

WAR 2025-2026 Student/Parent Statement of Acknowledgment & Packet

Please fill out and return all of the following pages completed and signed.

We (guardian and student) have read and discussed the following:

- Student Enrollment Form
- WAR 2025-2026 Student/Parent Statement of Acknowledgment (*this page*)
- Health Information
- Medical Statement for Meal Modifications (*completed by healthcare provider*)
- Louisiana Parental Notice to Allow Access to Medicaid Benefits
- Technology and Internet Acceptable Use Contract
- JDP Device Usage & Responsibility Agreement
- JDP School Attendance and Truancy Court Regulations and Procedures
- Form 15A, B, C, and D Consent Forms
- JDPSB Bus Rules and Procedures
- Bus Verification Form
- Louisiana Student Residency Questionnaire (*front*) & Confidential Referral Form (*back*)
- Louisiana Migrant Education Program
- US Department of Education Mandated Ethnicity and Race Questionnaire
- Optional JDPSB Device Liability & Insurance (*\$25 per child/\$50 per family*)
- Optional Student Accident Insurance

The remainder is a reference for you.

- WAR Breakfast and Lunch Update (Handbook pg11)
- Dress Code, Accessing Google Classroom Guidance (Handbook pg16)
- Asbestos Notification (Handbook pg27)
- Annual Notice for Medicaid & Share Information with LDOH (Handbook pg27)
- Parents Bill of Rights (Handbook pg28)
- Student/Parent Handbook (*you may notice the district/state has included new policies*)
- School Calendar
- Child Nutrition Department Info Page
- Social Media Page
- Spirit Shirt, Jacket, and Sweatshirt Order Forms
- Title IV Safe & Drug Free School and Communities Exemption (*by request*)

I have read and discussed the contents of this WAR Student Handbook with my child. I understand that the guidelines outlined in this handbook will be consistently enforced at (Enter School Name Here) School to ensure the safety and well-being of my child, as well as his/her right to a quality education program. Should any guidelines set forth in this handbook change throughout the school year, I understand that I will be notified of any and all changes.

Student's Name: _____

Parent Signature: _____

Date: _____

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The remainder is a reference for you.

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- WAR Breakfast and Lunch Update (Handbook pg11)
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- School Calendar
- Child Nutrition Department Info Page
- Social Media Page
- Spirit Shirt, Jacket, and Sweatshirt Order Forms
- Title IV Safe & Drug Free School and Communities (*Return only if you DO NOT wish for your child to participate in Safe and Drug Free activities, otherwise disregard this page*)

Welsh-Roanoke Jr. High



Student/Parent Handbook

**ALL STATE, PARISH, AND SCHOOL POLICIES WILL BE ADHERED TO
WHETHER THEY APPEAR IN THIS STUDENT HANDBOOK OR NOT.**

WELSH-ROANOKE JUNIOR HIGH SCHOOL

STUDENT/PARENT HANDBOOK

WAR Mission Statement

During the 2025-26 school year WAR will provide all students and staff with a safe, positive, and supportive learning environment so their opportunity for growth is maximized.

WAR PBIS Expectations

Maximize: Wellness, Academics, and Respect 1.3

JDP Mission Statement

Jefferson Davis School System will provide all students with educational opportunities to achieve success in a multicultural, global society.

Administration

Chris Humble, Principal

Tanya Bujol, Assistant Principal

WAR Phone #s

School	753-2317	Cafeteria	753-2588
Fax	752-2245		

For current, up-to-date information, please visit WAR's website: <https://www.jeffersondavis.org/WRJHS>; WAR's Facebook page, and our Band App.

About the Welsh-Roanoke Junior High School Handbook

The handbook/planner has been compiled with the hope that students of Welsh-Roanoke Junior High School and their parents will use it as a source of information regarding school policies, curricula, and organizations. This handbook is reviewed annually and updated to conform to current policies. The information contained within this document is subject to change based on federal, state, and/or parish directives or laws, and is also subject to administrative decisions deemed necessary and appropriate for the well-being and health of all students and staff of WAR. It is also subject to change as deemed necessary by the administration to ensure effective application of the policies of the school and the Jefferson Davis Parish School Board.

This handbook contains valuable information concerning requirements for promotion, the program of studies, general regulations, and other vital facts concerning Welsh-Roanoke Junior High School. In the event that information is needed and not contained in this handbook, the student is encouraged to consult with his/her homeroom teacher, the school counselor, or an administrator.

Students are required to be prepared for all classes and have all necessary materials. Daily attendance and full participation is expected, as well as students reporting to class on time and working to their maximum potential for the duration of the class period. "The Jefferson Davis Parish School Board is an Equal Opportunity Agency dedicated to a policy that no person in this district shall on the basis of race, color, creed, religion, sex, age, handicap, or national origin be denied the benefits of, or be subject to, discrimination in any educational program or activity."

Each student will sign his/her teacher's homeroom affidavit indicating that he/she has received a copy of the student handbook. Both parent(s) and student are to understand that this handbook/planner is the responsibility of the student to maintain.

PERMISSION FOR STUDENT RECOGNITION

Students are recognized throughout the year for academic achievements, behavior and/or attendance accolades, school and extracurricular activities, etc. by the school and/or via local and social media, including but not limited to television, radio, video, newspaper, Facebook, BandApp, etc. Occasionally, students may also be videotaped while attending class for educator professional development or other purposes and shared only with JDP school personnel. In such an event, parents may request that their student not participate and that information NOT be released by signing the appropriate form at the beginning of this packet.

INTERNET AND DIGITAL RESOURCES USAGE (AUP)

I have read the Jefferson Davis Internet Usage Policy and Regulations in the Welsh-Roanoke Junior High School Parent/Student Handbook. I will abide by the regulations for using the Internet. I understand that any violations of the regulations are unacceptable and may result in loss of privileges or school disciplinary action which may include suspension, or other action deemed appropriate as per administration.

I read the policy and regulations for using the Internet in Jefferson Davis Parish Schools. I understand the usage is designed for educational purposes *only* and reasonable monitoring of student access and Internet activity will be provided. I do understand that it is impossible for the Jefferson Davis Parish School Board to totally restrict all access to objectionable materials if JDPSB regulations, policies and procedures are not followed by users. I will not hold the Jefferson Davis Parish School Board or any employee of JDPSB responsible for materials obtained, or for access gained on the Internet by any student, including my own child, who violates the policies and regulations. I hereby give permission for my child to have school access to the Internet, as reasonably supervised by the teacher or other authorized school personnel. I understand that my child will be subject to appropriate disciplinary action, including but not limited to suspension, for violations of the policy and regulations. I have received a copy of the policy and regulations in my child's WAR Parent/Student Handbook (included in the first day packet).

TITLE IV SAFE AND DRUG FREE SCHOOLS & COMMUNITIES EDUCATION

While it is mandated by Louisiana law that public schools must provide education in these areas, the federal *No Child Left Behind Act* allows parents to withhold their child(ren) from this instruction. If you do not want your child to participate in Safe & Drug Free Schools' activities, you may elect to withhold him/her from participation by signing the optional form at the beginning of this packet.

Welsh Roanoke Junior High School will follow parish policy; any changes will be added to our handbook as an addendum and will be sent out on our social media.

PRINCIPAL'S MESSAGE

Dear Students and Parents,

This handbook is provided to acquaint you with school policies and important information regarding WAR's operation. You are encouraged to review the contents of this handbook and share appropriate information with your child throughout the school year. As a parent or guardian, your interest and involvement with your child's education will promote a positive attitude toward learning and academic achievement. Policies are in accordance with local, state, and federal laws. The Jefferson Davis Parish School Board adheres to provisions of the Civil Rights Act of 1964, Title IX Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. We will not discriminate on the basis of race, color, creed, sex, or national origin. Policies can be reviewed in their entirety at the Jefferson Davis Parish School Board office. We hope this school year will be your best yet!

Sincerely,

Chris Humble, Principal

BELL SCHEDULE

	Arrival Bell 7:41
1st Period	7:44 - 8:42
2nd Period	8:45 - 9:40
3rd Period	9:43 - 10:38
L1/4th Period	L1 10:38 - 11:04, 4th 11:07 - 12:02
4th Period/L2	4th 10:41 - 11:36, L2 11:36 - 12:02
5th Period	12:05 - 1:00
6th Period	1:03 - 1:58
7th Period	2:01 - 3:00

NINE-WEEK PERIOD POSTING AND REPORTING DATES

Nine Weeks Period	Progress Report Grades Posted By Noon	Progress Reports Issued	Nine Weeks Ends	Nine Weeks Grades Posted By Noon	Report Cards Issued
1 st	9-10-25	9-12-25	10-10-25	10-8-25	10-16-25
2 nd	11-12-25	11-14-25	12-19-25	12-17-25	1-8-26
3 rd	2-5-26	2-9-26	3-11-26	3-9-26	3-17-26
4 th	4-22-26	4-24-26	5-21-26	5-19-26	5-22-26

Parents are reminded that by accessing the Parent Command Center at <http://63.69.165.10/jpweb> you may view your student's grades, discipline postings, attendance, etc. any time during the school year.

GENERAL STUDENT INFORMATION

STUDENT & PARENT STATEMENTS OF COMPLIANCE

This policy requires a signature on the Handbook Acknowledgment Page in the front of this book.

Students agree to following:

1. I will attend school daily, except when absent for reasons due to illness or other excused absence.
2. I will arrive at school on time each day.
3. I will demonstrate significant effort toward completing all required homework assignments.
4. I will follow school and classroom rules.
5. I have received and read the Student/Parent Handbook for WAR.

Parents agree to following:

1. I ensure that my child attends school daily, except for reasons due to illness or other excused absence.
2. I ensure that my child arrives at school on time each day.
3. I ensure that my child completes all required homework assignments.
4. I will attend all required parent and teacher or principal conferences.
5. My child and I have received and read the Student/Parent Handbook for WAR.

UNSUPERVISED AREAS

The following are considered off limits to students during regular school activities, except when under the supervision of an instructor:

- Teachers' Lounge/Front Office
- West side of the gym
- South side of the front driveway
- Northwest corner of the campus
- The band room prior to 7:30 am

Also, please note that students may not be dropped off before 7:05 AM. Likewise, student walkers are not allowed to arrive on campus before 7:05 AM. All students are to report to the cafeteria for breakfast, quickly go to the library to get an AR book, or go to their 1st hour class upon arrival. This is also the time to take care of any personal business, such as turning in papers to the office, getting water, or using the restroom.

TRANSFERS

When a student transfers, the student must report to the office upon arrival and get a transfer sheet. The student is then responsible for taking the transfer sheet to all of his/her teachers, as well as the librarian to return outstanding library books and cafeteria personnel for any outstanding bills. While obtaining staff signatures, the student is responsible to turn in any book or related material for each class; teachers will also put the student's current grade for that nine weeks. A parent signature is required once all materials are returned and all fees have been paid. Student records are routinely released to other school officials when requested due to student transfer (Buckley Amendment, FERPA, 1974).

VISITORS

All visitors to the school must verify who they are, their purpose for being in the school, and do so through the principal's office before going into any other area of the campus and facility. Visitors will sign the Visitor's Log in the front office and receive a pass which must be worn and visible throughout the visit. Upon leaving, they must sign out in the office as well.

School officials, parents of school children, and other JDPSB officials will be welcomed in a cordial manner. Anyone appearing on a school campus who is not one of the aforementioned groups above will be required to get written permission from the Superintendent's office in order to visit the school. All visitors must have a name badge or name tag clearly visible while on campus. Visitors will not be allowed to enter the lounge to drop in on a teacher. Appointments may be made by calling the office. Upon leaving all visitors must sign out in the office.

ANONYMITY AND CONFIDENTIALITY GUARANTEE

With very few exceptions, the WAR student body contributes to and expects a peaceful learning environment. Students prefer a calm learning environment. Many of our students are willing to come forward with information that can help teachers and administrators maintain a safe and productive school. Any student who has information concerning any dangerous situation will be given complete anonymity in the sharing of such information with his/her teacher or principal.

A student who talks about harming others, or himself, or brags about his access to guns, weapons or drugs needs help. Take their words seriously. An irrational or violent student could hurt you or one of our school families. Students across the nation who have hurt others in a violent moment of irrational behavior are not usually physically imposing nor are they always outwardly threatening. Talk to a teacher, principal, or guidance counselor should you hear injurious talk from another student.

Tips to follow:

- If you decide to report an incident, do not delay. Go straight to a teacher, the guidance counselor, or the principal. Every second counts. Reporting something that was said or heard yesterday may be too late to help today.
- Don't tell anyone else that you are going to report an incident. Also, keep quiet after you report the problem.
- Be sure your safety is not at risk when you report these facts.

Your teachers and administrators are committed to silence concerning such disclosures. Information from students who refuse to put up with deviant behavior from a few misguided students continues to be the number one reason why WAR is a quiet place to learn.

PARENT CONFERENCES

State law and parish policy requires that at least two parent teacher conferences be scheduled during the first semester of each school year for students in academic need. The law also requires that a parent attend at least one of the scheduled conferences.

Parents of students are welcome to request conferences to speak with the teachers of their children. This is accomplished by calling the school and speaking with an administrator who will work to find a time agreeable to all parties. Most conferences requiring the presence of more than one teacher will be after school hours. Conferences with specific teachers may be set up during the day when the teacher has his/her conference period. Parents are welcome to visit with the administration at any time they are available.

Parent conferences may be requested by the school as necessary to promote a positive working relationship between the school and the home. This may be required to help students be more successful. Mandatory conferences will be required for students when they have accumulated eight (8) discipline referrals. Once contacted, the parent will have one week to arrange for a visit to school to meet with the administration. Together, and with the student (child), we will work to develop a plan for improved behavior. A student whose parents are not in attendance will move to the next higher level of consequence on the discipline consequence progression and receive an After School Detention (ASD).

PRIVACY ACT- FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Students and parents may review all personal records (and challenge the contents) including letters of recommendation, etc. Non-domiciliary or noncustodial parents have the above rights unless limited by court order. Students' records may be released to school officials when the student is transferring if the parents or students are notified or the sending institution has given prior notice that it routinely transfers such records. Welsh-Roanoke routinely transfers records to requesting schools. Certain public directory information (name, address, date and place of birth, degrees and awards) can be released without consent. If a parent does not want directory information released, they should inform the principal in writing.

SEARCH AND SEIZURE

The 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. The acceptance and use of locker facilities, desks, etc. 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, desks, or vehicles by authorized personnel. Any teacher, principal, administrator, or school security personnel may search the person of a student or his personal effects when, based on attendant circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, School Board policy, or a school rule. Random searches with a metal detector of a student of his personal effects and random searches of school grounds using drug detection dogs may be conducted at any time.

COMPLAINTS AND GRIEVANCES

NOTE: Any student grievance shall follow the same procedure as outlined for Board employees.

Any employee of the Jefferson Davis Parish School Board shall have the right to appeal the application of policies and administrative decisions affecting him/her. The employee shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance.

STUDENT RECOGNITION (Photos and Video) *This policy requires a signature on the Handbook Acknowledgment Page in the front of this book.*

Students are recognized throughout the school year for academic achievements, co-curricular and/or extra-curricular activities, by the school and local media, including but not limited to television, radio, video, the newspaper and internet websites. Occasionally, students may also be videotaped for professional development and other purposes and shared with other JDP school personnel only. Parents may request that students NOT participate and that information NOT be released by signing the *Permission for Student Recognition* form in the front of this handbook.

