

## **STUDENT CODE OF CONDUCT**

Every student is entitled to an education which shall be offered in an orderly, healthy atmosphere, both physical and emotional, and to firm, fair treatment in all matters pertaining to school life. Education is too important to be the sole responsibility of the schools. The success of school discipline depends upon a collaborative effort among home, school and community. By working together, the school system can achieve the goals it desires - safe, yet orderly schools and a quality education for all children.

The Tangipahoa Parish School System *Code of Conduct* outlines specific expectations of administrators, teachers, students, and parents. The School Board is dedicated to making sure that all students are in school and engaged in learning. The discipline code as described in this regulation is not intended to be an exclusive list of acts of misconduct and consequences. Students may be disciplined, including suspension and expulsion following due process, for misconduct that is not specifically identified in this regulation. In addition, the disciplinary consequences listed for each offense may be increased or decreased by the administration or the Tangipahoa Parish School Board due to mitigating or aggravating circumstances. The decision to increase or decrease the consequences for a particular offense rests within the professional judgment and discretion of School Board administrators and/or the School Board.

This code includes, but is not necessarily limited to, acts of students on School Board property, including buildings, playgrounds, parking lots, sidewalks and School Board transportation, or at a school activity, whether on or off School Board property. This includes acts of students while the student is in route to or from School Board property. The Tangipahoa Parish School System may also discipline students for off-campus conduct that negatively impacts the educational environment or members of the school community, to the extent allowed by law. The content of this code shall be presented to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the office of Student Services, at each school site and as well as on the Tangipahoa Parish School System's website.

### **CODE OF CONDUCT PURPOSE**

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

### **RESPONSIBILITIES OF SCHOOL ADMINISTRATORS**

- Model, teach and positively reinforce the TPSS Core Values and Schoolwide Expectations
- Define, teach, model and support appropriate student behaviors to create positive school environments
- Distribute, present, and explain the Code of Conduct to students, parents and all school personnel

- Implement the Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *positive behavior interventions and supports*
- Maintain accurate personal discipline data of students
- Ensure that behavior support plans are implemented with high levels of fidelity and compliance
- Monitor, support and sustain the effective implementation and maintenance of PBIS

### **RESPONSIBILITIES OF THE TEACHER**

- Define, supervise, teach, model and support appropriate student behaviors to create positive school environments
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Model, teach and positively reinforce the TPSS Core Values and Schoolwide Expectations
- Provide corrective instruction to students who demonstrate challenging behavior
- Use a variety of activities in the classroom that increase student engagement
- Address infractions through a variety of interventions including *positive behavior interventions and supports* as well as the use of restorative practices
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed

### **RESPONSIBILITIES OF THE STUDENT**

- Display the TPSS Core Values in all aspects of student life: Be Respectful, Be Responsible, Be Great.
- Attend school and all classes daily
- Follow the Code of Conduct
- Follow the Tangipahoa Parish School System's dress code and uniform policy
- Respect the rights of other parents, students, faculty, staff, school visitors, school property and the property of others
- Work hard and do your best
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

### **RESPONSIBILITIES OF THE PARENTS OR GUARDIANS IN THE SCHOOL COMMUNITY**

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

## **DEFINITION OF POSITIVE BEHAVIOR INTERVENTION SUPPORT**

Positive Behavior Intervention Support (PBIS) gives people a new way to think about behavior. PBIS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. The PBIS process results in the creation of effective intervention plans that shall impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families.

PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

## **DEFINITION OF DISCIPLINE**

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

## **DEFINITION OF CORRECTIVE STRATEGIES**

Academic success is directly correlated with instructional time received by the student. In the effort to fully implement Positive Behavior Intervention Support and reduce the loss of instructional time due to out-of-school suspensions and expulsions, the Tangipahoa Parish Public School System expects that each school shall utilize a wide variety of restorative practices that do not remove children from valuable instructional time.

