



Jefferson Davis Parish School Board

# West End Instructional Center

*Where Meaningful and Measurable Change Happens!*

Office Phone: (337) 824-9521

Fax: (337) 824 - 9978

802 West Jefferson Street \* Jennings, Louisiana 70546

Wade Marcantel – Administrator of Alternative Programs

wade.marcantel@jdpsbk12.org

## 2022-2023 Student and Parent Orientation Contract

### Welcome to West End Instructional Center!

This handbook provides basic information on policies, procedures, and curriculum at WEIC. The information in this handbook may be changed based on federal, state, and parish directives or laws and is subject to administrative decisions deemed necessary for the effective application of WEIC school policy and the overall well-being of our students. The JSPSB is an Equal Opportunity Agency dedicated to a policy that no person shall, on the basis of race, color, creed, religion, sex, age, disability, health status, or nation of origin be denied the benefits of an educational program or discriminated against in any educational program or class.

This handbook contains necessary forms to help us update or records for your student. Please take the time to read each document carefully. After reading, please return the documents enclosed. These documents are to be completed and signed the day your student completes orientation. Students are not allowed to remain on our campus if these documents are not signed and returned.

**The administration reserves the right to add to, modify, and/or change all information presented in this handbook if necessary for the running of WEIC.**

Diploma Online Track (DOT)		Mentor Plus (M+)	
Empowerment for Girls (E4G)		Alternative	
Home DOT		Home Alternative	
Virtual DOT		Virtual Alternative	

Date Orientation Interview		First Day on WEIC Campus		Last Expected Day at WEIC	
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**Your signatures indicates that both you and your parent/guardian:**

- Have been provided both WEIC Orientation and receipt of the WEIC Handbook;
- Agree to abide by the WEIC policies and code of conduct;
- Understand that refusal to follow the policies and code of conduct will result in dismissal from WEIC.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administration Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## COMPUTER AND INTERNET ACCEPTABLE USE CONTRACT

**Student Contract:** I have read and will abide by the Jefferson Davis Parish School Board *Computer and Internet Use* Policy and Regulations. I further understand that any violations of the terms and conditions may be unethical and illegal. Should I commit any violation, my access privileges may be revoked, and/or school disciplinary action or other appropriate action may be taken.

**All of the instruction at WEIC is conducted on computers. If a student refuses to follow our guidelines on Computer and Internet Usage they will not be allowed to attend WEIC. Students are to log on following the procedures explained by their teachers so that they are visible at all times to the monitoring system. Students are only allowed to go to the approved WEIC websites. Students may earn additional privileges as they level up.**

Student Name (please print) \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_

\*\*\*\*\*

**Parent/Guardian Contract:** As the parent or guardian of this student, I have read the Jefferson Davis Parish School Board *Computer and Internet Use* Policy and Regulations. I understand that the school's computing resources are designed for educational purposes. I also understand that it is impossible for the school to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network. I further understand that any violation will result in my child's loss of access privileges and possible disciplinary action. I also accept financial responsibility for any damage to the computer system due to vandalism by my child.

I grant permission for my child to access the Internet.

Parent/Guardian Name (please print)

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date\_\_\_\_\_

Keep this page on file in office



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## **2022-2023 Student and Parent/Guardian Handbook**

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This handbook contains necessary forms to help us update or records for your student. Please take the time to read each document carefully. After reading, please return the documents enclosed. These documents are to be completed and signed the day your student completes orientation. Students are not allowed to remain on our campus if these documents are not signed and returned.

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#### **To be turned in:**

- \_\_\_\_\_ **Student and Parent Orientation Contract**
- \_\_\_\_\_ **Updated Demographic Form from JCampus**
- \_\_\_\_\_ **Computer Internet Acceptable Use Contract**

# Academics

WEIC uses a hybrid instructional system compared to traditional campus. Students will use three different systems.

- District Core Classes
- **Odysseyware**
- Response to Intervention

**District Core Classes** are classes developed by the best teachers in Jefferson Davis School System that provide videos, lessons, projects, and extended learning. These classes cover all the courses that have LEAP 2025 Assessments attached to them. This system allows students to stay on track with the same curriculum that is taught in the classroom at our sender schools.

- Grading is the same as is conducted in the sender school classrooms. Please refer to grading scale.

## **Odysseyware**

Odysseyware is a digital curriculum for grades 3-12 in math, language arts, science, social studies and elective coursework. It is designed to allow teachers to differentiate instruction in blended learning environments through a robust library of standards-aligned digital lessons and projects that support a variety of classroom implementations.

- Grading Assignments and Projects – Students will be assigned lessons and projects in their class. They will have the opportunity to work through the lessons or projects. At completion of the lesson or project if they score below a 75 the teacher will evaluate their lesson and provide re-teaching. The student will then be allowed to re-do the lesson.
- Grading Quizzes and Test - Students will be assigned quizzes and tests in their class on pencil and paper. They will have the opportunity to work through a quiz or test. The teacher will then review the quiz or test and provide feedback to the student. The student will then take the quiz or test on the computer for their grade.

