasonable apprehension of bodily harm; includes assault and/ or written or verbal threat to cause physical harm to a staff member with or without the use of a weapon that includes all of the following elements: INTENT – an intention that the threat is written, posted, heard, or seen by anyone. FEAR – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out. CAPABILITY – The ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can be easily obtained. *Must conduct a threat assessment	
107 – Crime of Violence – Battery of APSB Employee *Emergency Conference Mandatory	The unlawful use of any physical force on an APSB employee including hitting, beating, or offensive touching without the Employee's consent where police charges may or may not be filed and could result in serious harm or bodily injury results, including a situation where a staff member is intervening in a fight or other disruptive activity.	
109 – Leaves school premises without permission	Exiting a school campus without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.	
110 – Possesses pocket knife with a blade length of less than 2 ½ inches (With intent)* (No intent refer to code 78)	Student is in possession of a pocket knife with a blade length less than 2 ½ inches on a school campus, bus, or at a school related event with the intent to use the knife in a threatening manner, to inflict bodily injury, or to damage property.	
111 – Bomb threat	Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.	
113 – Distribution or Selling of Electronic Smoking Device and/or Pods/Liquids	Distribution or Selling of Electronic Smoking Device and/or Pods Liquids on APSB campus, at a school sponsored event, or on school sponsored transportation.	
114 – Threat of Terrorism or Violence *Emergency Conference Mandatory	Communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, teacher, principal, or school employee to be in sustained fear for his safety, cause the evacuation of a building, or cause other serious disruption to the operation of a school.	

FIREARMS, DANGEROUS WEAPONS, KNIVES (Blade 2 ½ or greater), OTHER WEAPONS, and DRUGS

Any student, Grades 6 – 12, found guilty of being in possession of a firearm, a knife with a blade equal to or in excess of 2 ½ inches in length, or any illegal narcotic, drug, or other controlled substance on school property (Act 337), on a school bus, or in actual possession at a school sponsored event, shall be expelled from school for a minimum period of 2 semesters, and shall be referred to the District Attorney for appropriate action. The weapon will be turned over immediately to law enforcement.

Any student, Grades K – 5, who is found guilty of being in possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event, shall be expelled from school for a minimum period of 2 semesters and shall be referred to the District Attorney for appropriate action. The weapon will be turned over immediately to law enforcement.

The principal shall immediately suspend a student who is found carrying or possessing a firearm, or other dangerous instrumentality, other than a knife, or who distributes, sells, gives, or loans any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form. He shall immediately recommend the student's expulsion.

The principal shall immediately suspend a student who is found carrying or possessing a knife, the blade of which equals or exceeds two and ½ inches in length. He also shall immediately recommend the student's expulsion, except that, in the case of a student less than eleven years of age in pre-kindergarten through grade five, the principal may, but shall not be required to recommend the student's expulsion.

The principal shall immediately suspend a student who threatens to bring a weapon to school and/or threatens to kill, assassinate or do bodily harm to any person or persons.

DANGEROUS WEAPON DEFINED – Dangerous weapon means any gas, liquid, or other substance or instrumentality, which, either by design or in the manner used, is intended or likely to produce death or great bodily harm.

FIREARM DEFINED – Any pistol, revolver, rifle, shotgun, machine gun, submachine gun, black powder weapon, or assault rifle that is designed to fire or is capable of firing fixed cartridge ammunition or from which a shot or projectile is discharged by an explosive.

CONDUCT ON THE SCHOOL BUS

To insure the maximum safety and efficiency of transporting students to and from school, the Avoyelles Parish School Board will use video monitors on school buses as a means of maintaining orderly conduct through strict observance of the following rules:

1. Students will enter and leave the bus at school loading stations at highway bus stops, on time, in orderly fashion in accordance with instructions.
2. Students will remain quiet enough not to distract the bus driver.
3. Students will remain seated while bus is in motion.
4. Students will cross road in accordance with instructions and provisions of Louisiana State Law.
5. Students will neither purposely or maliciously destroy property. Students shall be recommended for expulsion and required to pay for damages or replacement.
6. Students will not extend arms or other parts of body out through windows.
7. Students will not throw objects about in bus nor out through windows.
8. Students will not eat or drink beverages on the bus.
9. Students riding a bus may be suspended from the bus and/or school depending on the seriousness of the offense. The home base principal issues discipline.

APSB ALTERNATE BUS PICKUP AND DROP OFF PROCEDURE

If a guardian requests a different bus pickup or drop-off that is different than the residence, he/she is to write this request, sign/date the written request, and then send it to the principal. The principal/designee in receipt of such request is then to verify the validity of the note by contacting the listed guardian in Jcampus, and upon approval, then the principal/designee signs the note and returns it to the student who then gives it to his/her bus driver. For morning bus pickups, the bus driver is to pick up any student who is at a different location even in the absence of a signed request and then inform the principal of the situation upon arrival at the school. This practice ensures the safety of the child as emergencies may arise which prevents the guardian from following the above procedures. Furthermore, for drop-offs to alternate locations, the principal of the school always has the discretion to override the above procedure of securing a guardian note during emergency situations by verbally instructing the bus driver of this alternate drop-off request.

RESPECT FOR SCHOOL EMPLOYEES (K – 8 grades only)

Louisiana R.S. 17:416.12 requires that each public school student in grades K-8, when addressing a public school system employee, use the terms "Yes, Ma'am" and "No, Ma'am" or "Yes, Sir" and "No, Sir", as appropriate, or "Yes, Miss, Mrs., or Ms. (Surname)" and "No, Miss, Mrs., or Ms. (Surname)" or "Yes, Mr. (Surname)" and "No, Mr. (Surname)", as appropriate, each such title to be followed by the appropriate surname.

Expulsion Review Committee

This school-based committee will consist of a classroom teacher, one administrator, one special education teacher, and the school's district liaison and will be used to determine if a fight rises to the level of consideration for a recommendation of expulsion by the principal. This committee can only make a recommendation to the principal.

EXPULSIONS

Any student may be expelled for any of the offenses for which principals and/or their designees may administer disciplinary action, upon recommendation of the principal or his designee of the school in which the student is enrolled. A hearing shall be conducted by the Superintendent or his/her designee within fifteen days of the recommendation for expulsion by the principal.

1. Only the Superintendent or his designees shall conduct expulsion hearings.
2. All students who have been suspended 3 times, upon committing an offense necessitating a fourth suspension, may be recommended for expulsion.
3. A principal may recommend that a student be expelled and the student may actually be expelled for a single act of misconduct if the offense is sufficiently serious.
4. At the expulsion hearing, the student has the right to have any witnesses he chooses to testify on his behalf, and he may be represented by any person, of his choosing, including an attorney, if such is the choice of the student and his parent.
5. The student and/or his parents have the right to appeal the Superintendent's decision to the School Board within 5 days of the receipt of the letter. Otherwise, the Superintendent's decision is final and incontestable.

Avoyelles Parish School Board Alternative Program

2025-2026

- Until the hearing, the student shall remain suspended with access to classwork and the opportunity to earn academic credit. A student suspended for longer than 10 school days shall receive academic instruction at an alternative setting.
- Students will be assigned to the Avoyelles Virtual Alternative Program (AVAP in person or AVAP Virtual). Parents must report with the child to enroll them in this program at the scheduled intake interview. An interview and program introduction will be conducted both upon entry into the program and upon exit and returning to the home school.
- The Principal of the sending school will be responsible for providing all pertinent student information to AVAP within one (1) business day including but not limited to academic records, behavior records, IEP, IAP, SBLC Notes, and BIP.
- While assigned to AVAP, student progress monitoring will occur weekly via a student conference and will continue for at least two weeks upon reentry into the assigned school.
- AVAP students will be provided a computer for the duration of the time they attend AVAP provided they do not currently have a computer already issued from the district or owe for damages to a computer

Attendance

- Students must report within five days after an expulsion recommendation by a principal, pending hearing results. If they do not report within (5) days they will be marked absent (Unexcused) for every day they do not attend and truancy charges will be filed at 14 Unexcused days.
- AVAP at Home Virtual School Program- They will also receive a list of Wi-Fi spots in the parish if they do not have internet at home.

Transportation

- Transportation to AVAP will be provided by the district.
- Students will not be allowed to drive to AVAP.

Assignment

- Assignment to AVAP is based on a recommendation from the school's Principal, pending the expulsion hearing. The length of stay will be determined by the superintendent/superintendent's designee.
- Students may be considered for early release from AVAP after 30 days of attendance and upon recommendation from the AVAP administrator directly to the Superintendent and/or his designee. Consideration for early release will be made based on attendance, academics, and behavior.
- Before virtually assigned AVAP students return to the home school, they will serve 30 assigned good days in person at AVAP with unless this would cause the student's total time spent there to be increased beyond their expulsion assignment or their assignment ends at the end of a school year and the in person time has not been completed.

Food Service

- Breakfast and lunch will be provided for students attending.

Special Education

- Special Education students will continue to receive services listed on their IEP.

AVOYELLES PARISH SCHOOL SYSTEM POLICY

CONCERNING STUDENTS CONVICTED OF FELONY OFFENSES

1. This policy applies to all students who have been convicted of 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 not longer than the student's period of adjudication as determined by the applicable court presiding over the student's criminal matter, and shall run concurrent to the student's period of disposition.; Such expulsion shall require the vote of two-thirds of the elected members of the school board. If the student was serving an expulsion period when the student was incarcerated for a separate offense and student completes the period of incarceration with time left in the expulsion period, the superintendent or his designee may require the student to serve the time left in the expulsion period.
2. As per the authority of R.S. 17:416, the principal of a school shall immediately suspend any student whose presence in or about a school poses a continued danger to any person or property and/or ongoing threat of disruption to the academic process.

3. Upon receipt of information from any Court System concerning students enrolled in the Avoyelles Parish School System, the principal shall immediately investigate the school record of said child, and when appropriate, shall request of the Superintendent and/or the Supervisor of Child Welfare and Attendance on the appropriate investigation of said student.
4. In the event, the principal of a school requests an investigation of a student by the Superintendent or Supervisor of Child Welfare and Attendance, the person conducting the investigation shall make an appropriate inquiry with the appropriate judicial district court system for available information concerning the investigation of said student. Upon review of all information involving a student convicted of a felony offense, the Superintendent and/or the Supervisor of Child Welfare and Attendance will make an appropriate recommendation to the Avoyelles Parish School System regarding expulsion of said student. The Avoyelles Parish School Board shall then determine the validity of the request for expulsion by a two-thirds vote of the board, however, the Superintendent and/or Supervisor of Child Welfare and Attendance shall recommend for expulsion any student who has been convicted of a felony and is awaiting incarceration. However, the expulsion request must be approved by a two-thirds vote of the Avoyelles Parish School Board.
5. All provisions of Louisiana Law concerning confidentiality of juvenile proceedings shall be strictly adhered to at all times.

STUDENT COMPLAINTS

1. Students have the right to express school-related concerns to the school's administration.
2. Any student or group of students with a school-related problem should request an audience with the principal who will schedule a time and place for a meeting.
3. Students have a right to have a faculty member of their choice present with them at the meeting.
4. Students will be allowed to express their complaints and grievances and the principal will listen and act in accordance with whatever he feels to be in the best interest of the school.

DISCIPLINE COMPLAINT PROCEDURES

The school district takes seriously all concerns and complaints by students and parents. Parents are encouraged to address all concerns to school personnel. If the complaint is not resolved at the school site, parents are encouraged to contact the Central Office at 221 Tunica Drive West, Marksville, Louisiana or by phone at 318-253-5982. Parent complaints may be submitted in verbal or written form. The discipline complaint form is also available on the district website at www.avoyellespsb.com.

SUBSTANCE ABUSE POLICY

(Including Smoking, Vaping, Alcohol, Controlled Dangerous Substances)

STUDENT SMOKING/TOBACCO USE

Student possession or use of any tobacco product, smokeless tobacco, or any smoking object/device, including electronic cigarettes, advanced personal vaporizers, vape pens, vape mods and similar devices, shall be prohibited on and in all Avoyelles Parish School Board property and vehicles, and at all school-sponsored or school-approved functions. School Board property shall include any elementary or secondary school grounds or buildings, any portable buildings, field houses, stadiums, equipment storage areas, vacant land, or any other property owned, operated, or leased by the School Board. Parental permission to use tobacco does not exempt a student from this policy. Students under age of 18 who are caught with tobacco products on the school campus or at a school related activity will be referred to appropriate law enforcement agencies for prosecution under Louisiana R.S. 14:91.8 and R.S. 26:793 (L) (I). All students found in violation shall be disciplined in accordance with established policies and procedures. All students and/or faculty/staff found in violation of this policy shall be referred to the school's health care provider and shall be given information on the Quit Line or 1-800-Quit Now in accordance with the Louisiana State Department of Health and Hospitals for free counseling and cessation therapy.

The Louisiana Smoke-Free Act (Act 815), a state-wide law, went into effect on January 1, 2007; therefore, all schools in Louisiana with grades Pre-K through 12 are 100% smoke free. The law states that smoking is prohibited up to 200 feet from buildings on all school property.

SUSPENSION PROCEDURE

1. Use of alcohol is strictly prohibited. A student who drinks alcohol, or who is found in possession of alcohol, or who is under the influence of alcohol at school, while riding school buses, or at school related functions shall be suspended for a minimum of ten (10) days or recommended for expulsion if other serious violations are also involved. A second offense of the above alcohol policy shall warrant an automatic recommendation for expulsion.
2. Use, being under the influence or possession of any controlled dangerous substance in school buildings, on school grounds, or at any school related function will result in an immediate suspension and a recommendation that the student involved be expelled. Parents and law enforcement officials shall be notified immediately upon verification of the violation.

EXPULSION PROCEDURE

1. Notwithstanding the provision of R.S. 17:416(B), any student, sixteen years of age or older, found guilty of use, possession, distribution, and/or intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be expelled from school for a minimum of twenty-four calendar months.
2. Any student who is under sixteen years of age, and in grades six through twelve and who is found guilty of use, possession, distribution, and/or intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on school bus or at a school event shall be expelled from school for a minimum period of twelve calendar months.
3. Any students found guilty of being under the influence of a controlled or illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be recommended for expulsion from school.

REFERRAL FOR TESTING

1. Any case involving a student in Kindergarten through grade five found guilty of knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be referred to the local school board where the student attends school through a recommendation for action from the Superintendent.
 - a. Any student arrested for possession of, or intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property shall be referred by the school principal or his designee, within five days after such arrest, for testing or screening by a qualified medical professional for evidence of abuse of alcohol, illegal narcotics, drugs, or other controlled dangerous substances. (Act 80, 1995).
 - b. Any student upon investigation by the school principal suspected as being under the influence of a controlled or illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be referred immediately for testing or screening by a qualified medical professional for evidence of abuse or illegal narcotics, drugs, or other controlled dangerous substances to be completed within one business day.