Restorative Practices, also known as alternatives to suspension and expulsion, may include but are not limited to:

<b>Behavior Intervention</b>	<b>TPSS Definition and Examples</b>
Administrative Conference	A formal conference is held between the student and appropriate administrator in an effort to reach an agreement regarding how the student should behave.
Alternate Area Assignment (hallways, cafeteria, etc.)	Student may be assigned to a different area in order to prevent the problem behavior. For example, if the student is having difficulty following the school-wide expectations for morning assembly, he/she may be assigned to sit in an area near a duty teacher instead of with his/her class.

<b>Behavior Intervention</b>	<b>TPSS Definition and Examples</b>
Assigned Seating Change	Student is reassigned to a different seat in the classroom or on the bus to prevent problem behavior from reoccurring.
Before or After School Detention	Student shall come before school or stay after school for a set period of time. Transportation shall be provided by the family. A staff member shall supervise students assigned to this intervention. During the time of detention, the student may be assigned: re-teaching of expectations, remedial work, reflection sheets pertaining to the misbehavior, community service, counseling or other restorative options.
Community Service Project	Student may be assigned to conduct community service at the school site. He/She shall be supervised by a staff member during this time.
Confiscation	Items not allowed in school or items that are being used inappropriately shall be taken. Such items may be returned to the students or parent in accordance with TPSS timelines and guidelines.
Conference with Student Services	A meeting with the student, the parent/guardian, the school administration and a Student Services representative from Central Office to discuss problem behavior and attempt to prevent further behavior concerns.
Consider SBLC Referral	Consider referring student to the School Building Level Committee (SBLC) to assess behavior concerns, make suggestions for intervention or consider formal evaluation.
Cool Down/Time-Out	Positive time out is designed to encourage children and to teach them self-control and self-discipline. Positive time out teaches children to understand that their brains don't function well when they are upset. They learn the value of taking time to out to calm down until their brains are functioning in a way that is advantageous to them, rather than detrimental. Positive time out teaches the valuable life skill of learning to take time to feel what you feel, and to calm down until you can behave in more constructive ways.
Counseling	TPSS provides school counseling in every school building at various intervals. School counseling is designed to be short term and solution focused. Behavioral concerns that require more extensive intervention shall be assessed by the school counselor and referred to more appropriate agencies/individuals.
Establish Check in/Check Out	Check in/Check Out is an evidence based behavior strategy used with students to address ongoing behavior concerns. It relies on key concepts such as building relationships, mentoring and teaching replacement skills. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day and students check out at the end of the day with an adult to discuss if the daily goals were met. The student takes the

<b>Behavior Intervention</b>	<b>TPSS Definition and Examples</b>
	sheet home to be signed, returning it the following morning at check in.
FINS Referral	A referral to the Families in Need of Services Office of Hammond City Court or the 21 <sup>st</sup> Judicial District. This agency is designed to intervene with families early to prevent juvenile court involvement.
In School Detention	Detention held during the school day (lunch, intervention time, recess). A staff member shall supervise students assigned to this intervention. During the time of detention, the student may be assigned: re-teaching of expectations, remedial work, reflection sheets pertaining to the misbehavior, community service, counseling or other restorative options.
Learning Activity in reference to the offense	Student may be assigned an activity that shall assist them in understanding the desired behavior and how to prevent future misbehavior.
Loss of Privilege (recess, PE, pull outs)	Student may be removed from a favorable activity as a consequence.
Mediation/Conflict Resolution	Conflict resolution attempts to install problem solving skills among the students in a dispute. It involves allowing both parties to express their points of view, interests, and provide ways to find acceptable solutions. Conflict resolution teaches students how to resolve conflict in non-violent ways.
Outside Agency Referral	Student is referred to a community agency with the goal of getting additional assistance for the behavior of concern.
PAC/ISS	Positive Action Class or In School Suspension is when a student spends all or part of a day in a supervised alternative learning environment. Students shall be required to work on their assigned classwork and are responsible for all regular class assignments while assigned to ISS. Restroom and lunch shall be monitored. Bathroom breaks shall be scheduled.
Parent Contact	School administrator or staff member calls, emails or sends a letter to the phone number(s), email addresses and mailing addresses in the student's file in order to communicate a concern. The administrator should make note in the discipline file who they contacted, when and what method was used.
Parent Shadow – Reverse Suspension	A student remains at school instead of being sent home. A parent/guardian shall come to school and spend the day (or time designated by the school) with the child. The goal is to reduce out of school suspensions, increase parental involvement and foster a home-school partnership.
Referral to RKM, Southeast	The TPSS has two on-site partnerships with local community health centers-RKM Primary Care and Southeast Community Health Systems. Licensed mental health professionals are available on every campus. Parent/guardian permission shall be obtained.