**Response to Intervention - (RTI)** is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Jefferson Davis Parish

2022-2023 Grading Guidance

Kindergarten	First & Second Grades	Third – Fifth Grades
<ul style="list-style-type: none"> <li>Kindergarten shall begin using S, N, U (SNU numeric) in ELA and Math during the 4th week of the 1<sup>st</sup> nine-week period.</li> <li>Kindergarten shall have a minimum of four (4) major grades in the 1st nine-week period.</li> <li>2<sup>nd</sup> – 4<sup>th</sup> nine-weeks: a minimum of five (5) but no more than seven (7) major (summative) grades.</li> <li>No grades will be dropped.</li> <li>No grades shall be doubled.</li> <li>No minor grades.</li> <li>Any grades with 50% of the class failing must be retaught and retested.</li> </ul>	<ul style="list-style-type: none"> <li>A-F in Math and ELA.</li> <li>Students will receive S, N, or U (SNU numeric) in Art, Music, P.E., &amp; Social Living.</li> <li>1<sup>st</sup> – 4<sup>th</sup> nine weeks: a minimum of five (5) but no more than seven (7) major (summative) grades.</li> <li>No grades will be dropped.</li> <li>No grades shall be doubled.</li> <li>No minor grades.</li> <li>Any grades with 50% of the class failing must be retaught and retested.</li> </ul>	<ul style="list-style-type: none"> <li>Letter grades A-F in Math, ELA, Science, and Social Studies.</li> <li>Students will receive S, N, or U (SNU numeric) in Art, Music, &amp; P.E.</li> <li>1<sup>st</sup> – 4<sup>th</sup> nine weeks: a minimum of five (5) but no more than seven (7) major (summative) grades.</li> <li>No grades will be dropped.</li> <li>No grades shall be doubled.</li> <li>No minor grades.</li> <li>Any grades with 50% of the class failing must be retaught and retested.</li> </ul>

Sixth – Eighth Grades	Ninth – Twelfth Grades
<ul style="list-style-type: none"> <li>All full-year or semester courses pursued for Carnegie Credit must include a final exam.</li> <li>1<sup>st</sup> – 4<sup>th</sup> nine weeks: a minimum of five (5) but no more than seven (7) major (summative) grades.</li> <li>Major grades will carry 80% weight of the nine-week grade. Weight will automatically be calculated in JCampus.</li> <li>Lowest major summative grade shall be dropped.</li> <li>Minor Grades - 3-5 minor grades <b>MUST</b> be administered.</li> <li>Minor grades will carry 20% weight of the nine-week grade. Weight will automatically be calculated in JCampus.</li> <li>No grades shall be doubled.</li> <li>Any grades with 50% of the class failing must be retaught and retested.</li> </ul>	<ul style="list-style-type: none"> <li>Final exams will be administered in all Carnegie Credit courses. HS LEAP 2025 exams shall count as the final exams.</li> <li>1<sup>st</sup> – 4<sup>th</sup> nine weeks: a minimum of five (5) but no more than seven (7) major (summative) grades.</li> <li>Major grades will carry 80% weight of the nine-week grade. Weight will automatically be calculated in JCampus.</li> <li>Lowest major summative grade shall be dropped.</li> <li>Minor Grades - 3-5 minor grades <b>MUST</b> be administered.</li> <li>Minor grades will carry 20% weight of the nine-week grade. Weight will automatically be calculated in JCampus.</li> <li>No grades shall be doubled.</li> <li>Any grades with 50% of the class failing must be retaught and retested.</li> </ul>

- Minor Grades (quizzes, independent class practice exercises, mini-labs, short tasks, short projects, etc.)
- Spelling, Cursive Handwriting, Daily Oral Language, Accelerated Reader, Accelerated Math, IXL, Delta Math, and Homework shall **NOT** count as a grade at any level in any subject.

Grading Scale 22-23				
Letter Grade	Point Value	4.0 Scale	% Scale	Grade (Definition)
A	4	3.500 – 4.000	92.500 – 100.00	S (Satisfactory)
B	3	2.500 – 3.499	84.500 – 92.499	
C	2	1.500 – 2.499	74.500 – 84.499	N (Needs Improvement)
D	1	0.600 – 1.499	66.500 – 74.499	
F	0	0.000 – 0.599	0.0000 – 66.499	U (Unsatisfactory)

## **Cheating and Academic Dishonesty**

This process is for any method of academic dishonesty. In each incident the teacher will reassign the lessons, projects, quizzes, and/or tests for the student to complete. If a student uses the internet to search for answers on the lessons, projects, quizzes, and/or tests the teacher will follow a modified discipline flow chart consisting of the following. In addition the following will take place

1<sup>st</sup> Incident – Contact Parent

2<sup>nd</sup> Incident – Refer to Counselor

3<sup>rd</sup> Incident – Refer to Administrator for Consequence

4<sup>th</sup> Incident – Refer to Counselor for Tier 2 or 3 Intervention

5<sup>th</sup> Incident – Refer to Administrator for Consequence

6<sup>th</sup> Incident – Refer to Administrator to determine if student is allowed to remain in program.

# Student Code of Conduct

**The student code of conduct is being updated for JDPSB and will be revised on an ongoing basis during the 22-23 school year.**

## **Positive Behavior Intervention and Supports (PBIS)**

PBIS is an implementation framework that uses evidence-based prevention and intervention practices along with a multi-tiered continuum designed to support the following for all students.

- Academic Growth
- Social & Emotional Learning
- Behavioral Regulation

PBIS involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and improved. There are three “tiers” of PBIS that are used at WEIC. Each tier is based on the level of support that is needed by each of our students.

- **Tier 1:** Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate
- **Tier 2:** Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone
- **Tier 3:** Indicated practices are more intense and individualized to meet the challenges of students who need more than Tiers 1 and 2 alone

It is our goal at WEIC that our students will enhance their social, emotional, and behavioral competence by:

- Regularly reviewing the school’s agreed upon school-wide social values
- Frequently experiencing specific recognition when students engage in expected behavior
- Extending expected behaviors to all parts of the school, especially in classrooms to enhance students’ academic engagement and success
- Experiencing predictable instructional consequences (re-teaching) for problem behavior without inadvertently rewarding of the problem behavior
- Using a common language for communication, collaboration, play, problem solving, conflict resolution, and securing assistance

## **Expectations Matrix**

The following pages outline the Expectations for WEIC.