Note: It shall be unlawful for any person to produce, manufacture, distribute or dispense any substance which is falsely represented to be a controlled dangerous substance or which is represented to be a controlled dangerous substance. Louisiana R.S. 40:971.1.

MEDICATION POLICY

Students shall not be allowed to have any drugs, including prescribed or over-the-counter medication in their possession on the school grounds, nor give or administer same to another student.

Medication or extra privileges (ex. Bathroom) to be administered at school requires a completed doctor's order, a completed parental permission form, a completed health history, medicine provided in a container appropriately labeled by the issuing pharmacist and signed in with the school nurse.

School medication should be given around school hours and are limited to medications which cannot be given before or after school hours.

The initial dose of medication is to be given by the parent or legal guardian outside the school jurisdiction with sufficient time for observation of possible side effects.

Arrangements are to be made for the safe delivery of medication to school in a properly labeled container as dispensed by the pharmacist and must be delivered by a responsible adult

Student self-administration

Only those medical conditions which require immediate access to medications to prevent life threatening or potentially debilitating situation shall be considered for self-administered medication. Compliance with the school policy for a drug free zone shall also be met if possible.

Asthma, Diabetes, or the Use of Auto-injectable Epinephrine

1. Written authorization for the student to carry and self-administer such prescribed medication.
2. Written certification from a licensed medical physician or other authorized prescriber that the student:
 - a. Has asthma or is at risk of having anaphylaxis.
 - b. Has received instructions in the proper method of self-administration of the prescribed medication to treat asthma or anaphylaxis.
 - c. A written treatment plan from the student's licensed physician or other authorized prescriber for managing asthma or anaphylactic episodes. The treatment plan shall be signed by the student, the student's parents or legal guardian, and the student's physician or other authorized prescriber. The treatment plan shall contain the following information:
 1. The name, purpose, and prescribed dosage of the medications to be self-administered.
 2. The time or times the medications are to be regularly administered and under what additional special circumstances the medications are to be administered.
 3. The length of time for which the medications are prescribed.
 4. Any other documentation required by the school board.

Permission for the self-administration of asthma medications, **diabetes medication**, or use of the auto-injectable epinephrine by a student shall be effective only for the school year in which permission was granted.

A student shall be permitted to possess and self-administer such prescribed medications at any time while on school property or while attending a school sponsored activity. A student who uses any medication permitted by this policy in a manner other than as prescribed shall be subject to disciplinary action; however, such disciplinary action shall not limit or restrict such student's immediate access to such prescribed medication.

The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against any claims that may arise relating to the self-administration used to treat asthma, diabetes, or anaphylaxis.

The school nurse or trained school employee shall have the authority to administer auto-injectable epinephrine, as defined elsewhere in policy, to a student who the school nurse or trained school employee believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine. At least one employee at each school shall receive training from a registered nurse or licensed medical physician in the administration of epinephrine.

Narcan Administration (NALOXONE)

If a narcotic/opioid overdose is suspected Narcan/Naloxone can be administered in an emergency situation by the school nurse or medical designee. The school nurse or trained employee shall have the authority to administer Narcan/Naloxone, as defined elsewhere in policy, to a student who the school nurse or trained school employee believes to be in a suspected state of narcotic/opioid overdose. At least one employee from each school will receive training from an approved health agency to administer Narcan/Naloxone. Naloxone is an opioid overdose reversal medication, available either as a nasal spray or an injector. An opioid overdose occurs when opioids have fully blocked the brain's opioid receptors, causing a person's breathing to slow down and ultimately stop. Naloxone works by knocking the opioids out of the receptors in the brain where they are having their effect and preventing them from returning. When enough naloxone is administered, breathing will return to normal, saving an individual from the brink of death. Patient information can be found at: <https://ldh.la.gov/assets/opioid/NARCAN-Patient-Information.pdf>

No school nurse or medical designee shall be liable for civil damages which may result from acts of omissions relating to the use of the opioid antagonist which may constitute ordinary negligence; nor shall the school personnel be subject to criminal prosecution which may result from acts or omissions in the good faith administration of an opioid antagonist. This immunity does not apply to acts or omissions constituting gross negligence or willful or wanton conduct. No school nurse or medical designee shall be subject to penalty or disciplinary action for refusing to be trained in the administration of an opioid antagonist.

Response to Overdose:

- 1) Staff and Students will Report Suspected Overdose to Nurse/Medical Designee/Administration
- 2) Call 911 (Admin./Nurse/Medical Designee)
- 3) Administer Narcan/Naloxone (Trained Staff) Nurse/Medical Designee
- 4) Conduct Rescue Breathing (Trained Staff) Nurse
- 5) Comfort, Support & Follow Up (Admin./Nurse)

How to Recognize and Overdose:

An overdose can occur anywhere from 20 minutes to two full hours after use of substances. Signs of an overdose include, but are not limited to:

- Face is clammy to touch and has lost color
- Blue lips and fingertips
- Non-responsive to one's name or a firm sternum rub using the knuckles
- Slow or erratic breathing, or no breathing at all
- Deep snoring or a gurgling sound (i.e., may be described as a "death rattle")
- Heartbeat is slow or has stopped

Administration of medication on field trips

- a. Medication administered during field trips require all of the conditions and documentation that any other medication requires.
- b. Multiple day field trips will be handled on a case-by-case basis.

Lice Infestation Policy

The School Board authorizes periodic lice screening of students for the purpose of identifying and excluding from school any student found to be infested with head lice. The nurse shall supervise screening procedures within each school.

The responsibility of the parent is to adhere to stated lice control measures, and to return the child to school lice-free, within a specified length of time. The principal may authorize an extension of the excused absence period when conditions warrant.

The following guidelines shall be adhered to in the control of head lice in Avoyelles Parish schools:

1. Any student found to have positive evidence of head lice shall be sent home that day of school.
2. The student shall be excluded from school one (1) day excused for treatment and removal of lice.
3. Adequate treatment and removal of all nits can be achieved within one (1) day. Any day(s) beyond one (1) day shall be counted as an unexcused absence(s) on an incident by incident basis. The principal may authorize an extension of the excused absence period when conditions warrant.
4. If a student is found with just nits (eggs), they will remain at school. A letter will be sent home with the child informing the parent of the findings. It will also include proper treatment and removal instructions.
5. A classroom will be checked only if three (3) or more students in the classroom have been found to have lice/nits.
6. Designated personnel at the school shall be responsible for checking students to be certain that hair is free of all lice before re-admittance to school. A student must be accompanied to school by his/her parent, guardian, or responsible party prior to readmission.

Immunizations

Each student entering any school within the district for the first time, or transferring from another district or state at the time of registration or entry, shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to a schedule approved by the Department of Health and Hospitals (DHH), Office of Public Health (OPH) or shall present evidence of an immunization program in progress. If booster immunizations for the diseases enumerated in the schedule approved by the Office of Public Health are advised by that office, such booster immunizations shall be administered before the student enters a school system within the state. No student seeking to enter any school shall be required to comply with the provisions of this Section if the student's parent or guardian submits either a written statement from a physician stating that the procedure is contradicted for medical reasons, or a written dissent from the student's parent or guardian is presented. MyIR.net is a site that guardians can verify a child's immunization status.

VEHICLE RULES

Students are urged to use school buses to and from school and for school functions when such transportation is furnished by the Board or school. Specific rules are:

1. To be issued a school parking permit, a student must provide a valid driver's license and proof of mandatory automobile insurance as required by Louisiana law.
2. All cars, trucks, motorcycles, motorbikes, motor scooters, and bicycles must be parked in the prescribed place designated by the principal.
3. Students may not sit in parked cars on the campus or street surrounding the campus before, during or after school. (This applies to the regular school day and to any school-related function on the student's respective school campus or any other school campus.)
4. After students arrive at school they will not be allowed in the parking area again until it is time to leave unless it is with the expressed permission of the principal.
5. Any student guilty of speeding, skidding tires, or any other reckless operation of any type of vehicle on campus at any time will be deprived of driving any type of vehicle on campus. He/she will lose this privilege for one week on the first offense and for the remainder of the school year on the second offense.

Disciplinary action may be administered to any student who is found carrying firearms, knives, or other implements which can be used as weapons, the careless use of which might inflict harm or injury. Under no circumstances will students have firearms, in their possession, in their vehicle, lockers, in the school building, or any part of the school campus at any time.

STUDENT SEARCHES

The Avoyelles Parish School Board is the exclusive owner of any public school building and any desk or locker utilized by any student contained therein or any other area that may be set aside for the personal use of the students. Any teacher, principal, administrator, or school security guard employed by the School Board, having a reasonable belief that any public school building, desk, locker, area or grounds of any public school contains any weapons, illegal drugs, alcoholic beverages, nitrate based inhalants, stolen goods, or other items the possession of which is prohibited by any law, School Board policy, or school rule, may search either physically or with the use of metal detectors such building, desk, locker, area or grounds of said public school. The acceptance and use of locker facilities or the parking of privately owned vehicles on school campuses by students shall constitute consent by the student to the search of such locker facilities or vehicles by authorized school personnel. Students shall have no expectation of privacy in use of the lockers which have been assigned to them. The School reserves the right to inspect or search at any time lockers, desks, or any facilities, objects, or vehicles on the school campus, or other areas used by students. Any student not present during the search shall be informed of the search immediately thereafter.

Students and parents shall be notified in writing at the beginning of each school year of the School Board's authority to conduct unannounced searches of students, lockers, automobiles, school employees, and any other person or object on School Board property and at school sponsored events.

Upon any such violation, the student shall be automatically suspended and/or recommended for expulsion by school authorities, as appropriate. Investigative facts and/or seized items shall be immediately turned over to the proper law enforcement officials. No actions taken pursuant to this policy by any teacher, principal, administrator, or school security guard employed by the School Board shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.

SEARCH OF VEHICLES

The School Board shall require students who bring vehicles on campus to register those vehicles and to provide the school authorities with a consent to search of such vehicle signed by the student, parents and/or owner of the vehicle. Any vehicle parked on School Board property may be searched without consent at any time by a school administrator/designee when such school administrator/designee has articulable facts which lead the school administrator/designee to a reasonable belief that weapons, dangerous substances or elements, illegal drugs, alcohol, stolen goods, or other materials or objects the possession of which is a violation of law, School Board policy or school regulations will be found. Searches may also be conducted to assure compliance with health, safety, and/or security laws, rules, or regulations. Such searches shall be conducted in the presence of the student whenever possible. If the automobile is locked, the student shall unlock the automobile. If the student refuses to unlock the automobile, proper law enforcement officials shall be summoned, and the student shall be subject to disciplinary action. Any student not present during the search shall be informed of the search immediately thereafter.

CONFISCATION

Upon proper school personnel confiscating any firearm, bomb, knife, or other implement which could be used as a weapon, or any controlled dangerous substance, the principal or designee shall report the confiscation to the proper law enforcement officials. Any implement or material confiscated shall be retained, cataloged, and secured by the principal so as to prevent the destruction, alteration, or disappearance until such time as the implement or material is given to law enforcement personnel for disposal. Parents shall be notified of any item impounded. Any principal or designee failing to report any prohibited weapon or confiscated material or implement to the proper law enforcement officials or failing to properly secure any weapon or confiscated material or implement shall be subject to appropriate disciplinary action as may be determined by the Superintendent and/or School Board.

INDEMNIFICATION

Indemnification of any School Board employee who is sued for damages based on any act or omission in the directing of and disciplining of school children shall be made by the Avoyelles Parish School Board to the extent required by state law. FILE: JCAB

LOCKER CONTRACT

Locker Contract (Note: The signing for receipt of the student handbook will also be binding for the following statement of "locker contract").):

For a fee of \$_____, it is my understanding that I am entitled to the use of locker #_____. I agree that this locker is to be used for my own personal use, exclusive of other students (or exclusive of all other students except the person with whom I am sharing the locker if such is the case). I also understand that the school retains "proprietary interest" (ownership) in the locker and reserves the right to determine what may and may not be kept in the lockers. It is my understanding that any books, composition books, loose-leaf notebooks, pencils, drawing paper, loose-leaf paper and any other school related articles may be kept in locker. I also understand that it will not be permissible to keep any non-school related articles in my locker. This includes such things as cigarettes, tobacco, alcohol, drugs, explosives or any other materials with might be detrimental to me or any other person connected with the school. I also understand that the school maintains a master key and/or combination to the lock on my locker and further that the locker is subject to periodic checks. I also understand that the principal or his designee may inspect my locker at any time if there is "reasonable suspicion" or that there are articulable facts that something of an illicit nature is contained therein. I also understand if the search results in finding illegal goods stored in my locker, I may be prosecuted by the courts. I also understand that the principal may detain, suspend, or recommend that I be expelled from school for the remainder of this school year if he feels that my conduct warrants any of this.

My signature is an indication that I have read the above contract and agree to abide by its terms.

STUDENT DEMONSTRATIONS AND DISRUPTIONS

1. Any student demonstrations or mass disruptions of school will be immediately brought to the attention of the Superintendent and he has the authority to alert the police authorities or direct the principal to do the same.
2. Students involved in any demonstration or disruptive activities will be directed by the principal or his designee to report to their regular classroom assignments.
3. The principal or his representative will arrange a meeting between the administration and the individuals involved or their leaders to discuss in a rational, orderly manner the problem or cause of the disruption.
4. Any demonstrators, other than students and other authorized persons, will be directed by the principal or his representative to remove themselves from the school campus.
5. If order is not restored at this point, the Superintendent or his representative will ask police to remove demonstrators and any other individuals in noncompliance with the procedures outlined in the steps above.
6. If safety is a factor, students and faculty may be directed to leave the building or school property.
7. No negotiations will be entered into with protestors or persons with grievances as long as the demonstration is in progress.
8. The Superintendent shall be charged with the responsibility of establishing communication with the leaders of the protesting group only when the normal educational process has resumed.

STUDENT RIGHTS AND RESPONSIBILITIES

Students do not leave their rights behind them when they enter the school campus. The Bill of Rights of the Constitution pertains to the rights of students as well as to adults. There are stipulations, however, that all persons must consider and additional stipulations must be considered in operating schools: (1) first and foremost – with rights come responsibilities; (2) no one, while exercising his rights, has the right to infringe upon the rights of others; and (3) orderly processes in schools are absolutely necessary, since without order, you are flirting with anarchy and chaos. Students shall be afforded the opportunity to express their ideas and feelings through proper channels (school administrators) providing that these expressions do not interfere with the orderly processes of the school or the rights of other individuals. Students may express themselves; however, they shall do it in good taste and in keeping with the policies of the Board and the regulations of the Board. The consequences of doing it any other way may bring about corrective disciplinary measures.

The Avoyelles Parish School Board recognizes the need for an organized disciplinary system which supports teachers' efforts to teach and which addresses the growth of positive student activities and behaviors. The administration of the school district is charged with the development of a defined systematic approach to school discipline to be recommended to the School Board. The basic objectives of discipline within the school may be described as threefold:

1. To establish conditions under which no student will be permitted to prevent any teacher from teaching or any student from learning.
2. To establish and maintain study conditions that are conducive to learning.
3. To develop, on the part of each student, the habits and skills that make him/her self-directive and to help him/her realize that he/she is responsible for his/her own conduct.