TELEPHONE

The telephone is for emergencies only. If a student is sick or injured, the parent will be contacted by the office. Students are not allowed to call parents for items forgotten at home (i.e. homework).

FOOD AND GUM POLICY

Eating food and chewing gum are not allowed in the classrooms, hallways, gym, or restrooms. Food items may be confiscated, and a referral may be issued. Gum is not allowed on campus, as it is frequently not disposed of properly. Habitual offenders will receive a referral.

LOST AND FOUND

All items found should be turned in to the office. Lost and found is located under the east stairwell. Be sure to mark your name clearly on all personal items so that they may be returned to the rightful owner.

TEXTBOOKS

Textbooks are the property of the state and must be taken care of by the student. If a book is lost or damaged, it must be purchased. At the end of the school year or upon withdrawal, students must return all textbooks or pay for their replacement.

Any student owing money will not be allowed to participate in any athletic team, club, co-curricular or extra-curricular program until all debts are cleared.

BOOK SACKS

Students are responsible for providing the supplies listed on the school supply list; students may also take advantage of stocked items WAR has to offer. Call the office for more information. A backpack or book bag (NOT rolling) will also be permitted.

SECURITY CAMERAS ON CAMPUS

Most areas (including classrooms) on this campus are covered by video and audio recording devices. Administrators will watch security camera footage from time to time and as deemed necessary. Should the administration be occupied with another investigation or incident and another issue arises, assistance may be requested for video and/or audio review. Please know that all issues that are seen in person or on security cameras are addressed by following school board policy.

HEALTH SERVICES

The school nurse will screen students for hearing and vision problems. Other screenings such as the one for scoliosis as well as the Governor's Program on Abstinence will require advance written permission from the parent. School nurses visit schools on a regular basis and are on call for emergencies. Health records are kept at school and maintained by the school nurse.

ACCIDENT & INJURY/PROCEDURES & REPORTS

All accidents resulting in major or minor injury must be reported to the office. The supervising teacher is to complete the report for his/her student and will do so in a timely manner. This report will be kept on file in the school office.

MEDICATION

As a general principle, medications are not to be given at school. Acutely ill students shall be sent home. Students convalescing from an acute illness should remain at home until the need for medication no longer exists.

Special circumstances may exist for a health problem that can be expected to be of a long duration which might require medication during school hours. When such a condition exists, the school will adhere to the following policy:

1. Medication must be brought to school by the parent or guardian. Students are **not** allowed to have any medication in their possession on the school grounds or the school bus.
2. An Administration of Medication form must be signed and completely filled out by the parent and physician requesting the medication be given at school.
3. The medication must be in a container appropriately labeled by the pharmacy or physician. The child's name, name of the medication, the doctor prescribing, the date of issuance of prescription, and dosage are all part of the labeling.
4. The above regulations cover all medication and include prescription as well as non-prescription (over the counter) medications.
5. Children who are under a doctor's care with a chronic long term condition which requires specific medication over an extended period of time shall be treated as any other student taking short term prescribed medication.
6. Parents shall make every effort to plan dosage of medications during non-school hours.
7. Failure to follow this procedure may result in expulsion if students are found to be in possession of medications. (**Important:** This also includes asthma inhalers for which no medication forms have been verified.)

RESTROOMS

Students are allowed ample time for using the restrooms during the day. However, students may abuse this privilege by loitering in the restroom. A student may receive an unexcused tardiness if they must leave (without a doctor's excuse) to use the restroom during class time. Students may use the restroom between all class periods and all students have an additional opportunity during their P.E. and lunch times. Students requiring additional restroom breaks due to medical conditions must present a letter from the attending physician verifying the student's need. This letter from the doctor for a situation such as this must be filed with the office annually.

INSURANCE

An insurance plan is offered through the school to students. The student has the option of one plan, which insures the student for the school day, or the other plan, which insures the student on a 24 hour basis. Insurance forms are sent home the first day of school and must be completed and returned by the end of the second week of school if the insurance is desired. It is preferable that the student pay by check for the parent's proof of payment. Students participating in any school athletic team must have proof of insurance.

BUS RULES AND REGULATIONS

Shuttle Buses to Welsh-Roanoke from WES

Students need to be at Welsh Elementary little gym by **7:20 am** to board their *assigned* shuttle buses to Welsh-Roanoke Junior High School. These buses will depart from WAR at 3:00 and return to WES in the afternoon. Students will sit in their assigned seats. Students will ride their assigned bus to their house at all times unless *approved written permission* is given by the administration. Without a signed note from WAR, it is very likely that you will be dropped off at your home and not the location you are telling the bus driver.

General Bus Rules

Parents should have children ready and at their designated pick up point along the route 10 minutes before their designated pick up time and 10 minutes after their designated pick up time to compensate for weather, traffic, or emergency situations that the driver may encounter while on the route.

An undisciplined school bus is a hazardous bus. Student misbehavior can lead to accidents. The driver must concentrate on the driving task at hand and cannot be expected to constantly supervise the students while the bus is in motion. Therefore, for the safe operation of the school bus, students should be aware of and obey the following safety rules as a minimum:

- **In order to ride a bus other than your own OR get off at a stop other than your own, students must have written permission from guardians and get approval from administration (or designee). This approved note is to be provided to the bus driver upon loading the bus.**
- Cooperate with the driver.
- Be on time – the bus will not wait.
- Cross the road cautiously when waiting for and leaving the bus.
- Follow the driver's instructions when loading and unloading.
- Remain quiet enough not to distract the driver.
- Be courteous, be safety-conscious, protect your riding privilege- enjoy your ride.
- Do not stand when the bus is in motion.
- Do not extend arms, heads or other objects out of windows and doors.
- Do not throw objects out of the bus windows or doors.
- Do not use the emergency door except for emergencies.
- Do not eat or drink on the bus.
- Do not damage the bus in any way.
- Do not possess the following items on the bus: tobacco, matches, lighters, obscene materials, alcohol, drugs, pets, glass objects, weapons (including knives), and objects too large to be held on your lap or placed under your seat.
- Riders should enter the bus fully dressed according to school uniform policy with shirts tucked in and belts on pants.
- Electronic devices allowed on buses and shuttle buses at the bus driver's discretion with no previous notice given (JDP administrators will have final say).

All students must follow these rules. Failure to do so can result in suspension from the bus and/or the complete loss of this privilege.

Students may be removed from the bus by an administrator for a week or up to the remainder of the school year, depending on the specific discipline issue.

CAFETERIA

The board has approved for your school to be included in this year's CEP program where all students will be eating breakfast and lunch for free. Students are expected to conduct themselves correctly and make the cafeteria a pleasant place by observing the following rules:

- Refrain from breaking/cutting in line.
- Do not run at any time.
- Do not turn around while seated; talk quietly to students seated next to you.
- Remove trays, food, and all trash after the meal is completed. Use the appropriate receptacles for each.
- Place chairs back into order after completing the meal.
- Leave the cafeteria with your teacher after completing your meal.
- Sit in assigned seat should one be assigned by an administrator.

Students may bring their own lunch to school. However, no food may be brought to a student during the day unless the student is on a special medical diet. A statement from the doctor is necessary for verification of a special diet and must be submitted yearly. No food is to be eaten in class. Students are highly encouraged to eat breakfast and lunch, even if they have their own lunches. Our ultimate goal is to provide students with nourishment that is good and good for them. There may be something that they or another student may enjoy that we are offering that day. No student is allowed to leave the school grounds. This is a closed campus.

The Jefferson Davis Parish School Board shall authorize the utilization of biometric information in the identification of students, as well as to enhance student safety and security and protect against instances of fraud throughout the school district. A student's biometric information shall be treated as any other student record in terms of access and confidentiality, and shall not be disclosed to a third party without the written consent of the student's parent or legal guardian, or the student if eighteen (18) or older, unless the disclosure is required by court order.

As of 7-29-24 breakfast and lunch will be universally free to all WAR students for this school year. As of 1-7-25 all students must go through the breakfast line, take a milk, and take a meal.

LIBRARY

The Welsh-Roanoke Junior High Library provides the resources, services, and instruction that will assist students and teachers to become effective seekers and users of information. Assertive discipline is practiced in the library. Behavior rules are established at the beginning of the school year to provide the proper atmosphere for study and reading. Students must have a library pass to enter the library, unless accompanied by a teacher. Students will be allowed a reasonable amount of time to make a selection or complete an assignment. Books are checked out for two weeks and may be renewed once. No overdue fines are charged. Students with overdue books may not check out more books until their overdue books are returned. Replacement costs (original purchase price) will be charged for lost or damaged books. If the book is found and returned in good condition, the money paid will be refunded. The library opens daily around 7:20 am and remains open except when the librarian is teaching in a classroom or is at lunch.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Comprehensive School Counseling Program at WAR promotes success for all through collaboration and continuous improvement. The data-driven program is aligned with the ASCA Model and is designed to reduce barriers to learning so all students can achieve academic success and make responsible

choices in life. All students will have equitable access to developmentally appropriate counseling curriculum in the areas of Academic, Personal/Social and Career Awareness Development. These services are vital components of the educational process, which enable students to assess their needs, recognize their abilities, and formulate strategies\ to achieve their potential. The program includes individual and group counseling, making referrals to outside agencies, educating faculty and parents, coordinating testing, maintaining records, and communicating with families. Parents, teachers, administrators, and students can initiate a referral to the school counselor. Your child will be participating in the school’s counseling program on a regular basis. In the event you have questions or concerns, contact our school counselor.

CURRICULUM

Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student’s achievement of the standards. (Bulletin 741 §2301)

GRADING SCALE

Numerical grades will be used in 6th, 7th, and 8th grade teacher grade books. The numerical grade equivalent is converted to a letter grade and recorded on the report card. A student on grade level is defined as one who has met the grade level criteria for promotion for the previous year.

Grades will be determined using the following JDPSB scale:

<u>Letter Grades</u>	<u>4.0 Scale</u>	<u>% scale</u>	<u>Grade Definition</u>
A	3.5 - 4.00	90 -100	S (Satisfactory)
B	2.5 - 3.499	80 - 89	N (Needs Improvement)
C	1.5 - 2.499	70 - 79	N (Needs Improvement)
D	0.6 - 1.499	60 - 69	N (Needs Improvement)
F	0.0 - 0.59	00 – 59	U (Unsatisfactory)

GRADING GUIDANCE (6-8TH GRADE)

- All full-year or semester courses pursued for Carnegie Credit must include a final exam.
- 1st – 4th nine weeks: a minimum of five (5) but no more than seven (7) major (summative) grades.
- Major grades will carry 80% weight of the nine-week grade. Weight will automatically be calculated in JCampus.
- **No grades shall be dropped.**
- Minor Grades - 3-5 minor grades MUST be administered (quizzes, independent class practice exercises, mini-labs, short tasks, short projects, etc.).
- Minor grades will carry 20% weight of the nine-week grade. Weight will automatically be calculated in JCampus.
- No grades shall be doubled.
- Any summative assessment with 50% of the section failing must be retaught and retested.
- 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.
- Beginning with the students in the 3rd grade during the 2022-2023 school year, students must achieve an average of a D (0.6) in ELA and Math and in either Science or Social Studies with no double F earned in the third or fourth nine weeks. This will go into effect each year adding the next grade level: 4th grade in 2023-2024 school year, 5th grade in 2024-2025, 6th grade in 2025-2026, 7th grade in 2026-2027 and 8th grade in 2027-2028.

BANNOR ROLL/HONOR ROLL.

In order for a student to be eligible for banner roll recognition, he/she must make all A’s. For honor roll recognition, no grade lower than a “B” for each subject is to be made by the student. Only students achieving honor roll or banner roll status will be recognized in the local media. End of the year awards will follow the same criteria. Summer school credit deficiencies must be earned at a school approved by the Louisiana State Department of Education, or by the equivalent agency of another state.

FRENCH PROGRAM

Jefferson Davis Parish has applied for and successfully received a waiver from the LA State Department exempting the district from the Bulletin 741 requirement that all elementary schools offer an articulated foreign language program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven through eight. Foreign language for high school credit will be offered in all Jefferson Davis Parish Schools that have academically eligible students in grade eight. Students who do not meet the academically able criteria may be allowed in the French Program at the discretion of the principal if additional teachers are not required.

French shall be offered to academically able students for 150 minutes per week. “Academically able” at WAR starts as one who has a grade point average of 3.0 or higher in all courses at the end of the previous year (using the Student Statistics Review report), has met the grade level criteria for promotion, and who achieves Advanced or Mastery on the LEAP 2025 ELA assessment their 7th grade year. We cap the French class total to 28 students per section. When reductions have to be made, those reductions will be students who did not achieve mastery/advanced in math OR science. When further reductions have to be made, those reductions will be students who did not achieve mastery/advanced in math AND science. French I credit (One Carnegie Unit) may be awarded to 8th grade students.

HIGH SCHOOL CREDIT (Carnegie Units)

ALL Carnegie Credit courses will be included in the student’s high school transcript and their course average will be included in their high school grade point average calculation.

Students in grades 6 – 8 in Jefferson Davis Parish are given the opportunity to accelerate and earn Carnegie Credits prior to entering the 9th grade in several subjects through traditional means as well as online virtual classes offered through Odyssey ware. The scope of course offerings is contingent upon each individual school’s ability to schedule and staff these courses.

Credits for high school classes (Carnegie units) may be earned at Welsh-Roanoke. While *French I* has always been an option; students will have the opportunity to earn credit for *other Carnegie unit classes that may change year to year as we add/replace others*. Students in Carnegie credit courses for the 1st, 2nd, 3rd and 4th nine week periods shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. In JCampus the Quarterly Exam grade shall be entered after the last major grade has been dropped. The QE shall not be dropped. For students in Carnegie credit

courses, the 4th nine week period shall have a minimum of 6 major grades and the student's lowest major grade shall be dropped. Quarterly Exam 4 shall count as the final exam in Non-EoC Carnegie credit courses.

Semester Courses: Students may earn Carnegie Credit ($\frac{1}{2}$ credit and/or accelerated one full credit), in selected courses. Students shall earn two (2) quality points with one quality point in the last marking period (2nd/4th) or on the QE2 or 4 (final exam). All semester courses shall have a final exam. The final grade shall be determined by the following formula: $P1 + P2 (.40) + E (.20)$.

PHYSICAL EDUCATION POLICY

Physical Education grades will be derived from the following: written test and/or demonstration of skills as determined by the PE teacher

We integrate MNRI into our PE warm-up stretches. MNRI is Masgutova Neurosensorimotor Reflex Integration. It is a research-based therapeutic method that helps people develop skills, improve everyday life, and regulate their nervous systems.

EXTRA & CO-CURRICULAR ACTIVITIES

Extra-curricular activities are provided to broaden and enhance the student's educational experience. The following activities are offered:

1. 4-H Club
2. Jr. Beta Club
3. Cheerleaders
4. Student Council
5. Youth Act Club
6. Library Club

MR. & MS. WAR AWARD

The WAR teachers will vote by secret ballot to determine who will represent WAR as Mr. and Ms. WAR. This is an 8th grade award.