# PBIS Expectations for Program Wing

<i>Responsibility</i>	<b>Classroom</b>	<b>Hallway</b>	<b>Restrooms</b>	<b>Arrival</b>	<b>Dismissal</b>	<b>Playground</b>	<b>Multi-Purpose Room</b>	<b>Bus</b>
<i>Responsibility to Myself</i>	Wash Hands/Sanitize Stay in your Static Group Level 2 for group work Level 1 for individual work Manage my (Thinking-Feeling-Doing) Choices	Wash Hands/Sanitize Stay in your Static Group Level 1 Voice Manage my (Thinking-Feeling-Doing) Choices Arrive on Time	Wash Hands/Sanitize Level 1 Voice Manage my (Thinking-Feeling-Doing) Choices Wash Hands	Wash Hands/Sanitize Level 1 Voice Manage my (Thinking-Feeling-Doing) Choices Be in dress code Turn in Electronics	Wash Hands/Sanitize Level 2 Voice Manage my (Thinking-Feeling-Doing) Choices Pack Up Your Gear and be Ready	Wash Hands/Sanitize before and after using equipment Stay in your Static Group Level 2/3 Voice Manage my (Thinking-Feeling-Doing) Choices Enjoy Yourself	Wash Hands/Sanitize Stay in your Static Group Level 2 Voice Manage my (Thinking-Feeling-Doing) Choices	Wash Hands/Sanitize Sit where directed and stay in that seat Level 2 Voice Manage my (Thinking-Feeling-Doing) Choices
<i>Responsibility to Others</i>	Use only your computer or supplies Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors Support your Peers	Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors	One Person at a Time Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors Flush	Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors	Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors	Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors	Use only your computer or supplies Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors	Keep Hand-Feet-Objects to Self Ignore Inappropriate Behaviors
<i>Responsibility at School</i>	Keep Area Clean Stay seated forward at your cubicle Log on correctly and for the entire class. Keep Chair on Ground Complete assignments at 75% before choice time.	Keep Area Clean Stop at Corners Stay in Line Use the Correct Side Follow Directions for Class Change	Keep Area Clean Report Restroom Needs or Problems Knock, Ask, and Wait if Another Person is in the Restroom	Go to Assigned Area as Directed Keep Area Clean 1 <sup>st</sup> Go to the Marker and Wait 2 <sup>nd</sup> Report to Homeroom SDR or Make-Up Stay in Assigned Seat or Area	Keep Area Clean Place Chair Under Desk When Done Wait for Dismissal Call Go Directly to your Bus or Car	Keep Area Clean Put Away Athletic Gear Pick Up After Yourself Follow Rules of Game or Activity Stay in Assigned Seat or Area	Keep Area Clean Return Your Tray Throw Your Trash Place Chair Under Desk When Done 1 <sup>st</sup> Wait to be Called 2 <sup>nd</sup> Give Your Name and Pick Up Tray 3 <sup>rd</sup> Return and Stay in Assigned Area and Seat	Keep Area Clean Stay in Assigned Seat or Area Follow Driver's Rules on Electronics



# Expectations for Alternative

	Classroom	Hallway	Restrooms	Arrival	Dismissal	Playground	Multi-Purpose Room	Bus
<i>Responsibility to Myself</i>	Stay in your Static Group  Level 2 for group work  Level 0 for individual work  Manage my (Thinking-Feeling-Doing) Choices	Stay in your Static Group  Level 1 Voice  Manage my (Thinking-Feeling-Doing) Choices  Arrive on Time	Level 1 Voice  Manage my (Thinking-Feeling-Doing) Choices  Wash Hands	Go to Mark on Sidewalk  Level 1 Voice  Manage my (Thinking-Feeling-Doing) Choices  Be in dress code  No Electronics	Level 2 Voice  Manage my (Thinking-Feeling-Doing) Choices  Pack Up Your Gear and be Ready	Stay in your Static Group  Level 2/3 Voice  Manage my (Thinking-Feeling-Doing) Choices  Enjoy Yourself	Stay in your Static Group  Level 2 Voice  Manage my (Thinking-Feeling-Doing) Choices	Sit where directed and stay in that seat  Level 2 Voice  Manage my (Thinking-Feeling-Doing) Choices
<i>Responsibility to Others</i>	Use only your computer or supplies  Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors  Support your Peers	Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors  Provide 2 Window Spaces Apart	One Person at a Time  Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors  Flush	Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors	Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors	Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors	Use only your computer or supplies  Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors	Keep Hand-Feet-Objects to Self  Ignore Inappropriate Behaviors
<i>Responsibility at School</i>	Keep Area Clean  Stay seated forward at your cubicle  Log on correctly and for the entire class.  Keep Chair on Ground  Complete assignments at 75% before choice time.	Keep Area Clean  Stop at Corners  Stay in Line  Use the Correct Side  Follow Directions for Class Change	Keep Area Clean  Report Restroom Needs or Problems  Knock, Ask, and Wait if Another Person is in the Restroom	Go to Assigned Area as Directed  Keep Area Clean  1 <sup>st</sup> Go to the Marker and Wait  2 <sup>nd</sup> Report to Homeroom  SDR or Make-Up  Stay in Assigned Seat or Area	Keep Area Clean  Place Chair Under Desk When Done  Wait for Dismissal Call  Go Directly to your Bus or Car	Keep Area Clean  Put Away Athletic Gear  Pick Up After Yourself  Follow Rules of Game or Activity  Stay in Assigned Seat or Area	Keep Area Clean  Throw Your Trash  Place Chair Under Desk When Done	Keep Area Clean  Stay in Assigned Seat or Area  Follow Driver's Rules on Electronics