Teachers and administrators shall be responsible for creating and implementing programs favorable to the development of self-discipline and self-direction. School personnel shall plan carefully to ensure active interest in class work and the total school program, including the teaching of good behavior and accepted goals of the school. The use of all personnel provided by the school shall be maximized to assist in the development of personal value judgments, the teaching of school and civic responsibilities, and human relations.

Teachers and administrators are authorized to take just and reasonable measures to establish effective school discipline and to develop in students' self-discipline, emotionally mature behaviors. The authority to control student conduct shall extend to all activities of the school, including all games and performances of athletic teams and other school groups.

Discipline should have the qualities of understanding, fairness, firmness, and consistency. Consideration should be given to the cause, nature, condition, and frequency of misconduct. Teachers should manage their own discipline problems if at all possible. Discipline should be used by each teacher as means of improving the fundamentals of self-control, good work habits, and sound citizenship in the student and the group. Each infraction serious enough to be recognized one time should be recognized each time it occurs on the part of any student.

Prescribing Disciplinary Measures

When a teacher sends a student to the principal's office for disciplinary reasons, the decision regarding punishing the child shall rest solely with the administration. Teachers will not prescribe to the administration what is to be done concerning disciplinary measures after they have attempted to solve the problem. This does not mean that a teacher cannot make suggestions – but in no case shall the teacher tell the student that he/she is going to be suspended or disciplined on other ways. It shall be the administration's responsibility to determine appropriate disciplinary measures as outlined in the student code of conduct that meets the minimum requirements of the model master discipline plan as provided in R.S. 17:252.

Make-Up Work During Suspension

Graded work missed during the time of suspension should be made up at a time designated by the administration.

Students shall have the right to make-up all work missed as a result of suspension. In the event the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as would be necessary to complete the course of instruction for that semester or term, provided that all work is completed after the regular school day.

DUE PROCESS

The District shall provide students with due process before excluding them from their home school for any length of time, including through suspension, expulsion, or alternative placement. For purposes of this section, alternative placement does not include voluntary placement in the alternative school. The District shall provide students and their parents with a fair and impartial proceeding before imposing exclusionary discipline, with a right to appeal the exclusionary discipline consequence.

If an emergency requires immediate removal of the student from school, all required proceedings shall follow as soon after the student's removal as practicable. If such removal is necessary, the school shall immediately notify the parent to determine the best way to transfer custody of the student to him or her. If possible, the District shall provide the removed student with school work (e.g., via email) during the pendency of the removal.

Prior to imposing an out-of-school suspension or recommending expulsion or alternative placement, the district shall provide students with an informal hearing with the school principal. At the informal conference, the principal or his/her designee shall:

- (a) permit the student to call his or her parent and permit the parent to attend the conference if he or she is able to within a reasonable amount of time;
- (b) inform the student of the charges and evidence against him or her;
- (c) provide the student with an opportunity to respond to the charges, verbally or in writing, and present his or her version of events;
- (d) inform the student of his or her right not to submit a written statement, if a written statement is requested; and
- (e) provide the student with an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the principal or designee.

If after the informal conference the school principal decides to impose the suspension or recommend expulsion or alternative placement, the school must make a reasonable attempt to contact the parent(s) by phone if they were not present for the conference. The school shall also provide the student and parent(s) with a written notice stating that the student has received a particular consequence, and providing the grounds for the consequence, the period or duration of the consequence, and an offer to schedule a time and place for the parent(s) to meet with the principal or designee to review the consequence prior to or concurrent with reinstatement. The notice shall also state that make-up work shall be provided during the period of the consequence, as appropriate, that the student has the right to appeal the consequence, and how the student may appeal.

Students who are suspended from school shall have the opportunity to appeal the suspension to the Supervisor of Child Welfare and Attendance within five school days of receipt of the suspension. The Supervisor of Child Welfare and Attendance shall schedule a hearing within a reasonable time from the date of the suspension. The student shall have the right to be represented at the hearing by anyone that the student or parent chooses. At the hearing, the hearing office shall consider the following:

- (a) whether the District complied with the procedural requirements regarding notice, and the student's opportunity to have a meaningful hearing;
- (b) whether the evidence was fully and fairly considered;
- (c) whether the District complied with the requirements in the Code of Conduct;
- (d) whether the school tried non-exclusionary alternatives before imposing the consequence;
- (e) mitigating factors that should be considered; and
- (f) additional facts that were not heard at the original hearing.

The Superintendent or his/her designee shall provide a written decision within three days of the hearing. If the Superintendent or his/her designee determines that no violation occurred, the district shall expunge all school records pertaining to the suspension from the student's file. If the Superintendent or his/her designee determines that the penalty was not appropriate to the violation, all school records shall be revised to reflect the Superintendent or his/her designee's determination.

Prior to imposing an expulsion or alternative placement, the District shall provide students recommended for expulsion or alternative placement and their parents with a written notice of the recommendation. The notice shall contain a statement of the reasons for the recommended action; a notice that the student will receive a due process hearing on the question of expulsion or alternative placement, unless the student and parent affirmatively waive their right to a hearing; the date, time and location of the hearing; information regarding whom the student and/or his or her parent(s) should contact if they need to reschedule the hearing to a mutually agreeable date and time; and a statement that the student may be present at the due process hearing to hear the evidence against him or her, may present relevant evidence, may call student and adult witnesses to testify on his or her behalf, and may be accompanied by parents, counsel, and/or a representative of their choice.

Students who are expelled or receive an alternative placement shall have the opportunity to appeal the discipline decision to the School Board. The School Board shall consider such factors as:

- (a) whether the District complied with the procedural requirements regarding notice, and the student's opportunity to have a meaningful hearing;
- (b) whether the evidence was fully and fairly considered;
- (c) whether the District complied with the requirements in the Code of Conduct;
- (d) whether the school tried non-exclusionary alternatives before imposing the consequence;
- (e) mitigating factors that should be considered; and
- (f) additional facts that were not heard at the original hearing.

The School Board shall provide a written decision within three days of the hearing. If the School Board determines that no violation occurred, the District shall expunge all school records pertaining to the expulsion from the student's file. If the School Board determines that the penalty was not appropriate to the violation, all school records shall be revised to reflect the School Board's determination. All decisions by the board shall be final.

The District shall provide the parents of every expelled student information regarding educational alternatives available during the period of expulsion.

Upon reinstatement from any exclusionary consequence, the school principal shall attempt to confer with the student's parents or guardians in person or by telephone to discuss the student's behavior and methods of appropriate intervention in an effort to prevent further disciplinary action. The failure of the parent to attend the conference shall not affect the ability of the student to return to classes.

STUDENT PUBLICATIONS

The Avoyelles Parish School Board sanctions school sponsored publications used to express students' views, and feels students should be free from undue harsh restrictions; however, the publications should be within the limits imposed by responsible journalism. The School Board will not tolerate any publication which allows obscenities, defamation, false statements, libel, or prejudice against race, creed, color, or national origin. Other than the aforementioned and any other possibilities of offending or abridging the rights of others there need be no restrictions imposed which would limit students from expressing their views.

In order to ensure that everything is proper and in good taste, it will be necessary for the principal of the school to scrutinize student publications prior to their being printed and distributed.

STUDENT DRESS CODE

Students are expected to be clean, neat, and dressed in good taste and are expected to groom in the same manner. Principals are authorized to make that determination. The only specifics imposed by the Avoyelles Parish School Board are:

1. Clothing, whether dresses, trousers, skirts, shirts, blouses, etc. must be appropriate for school wear, neat and unrevealing, and must conform to established restricted dress code standards.

<u>School</u>	<u>7th and 8th</u>	<u>9th – 12th</u>
AHS	Gold	Blue or White
BHS	Gray	Red or white
LaSAS	Green or Yellow	Green or Yellow
MHS	Gold	Purple or white

2. The restricted dress code applies to all students in grades pre-kindergarten through twelfth grade. Pre K-6 students must wear navy blue bottoms and light blue tops with approved school logo. Logos are optional in grades Pre-K- 6th. Grades 7-12 students must wear khaki bottoms and school designated color shirts with approved school logo.
3. Any pullover must be a school approved color with the school logo. (Logos are optional in PK-6.) Outer garments may not be worn around the waist at any time. Only school approved logos are authorized for wear on all shirts/blouses and must be permanently attached to the shirt/blouse/pullover. Any pullover outer garment may not contain vulgar, obscene, alcohol, weapon related, or racial language/symbols.
4. Students may wear any jacket when weather dictates except for trench coats, dusters, knee length starter jackets or jackets
5. Pants must be slacks and legs shall not be rolled up at any time. Slacks and shorts may have inside or outside pockets and must be hemmed. No cargo or watch pockets are allowed. No laced closures are allowed.
6. Jeans of any color and/or type are not allowed except on designated days for positive behavior and/or achievement. This includes all pants that have rivets. Jeggings, leggings and stretch pants are not allowed.
7. Bottoms with belt loops require the wearing of belts except Pre-K and Kindergarten.
8. Belts with no logos are to be worn. The entire length of the belt must be worn inside the loops. Hanging of any part of the belt and/or attachments outside the belt loops is not allowed. Belt buckles must be a permanent part of the belt.
9. Shirts and blouses must be tucked in at all times.
10. All shirts/blouses must have sleeves and collars.
11. If an undershirt is worn, it must be solid white or school approved color with no inscriptions, logos, pictures, etc. Exception: Approved school related undershirts are allowed.
12. Sagging pants cannot be worn to school.
13. All pants must be worn at waist level.
14. Socks or hose are required with all footwear.
15. Bellbottoms are allowed for wear unless they are jeans, and cannot be frayed at the bottom.
16. Transfers in and out of parish will be allowed five (5) school days to obtain proper dress code apparel relative to the school they attend.
17. Pullover/sock/knit/watch caps are allowed in the outdoor setting only. No logos are allowed. No other headgear is allowed. This includes but is not limited to: scarves, sweatbands, active wear caps and night caps for hair. (Headbands with a width not exceeding 1 ½ inches are allowed.)
18. Proper footwear must be worn at all times. Shoes must be worn appropriately at all times. The back of the shoe must have a strap. No beach shoes, shower clogs, rafting sandals, etc. with or without straps are allowed. Steel-toed footwear is not allowed except for an approved school activity. No crocs or slippers are allowed.
19. No visible vulgar, suggestive, obscene, or gang related tattoos are allowed.
20. No vests may be worn
21. Earrings, studs, or pins may be worn in the ear and nose only.
22. All neck ornaments/jewelry must be worn inside the collar, shirt, or blouse. No chains of any type are allowed.
23. Students in Grades K-12 are allowed to wear shorts. In Grades K-2, shorts may be worn no shorter than mid-thigh length. In grades 3-12, shorts must be no shorter than two (2) inches from the floor when measured in a kneeling position. The measurement will be taken by the principal or his/her designee. Shorts must be hemmed. No biker shorts are permitted for any student. Dress and skirt length requirements are the same as for shorts.
24. Identification cards will be worn on the upper front torso where name is visible at all times while on the school campus during the school day except during PE activity classes (High School Only). Students found in violation shall be disciplined in accordance with established policies and procedures. ID cards shall not be defaced and/or altered in any way. Violators will be required to purchase a replacement.
25. Each individual school may establish more specific dress code policies as long as it has been approved by the Superintendent and the school board. In such cases, students will be informed through printed handouts after having been approved by the board.
26. Artificial nails will not be allowed for students in grades PreK-6

AVOYELLES PARISH SCHOOL BOARD POLICY ON SEXUAL HARASSMENT

Avoyelles Parish School Board is committed to providing a safe and stable climate for learning in every school. The *Handbook on Attendance, Discipline and Student Records* addresses the expectation for an atmosphere in which students and school personnel can work productively. The policy on Sexual Harassment will be referenced in this document beginning school year 1997-1998. This policy states the following:

The Avoyelles Parish School Board is a political subdivision of the State of Louisiana and as such is entrusted with care of thousands of children ranging from ages 3 through adulthood. It is tasked by the State and USA to maintain an environment that is devoid of inappropriate sexual behavior in any form involving employer-employee, employee- student, student-student or any other combination of these relationships.

It is the policy of this Board that sexual conduct involving any of the relationships identified above, or any combination on Avoyelles Parish School Board property during school hours or official school functions will be considered conduct subject to disciplinary action by the Board or its representative as a minimum.

It shall be a violation of this policy for any member of the Avoyelles Parish Public Schools staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other student or staff through conduct or communications of a sexual nature as defined in Section II.

Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and board policy and procedures governing sexual harassment within his/her school or office.

Violations of this policy or procedure will be cause for disciplinary action, and depending on the circumstances, criminal prosecution.

DEFINITION

- A. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term condition of a person's employment or advancement or of a student's participation in school programs or activities; or (2) submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student or evaluation of the employee or student; or (3) such conduct has the purpose of effect or unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

Sexual harassment, as set forth in Section II-A, may include, but is not limited to, the following:

- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks with sexual or demeaning implications
- unwelcome touching
- sexual jokes, posters, etc.
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, job, etc

PROCEDURES

- A. Any person who alleges sexual harassment by an employee or student in the school district may use the procedure detailed in the Avoyelles Parish School Board complaint procedure or may complain to his or her immediate supervisor, building principal, or district Title IX Supervisor. Filing a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status, nor will it affect future employment, grades, or work assignments.
- B. The right to confidentiality for both the accuser and the accused will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

SANCTIONS

- A. A substantiated charge against an employee in the school district shall subject that staff member to disciplinary action up to and including discharge.
- B. A substantiated charge against a student in the school district shall subject that student to disciplinary action, which may include suspension or expulsion, consistent with the student discipline code.

NOTIFICATION

Notice of this policy will be circulated to all schools and departments of the Avoyelles Parish Schools and incorporated in employee and student handbooks. Training regarding this policy and the prevention of sexual harassment shall be held for all employees and students in all schools on an annual basis.

AVOYELLES PARISH SCHOOL BOARD POLICY ON

BULLYING, INTIMIDATION, HARASSMENT, AND HAZING

SCHOOL NAME: _____ STUDENT NAME _____

The Avoyelles Parish School Board is committed to maintaining a safe, orderly, civil, and positive learning environment so that no student feels threatened while in school or participating in school-related activities. Students and their parents/guardians shall be notified that the school, school bus, and all other school environments and to be safe and secure for all. Therefore, all statements or actions of bullying, intimidating, threatening, harassing, hazing, or any other violent nature made on campus, at school-sponsored activities, on school buses, at school bus stops, and en-route from home to the bus stop and from the bus stop home shall not be tolerated. Even if made in a joking manner, these statements or actions threatening other students, school personnel, or school property shall be unacceptable.