The criteria to be eligible is as follows, using the "Student Statistics Review" report in jCampus for the 1-3Q:

- (1) two or fewer referrals in jCampus their 8th grade year, AND
- (2) a cumulative GPA (1-3Q), calculated once 3rd quarter grades are final, of 3.000 or higher their 8th grade year, AND
- (3) zero out-of-school suspensions in their 8th grade year.

The top 2 boys and girls will runoff if no one gets at least 50%. If there is a multi-way tie for 1st place, just those will be in the runoff. If there is a 1st place with less than 50% AND a multi-way tie for 2nd place, all 1st and 2nd place candidates will be in the runoff. There will be only one runoff. From this point on, the candidate with the most votes wins. If the "Mr/Ms" WAR becomes ineligible up to the day of the Awards Program, we will hold an emergency vote if needed. If there was a single 2nd place, they would receive the award. If there is a tie for 2nd place, all those in the "tie" group will be on the ballot. There will be only one round of voting.

ATHLETICS

To be eligible for junior high athletics, a student must pass five of seven subjects each nine weeks. Four of the five subjects passed must be major subjects (math, reading, language, science, and social studies). No student may participate if they have reached their 15th birthday before September 1 of the current school year. Students placed or promoted to the next grade are eligible provided they meet academic requirements each nine weeks and are age appropriate. Students who have earned passing grades but have been retained at the request of their parents are governed by LHSA rules. A physical exam, proof of insurance, and a signed waiver are required for athletic participation. The following activities are provided: football (seventh and eighth grade), girls' and boys' basketball, and girls' and boys' track. Being selected to join an athletic team is not a guarantee that you will participate. Continued participation in any activity is subject to individual requirements and fees established by the guidelines of the club, and are non-refundable and non-negotiable should the student fail to meet the requirements and be dismissed.

ATHLETIC UNIFORMS/EQUIPMENT

Students with outstanding school, club, and/or athletic debt and/or have not turned in all uniforms/equipment from the previous season/year may have a delay in receiving the current year's uniform/equipment needed for participation in an event. They can still practice, and in most cases, will remain on the team.

ATTENDANCE

TRUANCY COURT REFERRAL POLICY

Truancy Court will occur on a regular basis beginning September. You are hereby notified that your student may be referred to the 31st Judicial District Court of JDP if he/she exceeds 5 days unexcused absence or unexcused occurrence of being tardy with any school semester or if deemed eligible for referral by the Child Welfare Director, or if no valid excuse is given according the established criteria for extenuating circumstances as listed in the previous section. Subpoenaed appearances in court will require a \$25 court fee per family, parenting classes for adults, possible jail time for adults, enrollment of the family in FINS, Saturday Community Service for students and/or parents, surrender of a student's driver's license or learner's permit, and other court-appointed sanctions. Formal charges will be filed against non-compliant parents or students. Full details regarding Truancy Court are available upon request at the school office. *(This policy requires a separate signature.)*

ARRIVAL AND DISMISSAL TIMES/PROCEDURES

ARRIVAL: Shuttle buses should arrive at 7:25 AM from the WES Gym. Students who are dropped off by parents or who walk to school may not be on campus prior to 7:25 AM. Students are to report to the cafeteria for breakfast, to the library or to the gym. The library will be open from 7:25-7:35 AM daily. (Students with absentee notes are to report to the office immediately upon arrival for an admit.) DISMISSAL: Shuttle buses are loaded 3 minutes before the 3:00 pm dismissal bell. They are called down by the walkies and the intercom. The shuttle buses depart at the dismissal bell. The car riders and walkers come down. The car riders are directed by the duty personnel to their vehicles. The walkers leave at the dismissal bell. The only student crosswalk we have is across from the gym. It is labeled and identified appropriately, however it is without a duty person.

ABSENCES AND TARDIES

This policy requires a signature on the Handbook Acknowledgment Page in the front of this book. Students between the ages of 7-17 are required by state law to attend school daily. **No more than 16 days total may be missed in a school term.** Parents or guardians are responsible for students being at school daily. Students do not have permission to miss any portion of any period or any school day as per parish policy. However, students may be temporarily excused as per state law. Reasons for which students are temporarily excused are personal illness, serious illness in the immediate family, death in the family (attending a funeral) and recognized religious holidays of the student's own faith. Although students are allowed to make up their work when parents send written notification to the school for one of the above noted absences, the day (or portion of the day) missed is not exempt from the provisions of the compulsory

attendance laws. Students missing more than 16 days per year may be denied promotion and retained. There are extenuating circumstances that can exempt students from the provisions of the compulsory attendance laws as verified by the Supervisor of Child Attendance and Welfare and with input from the principal.

Doctor verified absences

Doctor verified recuperations

Hospital stays

Contagious diseases verified by a doctor

Natural catastrophes or disasters

Court appearances

Prior-system approved educational travel

Other extenuating circumstances as approved through a formal appeals process

All excuses, written or called in, including original doctor/dentist verification, for a student's absence must be presented to the school within five (5) days of the student's return to school to be considered for extenuating circumstances.

When students have a chronic illness or condition (Crone's, migraines, etc.), a letter stating the condition and the allowances required to accommodate said condition must be submitted on letterhead from the attending physician. In order to be considered as an extenuating circumstance. These physicians' letters must be renewed annually.

All other absences are unexcused and students may receive failing grades for any graded activity missed. Students will receive zeroes on all assessments or activities given when the student is unexcused. He or she will complete the work, but no grade higher than a 50% may be awarded. (Only one-half of the points earned can be granted to an unexcused student.)

Except as provided by law, every child in the state is required by state law to attend public or nonpublic school from the child's seventh (7th) birthday until his/her eighteenth (18th) birthday, unless the child graduates prior to his/her eighteenth (18th) birthday. Any child below the age of seven (7) who legally enrolls in school shall also be required to attend school. If a child in these age brackets was a resident of this parish when school opened and enters school late without having attended another public or nonpublic school or approved home study program during the current school session within or without the parish, a statement should be secured from the parents or guardian giving the reasons why the child has not been in school. If these reasons are not satisfactory, the matter should be referred to the Supervisor of Child Welfare and Attendance, who may find it necessary to refer it to the proper court. Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five (5) by September thirtieth of the calendar year in which the school year begins through eighteen (18) shall send the child to a public or nonpublic school, as defined by La. Rev. Stat. Ann. §17:236, unless the child's parent or legal guardian opted to defer enrollment of his/her child in kindergarten pursuant to La. Rev. Stat. Ann. §17:151.3(D) or the child graduates from high school prior to his/her eighteenth birthday. A child below the age of five (5) who legally enrolls in school shall also be subject to these provisions.

EXCEPTIONS

Certain exceptions to the compulsory attendance laws are allowed as provided by state law and included in policy *JBD, Student Absences and Excuses*. In addition, statutes provide for the following:

1. The parent, tutor, or other person responsible for the school attendance of a child between the ages of sixteen (16) and eighteen (18) who is enrolled in school may request that the student be allowed to attend an effective adult education program or a career and technical education program.
2. A child who is at least seventeen (17) years of age and who, after successfully completing a program established by the Louisiana Board of Elementary and Secondary Education, has been issued a Louisiana high school equivalency diploma in accordance with criteria established by the Louisiana Board of Supervisors of Community and Technical Colleges shall be considered exited from high school and shall not be subject to compulsory attendance laws.
3. Compulsory attendance does not apply to any child who is under the age of seventeen (17) and is attending or seeking admission to a National Guard Youth Challenge Program in Louisiana.

FAILURE TO COMPLY

Failure to abide by the compulsory school attendance laws of the state may result in a referral to *Families in Need of Services* (FINS) which is a state mandated program or to the District Court with jurisdiction.

REPORTING ABSENCES

Students who are absent will submit a signed note from their parent, guardian, or doctor stating date and reason for being absent. **This note shall be presented to the office before school on the day the student returns before the beginning of 1st hour.** An administrator shall determine if the absence is excused or unexcused. Work cannot be made up for unexcused absences. Doctors' notes will be accepted up to two weeks after an absence. Questions or concerns regarding school attendance are to be directed to the principal or to the Director of Child Welfare and Attendance for Jefferson Davis Parish Schools, at (337) 824-2003.

CHECK-OUT PROCEDURES

Under no circumstances will a student be permitted to leave school unless he/she is physically signed out by a parent, guardian or designee. When the parent arrives to check out a student, the office personnel will call the student to the office. The adult checking out the student must then sign and give the reason for the check-out on the specified form. Please be advised that students checked-out for reasons not approved by the state will be considered unexcused. Work may not be made up if their absence for class is not excused.

TARDIES

Students with five unexcused tardies per semester will be assigned detention. Any five additional tardies in a semester will result in further disciplinary action according to the consequences outlined on page 9 of this handbook. Tardies will be earned each time a student is late to class, late getting to school, or late getting admits for classes. Students with excessive tardies for being late to school and/or for early check-outs that are unexcused may be referred to truancy court. **Students will have 3 minutes between each class period.**

OTHER POLICIES RELATED TO ATTENDANCE

Students must be in attendance ½ day or more to participate in athletic events or extra-curricular activities. Any deviations from this policy due to extraordinary circumstances must be cleared with the administration prior to the event for which the student is to participate.

TYPES OF ABSENCES

The days absent for elementary and secondary school students shall include *non-exempted excused absences*, *exempted excused absences*, *unexcused absences*, and *suspensions*.

1. *Non-exempted excused absences* are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
2. *Exempted excused absences* are absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
3. *Unexcused absences* are any absences not meeting the requirements set forth in the excused absences and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in the student's own home or for their own parents or tutors) unless it is a part of an approved instructional program. Students shall be given failing grades for those days missed and shall not be given an opportunity to make up work.
4. *Suspensions* are non-exempt absences for which a student is allowed to make up his/her work and is eligible for consideration for credit, which will be 100% of the original possible points, provided it is completed satisfactorily and in a timely manner. The absence shall be considered when determining whether or not a student may or may not be promoted, but shall not be considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

EXTENUATING CIRCUMSTANCES

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

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.
2. Extended hospital stay in which a student is absent as verified by a physician or dentist.
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state.
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.
5. Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly, disease, as ordered by state or local health officials.
6. Observance of special and recognized holidays of the student's own faith.
7. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.
8. Absences as verified by the principal or his/her designee as stated below:
 1. Prior school system-approved travel for education;
 2. Death in the immediate family (not to exceed one week); or,
 3. Natural catastrophe and/or disaster.
9. Expectant and parenting high school students shall be granted excused absences as delineated in policy *JQE, Expectant and Parenting Students*.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the school system.

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

SCHOOL-APPROVED ACTIVITIES

Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

CHILD PERFORMERS

Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions.

WRITTEN EXCUSES

For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor's, dentist's, or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical verification of extended personal illness, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused and the student not allowed to make up work missed.

REPORTING ABSENCES

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

APPEAL OF ABSENCES

When a student exceeds the maximum number of absences allowed, including excused and unexcused absences, the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a decision shall be made and communicated to the parents or legal guardian by letter.

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

Tardiness

A student shall be considered tardy to class if the student is not in the classroom when the bell to begin class ceases. A student shall be considered tardy to school if the student is not in his/her homeroom/first period class when the bell to begin homeroom/class ceases. Tardy shall also mean leaving or checking out of school unexcused prior to the regularly scheduled dismissal. Habitual tardiness on the part of students shall not be tolerated.

Students who exhibit habitual tardiness shall be subject to disciplinary action, appropriate under the circumstances. Parents of students who continue to be tardy shall be notified for a conference with the principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.

Make-up Work

Students who miss four (4) or more consecutive days of school will be allowed up to ten (10) school days, from the date of return, to make up assignments. Students who miss less than four (4) consecutive school days must make up assignments missed within three (3) school days. It is the responsibility of the student to make arrangements with the teacher to make up for missed work. If the student misses only the day of the assigned test, upon returning he or she must take the test. If a student has ten (10) or more consecutive days of excused absences, his or her make-up work procedures are to be handled at the discretion of the principal. Our current system allows for teachers to "pull" students out of PE and some enrichments for makeup work using an online live document.

DRESS CODE-Will follow parish policy

As per the JDPSB (Policy File: JCDA) students will conform to the acceptable standards of appearance and dress as established by each school.

Students are expected to maintain 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. The school will deal with this responsibility when the student or parents fail to recognize this need. Home room teachers will monitor the dress code. After 5 dress code infractions a note will be entered into the computer for willful disobedience. **The principal or assistant principal shall be the authority in determining the inappropriateness of any feature of clothing or grooming.** The administration is concerned about dress and grooming primarily from the standpoint of the educational process. Students shall dress in a manner which is not disruptive to this process and shall observe basic rules of hygiene and safety. The prime responsibility for good grooming remains with the students and parents.

23-24 Update: WAR students will be able to wear this year's or previous year's WAR/WES spirit shirt any day of the week. On Fridays students may wear Any WHS/WAR/WES athletic or club shirt. WAR students who received a blue "LEAP Achiever" shirt in the 21-22 year can wear those shirts on Fridays. Any clothing with a political message, as deemed by the administration, is prohibited, even on free dress days.

UNIFORMS

Students in Jefferson Davis Parish (Pre-K - 12) shall be required to wear uniforms to school. Religious clothing must be approved by the Superintendent. Parents/guardians shall be responsible for purchasing uniforms. As approved by the Jefferson Davis Parish School Board on June 21, 2018, the following student dress code will apply to all Jefferson Davis Parish Schools:

Pre-K - 12 Boys Dress Code:

Shirts- Hunter green, white, or navy shirt (oxford, knit, or broadcloth); Polo/golf or oxford style; Short or long sleeves, with collar, no exposed labels or logos; Shirts must be tucked

Pants/Shorts - Uniform khaki or navy blue pants or shorts (no exposed labels or logos); Pleats optional, cuffed or hemmed; No outside pockets (sewed on) or rivets; Shorts must be fingertip length or longer

Pre-K - 12 Girls Dress Code:

Shirts - Hunter green, white, or navy shirt (oxford, knit, or broadcloth); Polo/golf or oxford style; Short or long sleeves, with collar, no exposed labels or logos; Shirts must be tucked

Pants/Short/Skorts/Jumpers - Uniform khaki or navy blue pants, capris, or shorts (no exposed labels or logos); Pleats optional, cuffed or hemmed; No outside pockets (sewed on) or rivets; Approved Plaid #44, uniform khaki or navy blue skirts, skorts, jumpers-with blouse or shorts; Shorts/skorts/skirts must be fingertip length or longer

Dress Code Expectations:

1. Administrators shall have the option to choose a uniform polo shirt in one of the school colors per community.
2. At the discretion of the principal, school-approved spirit shirts worn with the remainder of the approved uniform are allowed in conjunction with the *School-Wide Positive Behavior Support Program* (SWPBIS), picture day(s), school spirit days, celebration days, etc.
3. Socks ,stockings, or leggings for girls must be solid colors of white, khaki, hunter green, black, grey, or navy blue. Girls may wear leggings under their dress, skorts, skirt, or shorts of the appropriate length (fingertip or longer).
4. Footwear - Slippers, sandals, Crocs, or flip-flops are not acceptable. Shoes must have enclosed backs.
5. All students must wear plain belts of solid leather or fabric (brown, black, hunter green, khaki, grey, or navy blue) if pants have loops. No decorations are allowed on belts. Buckles must be plain.
6. No over-sized clothing will be allowed. Pants must fit at the waist. No "low riders." Drawstring pants, cargo pants, carpenter pants, joggers, and sweat pants are prohibited. Shirts will be tucked in properly. No outside rivets or sewed-on pockets are allowed.
7. Undershirts/turtlenecks must be a solid color of white, khaki, hunter green, black, grey, or navy blue with no monograms, no name-brands, and no logos. Undershirts/turtlenecks do not take the place of the uniform shirt.
8. 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. No hoodies or pullovers are allowed.
9. 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 (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 principal.
10. Hoods, caps, or hats may not be worn inside buildings.
11. Only 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 shall be allowed to wear chains or necklaces provided the necklace is underneath the uniform shirt.