<b>Behavior Intervention</b>	<b>TPSS Definition and Examples</b>
Reflection Activity/Sheet	A Reflection Sheet is a very effective tool to use when a student is displaying unacceptable behavior. The student would be required to complete and submit a pre-prepared form pertaining to the problem behavior. The process of reading and writing about one's behavior allows time for cooldown, re-teaching and reflection.
Restitution	Student is responsible for payment and/or restoration of TPSS or personal property of others which have been vandalized, damaged, lost or stolen.
Restorative Practices	Provide an opportunity to improve and repair relationships between students, teachers and school communities. The purpose is to build healthy schools, increase positive behavior, decrease inappropriate and antisocial behavior, repair harm and restore relationships.
Reteaching Schoolwide/Classroom Expectations	Providing repeated teaching of the schoolwide expectations and rules by setting.
Ripple Effects/Social Skills Instruction	Assigning behavior specific social skills instruction using an evidence based program (Ripple Effects, Character Counts, Skill Streaming, Life Skills, Second Step)
Role Play Appropriate Behavior and/or Responses	Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who shall make a decision regarding a behavior or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role.
Schedule Modification	Modify a student's schedule in order to prevent future problem behavior (separate student's in conflict, avoid student-teacher mismatch, etc.)
Small Group Intervention/Counseling	Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students with social/emotional, relationship issues and situational concerns. By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment and learn to communicate and cooperate with others

**DEFINITION OF MINOR INFRACTIONS (Handled by the classroom teacher)**

Each school shall establish a School-Wide Positive Behavior Support Team with representatives across all disciplines on campus. This team meets to establish school-wide expectations, routines and procedures and determines a plan to teach those to all students. In addition, this team shall establish which behaviors are considered minor on each campus and which ones are considered major (referred to the office). All minor behavior infractions shall be documented and tracked by

staff utilizing their **Classroom Management Plan**. Repetitive minor behaviors can result in a major office referral. Some behaviors that are typically treated as minor are: **dress code/ID violations, tardy to class, classroom disturbance, willful disobedience, blatant refusal to comply with directives**. Parents should be notified when minor behaviors become repetitive.

**DEFINITION OF MAJOR INFRACTIONS (Handled by the school administrator)**

Some infractions require students to be referred to an administrator for investigation and delivery of consequences. Major behaviors are generally those that substantially disrupt the learning environment or impose a safety concern. Repetitive minor behaviors can also become a major infraction.

<b>CODE</b>	<b>NAME OF INFRACTION</b>	<b>DEFINITION</b>
01	Willful disobedience	<b>Deliberate</b> choice to break a rule or disobey a directive given by a person in authority
02	Treats an authority with disrespect	The purposeful/non-purposeful, willful/reactionary or emotionally charged verbal or non-verbal response on the part of the student, where said student directs verbiage or gestures towards an employee of the Tangipahoa Parish School System <i>and that employee interprets such language/verbiage/gestures as profane, obscene, humiliating, threatening or explicit in its nature.</i>
03	Makes an unfounded charge against authority	<b>Accusing</b> a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. <b>False statements or representations</b> about individuals or identifiable groups of individuals that harm the <b>reputation</b> of the individuals or the group by demeaning them or deterring others from associating or dealing with them.
04	Uses profane and/or obscene language	<b>Intentional vulgar</b> verbal messages, words or gestures that include swearing, or name calling that are directed at another individual (particularly an adult).
05	Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms.
06	Is guilty of conduct or habits injurious to his/her associates	Any intentional but not malicious act that causes injury, damage, or pain to another (i.e. play fighting, horseplay).