### Positive Rewards for Positive Choices

<b>Name:</b>	<b>Date:</b>	<b>Day:</b>
<i>Circle Level – Orientation – 1 – 2 – 3 – 4</i>		<b>Days on Level:</b>
Time	Period	Points
7:30 – 8:05	SDR/ Make-up	
8:05 – 8:10	Breakfast	
8:10 – 8:20	Circle UP	
8:20 - 9:05	1 <sup>st</sup> Period	
9:05 – 9:50	2 <sup>nd</sup> Period	
9:50 – 10:35	3 <sup>rd</sup> Period	
10:35 – 11:00	4 <sup>th</sup> Period A	
11:00 – 11:15	Lunch	
11:15 – 11:35	4 <sup>th</sup> Period B	
11:35 – 12:20	5 <sup>th</sup> Period	
12:20 – 1:05	6 <sup>th</sup> Period	
1:05 - 1:50	7 <sup>th</sup> Period	
<b>Required to Purchase at Orientation Level 26 (75%), Level One 28 (80%), Level Two 30 (85%), Level Three 32 (90%), and Level Four/ Beyond 34 (95%).</b>		=
1:50 - 2:00	Circle Out/ Dismissal	+
<b>To remain on Level a student must earn: Orientation Level 29(75%), Level One 31(80%), Level Two 33(85%), Level Three 35(90%), and Level Four/Beyond 37(95%). Students must earn the minimum points for their level for 10 consecutive days to Level UP. If a student does not earn the minimum points for their level they will drop to the previous level for 5 days and restart their climb.</b>		=
<b>Starting Balance</b>		+
<b>New Total</b>		=
<b>Amount Spent</b>		-
<b>New Total</b>		

### To be able to Spend

Level	Points Earned	Percentage
Orientation	26	75
One	28	80
Two	30	85
Three	32	90
Four & Beyond	34	95

### To remain on Level and Level Up

Level	Points Earned	Percentage	Time at Level
Orientation	29	75	10 Days
One	31	80	10 Days
Two	33	85	10 Days
Three	35	90	10 Days
Four & Beyond	37	95	10 Days

Students level up after remaining on their level for 10 consecutive days. If a student goes below the amount of points needed to remain on their current level, they will drop back to the next lowest level for 5 days and then they can level-up once again.

In **Blue** you will see the added or proposed privileges for each level.

#### Orientation Level

- **Purchase Snack or Save**

#### Level 1

- **Purchase Casual Dress (Shirt Only) on Friday 30 Points)**
- Purchase Snack or Save or Approved Item (ex: Game Card, Basketball)

#### Level 2

- Purchase Casual Dress (**Shirt and Pants**) on Friday (50 Points)
- Purchase Snack or Save or Approved Item (ex: Game Card, Basketball)

#### Level 3

- **Purchase Fast Food Once Every Two Weeks (ex: if you order an item that cost \$5.00 it will cost you 500 points)**
- Purchase Casual Dress (**Shirt and Pants**) on Friday
- Purchase Snack or Save or Approved Item (ex: Game Card, Basketball)

#### Level 4

- **For Alt: Purchase Shorts On Friday ( 75 points)**
- Purchase Fast Food Once Every Two Weeks
- Purchase Casual Dress (**Shirt and Pants**) on Friday
- Purchase Snack or Save or Approved Item (ex: Game Card, Basketball)

#### Above Level 4

- **For Alt: Purchase Shorts For The Week (150)**
- Purchase Fast Food Once Every Two Weeks
- Purchase Casual Dress (**Shirt and Pants**) on Friday
- Purchase Snack or Save or Approved Item (ex: Game Card, Basketball)

# PBIS Flow Chart of Student's Behavioral Choices

**Student / Teacher Managed**  
Safety is Manageable

**Student / Admin Managed**  
Safety may not be Manageable

## **Reward**

Choosing Appropriate Behaviors that meet WEIC Expectations

## **Minor**

Choosing In-appropriate Behaviors that do not meet WEIC Expectations

## **Major**

(Accumulation of Minors)

## **Major**

(Direct Violation of Rules/Expectations)

Entry Level (75%)  
10 Consecutive Days

Redirect  
3 Points

Redirect  
3 Points

Redirect  
3 Points

RD or ISS  
or OSS

**Discretion of Admin**  
Based on the nature of the Major Infraction the Admin will assign appropriate consequences ranging from

Level 1 (80%)

Remind  
2 Points

Remind  
2 Points

Remind  
2 Points

Refer to Counselor  
Tier 2/3

**Restorative Discipline**  
and/or

Level 2 (85%)

Re-Teach  
1 Points

Re-Teach  
1 Points

Re-Teach  
1 Points

RD and/or  
ISS or OSS

ISS

to

OSS

to

Removal from Program

Level 3 (90%)

Referral to Parent  
0 Points

Referral to Counselor  
0 Points

Referral to Admin  
0 Points

Admin / CWA to determine next action

Level 4 & Up (95%)

Behavior(s) becomes MAJOR if they continue.

Behavior(s) becomes MAJOR if they continue.

Behavior(s) becomes MAJOR if they continue.

## Positive

### Restorative and Traditional Discipline

At WEIC, we will, when appropriate, attempt to offer our students the choice of going through a Restorative Discipline Process before going through the Traditional Discipline Process. There are however limits to being offered the choice to go through the Restorative Discipline Process instead of the Traditional Discipline Process. We will revisit this statement at the end of this section.