12. 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.

13. Male students may wear neatly trimmed mustaches, and sideburns can extend to the lobe of the ears. Beards are not allowed.

14. Maternity clothing is allowed and must be approved by the principal.

15. Obscene, disturbing, or inappropriate tattoos must be covered.

Dress Code Violations:

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

La. Rev. Stat. Ann. §14:95.9, includes permitting a student to wear, carry, or possess a backpack on school property or a school bus that has bullet-resistant metal or other material intended to provide protection from weapons or bodily injury. **Revised: June, 2018**

NOTE: The administration has the final word regarding any dress code issues not aforementioned in this section.

BEHAVIORAL EXPECTATIONS OF STUDENTS

WAR Student Expectations by Setting Matrix					
Locations	Cafeteria & Annex	Recess	Restrooms	Halls & Locker Room	Gym & Assemblies
Expectations	• Use a calm voice • Mind your manners • Honor the lunch line	• Use an appropriate voice • Mind your manners • Keep the campus clean	• Use a calm voice • Consider other's space • Keep the restroom clean	• Use a calm voice • Walk briskly to your class • Consider other's space	• Use a calm voice when appropriate • Mind your manners • Applaud appropriately

SWPBIS: A School-Wide Positive Behavior Intervention System is in effect at Welsh-Roanoke with three expectations. (A complete copy of this **SWPBIS** plan can be reviewed at the school upon request. For students that show evidence, either through data-based or observational, any staff member can (and should in most cases) fill out a Request for Assistance to place that student on the radar of the PBIS team. A BOY and MOY lesson will be taught to all students. **TFI References: 1.4 1.6 1.8**

WAR SWPBIS Expectations 1.3

Maximize:

Wellness

Academics

Respect

These WAR expectations are practiced throughout our campus: in the classrooms, hallways, bathrooms, and gym, as well as on the sidewalks, recess grounds, and school buses.

Caution/Stop Cards –

1) If student exhibits behaviors not conforming to the WAR expectations, teacher will place a yellow card on students' desk, which means the student needs to stop and think about their behavior and the consequences that could follow if the behavior continues.

2) If behavior continues the teacher will flip the Yellow Card to Red, this indicates that the student will receive a discipline referral in the system for their behavior.

3) When class has ended the student will bring the card to the teacher. At this time the teacher will explain to the student what their inappropriate behavior was and what led to them receiving the infraction. (This does not mean the student can discuss or try to convince the teacher to reconsider their decision.)

If a student is referred to the office, it will be noted as Referred to Office on the LDOE Student Behavior Report form. When a student fails to follow the established expectations and breaks a rule, he/she is subject to the following discipline plan:

Student Code of Conduct

ASD - After School Detention

OSS – Out of School Suspension

ASD will be held by administration on Tuesdays and Thursdays. An administrator will contact parents to schedule each ASD and can only be rescheduled at administration's discretion. Failure to serve any assigned consequence may result in OSS.

Parents will automatically be notified of any major referrals through the online Parent Command Center at the following web address, <http://63.69.165.10/jpweb>, as well as on the nine weeks report cards. At the onset of school you will be sent the forms to set up access to the Parent Command Center so that you may receive real-time, computer access to your child's school records. Your previous login and password are all that is needed.

JCampus will track the number of notes a student has received from all his/her teachers. Each time a student has received four notes, the office will receive automatic notification. At this time administrative action will be taken. Generally, the number of notes will determine the action taken, however administration shall use their discretion in all disciplinary decisions. **Be advised that the notes will NOT start over at the end of the semester.**

For a MAJOR infraction of school rules, a student shall be referred to the office immediately. MAJOR infractions shall include but are not limited to, profanity, fighting, gross disrespect toward a teacher, harassment, cell phone violations. When a behavior is such that an appropriate consequence is beyond the scope of the teacher, the student shall be referred to the office.

NOTE: As per JDP policy Students shall be recommended for a discipline hearing upon the fourth (4th) suspension, or sooner depending on the behavior(s).

The progression for the note system will be as follows:

Student Code of Conduct Progression

4 Referrals – ASD	8 Referrals – 2 ASDs
12 Referrals – OSS	16 Referrals – ASD
20 Referrals- 2 ASDs	24 Referrals – OSS
28 Referrals - ASD	32 Referrals - 2 ASDs
36 Referrals - OSS	40 Discipline Hearing

In addition to the guidelines above, flagrant or blatant acts of misbehavior will be considered exceptions to the note policy as determined by the administration and will constitute a *major* infraction. These exceptions may lead to suspension and or recommendation of a discipline hearing upon the first occurrence. These include but are not limited to the following:

1. Willful disobedience
2. Disrespect toward a teacher, principal, superintendent, and other employees of the local school board.
3. Using profane language
4. Habitually disturbing the school and violating any rules.
5. Destroying and/or defacing school property, including graffiti.
6. Carrying firearms, knives, or any implement which can be used as a weapon.
7. Throwing missiles or projectiles
8. Participating in, encouraging, filming, or instigating a fight at school or any school function.
9. Leaving school, class, or the school grounds without permission
10. Being habitually tardy or absent.
11. Being in possession, use or knowledge of alcohol, tobacco, electronic cigarettes or similar devices, weapons or anything related.

Please be assured that all circumstances surrounding a student's misbehavior will be investigated and considered before a teacher or administrator considers taking a disciplinary action. Also, every child will be afforded due process and allowed "to communicate their intent and to explain their actions."

During **ASD**, students may be assigned written work, a reflection activity, AR reading assignment, etc.

ASD expectations:

Take care of bathroom needs before ASD.
Complete any assignment(s) given by administration.
Remain seated in the assigned chair/desk.
Refrain from talking, noise-making, or engaging with any other student assigned in ASD.
Stay engaged in assignment(s) the duration of ASD.

Out of school suspension (OSS) the principal will make every reasonable effort to investigate all aspects of a discipline problem. If the principal finds the offense is of the nature that demands suspension, the student will be suspended. Prior to any suspension, the school principal shall advise the pupil in question of the particular misconduct of which he/she is accused as well as the basis for such accusation. The pupil shall be given an opportunity at that time to explain his/her version of the facts to the principal or his designee. Upon the third suspension, the SBLC will be convened for Special Education students to determine if said student's actions were a part of that student's disability. The principal shall make every effort to contact the student's parents or guardians and/or notify them in writing of the suspension. If necessary, he/she will be removed from the school population and kept under supervision until the close of the school day or the arrival of the parent or guardian. If the parent or principal so requests, the student may be granted an early dismissal (extenuating circumstances) from school to return to his home. In those situations where administration deems it possible, the student may be allowed to finish out the day and/or use bus transportation. In the event a student may cause a disruption of the orderly operation of the school, he may be removed from the school premises immediately and placed in the custody of his parents or next-of-kin. The principal may mail a report of the suspension to the parent or guardian, preferably on the day of the suspension, if possible, but no later than the following day of school. In addition, a copy shall be kept in the student's file in the office.

It is the student's responsibility to make arrangements to make up work with the teacher on the day of his/her return to school, regardless of the reason they were absent. Students who make no attempt to make up this work will likely receive zeroes.

If the parent or guardian of the suspended student wishes to contest the suspension, the parent or guardian, within five school days after the receipt of written notification of the suspension, may submit a written or personal request to the Superintendent or his designee who shall schedule a hearing at his earliest convenience, to be held in accordance with the procedure described within the context of the long term suspension procedure. A student who has been suspended is not allowed to attend any school activities or to be on school property until 8:00 am of the day of his reinstatement.

Re-admission of a Student (on either short-term or long-term suspension)

Upon the student's return to school, if the results of a prior conference have not been successful, the principal may schedule another conference to be attended by appropriate school personnel and by the student's parent or guardian. If in the judgment of the principal, the response of the parent or guardian is deemed necessary and the parent, guardian, or other family member fails or refuses to respond, the principal may recommend a long-term suspension to the

superintendent. When deemed necessary for reinstatement by the administration, a parent or guardian must accompany a student who is returning to school after a suspension.

Expulsion/Discipline Hearing

STATE LAW PROVIDES THAT A STUDENT MAY BE RECOMMENDED FOR EXPULSION/DISCIPLINE HEARING AT ANY TIME FOR ANY SERIOUS VIOLATION OF SCHOOL REGULATIONS.

The JDSB shall authorize the Superintendent to expel a pupil from school if an offense committed by the pupil is serious enough to warrant such action or is in violation of state law. Upon the recommendation for a discipline hearing of a pupil by the principal, the Superintendent or designee shall conduct a hearing to determine whether a discipline hearing or other disciplinary action shall be taken. At the hearing, the principal and/or teacher concerned may be represented by any person appointed by the Superintendent and the concerned teacher shall be permitted to attend and present any relevant information. Until the hearing, the pupil shall remain suspended. At the conclusion of the hearing, the Superintendent or designee shall determine whether expulsion or other corrective action is necessary. School officials, in accordance with statutory provisions, shall have total discretion and shall exercise such discretion in imposing on a pupil any disciplinary actions authorized by state law for possession by a pupil of a firearm or knife on school property when such firearm or knife is stored in a motor vehicle and there is evidence of the pupil's intent to use the firearm or knife in a criminal manner. All details of the process are outlined at the hearing.

DUE PROCESS IN THE DISCIPLINARY PROCESS

Every student shall be afforded due process in the disciplinary process. Procedural due process is essentially based on the concept of "fundamental fairness". It includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has been written up and the disciplinary process begins the following shall occur:

1. The student shall be told what he/she is accused of and by whom (faculty member).
2. The student shall be given an opportunity to tell his/her version of the facts.
3. Students shall be allowed to provide any witnesses to the event.
4. The student shall be informed of the administrator's action on the infraction (consequence.)
5. Parents shall be notified by personal phone call at the numbers provided, electronic communication, or by mail if the disposition is one of the following: Before or After School Detention, In-School Suspension, Out-of-School Suspension or Recommended Discipline Hearing.
6. Parents shall not be present during the principal's investigation or interviewing of the student.

SUSPENSION AND EXPULSION APPEALS PROCESS

Out-of-School Suspension Appeals

Any parent, or legal guardian of a student suspended shall have the right to appeal to the Superintendent or his/her designee, who shall conduct a hearing on the merits. If the parent or legal guardian is not present for the hearing after having been properly notified, the hearing may proceed and the results of the hearing shall be mailed to the parent or legal guardian within three (3) school days by certified mail, return receipt requested. The decision of the Superintendent on the merits of the case, as well as the term of the out-of-school suspension, shall be final, reserving to the Superintendent the right to remit any portion of the time of out-of-school suspension.

Notwithstanding the foregoing, the parent or legal guardian of a student who has been recommended for expulsion but suspended instead following a hearing conducted by the Superintendent or his/her designee shall have the right to request review by the School Board of the findings of the Superintendent or designee at a time set by the School Board. Such request shall be made within five (5) days after the decision is rendered, or the decision of the Superintendent or designee shall be final. The School Board may affirm, modify, or reverse the action previously taken.

Expulsion Appeals

The parent or legal guardian of the student who has been recommended for expulsion in accordance with state law may, within five (5) days after the decision to expel has been rendered, submit a request to the School Board to review the findings of the Superintendent or designee at a time set by the School Board; otherwise the decision of the Superintendent shall be final. If requested, as herein provided, and after reviewing the findings of the Superintendent or his/her designee, the School Board may affirm, modify, or reverse the action previously taken. The parent or legal guardian of the student shall have such right of review even if the recommendation is reduced to a suspension.

The parent or legal guardian of the student who has been recommended for expulsion in accordance with state law may, within ten (10) school days, appeal to the district court for the parish in which the student's school is located, an adverse ruling of the School Board in upholding the action of the Superintendent or his/her designee. The court may reverse or revise the ruling of the School Board upon a finding that the ruling of the School Board was based on an absence of any relevant evidence in support thereof. The parent or legal guardian of the student shall have such right to appeal to the district court even if the recommendation for expulsion is reduced to a suspension.

Behavior Policy Definitions

Assault: the unprovoked physical attack on one person by another, can include acts that may not produce overt physical attacks

Bullying: the act of using targeted and repeated force or coercion to intimidate, exclude, or otherwise create an environment of fear for another student; including but not limited to abusive acts or abusive language

Cheating: the act of giving, receiving, or utilizing unapproved means of locating answers and completing assignments, tasks, tests, or other assessments

Cyber-bullying: targeted and repeated harassment, intimidation, or bullying of a student on school property by another student using a computer, mobile phone, or other interactive or digital technology or harassment, intimidation, or bullying of a student while off school property by another student using any such means when the action or actions are intended to have an effect on the student when the student is on school property.

Discipline: the persuading of people that it is to their benefit to keep the rules

Fighting: two or more people involved in the exchange of blows and assault is not determined

Harassment: to annoy persistently or to create an unpleasant or hostile situation by uninvited and unwelcome verbal or physical conduct

Instigate: to incite or to provoke a situation by stirring up or urging on an inappropriate action; to initiate or stir to anger, instigation may be before or after the fight or from videoing and sharing the fight either verbally, in writing, or online

Intimidation: the use of demanding or threatening language or behaviors used to frighten someone into submission

Profanity and/or Obscenity: Profanity or obscenity in any form is prohibited. Spoken, written, drawn, or gestured communication that communicates an immoral or vulgar meaning as determined by the administration will be considered profane or obscene.

Responsibility: the ability to look at one's behavior, evaluate it, and make a plan to do better.

Self-Defense: the right of an individual to respond to force with force, only so long as it is necessary to protect oneself. When the danger is past, resorting to violence is no longer sanctioned. The school only recognizes self-protection, not retaliation. Since the school always has a responsible adult on duty whenever the students are under the supervision of the school, the school believes the opportunity (need) for a student to protect himself/herself will be for all practical purposes non-existent.

Self-discipline: is the ability to make a plan and carry it out, especially as it relates to appropriate behaviors

Sexual harassment: uninvited and unwelcome verbal or physical behavior of a sexual nature; it is the victim's perception that is the indicator of harassment and not the perpetrator's intent

Theft: the taking of property without the permission of the owner

Cheating Policy

If a student is caught cheating (talking during an exam, has a cheat sheet, is copying from another student, or is giving answers to another student or participates in any other form of cheating) the penalties are as follows:

First Offense : The teacher will contact the parent and refer the student to the office; the student will receive a "0" zero on the material upon which he/she cheated. **Second Offense :** The teacher will refer the student to the office and the student will be given an ATS; the student will receive a "0" zero on the material upon which he/she cheated.

Third Offense : The teacher will refer the student to the office and the student will receive an ATS and a "0" zero on the material upon which he/she cheated.