CODE	NAME OF INFRACTION	DEFINITION
07	Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The <b>possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, or purchase</b> of any drug, narcotic, controlled substance, or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles.
08	Uses or possesses tobacco or lighter, including electronic cigarettes and ALL nicotine delivery systems to including <b>Vaping and herbal delivery systems.</b>	The <b>possession, use, purchase, intent to distribute, concealment, distribution or sale</b> of tobacco products on school grounds, at school-sponsored events, or on school transportation vehicles.
09	Uses or possesses alcoholic beverages	The <b>possession, use, purchase, intent to distribute, concealment, distribution or sale of alcohol</b> products on school grounds, at school-sponsored events, or on school transportation vehicles.
10	Disturbs the school or habitually violates any rule	Behavior causing <b>major</b> disruption of instruction or any school activity and/or repeatedly violating any school rules in any area, includes but is not limited to <b>sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behavior.</b> (Repeated Minor Infractions)
11	Cuts, defaces, or injures any part of public school buildings/vandalism	<b>Damage, destruction, or defacement of property</b> belonging to the school or others.
12	Writes profane and/or obscene language or draws obscene pictures	<b>Writes or draws pictures, words, or images</b> considered indecent or offensive (e.g., graffiti, letters, notes, posters, etc.)
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code.	<b>Possessing weapon</b> designed to expel a projectile by action of an explosive. (e.g. Firearms-loaded or unloaded, parts of a firearm, explosives)
14	Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury ( <i>Excludes pocket knives with a blade length &lt; 2 ½ "</i> - refer to code 31).	Possesses <b>firearms, knives or blades &gt; 2 1/2 "</b> which may be used to inflict bodily injury or damage to property (i.e., any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space). This includes ANY item that could be deemed dangerous and does not belong at school-razor blades, mace, BB guns, pellet guns, look-alike weapons, sharp objects)
15	Throws missiles liable to injure others	<b>Throws</b> any object toward a person that is either heavy, sharp and/or otherwise perceived to be harmful or with such velocity and force



CODE	NAME OF INFRACTION	DEFINITION
		that it would cause physical harm or precipitate a fight or campus disturbance.
16	Instigates or participates in fights while under school supervision	A <b>hostile confrontation</b> with physical contact (e.g. blows with fists, shoving, kicking, biting, pulling hair) <b>involving two or more</b> individuals.
17	Violates traffic and safety regulations	To break any law that pertains to the <b>obstruction and flow of traffic</b> and/or safety regulations.
18	Leaves school premises or classroom without permission	<b>Leaving</b> the school campus and/or assigned classroom or location without permission and/or failure to return to school/class.
19	Is habitually tardy and/or absent	<b>Reporting late</b> to school or class when the day/period begins without permission.
20	Takes another property or possession without permission	<b>Taking</b> or obtaining the <b>property of another</b> without permission or knowledge of the owner without violence.
21	Commits any <b>other</b> serious offense	Any other serious offense not covered by any other of these codes.
30	Discharge or use of weapon(s) prohibited by federal law	<b>Discharge or use</b> of weapon prohibited by Section 921 of Title 18 of the U.S. Code
31	Possesses pocket knife or blade cutter with a blade length < 2 ½"	Possesses pocket knife or blade cutter with a <b>blade length &lt; 2 ½ "</b> .
33	Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any <b>over-the-counter medicine</b> whether prescribed or not without permission from school officials. All over the counter or prescription medication shall be signed in through the school nurse and be held in the office. No student may bring and/or take over the counter medication to/at school (even if the parent is aware and consents).
34	Possession of Body Armor	Possession, including the <b>wearing of any type of gear that protects</b> the person from attack by another.
35	Bullying/Harassment	<b>Unwanted and repeated</b> written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student.
36	Cyber Bullying/Cyber Harassment	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, through any <b>use of technology</b> . Cyberbullying can occur on or off school property. For a student <u>to</u> be disciplined