#### Choices, Consequences, Outcomes, and Accountability

Disciplinary consequences are one of the outcomes from choosing to engage in inappropriate behavior at school. If a student chooses to not meet the WEIC PBIS and Behavior Expectations and instead chooses to engage in inappropriate behavior, they have also made the choice to be held accountable for their inappropriate choices and behavior. Students often do not see this connection. Instead, at times, when students receive consequences and are held **accountable** they focus and fixate on **the harm they are experiencing rather than how their behavior may affect or harm others**. This fixation on **how they were “harmed or wronged”** often builds to resentment and resistance toward others and the students can totally lose sight of **their own accountability** in the situation.

#### Restorative Discipline

Within the Restorative Discipline Process, we define "accountability" as

- ***Owning*** our own choices and behaviors --accepting responsibility for the harm we have caused;
- ***Understanding*** the impact of our choices and behavior on others;
- ***Repairing the Harm*** we have caused to others—e.g., "making it right."

Restorative Discipline is a practice that, if chosen by the student, gives them the opportunity to learn from their inappropriate behavior.

Throughout a student's participation in the WEIC programs, we will be supplying both them and their parent/guardians with Restorative Discipline approaches so that everyone will grow in their understanding of the need to be held accountable for inappropriate behavior and repair any harm that your behavior has caused.

We have embedded the Restorative Approach into our behavior system. It allows students multiple opportunities to manage their own behavior and repair any harm they have caused. However, like stated earlier, there are limits to being offered the Restorative Approach. Continued inappropriate behavior, refusal to choose the Restorative Discipline option, and/or extreme acts of inappropriate behavior, defined as Major Behavior Infractions, will result the Traditional Discipline Approach being applied.

## Major and Minor Behavior Infractions

### Minor Infractions

The following is an example of how we have integrated the Restorative Discipline Approach with the Traditional Discipline Approach. Each Nine Weeks a student will start with a clean slate in regards to Minor Behavior Infractions. Each teacher will keep the **“4R” Behavior Intervention Tracking Form** on each student. When a student chooses to engage in inappropriate behavior identified as a Minor Infraction, the teacher will begin the students first **“4R” Behavior Intervention Tracking Form** –

**1<sup>st</sup> Run.** When this occurs the teacher will;

- **1) Redirect** the student to return to following the school expectations. This message is telling the student what you need them to do.
  - (Address student by their name and say) “I need you to (assigned task or expectation). Thanks for doing that for me.”
    - Example: (Student turning around in desk trying to get other students attention) *“Maddi I need you to turn around and face forward. Thanks for doing that for me.”*
- **2) Remind** the student of the specific behavior expectation they are not meeting.
  - (Address student by their name and say) “at WEIC one of our expectations for the (inset setting/location) is to (insert specific expectation), I know you can do that.”
    - Example: (Student is shooting spit balls) *“Jack at WEIC one of our behavior expectations is to keep, hands feet and objects to our self, I know you can do that.”*
- **3) ReTeach**– Using the “Behavior Focus Statement” inform the student of the inappropriate behavior and request that they engage in the expected behavior.
  - (Address student by their name and say) “what I see you doing is (insert inappropriate behavior), what I need you to do is (insert expectation) can you do that for me or do you need me to reteach you the expectation?”
    - If student responds **“no”** and complies with your request, say **“Thanks. I appreciate you”**
    - If student responds **“yes”** then review the expectation with them and have them sign the expectation review sheet. If they then comply say **“Thanks. I appreciate you”**.
    - If student responds **“no”** and does not comply or after stating **“yes”** and being retaught they do not comply. Remind them that the next step is to refer them to their parent, the Counselor, or Administration, depending on which run they are on.

- Example: *“Jack I just want to remind you that the next step is (insert referral) and I would rather we could handle that between us.”* If student then complies they stay at this step but immediately move to the next referral step if they still do not comply. If the student continues to cause a disruption please contact administration.

- Example: (Student is shooting spit balls) *“Jack at WEIC one of our behavior expectations is to keep, hands feet and objects to our self, I know you can do that.”*

- **4) Referral**

- **1<sup>st</sup> Run** - At this point the teacher will **contact the student’s parent** or guardian and report their behavior and explain the ways they have tried to help the student. The teacher will then ask for the parent or guardians help with getting the student back on track.
- **2<sup>nd</sup> Run** - This process will then repeat itself with the difference being when the student gets to the Referral step the second time, **the student is referred to the School Counselor**. The School Counselor will work with the student and their parent on the choices the student has been making and attempt to find a plan that gets the student back on track.
- **3<sup>rd</sup> Run** - This process will then repeat itself for a third time. The difference being when the student gets to the Referral step the third time, they will be **referred to the Administration** and their behavior becomes a **Major Infraction**. At this point, if appropriate, the Administrator will offer the student the choice to participate in the Restorative Discipline Process (if appropriate) and/or place of In School Suspension and/or Out Of School Suspension.
- **4<sup>th</sup> Run** - If the student works themselves through the minor process for a fourth time the student will be **referred to the Counselor again** and will automatically be placed on Tier 2 or Tier 2 PBIS Interventions. This may include a more targeted bank card, group/individual counseling, and or paired with a mentor.
- **5<sup>th</sup> Run** - If the student works their way through the minor process for a fifth time this will again be a **Major Infraction and the student will be referred to the Administrator**. The student will have the choice of completing Out of School Suspension and upon returning the student will engage in the Restorative Discipline Process. The other option is OSS for two days and possibly being removed from the program as well.
- **6<sup>th</sup> Run** - If the student works their way through the minor process for the sixth time this will also be a **Major Infraction** the student will have chosen the possibility of being removed from WEIC. A meeting will take place with the Supervisor of the Mentor Plus and DOT Program, the Supervisor of Special Education, and/or with the Supervisor of Child Welfare Attendance. At that time a decision will be made for student.