Fourth Offense : The teacher will refer the student to the office and the student will be suspended for one day; the student will receive a "0" zero on the material upon which he/she cheated.

Fifth Offense : The teacher will refer the student to the office and the student will be suspended and recommended for a discipline hearing; the student will receive a "0" zero on the material upon which he/she cheated.

Bullying and Hazing Policy

The Jefferson Davis Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student is subject to bullying, hazing, or similar behavior while in school or participating in school-related activities. Students and their parents or legal guardians shall be notified that the school, school bus, and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior made on campus, at school-sponsored activities, or events, on school buses, at school bus stops, and on the way to and from school shall not be tolerated. Even if made in a joking manner, these statements or actions of bullying, hazing, or similar behavior towards other students or school personnel 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

Bullying shall mean:

1. A pattern of any one or more of the following:
 1. Gestures, including but not limited to obscene gestures and making faces.
 2. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. *Electronic communication* includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
 3. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 4. Repeatedly and purposefully shunning or excluding from activities.
2. Where the pattern of behavior as enumerated above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, at any designated school bus stop, in any other school bus or any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.
3. The pattern of behavior as provided above shall have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or shall be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Each elementary and secondary school shall institute a program to prohibit and prevent bullying. The program shall:

1. Define bullying as provided above.
2. Ensure each student, each student's parent or legal guardian, and each school administrator, teacher, counselor, bus operator, school employee, and volunteer is aware of his/her duties and responsibilities relative to preventing and stopping bullying.
3. Provide for a process for reporting and investigating alleged incidents of bullying.
4. Provide for appropriate discipline of a student found guilty of bullying.
5. Provide appropriate remedies for a student found to have been bullied.
6. Provide for procedures for investigating and reporting each school administrator, teacher, counselor, bus operator, and school employee for failure to act as provided.

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 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, of the hazing victim shall not be a defense in determining disciplinary action.

NOTICE TO STUDENTS AND PARENTS

The School Board shall inform each student, orally and in writing, at the required orientation conducted at the beginning of each school year, of the prohibition against bullying, hazing, or similar behavior of a student by another student; the nature and consequences of such actions; including the potential

criminal consequences and loss of driver's license, and the proper process and procedure for reporting any incidents involving such prohibited actions. A copy of the written notice shall also be delivered to each student's parent or legal guardian.

REPORTING

The principal or his/her designee shall be authorized to receive complaints alleging violation of this policy. All employees, parents, volunteers, or any other school personnel shall report alleged violations to the principal or his/her designee. Any written or oral report of an act of bullying, hazing, or similar behavior shall be considered an official means of reporting such act(s). Complaints, reports, and investigative reports of bullying, hazing, or similar behavior shall remain *confidential*, with limited exception of state or federal law.

The reporting of incidents of bullying, hazing, or similar behavior shall be made on the *Bullying Report* form, which shall include an *affirmation of truth*. Any bullying, hazing, or similar behavior report submitted, regardless of recipient, shall use this form, but additional information may be provided. The form shall be available on the website of each public elementary and secondary school.

Students and Parents

Any student who believes that he/she has been, or is currently, the victim of bullying, hazing, or similar behavior, or any student, or any parent or legal guardian, who witnesses bullying, hazing, or similar behavior or has good reason to believe bullying, hazing, or similar behavior is taking place, may report the situation to a school official, who in turn shall report the situation to the principal or his/her designee. A student, or parent or legal guardian, may also report concerns regarding bullying, hazing, or similar behavior to a teacher, counselor, other school employee, or to any chaperone supervising a school function or activity. Any report shall remain *confidential*.

School Personnel

Any school employee, whether full- or part-time, and any chaperone supervising a school function or activity, who witnesses or learns of bullying, hazing, or similar behavior, immediately shall report the incident to the principal or his/her designee. Verbal reports shall be submitted by the employee or chaperone on the same day as the employee or chaperone witnessed or otherwise learned of the incident, and a written report shall be filed no later than two (2) days thereafter.

All other members of the school community, including students, parents or legal guardians, volunteers, and visitors shall be encouraged to report any act that may be a violation of this policy to the principal or his/her designee.

False Reports

Intentionally making false reports about bullying, hazing, or similar behavior to school officials shall be prohibited conduct and shall result in appropriate disciplinary measures as determined by the School Board.

INVESTIGATION PROCEDURE

Investigations of any reports of bullying, hazing, or similar behavior of a student shall be in accordance with the following:

1. Timing

The school shall begin an investigation of any complaint that is properly reported and that alleges the prohibited conduct the next business or school day after the report is received by the principal or his/her designee. The investigation shall be completed as expeditiously as possible, but not later than ten (10) school days after the date the written report of the incident is submitted to the principal or his/her designee. If additional information is received after the end of the ten-day period, the school principal or his/her designee shall amend all documents and reports required to reflect such information.

2. Scope of Investigation

An investigation shall include documented interviews of the reporter, the alleged victim, the alleged bully or offender, and any witnesses, and shall include obtaining oral, visual or written evidence, including, but not limited to statements, writings, recordings, electronic messages, and photographs. Interviews shall be conducted privately, separately, and confidentially. Unless necessary for the purpose of the investigation, the alleged offender and alleged victim shall not be interviewed together.

The principal or his/her designee shall collect and evaluate all facts using the *Bullying Investigation* form.

3. Parental Notification

Upon receiving a report of bullying, hazing, or similar behavior, the school shall notify the parent or legal guardian of each involved student no later than the following business or school day. Delivery of notice to the parents or legal guardians by an involved student shall not constitute the required parental notice.

Before any student under the age of eighteen (18) is interviewed, his/her parent or legal guardian shall be notified by the principal or his/her designee of the allegations made and shall have the opportunity to attend any interviews with their child conducted as part of the investigation.

All meetings with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged perpetrator shall be in compliance with the following:

1. Separate meetings shall be held with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged perpetrator.
2. Parents or legal guardians of the alleged victim and of the alleged perpetrator shall be informed of the potential consequences, penalties, and counseling options.

In any case where a teacher, principal, or other school employee is authorized to require the parent or legal guardian of a student who is under the age of eighteen (18) and not judicially emancipated or emancipated by marriage to attend a conference or meeting regarding the student's behavior and, after notice, the parent, or legal guardian willfully refuses to attend, the principal or his/her designee shall file a complaint, pursuant to Louisiana Children's Code, Article 730 or Article 731, with a court exercising juvenile jurisdiction. The principal may also file a complaint on the grounds the student is a truant or has willfully and repeatedly violated school rules, or any other applicable ground when, in his/her judgment, doing so is in the best interests of the student.

4. Documentation

At the conclusion of an investigation of bullying, hazing, or similar behavior, and after meeting with the parents or legal guardians of each involved student, the principal or his/her designee or School Board shall:

1. Prepare a written report containing the findings of the investigation, including input from the involved students' parents or legal guardians, and the decision by the principal or his/her designee or school system official. The document shall be placed in the school records of each involved student.
2. Promptly notify the reporter/complainant of the findings of the investigation and whether remedial action has been taken, if such release of information does not violate the law.
3. Keep reports/complaints and investigative reports confidential, except where disclosure is required to be made by applicable federal laws, rules, or regulations or by state law.
4. Maintain reports/complaints and investigative reports for three (3) years.
5. As applicable, provide a copy of any reports and investigative documents to the School Board for disciplinary measures, or to the Louisiana Department of Education, as necessary.

6. As applicable, provide a copy of any reports and investigative documents to the appropriate law enforcement officials. During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the alleged victim, students, teachers, administrators or other school personnel pending completion of the investigation.

Handling Evidence

Whenever an employee/administrator receives notice of a bullying or hazing, or similar behavior, any physical evidence of the act/communication shall be secured in the building administrator's office with as little physical contact as possible. If the act/communication is in the form of graffiti, the area shall be sealed off by the building administrator. Photographs shall be taken as soon as possible. Student/public exposure shall be as minimal as possible. Graffiti shall not be removed until law enforcement has properly examined the area.

APPEAL

If the school principal or his/her designee does not take timely and effective action in any bullying incident, the student, parent or legal guardian, or school employee may report, in writing, the incident to the School Board. The School Board shall begin an investigation of any properly reported complaint that alleges prohibited conduct the next business day during which school is in session after the report is received by the School Board.

If the School Board does not take timely and effective action, the student, parent or legal guardian, or other school employee may report any bullying incident to the Louisiana Department of Education.

DISCIPLINARY ACTION

Once a report has been received at a school, and a school principal or his/her designee has determined that an act of bullying, hazing, or similar behavior has occurred, and after having met with the parent or legal guardian of the student involved, the principal or his/her designee, or applicable school official shall take prompt and appropriate disciplinary action against the student, and report criminal conduct to law enforcement. Counseling and/or other interventions may also be recommended.

Students may be disciplined for off-campus bullying, hazing, or similar behavior the same as if the improper conduct occurred on campus, if the actions of the offender substantially interfere with the education opportunities or educational programs of the student victim and/or adversely affects the ability of the student victim to participate in or benefit from the school's education programs or activities.

PARENTAL RELIEF

If a parent, legal guardian, teacher, or other school official has made four (4) or more reports of separate instances of bullying, and no investigation pursuant to state law or this policy has occurred, the parent or legal guardian of the alleged victim may request that the student be transferred to another school operated by the School Board.

Such a request shall be filed with the Superintendent. Upon receipt of the request to transfer the student to another school, the School Board shall make a seat available at another school under its jurisdiction within ten (10) school days of the parent or legal guardian's request for a transfer. If the School Board has no other school under its jurisdiction serving the grade level of the alleged victim, within fifteen (15) school days of receiving the request, the Superintendent shall:

1. Inform the student and his/her parent or legal guardian and facilitate the student's enrollment in a statewide virtual school.
2. Offer the student a placement in a full-time virtual program or virtual school under the School Board's jurisdiction.
3. Enter into a memorandum of understanding with the Superintendent or director of another governing authority to secure a placement and provide for the transfer of the student to a school serving the grade level of the student, in accordance with statutory provisions.

If no seat or other placement is made available within thirty (30) calendar days of the receipt of the request by the Superintendent, the parent or legal guardian may request a hearing with the School Board, which shall be public or private at the option of the parent or legal guardian. The School Board shall grant the hearing at the next scheduled meeting or within sixty (60) calendar days, whichever is sooner.

At the end of any school year, the parent or legal guardian may make a request to the School Board to transfer the student back to the original school. The School Board shall make a seat available at the original school that the student attended. No other schools shall qualify for transfer under this provision.

FAILURE TO ACT

Any teacher, counselor, bus operator, administrator, or other school employee, whether full- or part-time, who witnesses bullying or who receives a report of bullying from an alleged victim, and who fails to report the incident to a school official shall be investigated by the School Board. Upon finding a reasonable expectation that the individual failed to act, the School Board shall suspend the individual without pay. The length of the suspension shall be determined by the School Board based on the severity of the bullying inflicted on the victim. The School Board shall report each finding of a failure to report and the length of suspension issued to each employee who failed to report to the State Department of Education.

Any school administrator or official who fails to notify a parent or legal guardian of a report of bullying, timely investigate a report of bullying, take prompt and appropriate disciplinary action against a student that was determined to have engaged in bullying, or report criminal conduct to the appropriate law enforcement official shall be investigated by the School Board. Upon finding a reasonable expectation that the individual failed to act, the School Board shall suspend the individual without pay. The length of the suspension shall be determined by the School Board based on the severity of the bullying inflicted on the victim. The School Board shall report each finding of a failure to report bullying and the length of suspension issued to the employee who failed to report to the State Department of Education. The report shall be submitted by August first annually.

TRAINING

The School Board shall provide a minimum of four (4) hours of training for all new employees who have contact with students and two (2) hours of training each subsequent year for all school employees who have contact with students, including bus operators, with respect to bullying, in accordance with state statutory provisions.

RETALIATION

Retaliation against any person who reports bullying, hazing, or similar behavior in good faith, who is thought to have reported such conduct, who files a complaint, or who otherwise participates in an investigation or inquiry concerning allegations of bullying, hazing, or similar behavior is prohibited conduct and subject to disciplinary action.

CHILD ABUSE

The provisions of this policy shall not be interpreted to conflict with or supersede the provisions requiring mandatory reporting pursuant to Louisiana Children's Code, Art. 609 and as enforced through La. Rev. Stat. Ann. §14:403.

HARASSMENT

Harassment of any kind- sexual, physical, verbal, or emotional- will not be permitted at this school. When an incident occurs, students are first counseled and parents notified. If the behavior continues, more stringent disciplinary actions will be taken where the consequence progression is enforced. Extreme cases, even initial occurrences, may result in suspension or an immediate disciplinary hearing.

LUNCH

Students will report to their 4th hour classes. Students should follow the directions of their 4th hour teachers on where to go for lunch. Classes will be dismissed to lunch by walkie talkie to help control the line length in the hall. As soon as the student is finished, they dump their tray and proceed outside for

recess. Students that bring their lunch must eat in the cafeteria. Students can bring “commercial” food to school, but they are not legally allowed to bring in food in the commercial packaging (McDonald's/Raising Canes/etc). Students must bring their food to school. Students cannot have food dropped off to them without principal permission. Students who are not eating may go straight outside to recess (but we STRONGLY encourage students to bring something healthy to eat or eat in the cafeteria). No food is allowed to be eaten outside. On days of inclement weather, lunch recess will be either with their 4th hour teacher in their classroom or we will remain in the cafeteria.

LUNCH RECESS

We want students to enjoy their lunch recess. They will quickly self organize and find something they enjoy doing. Some visit under the shade of the trees, while some play group sports. For those that are playing competitive group activities at recess such as football, kickball, chase, ect, we want them to feel comfortable playing hard and as competitive as they want, but playing safe, fair, and respectful is equally expected. Throwing or pushing students to the ground, cheating, or other types of rough/unsafe activity will earn students a long conversation with an admin during recess. If repeated reminders are required we will address that as a discipline issue. Students are not allowed to go to their backpack or walk the halls during lunch recess. Students will be signaled to go in from recess by 4 chirps from an admin's whistle.

DANGEROUS WEAPONS/KNIVES

Students, staff, or visitors may not possess (on his person, in his locker, or in a vehicle) a firearm or dangerous weapon/substance on school property or within 1,000 feet of school property or while on a school bus or at a school activity. These are firearm-free zones. A dangerous substance is any gas, liquid or other substance or instrument that in the manner used is likely to produce death or great harm.

Students who possess a firearm, weapon, or dangerous substance will be suspended and recommended for a discipline hearing. After seizing a firearm/dangerous weapon, the principal or his/her designee will report the confiscation to law enforcement.

KNIVES: Students are prohibited from carrying or possessing knives on school property or while on a school bus or at a school activity. There is no reason for a student to bring a knife to school. Any student in grades K-12 carrying a knife of less than 2 inches in length shall be suspended for three days if evidence indicates that no harm was intended. Any student in grades K-12 carrying a knife of two inches or more in length shall be expelled from school for the remainder of the year if evidence indicates that no harm was intended. Any student who used a knife of any length to threaten or cause bodily harm will be recommended for expulsion for twelve (12) calendar months. Upon the knife's confiscation, the principal will notify the police and superintendent. When a knife or other cutting tool is needed for a class or extra-curricular activity, it will be provided by and used under supervision of school personnel.