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

BULLYING, INTIMIDATION, HARASSMENT

Bullying, intimidation, and harassment shall mean any intentional gesture or written, verbal, or physical act that a reasonable person under the circumstances should know will have the effect of harming a student or damaging his/her property or placing a student in reasonable fear of harm to his/her life or person or damage to his/her property and is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student.

HAZING

Hazing shall mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members n of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school-sanctioned athletic program practice or event or military training program.

Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing shall be prohibited. The consent, stated or implied, or the hazing victim shall not be a defense in determining disciplinary action.

REPORTING PROCEDURES

Any student who believes he or she has been the victim of bullying, intimidation, threatening behavior, harassment, or hazing by a student, teacher, administrator or other school personnel, or by any other person who is participating in, observing or otherwise engaged in activities including sporting events and other extracurricular activities, under the auspices of the school district or a school within the school system, is encouraged to immediately report the alleged acts to any appropriate school district official.

Any teacher, administrator, or other school personnel who has or receives notice that a student has or may have been the victim of bullying, intimidation, threatening behavior, harassment, or hazing at school or any school activity shall be required to immediately report the alleged acts of an appropriate school district official.

AT THE SCHOOL BUILDING LEVEL

The principal shall be the person responsible at the school level for receiving oral or written reports of bullying, intimidation, threatening behavior, harassment, or hazing of a student. Any other school administrator, teacher, or other school personnel who receives a report of bullying, intimidation, threatening behavior, harassment or hazing of a student shall immediately inform the principal, who shall notify the Superintendent or his/her designee.

OTHER SITES

Building administrators designated by the Superintendent at each administrative, support, or maintenance site shall be responsible for receiving oral or written reports of bullying, intimidation, threatening behavior, harassment, or hazing of a student. Upon receipt of a report, the building administrator shall immediately notify the Superintendent or his/her designee.

INVESTIGATION OF COMPLAINTS AND REPORTS

The Superintendent or his/her designee shall immediately investigate or authorize the investigation of all reports and complaints involving alleged bullying, intimidation, threatening behavior, harassment or hazing of students. Investigations may consist of personal interviews with the complainants or the individual who is alleged to have been bullied, intimidated, threatened, harassed or hazed, the individual or individuals against whom the complaint is made, witnesses, and any other persons who may have knowledge of the alleged incident or incidents or circumstances leading to or giving rise to the complaint. Other methods of investigation also may be used and pertinent documents may be examined by the investigator.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators or other school personnel pending completion of the investigation.

Investigations shall be completed as soon as practicable. A written report shall be prepared upon the completion of the investigation. If the complaint involves the Superintendent of Schools, the report shall be made and filed directly with the School Board. The written report shall include determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

DISCIPLINARY ACTION

The school district shall take appropriate action in response to a report following an investigation of any alleged bullying, intimidation, threatening behavior, harassment, or hazing of a student. When the report determines that the alleged act or conduct appears to be in violation of this policy, disciplinary action shall be taken as outlined in the student code of conduct. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil being disciplined for alleged misconduct to notify them of the disciplinary action.

Whenever the act or conduct determined to be a violation of this policy may also constitute a violation of state or federal criminal statute, the appropriate law enforcement officer shall be promptly notified.

Additional actions that may be taken in addition to the above are referral to school counseling, referral to law enforcement officials, and/or referral to *Family in Need of Services* (FINS). **It is strongly recommended that parents/guardians seek additional counseling for these students.**

APPEAL

The parent of a student disciplined for violation of this policy may appeal to the Superintendent or his/her designee no later than five (5) days after being notified of the disciplinary action. The Superintendent or his/her designee shall review all documentation regarding the incident, and if determined to be necessary by the Superintendent or designee, conduct a hearing on the matter. The results of the review or hearing shall be sent to the parents or legal guardian within three (3) school days. The decision of the Superintendent shall be final, except for a student expulsion, which may be appealed to the School Board in accordance with statutory provisions.

DISSEMINATION OF POLICY

This policy shall be conspicuously posted in each school in a place or places accessible to all students, teachers and other personnel.

The school district shall develop a method for discussing this policy with students which shall take into account their level of understanding based upon their grade level or other consideration generally applicable to students enrolled in the same class or grade. The school district also shall discuss this policy with administrators and teachers, and other school personnel whose employment duties bring them into contact with students.

SECLUSION AND RESTRAINT STUDENTS WITH DISABILITIES

Guidelines for the seclusion and restraint of students with disabilities population will be in accordance with La. Revised Statute 17:1416.21 as noted in La. Bulletin 1706.

GRADING POLICY K – 6

- **GRADES K-6 (4-Nine Weeks Grading Period)**

- A minimum of eight grades shall be given per nine-week period.
- The lowest numerical "F" recorded on attempted work shall be a "50%."

Grading Scale

A.....	100-90
B.....	89-80
C.....	79-70
D.....	69-60
F.....	59-50

Averaging grades for the nine-week period and the session:

- A quality point average of not less than "1" is required as the passing mark.
(A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
- When a student's average is above "1", a fraction of less than one-half is discarded and a fraction of one-half or more is counted as the equivalent of one.
- Procedure for determining the session grade:
- To be eligible to be considered for a passing grade in a particular subject for the session, a student must satisfy one of the following criteria:
 - Have a passing grade for the fourth nine-week period and overall 1.0 grade point average for all nine week periods.
 - Have a quality point average of at least 1.0 based on all nine-week periods and if having failed the fourth nine-week period making a passing grade on a special teacher-made examination in the particular subject covering the final nine-week period. (This test is to be made available should a student fail the last grading period). This special examination shall not be considered in determining the session grade.
- Types of Grades:
 - i. Daily grades shall be recorded as numbers and converted to a letter grade on the report card.
 - b. If a teacher uses number grades, a "0" may be assigned only under the following conditions: (a) student cheating on a test, and (b) student making no attempt to take the test (i.e. only signing his/her name and turning it in). REMEMBER A STUDENT WHO IS SUSPENDED IS ALLOWED TO MAKE-UP HIS/HER WORK, INCLUDING TESTS.
- Teachers of kindergarten through sixth grade students will send home test papers and/or grade reports weekly, request parents sign them, and require they be returned to the teacher.
- Teaching and Testing: Teaching and testing shall be required through the last day of school.
- Teacher of K – 6th grades should keep all student test papers on file for one calendar year. If a teacher exits the system, then the principal would be responsible for said test papers. If a parent requests a student's test papers, a copy will be submitted.

Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

Promotion to Fourth Grade

If a student has a reading deficiency that is not remedied by the end of the third grade as demonstrated by the student scoring at the lowest achievement level in reading on the literacy screener administered pursuant to R.S. 17:24.9, the student shall be given, prior to the beginning of the subsequent school year, two additional opportunities to score a higher achievement level on the literacy screener. If after three opportunities, the student has not scored above the lowest achievement level in reading on the literacy screener, the student shall not be promoted to the fourth grade; however, prior to retention in the third grade, the student shall be screened for dyslexia as defined in R.S. 17:7(11) and if determined to have dyslexia may be promoted as provided in Subsection C of this Section. (1) Each public school governing authority shall provide a student who is retained in the third grade under these circumstances with the following: (a) Intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, which shall be outlined in an individual reading plan and include a minimum of ninety minutes during regular school hours of daily, evidence-based, scientifically researched reading instruction that includes phonological awareness, phonics, decoding, fluency, and comprehension and other strategies prescribed by the governing authority, which may include: (i) Small group instruction. (ii) Reduced teacher-student ratios. (iii) Tutoring in evidence-based, scientifically researched reading services in addition to the regular school day. (iv) The option of transition classes. (v) Extended school day, week, or year. (vi) Summer reading camps. (b) A highly effective teacher, as determined by student performance data, particularly related to student growth in reading, performance appraisals, and specific training relevant to literacy instruction. (2) The parent or legal guardian of each third grade student who has not met the reading proficiency level required for promotion shall be provided: (a) Written notification that shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan. (b) A plan for reading at home outlined in a parental contract, including participation in regular parent-guided home reading. Notwithstanding Subsection B of this Section, a third grade student 2 who does not meet the literacy criteria for promotion may be promoted to the fourth 3 grade for good cause. A student shall meet at least one of the following criteria to receive a good-cause promotion: (a) He is a Limited English Proficient student who has had fewer than two years of instruction in an English Language Learner program. (b) He is a student with a disability whose Individualized Education Program indicates that the screener or assessments provided for in Subsection A of this Section are not appropriate for the student. (c) He is a student with a disability who participates in such screener or assessments and his Individualized Education Program or Section 504 Plan of The Rehabilitation Act of 1973, Public Law No. 93-112 reflects that he has received intensive remediation in reading for two years but still demonstrates a deficiency or he was previously retained in kindergarten, first, second, or third grade. (d) He is a student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who was previously retained in kindergarten, first, second, or third grade for a total of two years and has not met exceptional education criteria. (e) He demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Elementary and Secondary Education. (f) He has been diagnosed with dyslexia. (2) A determination relative to promotion to fourth grade under the criteria provided in Paragraph (1) of this Subsection shall be made in the following manner: (a) The student's teacher shall submit documentation to the principal that indicates that the promotion of the student is appropriate. The documentation shall clearly demonstrate that the student meets at least one of the criteria listed in Subparagraphs (1)(a) through (f) of this Subsection. (b) The principal shall review and discuss the recommendation with the teacher and parents and make a determination as to whether or not the student should be promoted. If the principal determines that the student should be promoted, the principal shall make the recommendation in writing to the superintendent, who, in writing, may accept or reject the recommendation. (3) The parent shall have the option to have the child retained in third grade even if the principal and superintendent determine otherwise. (4) A student who is promoted to fourth grade under the provisions of this Subsection shall be provided an individual reading plan, which shall outline intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet his needs. The school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

GRADING POLICY 7 – 12

- A minimum of five (5) major grades and three (3) minor (8) grades shall be administered and recorded per nine-week period. Grades will be averaged for the nine-week period and the session:
 - A minimum of five (5) major grades and three (3) minor grades shall be administered per nine weeks period. Major grades are to be defined as tests and project grades and count for 65% of the overall nine weeks average. Minor grades are to be defined as quizzes, etc. and count as 35% of the overall nine weeks average.
 - A quality point average of not less than "1" is required as the passing mark (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
 - When a student's average is above "1", a fraction of less than one-half is discarded AND a fraction of one-half or more is counted as the equivalent of one.
 - The lowest numerical "F" recorded for major grades shall be a "50%" for honors and a "50%" for non-honors.

Grading Scale

A.....	100-90
B.....	89-80
C.....	79-70
D.....	69-60
F.....	59-50

b. Procedure for determining the nine-week grade:

- The nine-week grade is the responsibility of the teacher and shall be based on the student's work.
- Number grades shall be given until time for the nine-week reporting period. Grades shall be averaged and converted to letter grades.
- If a teacher uses number grades, "0" may be assigned only under the following conditions:
 - (a) student cheating on a test and (b) student making no attempt to take the test (i.e. only signing his/her name and turning it in).**REMEMBER SUSPENDED STUDENTS ARE ALLOWED TO MAKE UP THEIR WORK, INCLUDING TESTS.**
- Teacher of seventh through the twelfth grades keep all student test papers on file for one calendar year. If a teacher exits the system, then the principal would be responsible for said test papers. If a parent requests a student's test papers, a copy will be submitted.

c...Procedure for determining the final grade:

To be eligible to be considered for a passing grade in a particular subject for the session, a student must satisfy the following criteria:

- Have a passing grade for the final nine-week period of the particular term or the final examination of the term and have the required quality points.
- Average the quality points for the nine-week periods, and the final examinations to determine the final grade.
- For a course that is considered a half unit, the average of the two nine-week periods and the final examination will determine the final grade.

d. Scheduling High School Courses (Board Minutes, 7/2/13):

- All credits for courses will be one unit with the exception of those units designated by the state as one-half units (Bulletin 741). Examples are courses such as Health. One-half credits may be awarded to mid-term graduates and any student with extenuating circumstances.

e. Final Examinations:

- A cumulative and comprehensive Final Examination in each subject is required. The examination will be designed for a 1½ hour period. Principals are to approve all examinations prior to their administration.
- Final Examination Exceptions: Students, Grades 7-12, having all "A's" in an individual subject (two nine-weeks) will be exempted from taking final exams. Students in the non-block schools will be exempted from taking final exams if they have all A's for the 4 nine-week periods.

Note: Teachers may utilize various grading techniques such as bonus points, weighting, curving, plotting natural breaks, etc., which adhere basically to this standard. Additionally, teachers in grades 7-12 must utilize numerical grades.

To Calculate Final Averages of Full Credit Courses

7-12, Block Schedule:

Period One = 40%	Period Three = 40%		Period 1 = 20%
Period Two = 40%	Period Four = 40%		Period 2 = 20%
Final = 20%	Final = 20%		Period 3 = 20%
1 st Term	2 nd Term		Period 4 = 20%
			Final = 20%

Non – Block

To Calculate Final Averages of Half Credit Courses

Period One = 40%
Period Two = 40%
Final = 20%

a. Overall Grade Point Averages:

High School: All credits attempted shall count in calculating a student's grade point average to four decimal places.

Physical Education:

- Principals note that in some instances students are not dressing out for participation in physical education classes.

- To encourage participation in physical education, it is proposed that effective for 2000-2001 and thereafter, that students who fail to dress out 5 times (unexcused) or more during a nine-week period shall not receive a passing grade for the nine-weeks. Failing to dress out in physical education classes will be treated as a disciplinary infraction. The first time will be a warning. The second will be an action. Action taken will be in accordance with Item 8 in the Addendum of this handbook (page 20).

SCREENING FOR THE SEVENTH/EIGHTH GRADE ADVANCED ACADEMIC PROGRAM FOR THE 2024-2025 SCHOOL YEAR AND THEREAFTER

- The LEAP 2025 test of Basic Skills will be administered to determine placement in the Advanced Academic Programs.
- A student will automatically qualify for placement in the Advanced Academic Program if his/her cumulative grade point average from the previous grade is a 3.750 or better AND if he scores Advanced and/or Mastery on the LEAP 2025 test.
- If there are any remaining slots available after steps "2" and "3" have been considered, the remaining slots will be filled based upon principal recommendation.