Although **Run 1, 2, 3** restart each 9 weeks, once the student Minor Infraction becomes a **Major Infractions** the Major Infractions are cumulative and will pick up where their previous nine week Major Infractions left off. At the administrations discretion based on student's consistent and improved behavior the Major Infractions may restart after Mid-Term. However this is on a case by case basis.

### **Automatic Major Infractions**

If a student chooses to engage in behaviors that are result in automatic Major Infractions they have made a choice that has severely limited their options. The behaviors listed as Major Infractions are of the most serious nature. Consequences for Automatic Major Infractions will be determined by and are at the discretion of the Administrator and will range from Restorative Discipline Blended with In-School Detention, Out of School Detention or Removal from the WEIC Programs.

**Description of Minor and Major Behavior Infractions (This list is not exhaustive and is at the discretion of the Administration on what constitutes and Minor or Major Infraction. The Administration will add to this list as necessary)**

- All students will be subject to routine and random searches, with and without the use of metal detectors.
- Other rules may be developed as necessary to maintain the order and safety of our programs.

<b>Minor</b>	<b>Major</b>
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance and/or non-compliance <input type="checkbox"/> Disruption of Learning Environment that can be redirected <input type="checkbox"/> Technology violation (Sites without teacher permission) <input type="checkbox"/> Property (Low level destruction of property) <input type="checkbox"/> Tardy <input type="checkbox"/> Dress code Violation (Is considered a Major at Administration Discretion for Habitual Violation)	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ physical aggression <input type="checkbox"/> Defiance and/or non-compliance meant to undermine teachers authority <input type="checkbox"/> Harassment/ tease/ taunt <input type="checkbox"/> Disruption of Learning Environment that cannot be redirected <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Technology Violation (Sites with inappropriate Material for School) <input type="checkbox"/> Skip class/ truancy <input type="checkbox"/> Forgery/ theft <input type="checkbox"/> Tobacco – Includes Dip, smoked, vaped. <input type="checkbox"/> Alcohol/drugs <input type="checkbox"/> Combustibles



	<input type="checkbox"/> Off School Location  <input type="checkbox"/> Vandalism  <input type="checkbox"/> Property damage (excessive)  <input type="checkbox"/> Arson/Bomb Threat  <input type="checkbox"/> Weapons  <input type="checkbox"/> Engaging in any form of “GANG” mannerisms, gestures, speech, writing, dress, or any design deemed to be gang related. This also includes ganging up against one student.  <input type="checkbox"/> Cell Phones or Electronic Devices
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### **DRESS CODE**

Guidelines for acceptable good grooming should be taught and enforced in the home by the parents as part of their responsibility in training their children for responsible citizenship.

The policy of the Jefferson Davis Parish School Board shall be that no mode of attire shall be considered proper for school wear that disrupts the classroom and/or the school's positive learning environment. In questions regarding student dress and grooming, the principal or his/her designee of each school shall make the final decision as to what is considered proper or improper dress according to the guidelines provided.

Students shall be expected to responsible in their dress and grooming by maintaining a neat, clean, well-groomed appearance at school. No article of clothing shall be bizarre in style, unsuitable for school activities, nor of a nature to call undue attention to the wearer. Since school life prepares students to take their place in adult life, these primary requirements are expected of all students. The first responsibility for maintaining proper standards belongs to the student and parents, or guardian. The school should deal with this responsibility when the student or parents fail to recognize this need.

## West End Instructional Center Dress Code

- Students can wear a chain or necklace as long as it is appropriate for the school setting and it remains under the shirt.
- Shirts – Students can wear the chosen polo or spirit shirt of their sender school.
- Shirts must be tucked in so that the top of pants and belt are visible.
- Belts are required at all times, and must be properly fastened. (Solid leather or fabric; brown, navy, or black. No metal other than standard buckle)
- Alternative program males and females will only be allowed to wear long uniform pants. All other students may wear pants, shorts (3 inches above/below the knee), and skirts that follow parish policy. (No exposed logos, joggers, cargo pants, pants with extra pockets, or pants designed like jeans.)
- Coats, jackets, sweatshirt, and sweaters. - As students check in when they arrive to school, they will be asked to remove their coat, jacket, sweatshirt and/or sweater for a uniform check. Jackets are to be unzipped at all times. If student wears something to school that is out of dress code they will be asked to remove it. Students will be allowed to wear the sweatshirt (without a hood) both in and out of the classroom.
- A sweatshirt (hunter green, navy blue, or white) may be worn as long as there is a uniform shirt on underneath. Sweatshirts or 1/4 zipped/buttoned pullovers, if worn, must be either hunter green, navy blue, khaki, black, grey or white. Uniform shirt collar must be visible under a sweatshirt. In addition if the sweatshirt described here has a Hood, it is not allowed to be on the students head at any time. If a student violates this expectation up to a point where they earn a major they will not be allowed to wear the hooded item any longer while at WEIC.
- Seasonal Clothing –Jackets, sweaters and vests should come to mid-thigh or higher. No emblems or logos will be allowed except for school approved club, spirit, or letter jackets. Jackets, sweaters or vests, if worn, must be a solid color either hunter green, navy blue, khaki, black, grey, or white. Uniform shirt collar must be worn under a sweater or vest. Any other jacket will be approved at the discretion of the school administrator. In addition if the seasonal clothing described here has a Hood, it is not allowed to be on the students head at any time. If a student violates this expectation up to a point where they earn a major they will not be allowed to wear the hooded item any longer while at WEIC