EARBUDS

Only wired earbuds are allowed to be used during the school day. Wireless earbuds on the buses are at the discretion of the driver. WAR will normally enforce whatever the bus driver requests.

FIGHTS AND ARGUMENTS

In the event a student or students become involved in a fight or argument, those students near the fight or argument are to leave the scene immediately and inform a staff member. Students are not to encourage, participate, video/share, and/or intervene in a fight or argument in any way. Depending on the specific scenario, non-participants in a fight can still earn disciplinary action. Students will not prevent or block a staff member from handling a disturbance. In the case of a fight all students involved are to be sent to the office immediately to begin the investigation.

PHYSICAL CONTACT

Holding hands and other physical contact between students is prohibited. Failure to comply will result in notification to the parent(s) on the first offense and a discipline referral for each re-occurrence as per the consequence progression established in this handbook.

ELECTRONIC DEVICES-Will follow parish policy

Students are not to have cell phones or other electronic devices turned on and/or visible at school for any reason (ACT 313). A violation of these provisions shall be grounds for disciplinary action, including but not limited to, after-school-detention or more.

A properly school-authorized device worn by a student shall not be in violation of this policy.

STUDENT CELL PHONE USAGE/ UNAUTHORIZED USE OF TECHNOLOGY

All Telecommunication devices/cell phones shall be kept turned off and stowed in either a backpack or locker. Cell phones and smart watches are not to be visible at any time during the instructional day.

1st Offense- ASD (After School Detention) and Parent Conference (In-person or phone)

2nd Offense- 2 Day ASD and Parent Conference (In-person or phone)

3rd Offense - 1 Day OSS (Out of School Suspension) and Phone shall be collected, conference with parent, and parent must pick up phone

4th Offense- 2 Day OSS and Phone shall be collected, conference with parent, and parent must pick up phone

5th Offense- 3 Day OSS and Phone shall be collected, conference with parent, and parents must pick up the phone.

AND Disciplinary Hearing with district hearing officer

Please be aware that students really have no need for their cell phones while at school and that their use can actually interfere with emergency situations and may impede first responders. Exceptions may be made for other special situations as determined by the administration. If you have any questions regarding this policy, please contact the school's administration for clarification.

INTERNET COMPUTER AND NETWORK - Will follow parish policy

USE REGULATIONS (*AUP- Acceptable Use Policy*)

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 online 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 the 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

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.

1. No user shall be allowed to use another's password or trespass in another's folder, work, or files.
2. 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.
3. 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, instant messaging, social media apps., 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 the 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. For those students who have successfully filed a AUP, these students will have many opportunities to do assignments within the WAR network, including a school-assigned email account. Individual students shall not be permitted to generate email accounts nor check their personal mail accounts on the Internet. Sending and receiving pornographic or obscene materials in messages or as attachments shall be forbidden.
2. Threatening, profane, harassing, or abusive language shall be prohibited.
3. Users should expect no privacy of the content of email on the district server. Messages relating to inappropriate content or illegal activities shall be reported to the Superintendent.
4. 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 & 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.

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 privileges by administration, faculty and staff.
2. The JDPSB 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, a disciplinary hearing, or criminal charges

COMPUTER AND INTERNET USE

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

The Internet is a vast global computer network that provides access to major universities around the world, governmental agencies, other school systems, and commercial providers of data banks. In its continued efforts to comply with the *Children's Internet Protection Act*, the School Board shall establish appropriate guidelines for exploring and using Internet resources within the school district to enhance learning and teaching activities. The Board shall incorporate the use of computer-related technology or the use of Internet service provider technology designed to block access or exposure to any harmful materials or information, such as sites that contain obscene, pornographic, pervasively vulgar, excessively violent, or sexually harassing information or material. Sites which contain information on the manufacturing of bombs or other incendiary devices shall also be prohibited. Only authorized persons may disable for an adult or student user the blocking or filtering mechanism in order to enable Internet access for bona fide research or other lawful purposes, which shall include online services for legitimate scientific or educational purposes approved by the Board, or access to online services of a newspaper with a daily circulation of at least 1,000. It shall be the policy of the Jefferson Davis Parish School Board that any use of the Internet that adversely affects its operation in pursuit of teaching and learning or jeopardizes its use or performance for other community members is prohibited and may result in loss of Internet privileges, suspension of the student, or other appropriate disciplinary action. The School Board does not condone the use of the Internet for any illegal or inappropriate activities and shall not be responsible for any such use by staff or students. Parents shall be made aware that Internet usage is only partially controllable by supervision. Students may use the Internet only if under the direct supervision of a teacher or other professional designated by the teacher. The use of the Internet away from school, including chat rooms, social media, etc., in such a manner that causes a disruption at school may result in disciplinary action at school. Changes to the Children's Internet Protection Act will now require that all students receive age appropriate instruction pertaining to Internet Safety. Instruction must include awareness of and appropriate response to cyber bullying and the use of social media.

ACCEPTABLE USE CONTRACTS

Students may use the Internet only if the appropriate Acceptable Use Contract has been properly signed, filed at the school site, and approved by appropriate School District personnel and then only in accordance with School District regulations governing such usage. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner.

SAFE & DRUG FREE SCHOOLS & COMMUNITIES (TITLE IV)

Using a variety of resources, Jeff Davis Parish schools provide eight hours of drug and violence prevention and character education to students in grades 10-12 and 16 hours of drug/violence prevention and character education to students in grades K-9. In order to determine the effectiveness of the Safe and Drug Free program, students may be surveyed to find out their attitudes toward drugs and violence. The results of these surveys will be compiled to help determine the areas in which the Safe and Drug Free program needs to focus. These surveys are completely confidential and anonymous with no individual student responses being identified. While it is mandated by Louisiana law that public schools must provide education in these areas, the federal *No Child Left Behind Act* allows parents to withhold their children from this instruction. If you do not want your child to participate in Safe and Drug Free Schools' activities, you may elect to withhold him/her from participation by checking no on the signature page at the beginning of the handbook. Keeping our parish schools "Safe and Drug Free" is of great importance to the Jeff Davis Parish School Board. Through a comprehensive drug and violence prevention campaign, we can provide students with safe and secure places to learn. All areas of school property may be searched; however, no student will be individually searched by school personnel.

Emergency Preparedness

It is also necessary to conduct periodic drills as safety precautions throughout the year. Schools will be practicing Lockdowns, Evacuations, and Shelter-in-Place drills. In the event an incident should happen at our school which causes us to evacuate, **YOU DO NOT REPORT TO SCHOOL** to pick up your children. Communications will go out on all methods at our disposal to communicate about the emergency. School Messenger and local media will also be utilized to notify parents of any emergency. If evacuated, follow the procedures and instructions at the release sites for lining up and picking up. Have proof of identity (picture identification) ready and available; otherwise students may not be released to you.

ACT 909 – 1990 LEGISLATIVE ACTON

1. Mandates that any student, **sixteen (16) years of age or older**, found guilty of knowledge of and intentional distribution of or possession with intent to distribute any controlled dangerous substance on school property, on a school bus, or at a school event shall be expelled from school for a minimum of **twenty-four (24)** calendar months.
2. Mandates that any student who is **under sixteen (16) years of age and in grades six through twelve** and who is found guilty as in Number 1 above shall be expelled from school for a minimum period of **twelve (12)** calendar months.
3. Mandates that any student who is **Kindergarten through grade five** and who is found guilty as in Number 1 above shall be referred to the local school board through a recommendation for action from the superintendent.
4. Specifies procedures for review or appeal as follows: a. The parent or tutor of the pupil may within five (5) days after the decision is rendered, request the school board to review the findings of the superintendent or his designee. AND b. The parent or tutor of the pupil may within ten (10) days appeal to the district court for an adverse ruling of the school board/superintendent.
5. Requires that upon recommendation by a principal for the expulsion of any student referred to above, a hearing shall be conducted by the superintendent or his designee to determine whether the student shall be expelled or if other corrective or disciplinary action shall be taken. Until such hearing, the student shall remain suspended from school.
6. Mandates that no student expelled pursuant to this Act shall be readmitted to any public school in the state except upon the approval of the school board of the system to which he seeks admittance.

Transfer/Drop/Withdrawal

Students who withdraw from school must have their legal parent/guardian report to the front office. Withdrawal papers will require clearance from the library, classroom teachers, club sponsors, and the front office that the student does not owe any fees, all books are returned, and the student is in good standing. The

parent/guardian will indicate the school the student(s) are transferring to and sign the Permission to Release Student Educational Records giving the school permission to release/fax your child's educational records. It is essential that students withdraw properly; otherwise, their transcript of credits will not be transferred to the next school of attendance.

SURVEYS

Periodically students are asked to respond anonymously to surveys which enable the school system to access needs and provide programs to meet those needs. In many cases, funding requested for projects must be documented by needs ascertained in these surveys. Under the provisions of the *Protection of Children's Rights of the Family Educational Rights and Privacy Act* (FERPA), parents have the right to refuse permission for their child(ren) to participate in these surveys. Please notify the principal immediately if you do not wish your child to participate in surveys designed to gather information about the students' attitudes, behaviors, relationships and needs.

RELEASE OF STUDENT RECORDS (The Buckley Amendment) / Privacy Act (FERPA)

WAR routinely releases student records to other school officials when requested due to student transfer. Students are recognized throughout the year for academic achievements, school and extracurricular activities, etc., by the media, including but not limited to television, radio, and newspaper. Parents may request in writing that this information not be released.

In accordance with federal statutory provisions, schools shall honor the requests of military recruiters for names, addresses and phone numbers of high school students, unless parents have specified that such information not be released to such recruiters.

PUBLIC CONCERNS AND COMPLAINTS

It shall be the policy of the Jefferson Davis Parish School Board that written allegations concerning local school policy, or concerns about school matters be submitted to the principal of the school. If the matter cannot be settled at this level the matter should then be presented to the Superintendent in writing with all allegations documented and signed.

It shall further be the responsibility of the principal of the school and Superintendent to document any and all meetings of this nature.

These documents shall be made available to the School Board members in the event these matters reach the School Board.

PUBLIC COMPLAINTS

Constructive criticism of the schools is welcomed by the Parish School Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. The School Board has, however, confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful, or negative criticism and complaints. Therefore, whenever a complaint is made directly to the School Board as a whole or to a School Board member as an individual, it will be referred to the principal or designee of the school for study and possible solution.

The School Board shall require the Superintendent and staff to maintain and disseminate information to parents, legal guardians, and the general public on the proper process and contact information to be used when making complaints.

The School Board will consider hearing citizen complaints when they cannot be resolved by the administration (teacher, principal and Superintendent).

Matters referred to the School Board shall be submitted through the Superintendent and must be in writing and should be specific in terms of the action desired. The School Board shall not consider or act on complaints that have not been explored at the appropriate administrative level.

Handicapped Students

The JDPSB provides a free and appropriate public education to all handicapped students within its jurisdiction. Students who are handicapped as defined by special education law and Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. The parish's Section 504 Coordinator is SPED Director Jeremy Fuselier. He may be contacted at (337) 824-1834.

Jefferson Davis Parish Crisis Intervention Fact Sheet

In order to address student behavior, Jefferson Davis Parish utilizes Positive Behavior Interventions and Supports (PBIS) as well as behavioral de-escalation strategies, such as utilization of sensory/calming areas/rooms and the use of the CPI Nonviolent Crisis Intervention Model.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

A sensory room is a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", "sensory space", "timeout room", or "timeout space". The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

The Nonviolent Crisis Intervention model guides teachers to use a range of preventative strategies, de-escalation skills, and communication skills. In addition, teachers are able to better recognize psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.

In instances where students present with behaviors constituting an immediate and impending threat of a person causing substantial physical injury to self or others, Jefferson Davis Parish may implement the use of physical restraint and seclusion.

Physical restraint is the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Physical restraint does not include: Consensual, solicited, or unintentional contact; Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person; A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others; A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted; Minimal physical contact for the purpose of safely escorting a student from one area to another; Minimal physical contact for the purpose of assisting the student in completing a task or response.

The following is prohibited:

- Any form of mechanical restraint
- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Physical restraint used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of physical restraint.
- School employees physically restraining a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Seclusion is a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

A seclusion room is a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

The following is prohibited:

- Seclusion used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of seclusion.
- School employees secluding a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Insurance

An insurance plan is offered through the school to students. You have the option of one plan, which insures the student for the school day, or the other plan, which insures the student on a 24-hour basis. Forms are given to students at the beginning of the school year. It is mandatory for students who participate in a sport (Football, basketball, baseball, softball, tennis, cheerleading, danceline, band, etc.) to have insurance coverage.

Annual Notice Regarding Consent to Bill Medicaid and Share Information with the Louisiana Department of Health

Schools in Louisiana have been approved to receive partial reimbursement from Louisiana Medicaid for the cost of certain health-related services provided by the **Jefferson Davis Parish School Board** to certain students. In order for **Jefferson Davis Parish School Board** to get back some of the money spent on services, **Jefferson Davis Parish School Board** needs to share with Louisiana Medicaid the following types of information about certain students: name; date of birth; gender; type of services provided, when and by whom; diagnosis (if any) and Louisiana Medicaid ID. If your child is eligible to receive services to meet his/her needs, the services may be provided by the school system and/or you may take your child to another provider that accepts Medicaid.

With one-time written parental permission, **Jefferson Davis Parish School Board** seeks partial reimbursement for services provided by Louisiana Medicaid including, among others, a hearing test or eye exam; occupational or speech or physical therapy; some school nurse visits; and counseling services. After the initial permission is given, this annual notice is provided each year.

Please be advised of the following:

1. **Jefferson Davis Parish School Board** cannot require families to sign up for Louisiana Medicaid in order to receive the health related and/or special education services to which the student is entitled.
2. **Jefferson Davis Parish School Board** cannot require families to pay anything towards the cost of a student's health-related and/or special education services.
3. **Jefferson Davis Parish School Board** is given permission to share information with and request reimbursement from Louisiana Medicaid:
 - a. This will not affect the student's available lifetime coverage or other Louisiana Medicaid; nor will it in any way limit the family's use of Louisiana Medicaid benefits outside of school.
 - b. The permission will not affect the student's special education services or IEP rights in any way, if the student is eligible to receive them.
 - c. The permission will not lead to any changes in the student's Louisiana Medicaid rights; and
 - d. The permission will not lead to any risk of losing eligibility for other Medicaid funded programs.
4. Once the permission is given, families have the right to change their mind and withdraw permission at any time.
5. If permission is withdrawn, Jefferson Davis Parish School Board will continue to be responsible for providing the student with the services, at no cost to the family.

If a parent wishes to withdraw previously given written consent, please contact **Supervisor of Special Services, Jeremy Fuselier @ Jeremy.fuselier@jdpsbk12.org**.

ALCOHOL, TOBACCO, DRUG, AND SUBSTANCE ABUSE EDUCATION PROGRAM

The Jefferson Davis Parish School Board shall require a comprehensive alcohol, tobacco, drug, and substance abuse prevention education program be incorporated into every school of the parish that shall include grade appropriate programs on the education, prevention, and counseling of alcohol, tobacco, drug, and substance abuse. Such programs shall be included in the school program so that every student in grades kindergarten through nine is involved for a minimum of sixteen (16) contact hours every school year, and every student in grades ten through twelve is involved for a minimum of eight (8) contact hours every school year. The required minimum contact hours shall be incorporated into a comprehensive school health program.