SCREENING FOR FRESHMAN HONORS CLASSES FOR THE 2022-2023 SCHOOL YEAR AND THEREAFTER (Adopted 5/3/22)

- LEAP 2025 will be administered to all eighth grade students. The English/Language Arts portion will be used to screen for English I Honors. The mathematics portion will be used to screen for Math Honors. The Science portion will be used to screen for Science Honors. The Social Studies portion will be used to screen for Social Studies Honors. If a nonpublic school student has taken only the LEAP 2025 test in the subjects of Math and English, his math score will be used to screen both math and science. The English will be used to screen both English and Social Studies.
- A student will automatically qualify for placement in the Honors Program if his/her cumulative grade point average for the sixth grade through mid-term of the 8th grade year, is a 3.750 or better AND he/she scores at the mastery/advanced level of the LEAP 2025 test in the subject area requested. The cumulative grade point average must be verified by school officials for the students having a 3.750 or better average. This verification will include a copy of the green register, or equivalent, for all report grades for the 6th grade, 7th grade, and through mid-term of the 8th grade years.
- A student will automatically qualify for placement in the Honors Program if he/she scores at the Advanced Level of the LEAP 2025 test in the subject area requested.
- If there are any remaining slots available after steps "2" and "3" have been considered, then the sole criteria for consideration of placement will be ranking of the LEAP 2025 test scores.
- Also, it was strongly recommended the schedule for student placement in high school Freshmen level math courses equate to the LEAP 2025 Performance categories, as follows:

Unsatisfactory..... Pre-Algebra Course (Jumpstart Credit Only)
 Approaching Basic.....Pre-Algebra Course (Jumpstart Credit Only)
 BasicAlgebra I
 Mastery/Advanced..... Algebra I Honors

FILLING OF AVAILABLE HONORS SLOTS FOR NON-FRESHMAN

- Slots are filled based on the ranking of high school report card grades for corresponding subject area(s). Ties will be broken using cumulative high school grade point averages.
- A student with an "A" average in a non-honors class, using all report grades in all subjects taken in that discipline, may challenge for a position in an honors class. The challenge must be requested by the student, in writing, to the principal, no later than the last day of the school year in which the challenge is made. The only allowed challenge(s) will be for the position(s) occupied by the lowest average(s) other than an "A" or "B" average in the requested class.

POLICY FOR RANKING OF GRADUATING SENIORS FOR 1995-96 FRESHMEN AND THEREAFTER

- The ranking of graduating seniors shall be based on weighted GPA. The weighted GPA will be calculated and rounded to 4 decimal places beginning with the Senior Class of 2012-2013.
- Units earned through special programs in which grades are assigned shall be considered in the ranking of students. Examples: homebound, summer school, home study, virtual courses and college courses for which high school credit is given in accordance with Bulletin 741.
- Summer school graduates shall not be considered for honors and shall not be ranked in that year's graduating class.
- Students who enter college on a full-time basis (with the early admission program) for their senior year and earn their high school diploma while in college shall be considered for honors and shall be ranked. (Amended: 7-3-12)
- For Honors Classes, grades are weighted as follows {A = 5 points; B = 4 points; C = 3 points; D = 2 points} for the purpose of ranking ONLY, as this is an added incentive to be in the program
- Concurrent Enrollment/Dual Enrollment grades that transfer to Carnegie Credits will be included for senior ranking purposes effective August 17, 1989.
- Beginning with the 2003-2004 school year, weighted credit for the following courses will be assigned at the time of graduation from high school for the purpose of senior ranking, awards of distinction at graduation. Students transferring to a public high school in Avoyelles Parish will be granted honors weighing for honors courses taken outside of Avoyelles Parish if those courses are on the approved list.

List of Approved Honors Courses:

English I, English II, English III and English IV

Algebra I, Algebra II, Geometry, Advanced Math, and Calculus

Physical Science, Biology I, Biology II, Chemistry I, Chemistry II, and Physics
World Geography, Civics, U.S. History and World History.

Other: An asterisk (*) will indicate honors program courses on the cumulative record for recognition/designation purposes.

- i. Beginning with the 2021-2022 school year, dual enrollment (all CTE and college credit) courses will be considered honors courses.
- j. Prior approval must be given by the principal for coursework through special programs as long as the student is enrolled at the school.

RECOGNITION OF GRADUATING STUDENTS DEMONSTRATING ACADEMIC EXCELLENCE BASED ON A WEIGHTED GPA:

Category and cords:

With Distinction (Bronze cord)..... at least 3.2 but less than 3.6
With High Distinction (Silver cord)..... at least 3.6 but less than 3.9
With Highest Distinction (Gold cord)..... 3.9 and above

**Other cords approved to be worn at graduation are up to school principal discretion.

Stoles:

Only official school issued stoles, as well as Beta stoles and Academic Excellence Awards stoles (Valedictorian, Salutatorian, and Historian) are allowed to be worn at graduation.

Recognition as "Honors Program Graduate" – Graduate who has successfully completed 8 honors courses. The total number of honors courses completed by each graduate will be written next to the graduate's name on the program.

GRADUATION REQUIREMENT:

In addition to meeting the minimum graduation requirements as defined by the Louisiana Board of Elementary and Secondary Education, Students who plan to pursue postsecondary education or training are encouraged to complete and submit to the US Department of Education a Free Application for Federal Student Aid (FAFSA). Starting with the senior class of 2026, students will also be required to meet one of the accelerators (college, career or service) as defined in the State Accountability System in order to have early release or early graduation.

Bulletin 741:

B. Beginning with the 2017-2018 school year, each graduating senior shall, as part of his individual graduation plan and as a requirement for graduation, complete one of the following steps to support a successful transition to postsecondary education or training complete and submit to the Office of Student Financial Assistance a Taylor Opportunity Program for Students Application (TOPS) and certify a waiver in writing to the LEA the he/she is opting out of FAFSA; or

10.** DE Policy

The Avoyelles Parish School Board believes that students who begin post-secondary coursework while still in high school are more likely to complete post-secondary education/training, thus resulting in higher earning potential and greater contribution to the local community. Therefore, the School Board shall provide students with the opportunity to earn college credit hours while simultaneously fulfilling Carnegie unit requirements necessary for high school graduation. In some instances, students who are working toward or completing an associate's degree may also be earning a Jump Start TOPS Career Diploma or a TOPS University Diploma.

REQUIREMENTS TO ENTER INTO DUAL ENROLLMENT:

TOPS University Diploma:

*** First six (6) hours of Dual Enrollment courses must only be from the District-approved list.

- Minimum of 2.5 grade point average
- Meet graduation requirements on LEAP exams in Math and ELA with a 2.5 GPA in these subject areas.
- ACT Math Subscore of 19; ACT ELA Subscore of 18

Note: Additional requirements or substitutions (i.e. Accuplacer) for these may vary according to the university and/or current policy of the Louisiana Board of Regents.

Jump Start TOPS Career Diploma:

- || Minimum of 2.0 grade point average
- || Meet graduation requirements on LEAP exams in Math and ELA with a 2.0 GPA in these subject areas.
- || Test score requirements may vary according to program selection and criteria of the postsecondary partner.

Note: Additional requirements or substitutions (i.e. Accuplacer) for these may vary according to the post-secondary partner and/or current policy of the Louisiana Board of Regents.

TOPS University AND Jump Start TOPS Career:

Within a term, if a student fails a course or withdraws from a course with a "W" the student shall be ineligible to participate in post-secondary courses in the following term unless granted written permission by the principal. The Avoyelles Parish Schools will cover the dual enrollment cost for courses approved by the principal. However, for each course a student fails or withdraws with a "W", the student/student's guardian will be responsible to reimburse the District \$100 per credit hour to offset the cost the District paid for the course(s). All Dual Enrollment courses that are approved by the school principal and completed prior to graduation will be reflected in the student's high school transcript.

REQUIREMENTS TO CONTINUE IN DUAL ENROLLMENT AFTER THE FIRST SIX (6) HOURS OF DUAL ENROLLMENT FOR TOPS UNIVERSITY STUDENTS

|| 20 or higher composite (no superscore) on the ACT

Or

|| Gold or higher on WorkKeys and earned the Career/Service Accelerator

Requirement

Or

|| Fifty-Nine (59) higher on AFQT and earned the Career/Service Accelerator

Requirement

REQUIREMENTS TO CONTINUE IN DUAL ENROLLMENT COURSE FOR SENIORS AND GRADUATING JUNIORS

Jump Start TOPS Career:

|| 20 or higher composite (no superscore) on the ACT

Or

|| Gold or higher on WorkKeys and working towards the Career/Service Accelerator Requirement

Or

|| Fifty-Nine (59) higher on AFQT and working towards the Career/Service Accelerator Requirement

Exception: The Avoyelles Parish Schools Superintendent has the authority to grant an exception and approve Avoyelles Parish Schools to cover the cost(s) for a student who has not met all the above criteria.

Revised: April 22, 2025

11.SUMMER GRADUATION

Students will not be allowed to participate in graduation ceremonies if they do not meet all graduation requirements. However, a parish graduation will be held in August for all students who do not graduate in May but become eligible by August. This would include those students who pass summer school, attain a score on ACT and WorkKeys, as well as those students who pass the LEAP 2025 during the summer. If there are too few graduates, the graduation ceremony will be held at the School Board Office.

STUDENT FEES, FINES, AND CHARGES

The Avoyelles Parish School Board may impose certain student fees or charges to help offset special costs incurred in the operation of specific classrooms or subjects. Generally, students should not be denied or delayed admission nor denied access to any instructional activity due to failure or inability of their parent or

guardian to pay a fee. Report cards and other academic records cannot be withheld for failure to pay a fee, pursuant to La. Rev. Stat. Ann. 17:1121. The Student Fees, Fines, and Charges Policy shall be reviewed annually and revised as necessary.

Definitions – Fees shall mean any monetary payment or supplies required as a condition of a student being enrolled in school or participating in any curricular or co-curricular activity. Fees shall not include supplies or monetary payment for extracurricular activities. Fees shall not mean the cost of school meals.

Curricular and co-curricular activities are activities that are relevant, supportive, that are an integral part of the program of studies in which the student is enrolled, and that are under the supervision and/or coordination of the school instructional staff. Extracurricular activities are those activities which are not directly related to the program or students, which are under the supervision and/or coordination of the school instructional staff, and which are considered valuable for the overall development of the student.

Regulations

- i. A school shall not charge or assess a fee unless the fee has been set and included in the School Board's approved Schedule of Fees.
- ii. Fees charged for the same item or service shall be consistent among all schools under the jurisdiction of the School Board.
- iii. Failure by a student, or parent on behalf of their child, to pay any required fee shall not result in the withholding of a student's educational record.

Schedule of Fees - A list of authorized fees, including their purpose, use, amount, or authorized range, and how each fee is collected, shall be as listed on the Schedule of Fees attached to this policy.

Economic Hardship Waivers

A student or his/her parent or legal guardian may request and receive a waiver of payment of a fee due to economic hardship. Waivers of fees shall be granted based on objective criteria which shall include, but not limited to the following, relative to the student or his/her family:

1. Is receiving unemployment benefits or public assistance including Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, supplemental security income, or Medicaid.
2. Is in foster care or is caring for children in foster care.
3. Is homeless.
4. Is serving in, or within the previous year has served in, active military service.
5. Is eligible for free or reduced priced meals in schools not participating in the Community Eligibility Provision Program.
6. Is an emancipated minor.

A written request for a waiver of fees shall be submitted to the principal of the school or his/her designee for consideration. Proof of eligibility shall be included with the fee waiver request. A written decision on the waiver request shall be rendered within five (5) school days of the date of receipt of the request. Should the initial request to the principal of the school for a waiver be denied, a written appeal may be made to the Superintendent or his/her designee, who shall respond to the appeal in writing within five (5) school days of the receipt of the appeal. All requests for economic hardship waivers of student fees and any and all supporting documentation used in considering the validity of any request for a waiver shall be confidential. All records associated with a fee waiver request due to economic hardship shall not constitute a public record, but may be audited to ensure compliance with the School Board's policy. A student's personally identifiable information associated with such a waiver request shall not be made public.

School Supplies – School supplies requested by a classroom teacher of a student's parent or legal guardian shall not exceed a published amount per student per school year as determined by the School Board. Each school principal shall approve all school supplies requested by classroom teachers. Prior to assessing a fee for school supplies or developing a school supply list, consideration shall be given to the existing school supply inventory. A Student shall not be denied the opportunity to participate in a classroom activity due to his or her inability to provide requested supplies.

Damage To Textbooks/Instructional Materials – The School Board may require parents and/or legal guardians to compensate the school district for lost, destroyed, or unnecessarily damaged books and materials, and for any books which are not returned to the proper schools at the end of each school year or upon withdrawal of their dependent child. Under no circumstances may a student of school age be held financially responsible for fees associated with textbook replacement. Compensation by parents or guardians may be in the form of monetary fees or community/school service activities, as determined by the School Board. In the case of monetary fees, fines shall be limited to no more than the replacement cost of the textbook or material, but may, at the discretion of the School Board, be adjusted according to the physical condition of the lost or destroyed textbook. A school system may waive or reduce the payment required if the students is from a family of low income and may provide for a method of payment other than lump-sum payment. In lieu of monetary payments, both school systems and parents/guardians may elect to have students perform school/community service activities, provided that such are arranged so as not to conflict with school instructional time, are properly supervised by school staff, and are suitable to the age of the child. Under no circumstances may a school or school district refuse the parent/guardian the right to inspect relevant grades or records pertaining to the child nor may the school or school district refuse to promptly transfer the records of any child withdrawing or transferring from the school, per requirements of the Federal Family Educational Rights and Privacy Act.

Under no circumstances may a school or school district deny a student promotional opportunities, as a result of failure to compensate the school district for lost or damaged textbooks. Students shall not be denied continual enrollment each grading period nor re-entry in succeeding school years as a result of lost or damaged books.

Students shall not be denied the use of a textbook during school hours each day. The school system shall annually inform parents and/or legal guardians of the locally adopted procedures pursuant to state law and regulation, regarding reasonable control of textbooks.

STUDENT FEE SCHEDULE – <u>2025-26</u>	
ELEMENTARY SCHOOLS	
FEE	AMOUNT
Student Fee	\$30
HIGH SCHOOLS	
FEE	AMOUNT
Student Fee	\$30
Core Class	\$25
I.D.	\$5
P.E. Uniforms	\$20
Graduation	\$15
Locker (optional)	\$10
Parking	\$10
Band	\$50
CPR (optional)	\$25
ALL SCHOOLS	
Chromebook Replacement	\$377
Chromebook Charger Replacement Fee	\$30
Chromebook Insurance (optional)	\$25

Jump Start TOPS Tech (Career Diploma) Course Requirements

2014-15 Entering 9th Graders

Units	Courses ¹
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
2 Units from the following:	English III, English IV, AP® or IB® English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
MATH = 4 Units	
1 Unit	Algebra I, Algebra I Part One and Algebra I Part Two, or an applied or hybrid Algebra course
3 Units from the following:	Geometry, Math Essentials, Financial Literacy (formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
Substitutions	Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II for three mathematics credits
SCIENCE = 2 Units	
1 Unit	Biology I
1 Unit from the following:	Chemistry I, Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II (one unit combined), or AP® or IB® Science courses
SOCIAL STUDIES = 2 Units (One credit of Civics may be substituted for any two of the one-half credit Social Studies courses specified.)	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
½ credit from the following:*	Government, AP® U.S. Government and Politics: Comparative, or AP® U.S. Government and Politics: United States
½ credit from the following:*	Economics, AP® Macroeconomics, or AP® Microeconomics
Health/Physical Education = 2 Units (JROTC may be substituted for PE.)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed) requirement
Jump Start = 9 Units	
9 Units from the following:	Jump Start course sequences, workplace experiences, and credentials as approved in Regional Jump Start proposals.
TOTAL = 23 Units	

A student shall complete a regionally-designed, district-implemented series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. Each student's Jump Start graduation pathway shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements, and other courses (including career electives) that the Jump Start regional team determines are appropriate for the career pathway.