CODE	NAME OF INFRACTION	DEFINITION
		at school for behavior that occurs off campus, the behavior shall be connected to the school environment in some way. Parents may call law enforcement for community based behavior.
37	False Alarm / Bomb Threat	<b>Initiating a warning</b> of fire or other catastrophe without valid cause, misuse of 911, bomb threats, discharging a fire extinguisher, or communicating false threats to a school via electronic means (social media, texts, chat groups)
38	Forgery	To <b>use, make, or reproduce</b> another's signature.
39	Gambling	<b>Wagering money or property.</b>
40	Public Indecency	<b>Exposure</b> of body parts such as genital / buttocks areas and female breasts in view of <u>the public.</u>
41	Obscene behavior or Possession of Obscene/Pornographic Material	Engaging in <b>behavior of a sexual nature</b> including consensual sexual activity; Possession of sexual images in any form (e.g., electronic, book, magazine, phone, drawing, etc.).
42	Unauthorized use of Technology	Use of pager/cellular telephone (texting, talking, accessing internet), smart watches, camera or video device or other <b>communication devices</b> during the school day in violation of the individual school's Acceptable Use Policy.
43	Improper dress	Out of <b>dress code</b> or ID violation.
44	Academic dishonesty	<b>Cheating</b> that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception.
45	Trespassing Violation	<b>Unauthorized entering</b> onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.
46	Failure to Serve Assigned Consequence	<b>Failure to serve</b> Detention, Time Out Room, Saturday School, Suspension or other assigned consequences.
47	Misusing Internet	<b>Violating</b> the TPSS Internet Use Policy.
48	Sexual harassment	Intimidation, bullying, or coercion of a sexual nature.

CODE	NAME OF INFRACTION	DEFINITION
49	False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.
50	Crime of Violence (per R.S. 14:2B)	<b>Violent crime</b> including murder, <b>assault and battery</b> , rape and sexual battery, kidnapping, arson, criminal damage to property, burglary, misappropriation w/violence to person, serious bodily injury.

**DISCIPLINARY CONSEQUENCES**

Tangipahoa Parish School System schools shall provide environments for students that are conducive to student success. Such environments are safe, preventive, predictable, and provide a continuum of positive behavior intervention support for all students. The school’s primary goal is to educate, not to discipline; however, when the behavior of the individual student comes in conflict with the rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

The Tangipahoa Parish School System recognizes the social and emotional development of children varies significantly from prekindergarten to twelfth grade and have thus created a dual consequence chart that accounts for such. Some infractions committed by a ninth grader may be more significantly disciplined than a similar action committed by a first grader. The School Board understands that many of the formative years (PreK-3) focus on teaching young children the expectations, procedures, and norms of school life. As a student progresses, the expectation is that they have been afforded the opportunity to learn and adjust and more significant consequences may occur for rule violations.

Disciplinary **INFRACTIONS** have been categorized into **THREE** Levels:

- **LEVEL ONE:** Inappropriate Activities that interfere with the learning environment
- **LEVEL TWO:** Activities that disrupt the learning environment or that may lead to level three infractions
- **LEVEL THREE:** Illegal activities or activities that endanger individuals or the school community

Disciplinary **CONSEQUENCES** have been designed to become progressively more involved as a student repeats the problem behavior. Repeated **LEVEL ONE** behaviors can result in a student moving to **LEVEL TWO** consequences after the third occurrence. Administrators may select to issue one or more consequence based upon the investigation of the incident and its severity.

<b><u>Level One Offenses-Elementary (Pre-K – Grade 5):</u></b> <b><u>Inappropriate Activities that interfere with the learning environment</u></b>
Academic dishonesty
Conduct or habits injurious to his/her associates
Cuts, defaces or injures any part of public school buildings/vandalism (Value less than \$20)
Disturbs the school or habitually violates any rule

Failure to serve assigned consequence
False Report
Forgery
Gambling
Improper dress
Is habitually tardy or absent
Leaves <b>classroom</b> without permission (see Level 2 for leaves <b>school premises</b> )
Misusing Internet/Violates electronic/technology policy
Takes another's property or possessions without permission (Value less than \$20)
Treats an Authority with disrespect
Unauthorized use of Technology (per the individual school's acceptable use policy)
Uses profane and/or obscene language
Violates traffic and safety regulations
Willful disobedience
Write profane and/or obscene language or draws obscene pictures (not in reference to anyone/doesn't show anyone)

The following charts are divided by grade level, level of offense and disciplinary considerations per occurrence.