As part of the alcohol, tobacco, drug, and substance abuse program, substance abuse counselors shall be appointed who shall visit every school regularly for the purpose of counseling students who have been identified as having an alcohol, drug, or substance abuse problem.

Any student enrolled in school who is identified as having a substance abuse problem, including manufacture or distribution, shall be required to participate in the school drug counseling program, or an equivalent approved by the School Board.

Each school shall have a *substance abuse prevention team*, whose membership shall be in accordance with statutory provisions that shall investigate, research, and report on all instances or reports of possession of controlled dangerous substances or alcoholic beverages. The team shall adequately report their findings in writing and make appropriate recommendations for treatment, counseling, or other appropriate action to the principal of the school.

DRUG FREE ZONES

It is unlawful for anyone to use, distribute, be under the influence of, manufacture or possess any controlled substances as defined by statute on or around school property or an area within 2,000 feet of any property used for school purposes by any school, or on a school bus. These areas shall be designated as *Drug Free Zones*. The School Board, in cooperation with local governmental agencies, and the Louisiana Department of Education, shall designate and mark *Drug Free Zones* which surround all schools and school property.

Asbestos

To: All Parents and Staff of Jefferson Davis Schools

From: Mr. John Hall, Superintendent

To remain in compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA)- Rules for Schools, we are sending this letter to notify you that asbestos containing materials have been identified in some areas of all of our schools. We have performed Asbestos Re-inspection and continue to do so, on a regular basis, to ensure that all of these asbestos containing materials remain in good condition. An Asbestos Management Plan is located in the library at each school. Parents/Staff are welcome to view these plans at any time during normal school hours (Monday through Friday, 8:00 a.m.-3:00 p.m.). The Asbestos Manager, Mr. Sean Richard, may be contacted at 337-824-6360 with any concerns regarding asbestos in our school buildings.

Social Medias

See flier in the packet for more information

§406.9. Parents' Bill of Rights for Public Schools

A. The legislature finds all of the following:

- (1) That parental involvement is a significant factor in increasing student achievement.
- (2) That access to student information encourages greater parental involvement.

B. Parents of public school children who have not reached the age of majority shall have all of the following rights:

- (1) To examine the textbooks, curriculum, and supplemental material used in their child's classroom.
- (2) To inspect their child's school records, and to receive a copy of their child's records within ten business days of submitting a written request, either electronically or on paper. Parents shall not be required to appear in person for the purposes of requesting or validating a request for their child's school records. There shall be no charge for a parent to receive such records electronically. Any charges for a paper copy of such records shall be reasonable and set forth in the official rules and regulations of the school governing authority. School records shall include all of the following:
 - (a) Academic records, including but not limited to results of interim or benchmark assessments.
 - (b) Medical or health records.
 - (c) Records of any mental health counseling.
 - (d) Records of any vocational counseling.
 - (e) Records of discipline.
 - (f) Records of attendance.
 - (g) Records associated with a child's screening for learning challenges, exceptionalities, plans for an Individualized Education Program, or Individual Accommodation Plan.
 - (h) Any other student-specific file, document, or other materials that are maintained by the school.
- (3) To be notified when medical services are being offered to their child, except where emergency medical treatment is required. In cases where emergency medical treatment is required, the parent shall be notified as soon as practicable after the treatment is rendered.
- (4) To be notified if a criminal action is deemed to have been committed against their child or by their child.
- (5) To be notified if law enforcement personnel question their child, except in cases where the parent has been accused of abusing or neglecting the child.
- (6) To be notified if their child is taken or removed from the school campus without parental permission.
- (7) That the school shall not discriminate against their child based upon the sincerely held religious beliefs of the child's family.
- (8) To receive written notice and the option to opt their child out of any surveys that include questions about any of the following:
 - (a) The student's sexual experiences or attractions.
 - (b) The student's family beliefs, morality, religion, or political affiliations.
 - (c) Any mental health or psychological problems of the student or a family member.
- (9) To receive written notice and have the option to opt their child out of instruction on topics associated with sexual activity.
- (10) To receive from the school the annual school calendar, no later than thirty days prior to the beginning of the school year, and to be notified in writing as soon as feasible of any revisions to such calendar. Such calendar shall be posted to the school's website and shall include, at a minimum, student attendance days and any event that requires parent or student attendance outside of normal school days or hours.
- (11) To receive in writing each year or to view on the school's website a comprehensive listing of any required fee and its purpose and use and a description of how economic hardships may be addressed.
- (12) To receive in writing each year or to view on the school's website a description of the school's required uniform for students.
- (13) To be informed if their child's academic performance is such that it could threaten the child's ability to be promoted to the next grade level and to be offered an in-person meeting with the child's classroom teacher and school leader to discuss any resources or strategies available to support and encourage the child's academic improvement.

C. Notwithstanding anything to the contrary, a public school shall not be required to release any records or information regarding a student's medical or health records or mental health counseling records to a parent during the pendency of an investigation of child abuse or neglect conducted by any law enforcement agency or the Department of Children and Family Services where the parent is the target of the investigation, unless the parent has obtained a court order. Acts 2014, No. 699, §1; Acts 2018, No. 547, §1.

TECHNICAL ASSISTANCE & GUIDELINES & PROCEDURES MANUAL

Crisis Intervention

Utilizing a Tiered System through Positive Behavior Interventions and Support,
De-escalation strategies, Sensory Rooms, Seclusion and Restraint

Revised
October 2025



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Introduction

Jeff Davis Parish Schools (JDPS) expects to provide all students with a safe and orderly environment conducive to teaching and learning. JDPS utilizes Positive Behavior Interventions and Support (PBIS) parish-wide as a means of providing proactive strategies for the development and reinforcement of pro-social behavior. Should an occasion arise in which a student continues to pose, after other less restrictive means such as de-escalation and/or the use of a sensory room (also referred as sensory space, calming room, calming space, comfort room, comfort space, timeout room, or time out space) have failed to stop the dangerous or violent actions of a student, an imminent risk of harm to self or others, JDPS, per Louisiana statute, allows for the use of restraint or seclusion to maintain that safe and orderly environment. Seclusion and/or restraint may NOT be utilized as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel. Seclusion and physical restraint may not be utilized with a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled. Again, ***seclusion and restraint are for the purpose of reducing the imminent risk of harm to one's self or others.***

Definitions

Definitions of terms as provided by Louisiana Revised Statute 17:416.21 and Louisiana Bulletin 1706, Sections 540-543 which govern seclusion and restraint of students with exceptionalities:

“Crisis intervention” - the implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include the following:

1. The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize the student so that he may return to the classroom or daily activities.
2. In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk of harm to self or others.

Information about a school’s use of crisis intervention, including the proper use of seclusion and physical restraint, shall be included in a school’s student handbook and made available to the parent and legal guardian of each student with an Individualized Education Program or Behavioral Intervention Plan.

“Imminent risk of harm” – immediate and impending threat of a person causing substantial physical injury to self or others

“Physical restraint” – The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person’s body.

Does NOT include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student’s action if the student’s action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student’s freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

“Mechanical restraint” – the application of any device or object used to limit a person’s movement

Mechanical restraint does NOT include:

1. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed care provider.
2. Any device used by a duly licensed law enforcement officer in the execution of his official duties.

“Positive behavioral interventions and support (PBIS)” - A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

“School employee” - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

“School health designee” - A school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used.

“Seclusion” – a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

“Seclusion room” - a room or other confined area, used on an individual bases, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

“Sensory room” - a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a “calming room”, “calming space”, “comfort room”, “comfort space”, “sensory space”, “timeout room”, or “timeout space”. The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

“Written guidelines and procedures” - the written guidelines and procedures adopted by a public school governing authority regarding appropriate responses to student behavior that may require immediate intervention.

Guidelines & Procedures For The Use Of Crisis Intervention Plans

USE OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture. In addition, PBIS is designed as a tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Jefferson Davis Parish Schools implementing PBIS:

- Use a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and on-going professional development

PBIS is an ongoing commitment to supporting students, educators, and families through systems change. When PBIS is implemented well, students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.

Tiered PBIS Framework

Educators and practitioners in Jeff Davis Parish Schools provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- Families are actively engaged
- A supportive and involved school administration

- On-going access to professional development for preparing all staff to implement each tier of PBIS
- Systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Ongoing use of data for decision making
- Disaggregating data to examine equity among student subgroups

Tier 1: Universal, Primary Prevention (All students)

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

Tier 2: Targeted, Secondary Prevention (Some students)

In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized, Tertiary Prevention (Few students)

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning

- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

Jeff Davis Parish Individual School PBIS Programs

Each school in Jeff Davis Parish is responsible for creating a PBIS program. The following guidance is utilized to create the framework for each school's program.

I. Establish Commitment	
1.	Administration is visible and supportive of PBIS.
2.	The PBIS program is presented/explained to new staff members.
3.	80% of the staff "buy in" or support the PBIS effort.
II. Establish and maintain Team	
4.	The team is representative of the staff.
5.	There is a regular schedule for PBIS meetings.
6.	The PBIS processes and activities are documented and available upon request.
III. Self-Assessment	
7.	The team has compared this year's data to last year's data.
8.	The team has identified strengths and areas of need based on the data trends.
IV. Establish School-wide Expectations	
9.	The school rules or PBIS expectations are appropriate.
10.	These rules are posted in all areas of the building.
11.	Behavioral Expectations are specific and described for each setting in the building.
12.	There are lesson plans to teach the PBIS expectations, and teachers are familiar with them.
13.	New students are oriented to school rules/consequences.
V. Establish On-going System for Rewarding Behavioral Expectations	
14.	Positive reinforcements are being used to support established expectations/rules.
15.	Reinforcements are modified based on trends in the data.
16.	Positive reinforcements are being tracked.
17.	Social acknowledgements are tied to tangible rewards.
18.	The team obtains feedback from students on reinforcements.
VI. Establish System for Responding to Behavioral Violations	
19.	The distinctions between classroom-versus office-managed behavior violations are clear.
20.	There is a continuum of disciplinary steps to follow with minor incidents
21.	The referral process for behavioral violations is comprehensive and understood by staff.
22.	The staff is informed of the process and the process is periodically reviewed.
23.	The principal holds teachers accountable for following the disciplinary steps.
24.	All staff members have a crisis plan addressing dangerous situations readily available
VII. Establish Information System	
25.	Data related to school-wide behavior is collected.
26.	This data is routinely shared with the staff.
27.	In addition to Office Discipline Referrals, other data is analyzed monthly. (ie. positive incentives, success rates of students in targeted interventions.)

VIII. Build Capacity for Function-based Support	
28.	Resources are available for providing group or individual student behavioral support.
29.	A team exists to assist with conducting an FBA and writing a Behavior Intervention Plan.
30.	There is a system for identifying students with more than a couple of office referrals.
31.	Frequent discipline offenders are referred to appropriate targeted interventions.
IX. Build District Level Support	
32.	Your school has a PBIS Coach that is easily accessible.
33.	Your school has adequate funding for planned school-wide PBIS activities.
34.	Areas of need for professional development have been identified.
35.	Parents are informed and included in the school's PBIS efforts

PBIS Fidelity of Implementation

Jefferson Davis Parish utilizes the [PBIS Tiered Fidelity Inventory \(TFI\)](#) in order to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices, (c) as an index of sustained SWPBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts. The TFI is completed by a school Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator). It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator.

The TFI is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the TFI results not only scale scores for Tier 1, Tier 2, and/or Tier 3, but also information for developing an action plan that guides implementation. TFI results are also submitted by the regional PBIS coordinator to the Louisiana Department of Education.

USE OF SENSORY ROOMS

Sensory Space Guidelines

Jeff Davis Parish Schools

The classroom sensory spaces have been designated for classes with children with increased sensory processing needs. These children can be identified by either sensory seeking behaviors or sensory avoiding behaviors. Examples of sensory seeking behaviors may include but are not limited to increased running, increased touching of others or items, arm flapping, rocking, and noise making. A few of the most common examples of sensory avoidance in the classroom are covering of ears and not tolerating a busy visual environment. Please consult the occupational therapist or school psychologist if there are any concerns regarding which students will benefit from the sensory area. Any weighted items should not be used with medically fragile children without consulting the occupational therapist.

Sensory spaces should be neutral and calming. Materials should be rotated based on need. Do not overcrowd the area; it should be limited to one child at a time. Do not allow this area to become a free-play area. Short stay of usually 5-10 minutes area recommended, use a visual timer if needed. The sensory space can be implemented into the child's daily school schedule as a proactive measure for sensory regulation.

PURPOSE of the sensory space:

- regulate their emotions
- reduce stress or sensory overload when students feel overwhelmed or anxious
- refocus and return to learning

It is NOT a punishment or reward area.

When **TO USE** the sensory space:

- when feeling overwhelmed, anxious, angry, or frustrate
- when need a break to calm down or focus
- when you have permission based on a sensory schedule or individual support plan

When **NOT** to use the sensory space:

- to avoid work or skip class activities
- to play

Sensory Room Guidelines

Jeff Davis Parish Schools

A sensory room is designated for students with sensory processing needs. Utilization of this room is to be part of the children's sensory diet as prepared by the occupational therapist in conjunction with the teachers. The APE teacher will also have access to this room for their designated times at the school. The guidelines for use of the sensory room are as follows:

- All students must be supervised by a teacher, **NOT** a paraprofessional. In addition to the special education teacher, other teachers/staff may also include the administration, the APE teacher, the itinerant teacher, the speech therapist, and the occupational therapist.
- This is **NOT** a play area or recess area. Activities should be structured and organized according to the students' needs.
- Use of the sensory room should be limited to no more than 20 minutes at a time. The students would benefit from 10-20 minutes of sensory input early in the morning and 10-20 minutes in the middle of the day. It is best practice for a lesson plan to be connected to the planned sensory activities/lessons. Anytime the sensory room is accessed, it is required to be documented with an "in" time and "out" time for School Leader and District Leader review, when/if needed.

USE OF DE-ESCALATION TECHNIQUES

Jefferson Davis Parish Schools utilizes the Nonviolent Crisis Intervention model from the Crisis Prevention Institute. The Nonviolent Crisis Intervention model guides teachers to use a range of preventative strategies, de-escalation skills, and communication skills. In addition, teachers are able to better recognize psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.

The Nonviolent Crisis Intervention model rests on four pillars:

- **Care:** Demonstrating respect, dignity, and empathy; providing support in a nonjudgmental and person-centered way.
- **Welfare:** Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice, and well-being.
- **Safety:** Protecting rights, safeguarding vulnerable people, reducing or managing risks to minimize injury or harm.
- **Security:** Maintaining safe, effective, harmonious, and therapeutic relationships that rely on collaboration.