Note: In order to meet the current TOPS Tech requirement students will need to complete an additional 3rd unit of science, 3rd unit of social studies, and a credit in a basic computer course. (The LDOE will be working with the Legislature during the next session in an attempt to harmonize the requirements of Jump Start and TOPS Tech.)

TOPS University Diploma Requirements

For Incoming Freshmen Beginning Fall 2014

Units	Courses
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
1 Unit from the following:	English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	Algebra III: Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, IB® Math Studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and Statistics, AP® Statistics, IB® Mathematics SL, or IB® Mathematics HL
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science: Environmental Science; AP® Environmental Science or IB® Environmental Systems; Physical Science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; Physics I, or IB® Physics I; one of AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, or IB® Physics II AP® Physics I, AP® Physics II; one of Biology II, AP® Biology, IB® Biology I, or IB® Biology II
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 Unit from the following:	Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics
2 Units from the following:	One of Western Civilization, European History, or AP® European History; one of World Geography, AP® Human Geography, or IB® Geography: World History or AP® World History; IB® History of the Americas II; Government, Economics; AP® Macroeconomics; AP® Microeconomics; or IB® Economics

The graduation requirements for incoming freshmen from 2008-2009 through 2013-2014 can be found in section §2318 and §2319 within Bulletin 741: <http://beselouisiana.gov/documents-resources/policies-bulletins>.

Note: For more information on course equivalents, course codes, and weighted GPA designation, [click here](#).

Units	Courses
FOREIGN LANGUAGE = 2 Units	
Foreign Language, both units in the same language, which may include the following:	B* Language ab initio: Arabic, IB* Language B: Arabic; AP* French Language and Culture, IB* Language ab initio: French, IB* Language B: French, French III, French IV; AP* German Language and Culture, IB* Language ab initio: German, IB* Language B: German, German III, German IV; AP* Latin, IB* Classical Language, Latin III, Latin IV; AP* Spanish Language and Culture, IB* Language ab initio: Spanish, IB* Language B: Spanish, Spanish III, Spanish IV; AP* Chinese Language and Culture, IB* Language ab initio: Chinese, or IB* Language B: Chinese, Chinese III, Chinese IV; AP* Italian Language and Culture, IB* Language ab initio: Italian, IB* Language B: Italian, Italian III, Italian IV; AP* Japanese Language and Culture, IB* Language ab initio: Japanese, IB* Language B: Japanese, Japanese III, Japanese IV
ART = 1 Unit	
1 Unit from the following:	Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting
Health/Physical Education = 2 Units (JROTC may be substituted for PE.)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed)
ELECTIVES = 3 Units	Electives
Total Units = 24	

Alternate Jump Start Diploma Pathways

While most students with disabilities will follow either the TOPS University or the traditional Jump Start pathway to a diploma, certain students with disabilities will be eligible for alternate pathways to a diploma using the provisions of Act 833 (2014) or the due to their being assessed on LAA1.

The following steps will support planning an appropriate high school experience for all students with disabilities that results in postsecondary success:

1. Review and determine the student needs, interest, and eligibility for alternate diploma pathways.
2. Identify appropriate Jump Start pathways.
3. Provide effective instructional and career preparation experiences aligned to the requirements of the diploma pathway.

JUMP START – TRADITIONAL PATHWAY

Planning for students with disabilities pursuing the traditional pathway is the same as planning for any other student pursuing traditional Jump Start pathway.

JUMP START – ACT 833 ALTERNATIVE PATHWAY

Students eligible for an alternative pathway to a Jump Start diploma pathway must meet one of the following eligibility criteria:

Enter high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades) or

Do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.

Planning for students on the Act 833 alternative pathway is very similar to planning for students on the traditional pathway. The key difference is the IEP team determines appropriate exit goals, credentials, and individual performance criteria for classroom and EOC assessments the student must meet in order to achieve the standard diploma requirements.

JUMP START – ALTERNATIVE PATHWAY FOR STUDENTS ASSESSED ON THE LAA1

Students who take the LAA 1 are eligible to pursue this alternative pathway to a diploma.

Planning for students on the LAA 1 alternative pathway is very similar to planning for students on the traditional pathway. The key difference is the student has to meet an alternative set of requirements for the purposes of graduation.

Jump Start TOPS Tech (Career Diploma) Course Requirements**For students entering 9th grade in 2023-2024 and beyond**

Act 403 of the 2015 Louisiana Legislative Session takes effect with students entering 9th grade in 2023-2024 and beyond. The legislation ensures students planning and preparing for an industry based career have taken a preparatory core curriculum while in high school and have every chance possible to receive TOPS Tech.

UNITS	COURSES
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ENGLISH - 4 Units

1 Unit	English I
1 Unit	English II
2 Units form the following	Technical Writing, Business English, English III, English IV, comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE

MATH - 4 units

1 Unit	Algebra I
1 Unit	Geometry
2 Units form the following	Financial Literacy, Math Essentials, Algebra II, Advanced Math (pre - calculus or functions & statistics), transition to college math or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESES

SCIENCE - 2 units

1 Unit	Biology I
1 Unit from the following:	Chemistry I, Earth Science, Environmental Science, Physical Science, Agriscience II . Note: Agriscience is a prerequisite to Ag II and is an elective).

SOCIAL STUDIES - 2 units

1 Unit	US History
1 Unit from the following:	Civics, government

HEALTH EDUCATION = ½ unit

½ Unit Unit from the following:	Health Education, JROTC I and II may be used to meet the Health Ed requirement (Refer to RS 2347)
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PHYSICAL EDUCATION = 1½ unit

1 Unit Unit from the following:	Physical Education I
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½ unit form among the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering or Dance Team. ROTC may be substituted. Adaptive PE for eligible special education students may be substituted
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JUMP START = 9 Units

9 Units from the following:	Jump Start course sequences, workplace experiences, and credentials as approved in Regional Jump Start proposals.
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TOTAL = 23 Units

A student shall complete a regionally-designed, district-implemented series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. Each student's Jump Start graduation pathway shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements, and other courses (including career electives) the Jump Start regional team determines are appropriate for the career pathway.

VIRTUAL INSTRUCTION/DISCIPLINE

The purpose of the Avoyelles Parish School Board (APSB) *Virtual Instruction/Discipline Addendum* is to clarify expectations for student's conduct in the virtual classroom and to provide notice of the possible consequences of inappropriate conduct in the virtual classroom.

Regardless of the model of instruction, student conduct is governed at all times by La. Rev. Stat. Ann. §17:416 and the *Student Code of Conduct*. Conduct that is unacceptable in the physical classroom is, under most circumstances, equally unacceptable in the virtual classroom. While students and parents normally have an expectation of privacy in their home, conduct that occurs in front of a camera and in view of peers and teachers in the virtual classroom may subject students to disciplinary action.

Upon registering for participation in the APSB *Virtual Program*, parents/guardians and students will agree to abide by the APSB *Student Handbook*, APSB *Virtual Instruction/Discipline Addendum*, and policy *JD, Discipline*. Virtual instruction is defined by statute as "instruction provided to a student through an electronic delivery medium, including but not limited to electronic learning platforms."

To be accepted to the APSB Virtual Program, guardians must apply within the application period and be approved for admission into the program by their home school principal.

Section 1: Student Expectations

All APSB attendance and grading policies will be applicable.

At least 3 hours of work must be completed between midnight and midnight the next day unless the student has an A, B, or C in all classes and is on or ahead of pace. The student will be marked absent each day this is not complete.

Section 2: Technology Platform

- The Avoyelles Parish School Board will provide a resource for information and technology support for students, parents, and teachers.
- Students must have access to the Google Suite through a Google Chrome browser. Each student will receive their Google account information from their school.
- All APSB accounts are filtered and monitored at all times.
- Chromebooks are used in the schools, so students have familiarity with them.
- Students need access to a microphone and camera on their device
- You must also have a dependable wireless connection. APSB will provide wireless access points around Avoyelles Parish to supplement those who do not have a dependable internet connection.
- It is important for students to keep track of their assignments and their due dates.

Section 3: APSB Issued Devices

- APSB will loan students a device for use in distance education. Devices remain the property of the Avoyelles Parish School System and must be returned in good condition to the school that issued the device either at the end of the school year or upon withdrawal from that school. Parents and students must sign a Loan Agreement with the Avoyelles Parish School Board to be issued a device (App 1).
- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables should be inserted carefully into the Chromebook to prevent damage
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of APSB Parish Schools.
- Devices are very sensitive to extreme heat and extreme cold; therefore, leaving devices in cars, direct sunlight, etc. that may expose them to these

conditions are potentially harmful to the device and should be avoided.

- Do not stack any books, heavy materials, etc. on top of the device as it could cause the device to break.
- Screens can be damaged if subjected to rough treatment and are extremely sensitive to damage from excessive pressure on the screen.
- Do not lean on the top of the device when it is closed.
- Do not place anything near the device that could put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not "bump" the device against lockers, walls, doors, floors, etc.
- Parents will be financially responsible for issued devices.
- Parents will have the opportunity to purchase insurance on the issued device.

Section 4: Network Connectivity

- The Avoyelles School District makes no guarantee that the network will be up and running 100% of the time. In the rare cases that the network is down, the district will not be responsible for lost or missing data.
- Students will not be penalized if the Avoyelles Parish network is down and a completed assignment cannot be accessed for class projects, presentations, etc. as this type of network outage will affect all students and staff in the school building.

Section 5: Communication

All students will communicate using an Avoyelles Parish School Board issued email address with their facilitator when there are questions.

If there are any technology issues, call AVAP.

Section 6: Grading

Online assignments and material are given the same weight as they would during face-to-face instruction (p. 34-37 *APSB Student Handbook*).

Students caught cheating and/or plagiarizing materials will earn a zero, or partial credit as determined by the teacher for those assignments.

Any student that has more than 1 F for a marking period can be forced to go back to school.

Section 8: Testing and Exams

As per the Louisiana Board of Education and Secondary Education (BESE) testing policy, all virtual students must report to school for standardized testing as assigned by the child's school.

Section 9: Google Meet Guidelines

While participating in online learning, students must adhere to the following:

1. Students are to abide by all applicable APSB rules and regulations as referenced in APSB policy (Reference the Avoyelles Parish *Student Handbook and Guide* for policies).
2. Students must abide by the school system's policy *IFBGA, Computer and Internet Use*.

Section 10: Meeting Needs for IEP accommodations/504 Accommodations

Accommodations for Students with IEP/504 Plans will be determined individually according to their plans.

Section 11: Discipline

Students should refrain from engaging in any of the behaviors identified as inappropriate in the Avoyelles *Student Handbook and Guide* while engaged in virtual schooling. The Avoyelles Parish School District has extended its normal behavior guidelines to the virtual classroom with a few modifications that factor in the home setting to include protection of student's constitutional rights while engaged in virtual instruction (Refer to Avoyelles Parish *Student Handbook and Guide*).

Behavior that could result in disciplinary actions for online students include but are not limited to cyberbullying, wearing inappropriate clothing, inappropriate use of electronic media, threats, and intentional disturbance of an online class.

1. Possible corrective strategies may include student/parent/guardian conferences, written behavior contract, school specific intervention, out of school suspension (exclusions from Google Meets), and/or the removal of the opportunity to participate in the virtual program.
2. Expulsion recommendations will be reserved for serious discipline infractions but none that violate a student's constitutional rights in a home setting.
3. All APSB accounts and Internet is filtered and monitored at all times. If the Internet filters notify APSB of inappropriate content created or saved on the student's account, the action will be disciplined according to APSB policy, as deemed appropriate as dictated in the Avoyelles Parish *Student Handbook and Guide*.
4. Please be advised that conduct in the virtual classroom related to the display or handling of weapons or drugs, or other conduct that raises legitimate concerns about the safety and welfare of a student, must be reported immediately to the School Principal and/or School Resource Officer in order to

assess whether the matter must be reported to local law enforcement and/or the Department of Children and Family Services.

Section 12: Truancy

1. APSB attendance policies apply to virtual instruction.
2. Truancy charges will be filed should a student become truant based upon the minimum number of minutes a child must attend school according to compulsory attendance laws.
3. Students accepted to the virtual program will be accepted for the entire school year. Students will not be able to return to in-person instruction during a school year.

AVOYELLES PARISH CREDIT RECOVERY PROGRAM

Avoyelles Parish Credit Recovery Program will offer three different types of credit recovery. Credit Recovery 1 (CR1) will address weekly test recovery. Credit Recovery 9 (CR9) will address recovery of a nine-weeks grading period. Total Credit Recovery (CR-T) will address recovery of an entire class.

The following are general guidelines for both programs.

CR1 (*weekly credit recovery*)

Can recover weekly failed tests in all subject areas. By definition, a failed test is a test with a score of a "D" or an "F"

Tests must be recovered within 2 weeks of test administration

No open-book test, skill test, verbal test, or Unit Assessment will be eligible for recovery. Class projects and papers are not eligible for recovery. Online Courses and Dual Enrollment tests are not eligible for recovery.

The recovered grade for the exam will be the grade made on the exam up to the lowest "C" for that particular course. (If a student would happen to make less on the recovered test, the original grade would stand.)

Students must provide their own transportation.

CR9 (*nine-week credit recovery*)

Students must have a minimum of a 50% average in the core course to be eligible for recovery. (If there are required assignments in the course, a minimum score of 60% on the required assignments is also required.)

A *nine-weeks* Assessment will be given to determine if a student can recover to a "D" average for the previous nine-week period.

Online Courses and Dual Enrollment courses are not eligible for CR9

CR-T (*total credit recovery*)

- Students are allowed to recover a failed course including a failure due to excessive absences.
- CR-T will be offered in the summer based on availability of funds for the program.

Attendance Recovery

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must be met.

In order to receive grades, ~~high school~~ students on a 7-period schedule shall be in attendance a minimum of 133 of 144 days or equivalent in a school year. ~~High school~~ students on a block schedule shall be in attendance 66 days of 72 for a school term.

The present Avoyelles Parish school calendar consists of 145 school days. In order to comply with the provisions of paragraph 1 above, a high school student on a seven period schedule missing more than 11 days of school in any course in which he/she is enrolled shall not receive credit for that course. High school students on a block schedule missing more than 6 days of school in any course in which he/she is enrolled shall not receive credit for that course.

In accordance with Bulletin 741 "Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time." Therefore, Avoyelles Parish students on a 7 period schedule will be allowed to recover credit and for a maximum of eight (8) days per year. Students on a block schedule will be allowed to recover credit for a maximum of 4 days per term. The times and dates will be scheduled by the principal, or his designee, of each school.