<b><u>Level One Offense Discipline Considerations</u></b>		
<b><u>Elementary (Pre-K – Grade 5):</u></b>		
<b><u>1<sup>st</sup> Occurrence</u></b>	<b><u>2<sup>nd</sup> Occurrence</u></b>	<b><u>3+ Occurrences</u></b>
	1 <sup>st</sup> Occurrence Options in Addition to:	2 <sup>nd</sup> Occurrence Options in Addition to:
Parent Contact	Before/After School Detention	PAC/ISS for UP TO 2 days per referral
Administrative Conference	Loss of Privilege – recess, lunch detention	OSS for UP TO 1 day per referral
Reteaching Schoolwide/Classroom Expectations	Alternate Area Assignment (hallways, cafeteria)	Consider SBLC Referral
Role Play Appropriate Behavior and/or Responses	Establish Check in/Check Out	FINS Referral
Mediation/Conflict Resolution	Parent Shadow – Reverse Suspension	Small Group Intervention/Counseling
Ripple Effects/Social Skills Instruction	PAC/ISS for UP TO 1 day per referral	Referral to RKM, Southeast
Reflection Activity/Sheet		
PAC/ISS for the period/time the offense occurred		
Restitution/Restorative Practices		
Community Service Project		
Counseling		
Learning Activity in reference to the offense		
Cool Down/Time-Out		
Schedule Modification		

Assigned Seating Change		
In School Detention		
Confiscation		

<b><u>Level Two Offenses-Elementary (Pre-K – Grade 5):</u></b>
Activities that disrupt the learning environment or that may lead to level three infractions
Bullying/Harassment (bullying forms shall be completed)
Cuts, defaces or injures any part of public school buildings/vandalism (Value greater than \$20)
Cyber Bullying (bullying forms shall be completed)
False Alarm/Bomb Threat
<b>FOUR OR MORE LEVEL ONE OFFENSES</b>
Instigates or participates in fights while under school supervision
Leaves <b>school premises</b> without permission (see Level 1 for <b>classroom</b> )
Makes an Unfounded Charge Against Authority
Possesses pocket knife or blade cutter with a blade length of <2.5 inches (no known threat)
Sexual Harassment
Takes another's property or possessions without permission (Value greater than \$20)
Throws missiles liable to injure others
Trespassing Violation
Use of OTC medication in a manner other than prescribed or authorized (single dose, no indication of giving/selling to others)
Uses or possesses tobacco, lighter or matches(cigarettes, lighter, electronic vaping devices/part)
Writes profane and/or obscene language or draws obscene pictures (about another student/shows others)

<b><u>Level Two Offense Discipline Considerations</u></b> <b><u>Elementary (Pre-K – Grade 5)</u></b>		
<b><u>1<sup>st</sup> Occurrence</u></b>	<b><u>2<sup>nd</sup> Occurrence</u></b>	<b><u>3<sup>rd</sup> Occurrence</u></b>
Level 1 Options in addition to:	<b><u>1<sup>st</sup> Occurrence Options in Addition to:</u></b>	<b><u>2<sup>nd</sup> Occurrence Options in Addition to:</u></b>
Parent Shadow – Reverse Suspension	FINS Referral	OSS for UP TO 3 days
PAC/ISS for 1+ days	Consider SBLC Referral	Possible Due Process Hearing
Small Group Intervention/Counseling	OSS for UP TO 3 days	
Establish Check In/Check Out		
Referral to RKM, Southeast		
Outside Agency Referral		
OSS for UP TO 3 days		
Conference with Student Services		

<b><u>Level Three Offenses-Elementary (Pre-K – Grade 5):</u></b> <u>Illegal activities or activities that endanger individuals or the school community</u>
Commits any other serious offense
Commits immoral or vicious practices
Crime of Violence (per R.S. 14:2B)
Discharge or use of weapon(s) prohibited by federal law
<b>FOUR OR MORE LEVEL TWO OFFENSES</b>
Obscene behavior or Possession of Obscene/Pornographic Material
Possesses firearms (not prohibited by federal law), knives or other implements, which may be used as weapons, the careless use of which might inflict harm or injury ( <i>Knives Greater than 2.5 inches</i> )
Possesses pocket knife or blade cutter with a blade length of <2.5 inches (with the presence of threat)
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code
Possession of Body Armor
Public Indecency
Use of OTC medication in a manner other than prescribed or authorized (multiple doses or indication of giving/selling to others)
Uses or possesses alcoholic beverages
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form