The CPI Crisis Development Model used by Jeff Davis Parish Schools is as follows:

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
Anxiety: a change in behavior (e.g. pacing, withdrawal)	Supportive: an empathic, nonjudgmental approach (e.g. listen, allow time)
Defensive: beginning to lose rationality (e.g. refusal, shouting)	Directive: decelerating an escalating behavior (e.g. give simple directives, set limits)
Risk Behavior: behaviors presenting an imminent risk of harm to self or others (e.g. hitting, self-injury)	Physical Intervention: disengagement and/or holding skills to manage risk behavior (e.g. low, medium, high-level disengagement and/or holding skills)

Tension Reduction: (decrease in physical and emotional energy (e.g. crying, apology)	Therapeutic Rapport: re-establish communication (e.g. listen carefully, debrief)
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USE OF SECLUSION WITH STUDENTS WITH EXCEPTIONALITIES

When Positive Behavior Interventions and Supports and other de-escalation strategies, such as those addressed above, have not been proven effective, seclusion may be used as follows:

1. Seclusion shall be used only:
 - a. For behaviors that involve an imminent risk of harm to self or others
 - b. As a last resort when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others.
2. Seclusion shall not be used as a routine school safety, discipline, or intervention measures or to address behaviors such as general noncompliance, self-stimulation, and academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others.
3. School employees shall respond to such behaviors with less stringent and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's Individualized Education Program (IEP) or Behavioral Intervention Plan (BIP).
4. A seclusion room shall be used only as a last resort if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.
5. A student shall be placed in a seclusion room only by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he is in the seclusion room.
6. Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.
7. A seclusion room shall:
 - a. Be free of any object that poses a danger to the student placed in the room.
 - b. Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.

- c. Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

The following practices are prohibited in any public school:

- Seclusion used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of seclusion.
- School employees secluding a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Each principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an IEP of the prohibition of the use of seclusion if the student has a condition as indicated above. Such notification shall be made annually and be incorporated into the student's IEP meeting.

Monitoring Requirement: A school employee shall continuously monitor a student who is secluded for the duration of such seclusion.

Release of student: A school employee shall release a student from seclusion as soon as the reasons for justifying such action have subsided.

Notification and Documentation:

1. The school employee who secluded the student shall notify the school principal
2. The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, at the end of the same school day, whichever occurs first.
3. The school employee who secluded the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
4. A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
5. A school employee who secluded a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
6. The school employee shall submit their report to the school principal by the end of the next school day following the incident.
7. The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.
8. The report shall include, at a minimum:
 - a. The name, age, grade, gender, race, and disability of the student secluded..

- b. The date, time, location, and duration of the seclusion.
- c. The name and title of each school employee involved and who was a witness.
- d. The description of the events requiring the use of seclusion, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.
- e. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion.
- f. A description of the actions taken immediately following the student's release from seclusion, including actions to notify the student's parent or legal guardian.
- g. A description of the student's actions immediately following the student's release from seclusion.
- h. A school principal or his designee and the director or supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.

Escalation and Recurrence of behavior: If a student is involved in three incidents in a school year involving the use of seclusion as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP meeting to the student's parent or legal guardian, and at such meeting, his IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion, the director or supervisor of special education or his designee shall review the student's plans at least once every 3 weeks.

USE OF PHYSICAL RESTRAINT WITH STUDENTS WITH EXCEPTIONALITIES

When Positive Behavior Interventions and Supports and other de-escalation strategies, such as those addressed above, have not been proven effective, physical restraint may be used as follows:

Physical restraint shall be used only:

- When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others
- To the degree necessary to stop dangerous behavior
- In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

The following practices are prohibited in any public school:

- Any form of mechanical restraint

- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Physical restraint used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of physical restraint.
- School employees physically restraining a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Each principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an IEP of the prohibition of the use of physical restraint if the student has a condition as indicated above. Such notification shall be made annually and be incorporated into the student's IEP meeting.

Monitoring Requirement: A school employee shall continuously monitor a student who is physically restrained for the duration of such restraint.

Release of student: A school employee shall release a student from physical restraint as soon as the reasons for justifying such action has subsided.

Notification and Documentation:

9. The school employee who physically restrained the student shall notify the school principal
10. The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, the end of the same school day, whichever occurs first.
11. The school employee who physically restrained the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
12. A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
13. A school employee who physically restrained a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
14. The school employee shall submit their report to the school principal by the end of the next school day following the incident.
15. The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.
16. The report shall include, at a minimum:
 - a. The name, age, grade, gender, race, and disability of the student physically restrained..

- b. The date, time, location, and duration of the physical restraint.
- c. The name and title of each school employee involved and who was a witness.
- d. The description of the events requiring the use of physical restraint, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.
- e. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the physical restraint.
- f. A description of the actions taken immediately following the student's release from physical restraint, including actions to notify the student's parent or legal guardian.
- g. A description of the student's actions immediately following the student's release from physical restraint.
- h. A school principal or his designee and the director or supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.

Escalation and Recurrence of behavior: If a student is involved in three incidents in a school year involving the use of physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP meeting to the student's parent or legal guardian, and at such meeting, his IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of physical restraint, the director or supervisor of special education or his designee shall review the student's plans at least once every 3 weeks.

Additional Reporting Requirements:

Information about a school's use of crisis intervention, including proper use of seclusion and physical restraint, shall be included in the school's student handbook and made available to the parent and legal guardian of each student with an Individualized Education Program or Behavioral Intervention Plan.

Jeff Davis Parish crisis intervention guidelines will be provided to the Louisiana State Department of Education, all school employees, and every parent of a student with an exceptionality.

At the beginning of each school year, Jeff Davis Parish will post the crisis intervention guidelines on its website.

Prior to the beginning of each school year, Jeff Davis Parish will submit its adopted crisis intervention guidelines to the Special Education Advisory Committee.

Jefferson Davis Parish will report all instances where seclusion and physical restraint is used to address student behavior to the state Department of Education, in accordance with guidelines and procedures adopted by the State Board of Elementary and Secondary Education.

Notification regarding prohibition of the use of seclusion and restraint for students with certain medical conditions shall be provided annually to parents of a student with an IEP and shall be incorporated into the student's IEP meeting.

If physical restraint is used by a Jeff Davis Parish school employee:

Designated Jeff Davis Parish School System employees are trained by a certified Crisis Prevention Institute (CPI) instructor in the safe and acceptable use of physical restraints utilizing the Nonviolent Crisis Intervention program. The CPI training includes training in three primary restraints including, seated, standing, and child restraint.

Use of the seated and standing restraints: can be applied in various settings and with any person in crisis, while the child restraint can only be utilized on a child in crisis who is no more than chest height of the person applying the restraint.

The seated and standing restraints require two trained employees, certified in their use and application, to apply the restraint and at least one trained employee to monitor, assist, and observe the restraint.

The child restraint: requires one trained employee, certified in its use and application, to apply the restraint and at least one trained employee to monitor, assist, and observe the restraint

Restraints are only used as a last resort and when imminent threat of harm is determined. Trained employees must participate in an online and in-person training course annually and pass a virtual exam and a practical application of each physical restraint under the direct supervision of the CPI instructor.

****NOTE: In case of an emergency situation, in which there is not sufficient time to have trained personnel respond, a non-trained staff member may be required to physically restrain a student.**

Program Considerations and Staff Training Requirements

Reasonable efforts should be made to reduce the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use restraint or seclusion.

- Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.

- No student should be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.
- No student should be placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.
- No student should be subjected to mechanical restraints to restrict a student's freedom of movement.
- Should be reserved for situations or conditions where there is a threat of imminent harm to the student, other students, or school or program staff and other interventions are ineffective.
- Should not be used except to protect the student and others from serious harm and defuse imminently dangerous situations in the classroom or other non-classroom school settings.
- Only should be used by trained personnel, with some exceptions during emergencies..

School Personnel must be trained in a program selected by JDP schools to implement restraint and/or seclusion on a student, except in an emergency situation that may require an untrained staff member or volunteer to implement restraint and/or seclusion upon a student. JDP schools provide annual training in de-escalation and crisis intervention techniques as well as guidance on seclusion and restraint.

Jefferson Davis Parish utilizes the Crisis Prevention Institute's Nonviolent Crisis Intervention program. This program incorporates trauma-informed de-escalation training provided to all Jefferson Davis Parish School System employees designated to be trained by the Special Education Supervisor. Training is provided by certified instructors annually. Training includes instruction in verbal and non-verbal de-escalation strategies, disengagement skills, and physical restraints. Training incorporates an online course that contains an exam that participants must pass in order to become certified. In addition, participants must also complete an in-person training that requires them to exhibit proficiency in applying physical restraint, safely, effectively, and acceptably, under the direct supervision of the certified instructor. The provided training focuses on use within the educational setting. In addition to the annual training, the instructors also provide on-site support throughout the school year as requested.

Continuous monitoring of a student during restraint and/or seclusion is mandatory. A student must always be able to breathe and speak during restraint and/or seclusion.

Never restrain or seclude a student longer than necessary. The training will increase awareness of the physiological and emotional signs associated with a student starting to calm or de-escalate.

Whenever possible, restraint should not be used in front of other students. This maintains the dignity and respect of the student in crisis and minimizes the impact of the event on others.

Verbal threats, disrespectful language or refusal to comply with directives or school rules do not warrant restraint and/or seclusion. Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of personnel, contractors or volunteers of the public education program.

If a student is involved in three incidents in a school year involving the use of physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP meeting to the student's parent or legal guardian, and at such meeting, his IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of physical restraint, the director or supervisor of special education or his designee shall review the student's plans at least once every 3 weeks.

Questions and Answers

Restraint Q & A

Q #1: What does physical restraint mean?

The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Does NOT include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Q #2: When is it an option to utilize restraint?

Physical restraint shall be used only:

- When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others
- To the degree necessary to stop dangerous behavior

- In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

The following practices are prohibited in any public school:

- Any form of mechanical restraint
- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Physical restraint used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of physical restraint.
- School employees physically restraining a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Q #3: Is there a time limit for how long a student can be placed in restraint?

- A school employee shall release a student from physical restraint as soon as the reasons for justifying such action has subsided.

Q #4: Must the student be continuously monitored during a restraint?

- **Yes.** A school employee shall continuously monitor a student who is physically restrained for the duration of such restraint.

Whenever additional staff members are present, it is best practice to have a staff member who is not involved in the restraint monitoring the student's condition at all times, including checking to ensure that the student is able to breathe and is not being unduly harmed. The trained staff are expected to follow the best practice guidelines for implementation provided by approved training programs. Staff should be available for continuous monitoring and to switch out with one another if needed, due to fatigue or other considerations.

Q #5: Is it considered restraint when a staff member is escorting a student out of the classroom or down the hall and has physical contact with the student by placing their hand on the student's person (e.g. arm)?

NO

The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Does NOT include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Q #6: If a student calms down right away after staff apply physical restraint, is the school required to notify the student's parent(s)/guardian(s), complete a restraint incident report?

Maybe

- If a school employee holds a student for less than three consecutive minutes within any given hour for the protection of students or others, it is not considered a physical restraint and notification to parents is not required.
- If, however, a school employee holds a student for three consecutive minutes or more within any given hour for the protection of students or others, the following must be documented:
 - The school employee who physically restrained the student shall notify the school principal
 - The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, the end of the same school day, whichever occurs first.
 - The school employee who physically restrained the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.

- o A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
- o A school employee who physically restrained a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
- o The school employee shall submit their report to the school principal by the end of the next school day following the incident.
- o The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.

Q #7: When restraint is included in an individual student's behavior intervention plan (BIP), what guidelines are used when responding to student behavior(s)?

It is best practice **not** to include restraint on behavior intervention plans (BIPs) for specific students because restraint is initiated only if the student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Restraint is not a behavioral or therapeutic intervention. Prior to the implementation of any BIP, a functional behavior assessment should be completed. The individual student's behavior intervention plan must address a variety of interventions to maintain baseline and prevent escalation; to teach effective strategies for increasing student skill acquisition; successful strategies for de-escalation; as well as how to best respond effectively to mitigate a crisis situation.

Q #8: What would constitute mechanical restraint versus the use of adaptive equipment to assist a student with a disability?

Mechanical restraint is prohibited and can never be used to restrain a student. Mechanical restraint is the application of any device or object used to limit a person's movement

Mechanical restraint does NOT include:

3. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed care provider.
4. Any device used by a duly licensed law enforcement officer in the execution of his official duties.

Q #9: What would constitute a restraint versus a non-restraint?

Examples of Non - Restraint:

- "Hand over Hand" prompting for instructional purposes.
- Re-directing the student from a potentially dangerous situation by taking their hand or arm and gently guiding them away.

- The student willingly goes when physically escorted by a staff member.
- Providing deep pressure to a student who is in need of sensory input, as per the student's IEP.

Restraint Does Not Include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Q #10: How JDP schools report a reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Louisiana Statute and the intervention is necessary to:

- Break up a physical fight;
- Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
- Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

A: Intervention in a manner that is not restraint during an incident would fall under the district's policy: Student Code of Conduct and would be communicated and documented in accordance with the district's board policy; which may include but is not limited to:

- Parent/guardian communication
- Incident report or office discipline referral
- Other appropriate verbal and/or written documentation that is consistent with district policy and practice

Seclusion Q & A

Q #1: What does seclusion mean?

Seclusion is a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

Q #2: What is an example of seclusion?

The student is alone and prevented from leaving the room with the teacher/staff person on the outside of the room. Note that all of the following conditions are met: The door is closed. The student is alone in the room and is physically separated from others. The teacher/staff person is outside of the room.

Q #3: What does not constitute seclusion?

Seclusion does not include: The removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving. A student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

Q #4: What is an example that is not seclusion?

The room is "cleared" and a teacher/staff person remains in the room with the student to assist with a return to baseline emotion. Note that this situation does not constitute a seclusion as: The student is not alone. There is a teacher/staff person present with that student in the room.

Q #5: Is in-school suspension (ISS) the same thing as seclusion?

No. Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked. Students in ISS have access to staff and other students. Students in ISS are not involuntarily confined alone in a room from which they are physically prevented from leaving

Q #6: Is there a time limit for how long a student can be placed in seclusion?

- A school employee shall release a student from seclusion as soon as the reasons for justifying such action have subsided.

Q #7: If a student calms down right away after being placed in seclusion is the school required to notify their parent(s)/guardian(s), and complete a seclusion incident report?

Yes. Every time a student is placed in seclusion, the school must conduct the following:

- The school employee who physically restrained the student shall notify the school principal

- The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, the end of the same school day, whichever occurs first.
- The school employee who physically restrained the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
- A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
- A school employee who physically restrained a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
- The school employee shall submit their report to the school principal by the end of the next school day following the incident.
- The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.

Q #8: What is the definition of a student being isolated in a seclusion room?

For the purposes of seclusion, being isolated means that the student is the only one in the room and is physically separated from others. There are no other students or staff in the room. When a student is isolated in a room, the staff must continuously visually monitor the student.

Q #9: What is an appropriate seclusion room?

- a room or other confined area, used on an individual bases, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Additional Q & A

Q #1 What is the difference between a sensory room and seclusion room?

A sensory room is a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also

be referred to as a “calming room”, “calming space”, “comfort room”, “comfort space”, “sensory space”, “timeout room”, or “timeout space”. The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others, whereas, a seclusion room is a room or other confined area, used on an individual bases, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Q #2 What is the difference between Positive Behavior Interventions and Supports, De-Escalation strategies, and Seclusion and Restraint?

Positive Behavior Interventions and supports (PBIS) are a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture. PBIS and de-escalation techniques are designed to be used as preventative strategies to de-escalate behaviors, whereas, seclusion and restraint are reactive strategies that are to be used only if the student displays behaviors that are considered an immediate and impending threat of a person causing substantial physical injury to self or others.

APPENDIX

DOCUMENTATION

 Physical Restraint and Seclusion Incident Report