Technology Usage – Students
Acceptable Use Policy (AUP) for Technology, Internet, and Network Use

Avoyelles Parish School Board uses technology resources to enhance student learning by providing students with the latest tools to make learning relevant to the goals of the work place, facilitating student research, differentiating instruction, accommodating student needs, augmenting student communication skills, and motivating students to become life-long learners.

In an effort to provide students the resources accessible through a computerized information resource such as the Internet it is necessary for all persons to become aware of acceptable uses of technology. The academic benefit of having access to resources from all over the world must be weighed against objectionable materials found on the Internet.

It is incumbent that faculty, students, district leaders, and the community work together as knowledgeable and collaborative partners to support the academic benefits of these resources while helping students avoid the sometimes inaccurate and/or objectionable resources available through technology. In support of this collaboration, parents, students, and the community who have questions, requests, or suggestions may call 318.240.0234.

TECHNOLOGY AND THE APSB NETWORK

The Avoyelles Parish Technology Resources include a wireless and wired network, a sophisticated security system, handheld and portable technology devices, computers, cameras, science probes, video and audio equipment, projectors, and numerous instructional resources delivered with computer technology.

THE INTERNET

The Internet is an international network of computer users encompassing elementary and secondary schools, universities, government agencies, businesses and corporations, and millions of individuals. This telecommunications network will allow students and teachers to have access to

- online instructional resources
- online books
- research institutions, i.e., Universities, NASA, etc.
- electronic mail (email) communication with people all over the world
- databases
- online library catalogs and resources, Library of Congress, etc.
- other world wide web sites

USE OF THE INTERNET

Acceptable use of the Internet shall be consistent with the philosophy, goals, and objectives of the Avoyelles Parish School Board. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner and must have a consent form on file. The School Board retains the right to monitor all computer usage and files for compliance with all regulations and/or procedures.

Accordingly, regulations for participation by anyone on the Internet shall include, but not be limited to, the following:

1. Appropriate language and manners, which demonstrate honesty, ethics, and respect for others shall be required.
2. Individual students shall be permitted to have e-mail accounts created by the School Board. Student email accounts shall not be considered private and shall be monitored by School Board personnel.
3. Two-way, real-time electronic communication technologies such as Internet-based instant messaging and Internet chat shall not be allowed within the District during the school day. Furthermore, the participation by students in asynchronous electronic forums or bulletin boards shall be prohibited. The exception to this is pre-approved access to such technologies and/or sites for a specific educational need.
4. No personal addresses or personal phone numbers shall be permitted on the Internet. Impersonations shall not be permitted.
5. The Internet shall not be used for commercial, political, illegal, financial, or religious purposes. Violations shall be reported to a teacher or administrator immediately.
6. Threatening, profane, harassing, or abusive language shall be forbidden.
7. Use of the network or other technology resources for any illegal activities is prohibited. Illegal activities may include, but not be limited to: (a) copyright or contract violations, (b) tampering with computer hardware or software, (c) unauthorized entry into computers and files, (d) knowledgeable vandalism or destruction of equipment, and (e) deletion of computer files. Such activity may be considered a crime under state and federal law.
8. No user is permitted to knowingly or inadvertently load or create a computer virus or load any software that destroys files and programs, confuses users, or disrupts the performance of the School Board's technology system. Only certified personnel or designee shall install software.
9. Resources offered by the Internet and paid for by the School Board may not be willfully wasted.
10. Invading the privacy of another user, using another's account, posting personal messages without the author's consent, and sending or posting anonymous messages shall be forbidden.
11. Accessing pornographic or obscene materials or using or sending profanity in messages shall be forbidden.
12. Perusing or otherwise accessing information on manufacturing bombs or other incendiary devices shall be forbidden.
13. Email, web access, and other electronic communications should not be considered private. While it is a violation of policy for a user or student to attempt to gain access to information for which they do not have authorization, authorized staff shall have the authority to monitor or examine email, file folders, and communications to maintain system integrity, and to ensure users are using the system responsibly.
14. All web pages or electronic publications created by any organization, staff, student, or other person that are housed on the Board funded computer systems shall be subject to treatment as Board-sponsored publications. Therefore, the School Board reserves the right to exercise editorial control over the content of these web pages or publications. Only content that supports the administrative, instructional, or other legitimate mission of the school or department shall be allowed on District or school web sites. Content of all District and school web sites shall conform to pertinent regulations. Additionally, no web page that represents any school, department, or organization of the Avoyelles Parish School Board may be published on a web server that is outside of the School Board's control without written permission of the Director of Information Services and Technology.

Use of the Internet is a privilege, and any inappropriate use may result in disciplinary action and loss of privileges to use the Internet. Disciplinary action may include, but is not limited to, loss of computer use, monetary reimbursement, suspension, detention, assignment in Behavior Modification Class, or expulsion. This shall apply to all students.

ACCOUNTABILITY

Students' use of school computers or the Avoyelles Parish School Board's School Computer System (SCS) is provided for academic purposes only. All students using a school computer or a computer network or computers accessing the Internet shall be accountable for its use. This shall include, but not be limited to:

1. unauthorized use resulting in expenses to the school;
2. equipment damage;
3. use of unauthorized software;
4. privacy and copyrights;
5. tampering;
6. accessing obscene and objectionable materials;
7. sending or soliciting inflammatory, abusive, harassing, vulgar, or obscene messages or language;
8. disregarding established safeguards which align the School Board's technology systems to the Children's Internet Protection Act;
9. using another's password or sharing passwords with others; and
10. any action that is deemed inappropriate by supervisory personnel.

Email and student or class files on the network are analogous to school lockers, that is, these accounts shall be treated as School Board property subject to control and inspection, rather than private property which cannot be searched without just cause. The network administrator (or designee) shall assign access codes or passwords if and/or when it is needed. Use of the Internet and/or the SCS is considered a privilege and any inappropriate use may result in a disciplinary action and loss of privileges to use the Internet and/or the SCS. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the SCS may result in one or more of the following consequences:

1. temporary or permanent loss of privileges,
2. payments for damages and repairs,
3. discipline as outlined in the district policy manual,
4. suspension, expulsion, and/or
5. civil/criminal liability under other applicable laws.

UNAUTHORIZED AND ILLEGAL USE

Tampering with selection menus, procedures, or icons for the purpose of misleading or confusing other users shall be prohibited. Any use by any person of the SCS that incurs expenses to the school other than the monthly user fees and rates shall be strictly prohibited. The computer system shall not be used for commercial, political, or religious purposes.

Use of the network for any illegal activities shall also be prohibited. Illegal activities include: (a) tampering with computer hardware or software, (b) unauthorized entry into computers and files, (c) knowledgeable vandalism or destruction of equipment, and (d) deletion of computer files. Such activities are considered a crime under state and federal law.

The use of personal hardware (such as laptop computers, MP3 players, iPods, etc.) and software is allowed when approved by principal/supervisor for educational purposes. This does NOT include consumables such as CDs or flash/pen/thumb drives.

PRIVACY AND COPYRIGHTS

ALL students shall adhere to the Copyright Laws of the United States (P.L. 94 -533) and the Congressional Guidelines that delineate it regarding software, authorship, and copying information. The unauthorized copying or transfer of copyrighted materials may result in the loss of network privileges. Reposting personal communications without the original author's prior consent shall be prohibited. All persons who willfully violate copyright laws do so without the sanction of the School Board and at their own risk and shall assume all liability and responsibility.

However, all messages posted in a public forum such as news groups or list serves may be copied in subsequent communications, so long as proper attribution is given.

The School Board directs that:

1. Unlawful copies of copyrighted materials shall not be produced on School Board-owned equipment or within School Board-owned facilities.
2. Unlawful copies of copyrighted materials shall not be used on Board-owned equipment, within School Board-owned facilities, or at School Board sponsored functions.
3. Information about copyright law and guidelines shall be made available.

INSTALLING PRANK SOFTWARE

Students should avoid the knowing or inadvertent spread of computer viruses. *Computer viruses* are programs that have been developed as pranks, and can destroy valuable programs, and data. To reduce the risk of spreading a computer virus, students shall not import files or programs from unknown or disreputable sources. If

a student obtains software or files from remote sources, proper procedures should be followed to check for viruses before use. Deliberate attempts to degrade or disrupt the SCS or the performance of the network or spreading of computer viruses shall be considered criminal activity under state and federal law. Only certified personnel or designee shall load any software.

OBJECTIONABLE MATERIALS

Avoyelles Parish School Board, in compliance with the *Children's Internet Protection Act*, shall use its best efforts to prevent access to material reasonably believed to be obscene or child pornography, conducive to the creation of a hostile or dangerous school environment, pervasively vulgar, excessively violent, sexually harassing, or disruptive in the school environment. The School Board shall enforce a policy of Internet safety that incorporates the use of computer-related technology or the use of Internet service provider technology designed to block or filter access for minors and adults to certain visual depictions and materials as mentioned above.

It should be understood that no matter how much supervision and monitoring the Avoyelles Parish School Board provides, there is always the possibility of a user coming into contact with inappropriate material.

Profanity or obscenity shall not be tolerated on the network. All persons shall use language appropriate for school situations. Offensive or inflammatory speech shall not be tolerated. The rights of others must be respected both in the local network and the Internet at large. Personal attacks are an unacceptable use of the network. If a user is the victim of a *flame*, a harsh, critical, or abusive statement, the user shall refrain from responding and bring the incident to the attention of the teacher or network systems manager. Furthermore, retrieving and/or viewing pornographic or obscene materials shall not be allowed.

The SCS is provided for academic purposes. Conduct that is in conflict with the responsibilities as may be outlined in this document shall be subject to disciplinary action. Any stakeholder wishing to report improper, illegal, or illicit conduct using APSB technology can call 318.240.0234.

Special restrictions by the school or School Board may be implemented in order to meet special needs provided that School Board policy is not violated.

WARRANTY OF SERVICE

The Avoyelles Parish School Board makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Avoyelles Parish School Board shall not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by the School Board's negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's risk. The Avoyelles Parish School Board specifically denies any responsibility for the accuracy or quality of material or information obtained through its service.

INACTIVE GOOGLE ACCOUNT POLICY

Our Commitment to Data Security

At APSD, we take data security seriously. To ensure the safety and privacy of our users, we regularly review inactive accounts. This policy outlines the process for handling inactive accounts and the data they contain.

What is an Inactive Account?

An account is considered inactive if there has been no sign-in activity for a period of **24MONTHS** (this includes signing in to any Google product or service linked to the account)

!A graduating senior (two months after graduation date)

A retired APSD staff or anyone not longer affiliated with Avoyelles Parish School District.

What Happens to Inactive Accounts?

Before deleting any inactive account, we will follow these steps:

Data Download Option:

We will give graduating seniors a month for the ability to download their data before their account is deleted. This includes files stored in Google Drive, Gmail messages, and photos.

Suspend user first before complete deletion:

We will give users some time to download their files. Then we will suspend the accounts if no one notifies us that the account needs to be reactivated we will then purge all users from our system resulting in total data loss.

Data Deletion

If an account remains inactive after the grace period and no action is taken, the account and all associated data will be permanently deleted. This includes emails, photos, documents, and any other files stored within Google products.

Important Notes

This policy only applies to APSD Google Accounts. Accounts managed by you personally are not affected.

Users can regain activity at any point before deletion **ONLY IF THEY STILL BELONG TO APSD** to prevent their account from being closed.

For more information on managing your Google Account and data, please contact Rebecca Spencer at bspencer@avoyellespsb.com

NONDISCRIMINATION POLICY

It is the policy of the AVOYELLES PARISH SCHOOL BOARD to provide equal opportunities without regard to race, color, national origin, sex, age, handicapping condition, religion, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. Inquiries concerning application of this policy may be referred to:

Dexter ComptonCoordinator of Title IX (Gender Equity)

Dawn Pitre..... Coordinator of Section 504

504 PUBLIC NOTICE

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability by any institution receiving federal financial assistance.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

A parent may request a form to initiate a referral for any student by contacting the principal of any school or the Section 504 Coordinator

These Acts define a person with a disability as anyone whom:

1. has a mental or physical impairment which substantially limits one or more major life activities and/or major bodily functions (including caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating and the operation of a major bodily function such as the immune system, normal cell growth, digestive, bowel, and bladder functions);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Avoyelles Parish School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and/or practices of the school system

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

A parent may request a form to initiate a referral for any student by contacting the principal of any school or the Section 504 Coordinator.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent/guardian or adult student the right to:

1. inspect and review his/her child's educational records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
6. a hearing on the issue if the school refuses to make the amendment.

Contact the Avoyelles Parish School District Section 504 Coordinator for further information.

Prohibition Against Teen Dating Violence

- (1) Each school year the governing authority of each public school shall provide to students in grades seven through twelve enrolled in Health Education age and grade appropriate classroom instruction relative to dating violence.
- (2) Such instruction shall include but need not be limited to providing students with the following information:
 - (a) The definition of "Dating Violence", which is a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner.
 - (b) Dating violence warning signs.
 - (c) Characteristics of healthy relationships.

"Any student who is a victim of, or a witness to, dating violence should immediately report it to a school faculty member, counselor, administrator or resource officer".

Avoyelles Parish School Board
221 Tunica Drive, West
Marksville, Louisiana 71351
Phone: (318) 253-5982; (318) 876-3391; (318) 346-2994

DRUG FREE SCHOOLS AND WORKPLACE

The Avoyelles Parish School Board, through its Drug-Free Program "Partnership for a Drug-Free Avoyelles", promotes a drug-free life-style through education to all of the students enrolled in Avoyelles Parish schools. The Avoyelles Parish School Board also promotes the drug-free workplace in all of its facilities.

SUBSTANCE ABUSE AND MENTAL HEALTH RESOURCES

211 Louisiana Get Connected (Community Needs/Resources).....	Dial 211
988 Suicide and Crisis Hotline.....	Dial 988 or text HOME to 741-741
AL-ANON for Families of Alcoholics.....	1-888-425-2666
Avoyelles Community Health Center.....	318-597-8991
Avoyelles Health Unit.....	318-253-4528
Caring Choices.....	318-253-9638
Crime Stoppers for Reporting Illegal Drug Activity.....	318-443-7867
Journey Rehab.....	318-445-9019
Life Solutions.....	318-449-8571
Mental Health Services.....	318-487-5191
NAR-ANON for Families of Drug Users.....	1-800-662-HELP
Narcotics Anonymous.....	1-800-622-2255
National Drug and Alcoholism Treatment Hotline.....	1-800-662-HELP
National Federation of Parents for Drug Free Youth.....	1-800-554-KIDS
Premier Pediatrics.....	318-409-5008
Rehab Services of CenLA.....	318-240-7278
SAMHSA National Helpline.....	1-800-662-HELP
Substance Abuse Counseling.....	1-800-662-4357
Suicide Prevention Center.....	1-800-437-0303
We Care Behavioral Health.....	318-542-4288

PARENT AND FAMILY ENGAGEMENT:

In support of strengthening student academic achievement, Avoyelles Parish Schools receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Louisiana Department of Education.