- Socks may be of a solid color without logos. (White, black, brown, etc.)
- Undershirts if worn are to be plain white only without anything printed on them.
- All male students must be clean shaven. Students may wear neatly trimmed mustaches and sideburns can extend to the lobe of the ears. Beards are not allowed.
- Hair must be well kept, without unnatural colors, and distracting styles. Bangs must be no lower than the eyes. Hair shall be neat, clean, and out of the eyes. No hair designs, color or style causing undue attention shall be allowed. Only naturally occurring hair colors are allowed.
- No headgear of any type is to be worn in the building. Examples are Hoods, caps, hair coverings, or hats may not be worn inside buildings.
- No sunglasses are allowed.
- Females and Males the wearing of one pair of stud earrings shall be allowed for students. No “spacers” or “gauges” are allowed in school. Visible body piercing is prohibited. (Example: nose, lips, tongue, eyebrows, etc.)
- Students may wear one ring and watch. (Excludes Alternative Students)
- (Alternative Students ONLY) Student may not bring money to school except what is needed to pay for their lunch.
- (Alternative Students ONLY) No book sacks, purses, or wallets are allowed.
- (Alternative Only) Only tennis and casual shoes are allowed and they must be laced and tied at all times. No boots.
- (Alternative Students ONLY) No gloves
- (Alternative Students ONLY)Fingernails will be natural only, not long.

## **Dress Code Infractions**

1<sup>st</sup> Time - Students will be given the option to correct their dress code infraction. (Example: take coat or jacket off; accept a replacement belt; accept replacement jacket)

2<sup>nd</sup> Time – Students will be given the option to correct their dress code infraction for a second time. (Example: take coat or jacket off; accept a replacement belt; accept replacement jacket) The student's parent or guardian will be contacted and asked to help their student arrive to school in proper dress code

3<sup>rd</sup> Time - Parent will be contacted and asked to bring appropriate clothing. If the parent cannot come to school student will be assigned in School Detention for a half day.

4<sup>th</sup> Time - In School Suspension for one day

5<sup>th</sup> Time - Out of School Suspension for one day

6<sup>th</sup> Time - Meeting with Alternative or Program Supervisor, parents, sender school principal, and determine if the student will remain on the WEIC campus.

*\*This policy can be changed at the administrator discretion based on WEIC needs.*

## **Cell Phone Expectations & Infractions**

**Alternative Students** - are not allowed to bring Cell Phones on Campus as a condition of their long term suspension and/or expulsion.

**Program Students** - Cell Phones are not allowed on the student's person. Watches that are cell phones or communicate with cell phones are not allowed. If a student brings a cell phone or watch, it must be powered off and turned into the duty teacher when the student arrives. **WEIC and JDPSB are not responsible for any damage to phones.**

### **For All Students (Restarts each semester)**

If a student has a cell phone or watch in their possession the following will occur:

**1st Time** – Cell phone is kept by administration and given back to student at the end of the day.

**2nd Time** – Cell phone is kept by administration until a parent or guardian comes to get the phone.

**3rd Time** - In School Suspension and Cell phone is kept by administration until a parent or guardian comes to get the phone.

**4th Time** - Out of School Suspension and Cell phone is kept by administration until a parent or guardian comes to get the phone.

**5th Time** - Meeting with Alternative or Program Supervisor, parents, sender school principal, and determine if the student will remain on the WEIC campus.

## **Daily Schedule**

<b>7:30 – 7:50</b>	<b>Arrival</b>
<b>7:30 – 8:05</b>	<b>SDR/ Make-up</b>
<b>8:05 – 8:10</b>	<b>Breakfast</b>
<b>8:10 – 8:20</b>	<b>Circle UP</b>
<b>8:20 - 9:05</b>	<b>1<sup>st</sup> Period</b>
<b>9:05 – 9:50</b>	<b>2<sup>nd</sup> Period</b>
<b>9:50 – 10:35</b>	<b>3<sup>rd</sup> Period</b>
<b>10:35 – 11:00</b>	<b>4<sup>th</sup> Period A</b>
<b>11:00 – 11:15</b>	<b>Lunch</b>
<b>11:15 – 11:35</b>	<b>4<sup>th</sup> Period B</b>
<b>11:35 – 12:20</b>	<b>5<sup>th</sup> Period</b>
<b>12:20 – 1:05</b>	<b>6<sup>th</sup> Period</b>
<b>1:05 - 1:50</b>	<b>7<sup>th</sup> Period</b>
<b>2:00</b>	<b>Dismissal</b>

### **Arrival Times**

- Students are to arrive no earlier than 7:30 a.m., and no later than 7:50 a.m.
- Program students turn in cell phones on arrival.
- Students arriving by bus are on time no matter when they arrive.
- Any student arriving after 8:00a.m. **Must be signed in by the parent or guardian.** (17 years and under)
- Any student arriving later will not be allowed into class if the parent does not sign them in. (17 years and under)
- Students riding the bus will leave at the scheduled pick up time.
- Students who ride home in cars or walk home will leave at 2:00p.m.

### **Alternative Arrival /DOT**

- Take off jacket, sweat shirt, or sweater prior to crossing Orange line.
- Make sure you are in proper uniform.
- No talking to any other student.
- No gestures of any kind.
- Stay 10 feet apart from other students.
- Walk along the window side of hall.
- Sign in for attendance and meals. Sign Out at end of the day (Deposit belts etc.)
- Wait to be checked in by your teacher.
- Sit quietly in your seat and begin your work.

### **Attendance Policy (All Students)**

- Students must follow parish guidelines for attendance.
- WEIC will call the guardian of any student who is not in attendance for that day.
- Absences will be documented and turned into parish school board.
- Absences without a note from the parent or guardian will be deemed unexcused.
- Anyone in violation of the Parish Attendance Policy will be turned over to the truancy department.