Part I. GENERAL EXPECTATIONS

The Avoyelles Parish Schools agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESSA.

The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESSA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parts of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

Parents play an integral role in assisting their child's learning

Parents are encouraged to be actively involved in their child's education at school

Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Other activities are carried out, such as those described in Section 1116 of the ESSA

The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

The Avoyelles School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESSA:

The Avoyelles School District will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA

The Avoyelles School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

The Title I Parent Involvement Plan and the Comprehensive LEA Improvement Plan are reviewed and/or revised annually. The school district uses parent, faculty and student surveys results from previous year to determine effectiveness and make changes to plans. Drafts of the Parent Involvement Plan are presented for parental review at least two separate times in order to gather parental input. The comments and suggestions of parents are considered before the final draft of the plan is completed. Agendas, sign-in sheets, and parental input is maintained by the Title I office.

The Avoyelles School District will provide the following necessary coordination! technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The Avoyelles School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Avoyelles School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: State-operated preschool programs, by:

The Title I Coordinator and Parent Involvement Coordinator assist and provide coordination of support to each school as needed. The Title I Parent Involvement Coordinator assists parents in improving their child's achievement by providing materials and training throughout the year. Schools have a parent resource center that houses materials for parents to take home and/or check-out. The Center further provides learning opportunities for parents that promote literacy, parental development, use of technology, effective communication with educators, decision-making skills — related to the education of their children, and methods for monitoring their children's progress. This ensures the effective planning and implementation of parent involvement activities.

School-Parent-Student Compact is explained, discussed, and signed with parents and students at the beginning of the school year or during the Title I Orientation/ Open House Meeting, and is discussed at the district Parent Advisory Council meeting. Parents receive copies. New registrants discuss and sign the School-Parent-Student Compact and are given a copy, along with other required Title I documents at registration. Parents and/or teachers may elect to review and/or revise an individual student's School-Parent-Student Compact to accommodate that student's individual needs. Each school annually revises the School-Parent-Student Compact with input from parents.

The Avoyelles School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The Avoyelles School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

The Title I Parent Engagement Plan is reviewed and/or revised annually. A district-wide survey is administered annually. Parents are given at least two opportunities to participate in the survey, by written or online questionnaire. Parent meetings are held at various sites/times to maximize parent participation. Parents are given the opportunity to provide input. All parents' comments, suggestions, and/or written feedback are collected and maintained in the Title I Office. Parent input, along with survey results from local schools, are used to determine the effectiveness of the program; to identify barriers to parent participation; and to increase opportunities for parent participation. In addition to the annual survey, small surveys are taken at every Title I parent meeting and /or workshop. Results are used to make revisions and/or to plan future workshops.

The Avoyelles School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

the State's academic content standards,
the State's student academic achievement standards,
the State and local academic assessments including alternate assessments,
the requirements of Part A,
how to monitor their child's progress, and
how to work with educators:

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Administration will hold an annual meeting to discuss the school's improvement plan and its alignment to the school's parent and family engagement policy.

Faculty, parent, and community input will be used to write the school's parent and family engagement policy.

The school district parent and family engagement coordinator will hold three yearly trainings with school personnel to offer suggestions and share ideas on how to improve school and parent/family relations.

The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

The Title I Coordinator and Parent Involvement Coordinator assist and provide coordination of support to each school as needed. The Title I Parent Involvement Coordinator assists parents in improving their child's achievement by providing materials and training throughout the year. Schools have a parent resource center that houses materials for parents to take home and/or check-out. The Center further provides learning opportunities for parents that promote literacy, parental development, use of technology, effective communication with educators, decision-making skills related to the education of their children, and methods for monitoring their children's progress. This ensures the effective planning and implementation of parent involvement activities.

Parents are supported in meeting their basic obligation as their child's first teacher. This is accomplished in part through a Parent Resource Center facilitated by the Title I Parent Involvement Coordinator, a certified teacher. The coordinator assists parents in improving their child's achievement by providing materials and training throughout the year. A Parent Resource Center houses materials for parents to check-out. The Center further provides learning opportunities for parents that promote literacy, parental development, use of technology, effective communication with educators, decision-making skills related to the education of their children, and methods for monitoring their children's progress.

Meetings/trainings are provided to assist parents in understanding of the National/state/district education goals, content standards, and curriculum, educational rights/responsibilities under the ESEA and Title I, Part A, school district and state assessments, and reading, writing, and math skills and strategies. Parents are also provided with additional learning opportunities that promote oral and written English literacy, goal setting/tracking goal progress, and methods for monitoring their children's progress.

The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The Avoyelles School District will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Special Education, English Language Learners (EL), Pre-K, Head Start, and other programs as appropriate that encourage and support parents in more fully participating in the education of their children by:

Continuously communicating with parents via multiple media, including:

Local school websites and teacher websites

Local media and community/business partners

Parent-teacher conferences, parent workshops, Parent Resource Center

Newsletters, emails, signs, posters, and text messaging

Telephone

Social Media (Facebook, Twitter, App., etc.)

Jcampus Jcalls

All communications are in an easy-to-understand language. Translations for other languages may be provided upon request, and to the extent practicable.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School District-wide Parental Involvement Policy may, include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESSA:

involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

training parents to enhance the involvement of other parents;

in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

adopting and implementing model approaches to improving parental involvement;

establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV. ADOPTION

This School District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the district annual request for community and parent input on February 24, 2021.

ESSA: "Parents' Right to Know"

Official Notification

TO: Parents of ALL Children in ALL Title I Schools

FROM: Ms. Karen Tutor, Avoyelles Parish School Board Superintendent
Mr. Ricky Adams, Avoyelles Parish School Board President

The *Every Student Succeeds Act (ESSA)* was signed into law on December 10, 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

Although *NCLB* was designed to make changes in teaching and learning in order to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under *NCLB* was eliminated from the *ESSA*. Despite this fact, all educators in Louisiana still are required to hold the appropriate state certificate/license for their given position.

Under the *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request.

This applies to all children in the school-whether or not they receive identifiable Title I services and it applies to all Title I schools, both Targeted Assisted and School-wide.

The Avoyelles Parish School Board will report, upon request:

- Whether the teacher has met state *qualifying and licensing* criteria for the grade level and subject in which the teacher is teaching;
- Whether the teacher is teaching under *emergency or other provisional status* through which state qualification or licensing criteria have been waived;
- The *baccalaureate degree major* of the teacher and any other graduate certification or degree held by the teacher, including the field or discipline of the certification or degree;
- Whether the child is provided services by para-professionals and, if so, their qualifications;
- Whether the child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks, the parent *must* receive *timely* notice;
- To each individual parent or children in Title 1 schools, information on the level of achievement of the parent's child in each of the state academic assessments required under state law;
- Shall, in consultation with parents, regarding parental notice of and access to surveys requesting certain types of personal information about students, as well as notice and right to refuse certain physical examinations. This amendment also established the right of parents to see instructional materials used to teach their children.
- That additional parenting information is available to them at the Avoyelles Parish School Board Office located at 221 Tunica Drive, West, Marksville, LA 71351 or by calling 1-318-253-5982. Our website address is www.avoyellespsb.com.

We encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. By partnering, families and educators can provide your child with the best education.

Apply at your current school Or
Contact
Supervisor of Child Welfare and Attendance

LaSAS

**Louisiana School
for the
Agricultural Sciences**

The Louisiana School for the Agricultural Sciences (LaSAS) offers an innovative approach to the education process with the central theme focusing on the agricultural sciences.

Designed for students in grades 7-12, the school is based on the premise that students learn more effectively when learning is connected to the real world.

Developing leadership, personal growth, and career success through the integration of agriculture.

***Applications taken during the
Month of February***

Contact the school for additional application information

**5303 Hwy 115
Bunkie, La 71322
(318) 346-8029
(318) 346-4479**

<http://lasas.la.asa.schoolinsites.com/>

BHS

**Bunkie
High School**

BHS offers a Non-Traditional Project-Based Instructional Model incorporating 21st Century Skills.

Students combine technology, written communication through presentations and oral communication to enhance learning and prepare to approach future career paths.

Bunkie High School provides 9th through 12th grade students the opportunity to join a community of learners.

Our goal is for students to experience Project-based learning where curriculum is relevant and creative.

Our teachers are trained in the educational approach with engaging and hands on projects.

Contact the school for additional application

**435 Evergreen Street
Bunkie, La 71322
(318) 346-6216
(318) 346-9611 (fax)**

APSB

Avoyelles Parish School Board
M-to-M Transfer Opportunity
(K-12)

The Avoyelles Parish School Board will begin accepting applications for Majority to Minority transfers beginning April 22, 2025

The deadline for submitting your child's application will be June 2. Applications may be obtained from any elementary or high school in the parish, the APSB Central Office or downloaded from the APSB website

(www.avoyellespsb.com).

No applications will be accepted after the deadline.

To qualify, the student's race must be in the majority at the home zoned school and in the minority at requested school.



**Notification of Rights under Family
Educational Rights and Privacy Act
(FERPA) for Elementary and Secondary
Schools.**

The right to inspect and review the student's education records within 45 days of the day the school

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading receives a request for access

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent

The right to have any or all student Directory information withheld

The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. 1232h requires the Avoyelles Parish School Board to notify you and obtain consent or allow you to opt out of participating in certain school activities.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Avoyelles Parish School System to comply with the requirements of FERPA.

If the Parent/Guardian chooses to "opt out" consent to any or all of the above mentioned they would have to do so in writing to their child's school.

Student Handbook/Acknowledgement Form 2025-26

Student's Name (Type or Print) _____

Date _____

We have received notification of the following Avoyelles Parish School Board Policies:

Student Code of Conduct including:

- Discipline
- Student's Rights and Responsibilities
- Substance Abuse
- Internet Use Policy
- Harassment/Intimidation Policies
- Parental Involvement Policy
- Attendance
- Bullying
- Graduation Requirements
- Homeless Youth

I, the undersigned student do hereby commit to do at least all of the following:

- A. Attend school daily except for excused absences;
- B. Arrive at school on time each day;
- C. Demonstrate significant effort to completing all required homework assignments, and
- D. Follow school, school board and classroom rules.

We, the undersigned student and parent/guardian, certify that we understand that students shall be in attendance. I further understand for all doctor's excuses and other absences; documentation must be submitted to the school within five (5) days of returning to school or it is not accepted. Compulsory attendance laws and Louisiana Board of Elementary and Secondary regulations require high school students to be in attendance a minimum of 30,060 minutes per semester in order to be eligible to receive credit for courses taken. Elementary students shall be in attendance a minimum of 60,120 minutes a school year in order to be eligible to receive credit for courses taken.

I, the undersigned parent or legal guardian certify that I have read the rules and policies in the Student Code of Conduct and Policies Handbook from which this receipt was taken and I commit to do all of the following;

- A. Ensure that my child attends school daily except for appropriate excused absences;
- B. Ensure that my child arrives at school on time each day and remains at school all day unless there is any emergency situation;
- C. Ensure that my child completes all required homework assignments; and
- D. Attend all required parent/teacher or parent/principal conferences.
- E. Ensure that my child follows the Avoyelles Parish School Board policies and procedures outlined in the handbook.

I understand that under state law, the school system may be required to report to Families in Need of Services (FINS) serious or deliberate violations of these commitments. I further understand that in the event the student is administered a drug or alcohol test at the school's direction in accordance with testing policies, our signature below is consent to persons administering the test for the release of all test documents and results to the Superintendent, principal or their designee.

Parent's or Legal Guardian's Signature _____ Date: _____

Student's Signature: _____ Date: _____

Receipt must be returned no later than September 2, 2025

AVOYELLES PARISH SCHOOLS

ANTI-BULLYING CONTRACT/STUDENT NOTIFICATION

The school and school bus environments are to be safe and secure for all. A bully is a person(s) habitually intimidating to others whom they perceive as being different or weaker physically, emotionally, racially or sexually. Bullying may involve verbal, physical, social or psychological actions.

I _____ acknowledge that all Avoyelles Parish School campuses, buses, and school activities are environments where students are to be safe, secure, and free of harassment.

Therefore, I will not attempt to instigate, provoke, or in any way contribute to or participate in acts of verbal or physical intimidation or confrontation. I will not confront another student with words, in writing, or through another student. I will not physically touch, bully, or threaten in anyway, nor will I make comments of a sexual or derogatory nature to any student. I will not be involved in horseplay.

I will not have in my possession any object that may be constructed as a weapon or any object intended to do harm to another individual.

To avoid confrontation or intimidation, I will immediately report problems with any student to a school administrator.

I understand that violation of any part of this agreement is subject to an out-of-school suspension, possibly with a recommendation for expulsion and applicable charges being filed by law enforcement officials. This could lead to a court appearance, fine and/or other penalties.

The complete Avoyelles Parish School Board Policy on Bullying and Hazing and the Avoyelles Parish Student Code of Conduct is accessible for review on the Avoyelles Parish Schools website at: www.avoyellespsb.com.

My signature indicates I understand this contract and agree to abide by all Avoyelles Parish Schools Policy and Procedures relative to bullying.

Signature of Student _____

Signature of Parent/Guardian _____

Receipt must be returned no later than September 2, 2025

Adopted 3.18.25

2025-2026 Avoyelles Parish Schools Calendar

4-6 Staff Development
7 1st Day for Students

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-6 Staff Development
7 3rd 9 weeks begins
13 Report Cards Sent Home

9 Progress Reports Sent Home

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

5 Progress Reports Sent Home
17 Mardi Gras Break

9 1st 9 weeks ends
10 2nd 9 weeks begins
16 Report Card Night

OCTOBER 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12 End of 3rd 9 weeks
13 Staff Development
17 4th 9 weeks begins
19 Report Card Night

11 Veteran's Day
12 Progress Reports Sent Home
25-28 Thanksgiving Break

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3-10 Easter Break
23 Progress Reports Sent Home

19 End of 2nd 9 weeks
23-2 Christmas Break

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18 MHS Graduation
19 AHS Graduation
20 BMHS Graduation
21 LaSAS Graduation
26 Last Day for Students
27 ½ Day Records and Closing

Central Office Staff

Superintendent.....	Karen Tutor
Assistant Superintendent.....	Thelma Prater
Child Welfare & Attendance Supervisor.....	Jennifer Dismer
Curriculum & Instruction Supervisor.....	Dexter Compton
Curriculum & Instruction Supervisor.....	Wendy Marchand
Federal Programs & Data Supervisor.....	Jessica Gauthier
Finance Director.....	Mary Bonnette
Food Services Supervisor.....	Jenny Welch
Grants Manager.....	Missy Gauthier
Maintenance Supervisor.....	Ray Carlock
Media & Testing Manager.....	Amy Volentine
Sales Tax Supervisor.....	Jessica Rachal
Special Services Supervisor.....	Dawn Pitre
Technology Supervisor.....	Rebecca Spencer
Transportation Manager.....	Trent Young