### **Odyssey Ware / DOT (All Students)**

- The educational program that is used at WEIC is an internet based program.
- It can be accessed 24 hours a day 7 days a week.
- The web address is as follows: <https://jdpsb.owschools.com>
- You must then enter your user name and password.
- Parents and guardians can access this program to monitor grades and progress.

### **WEIC Counseling Program (All Students)**

- The School Counselor works to assist students in the areas of: Academics; Social/Emotional, and Vocational
- The School Counselor conducts Tier 2 PBIS Groups and Tier 3 PBIS Individual Sessions
- The School Counselor follows the Louisiana Laws and ASCA/LSCA Guidelines in regards to student confidentiality.
- Counseling services are available upon request.
- Private counseling organizations are welcomed to work with their clients during school hours provided that it does not interfere with the student's academic progression.

## **COMPUTER AND INTERNET USE REGULATIONS**

### **INTRODUCTION**

The Jefferson Davis Parish School Board recognizes and believes in the integration of technology in the classroom. Great efforts have been made to have a computer connected to the Internet in every classroom. The Board is proud to have this access to vast, diverse, and unique educational resources for all employees and students in the parish.

It is the intent of this school system to make on-line resources available to faculty, staff and students in order to promote personal growth in information gathering techniques, critical thinking skills, and communication skills. Because of its enormous size, the use of computers and Internet's potential is boundless. With such great potential for educators comes some potential for abuse. It is the purpose of this list of guidelines, as well as the contract for Internet use, to make sure **that all who use the Internet and computers use this valuable resource in an appropriate manner.**

### **GUIDELINES FOR COMPUTER HARDWARE/SOFTWARE**

1. No activities shall be allowed which may damage or interrupt equipment or the system. Any attempt to alter, harm, or destroy the data of the network system/workstation shall also be forbidden. This includes, but is not limited to, accessing the server/hard drive and tampering with files, damaging equipment, spreading computer viruses, loading software without permission from teacher or administrator, and any other action that is deemed inappropriate.
2. No user shall be allowed to use another's password or trespass in another's folder, work, or files.
3. Network storage areas may be treated like school lockers. Administrators may review files to maintain integrity and ensure students/employees are using the system responsibly. Users should not expect that files will always be private.
4. Any use by any person that incurs expense to the school shall be strictly prohibited. The computer system shall not be used for commercial, political or religious purposes.

### **GUIDELINES FOR INTERNET USE**

1. Acceptable use of the Internet shall be consistent with the philosophy, goals, and objectives of the Jefferson Davis Parish School Board.
2. Searching, viewing or retrieving sexually explicit, profane, violence-promoting, or illegal material sites shall not be permitted.
3. Students shall not be allowed to subscribe to any services or order any goods or services over the Internet.
4. Students shall not be allowed to download anything from the Internet without the consent and supervision of the teacher or administrator.

5. Users shall not post personal contact information (e.g. address, telephone numbers) about themselves or others on the Internet.
6. Playing games or using other interactive sites on the Internet, such as chat rooms, AOL Instant Messenger, ICQ, etc. shall not be permitted, unless assigned and supervised by the teacher or administrator.
7. Users shall immediately report to the school authorities or technicians any inappropriate site that should have been detected by the district filtering software. The site address shall be reported in writing.
8. Internet usage shall be subject to monitoring by school officials at any time.

### **NETWORK ETIQUETTE**

Users of the network and Internet are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not get abusive with messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
3. Do not reveal personal address or phone numbers of any student or faculty.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities are to be reported to the teacher and/or principal.
5. Do not use the network in such a way that would disrupt the use of the network by other users.
6. All communications and information accessible via the network should be assumed to be private property.

### **GUIDELINES FOR ELECTRONIC MAIL**

1. Individual students shall not be permitted to generate e-mail accounts nor check their personal mail accounts on the Internet. Only classes as a whole or teachers and administrators may be permitted to have e-mail accounts. Exceptions shall be approved by the Superintendent.
2. Sending and receiving pornographic or obscene materials in messages or as attachments shall be forbidden.
3. Threatening, profane, harassing or abusive language shall also be forbidden.



4. Users should expect no privacy of the content of e-mail on the district server. Messages relating to inappropriate content or illegal activities shall be reported to the Superintendent.
5. E-mail shall be subject to monitoring at any time and shall be archived pursuant to state and federal laws and requirements.

### **GUIDELINES FOR COPYRIGHT ISSUES AND SOFTWARE LICENSES**

1. Computers in lab settings shall have licenses for all existing software. If the software was bundled with the computer, the software is considered legal.
2. Teaching stations and mini labs should have the software that was purchased for the computers.
3. All computers in the classrooms must have legal software that was purchased by the school system or teacher. If a computer contains any other software that is shared (illegally stored on more than one computer), it should be deleted from the machine immediately.
4. Use of Internet resources (information, text, and graphics) by teachers and students is for classroom purposes only. Information gained in the classroom shall not be used in ways that violate copyright laws.

### **GUIDELINES FOR WEB PAGES**

1. The last names or addresses of students shall not be included on Web pages published on the Jefferson Davis Web site or any other site.
2. Pictures of students shall not be published on Web pages on the Internet.

### **WARRANTY**

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

### **CONSEQUENCES OF MISUSE**

1. Internet use is a privilege, not a right, for all users. Inappropriate use shall result in cancellation of these privileges by administration, faculty and staff.
2. The Jefferson Davis Parish School Board allows for suspension in the case of inappropriate or illegal use of the Internet/computer by students and employees.
3. Disciplinary action may include but is not limited to monetary reimbursement, detention, suspension, or expulsion.