<b><u>Level Three Offense Discipline Considerations</u></b> <b>Elementary (Pre-K – Grade 5)</b>		
<b><u>1<sup>st</sup> Occurrence</u></b> Level 1&2 Options in addition to:	<b><u>2<sup>nd</sup> Occurrence</u></b> 1 <sup>st</sup> Occurrence Options in Addition to:	<b><u>3<sup>rd</sup> Occurrence</u></b>
Mandatory Conference with Student Services	Mandatory Conference with Student Services	N/A
Possible Due Process Hearing	Due Process Hearing	
Referral to Law Enforcement when applicable		

<b><u>Level One Offenses-Middle/High (Grades 6-12):</u></b> <b><u>Inappropriate Activities that interfere with the learning environment</u></b>
Academic dishonesty (except on State Assessments)
Conduct or habits injurious to his/her associates
Disturbs the school or habitually violates any rule
Failure to serve assigned consequence
False Report
Forgery
Gambling
Improper dress
Is habitually tardy or absent
Leaves <b>classroom</b> without permission (see Level 2 for <b>leaves school premises</b> )
Misusing Internet/Violates electronic/technology policy
Unauthorized use of Technology (per the individual school's acceptable use policy)
Uses or possesses tobacco, lighter or matches(cigarettes, lighter)
Uses or possesses electronic vaping devices/part (see vaping policy – page 18)
Uses profane and/or obscene language
Violates traffic and safety regulations
Willful disobedience
Write profane and/or obscene language or draws obscene pictures (not in reference to anyone/doesn't show anyone)

<b><u>Level One Offense Discipline Considerations</u></b> <b><u>Middle/High (Grades 6-12)</u></b>		
<b><u>1<sup>st</sup> Occurrence</u></b>	<b><u>2<sup>nd</sup> Occurrence</u></b> 1 <sup>st</sup> Occurrence Options in Addition to:	<b><u>3+ Occurrences</u></b> 2 <sup>nd</sup> Occurrence Options in Addition to:
Parent Contact	Before/After School Detention	PAC/ISS for UP TO 3 days per referral
Administrative Conference	Loss of Privilege – recess, lunch detention	OSS for UP TO 1 day per referral
Reteaching Schoolwide/Classroom Expectations	Alternate Area Assignment (hallways, cafeteria)	Consider SBLC Referral
Role Play Appropriate Behavior and/or Responses	Establish Check in/Check Out	FINS Referral
Mediation/Conflict Resolution	Parent Shadow – Reverse Suspension	Small Group Intervention/Counseling
Ripple Effects/Social Skills Instruction	PAC ISS for UP TO 1 day	Referral to RKM, Southeast
Reflection Activity/Sheet		
PAC/ISS for the period/time the offense occurred		
Restitution/Restorative Practices		
Community Service Project		
Counseling		

Learning Activity in reference to the offense		
Cool Down/Time-Out		
Schedule Modification		
Assigned Seating Change		
In School Detention		
Confiscation		

<b><u>Level Two Offenses-Middle/High (Grades 6-12):</u></b>
<u>Activities that disrupt the learning environment or that may lead to level three infractions</u>
Bullying/Harassment (bullying forms shall be completed)
Commits immoral or vicious practices
Cuts, defaces or injures any part of public school buildings/vandalism
Cyber Bullying (bullying forms shall be completed)
<b>FOUR OR MORE LEVEL ONE OFFENSES</b>
Instigates or participates in fights while under school supervision
Leaves <b>school premises</b> without permission
Makes an unfounded charge against authority
Sexual Harassment
Takes another's property or possessions without permission
Throws missiles liable to injure others
Treats an Authority with disrespect
Trespassing Violation
Use of OTC medication in a manner other than prescribed or authorized (single dose, no indication of giving/selling to others)
Writes profane and/or obscene language or draws obscene pictures (about another student/shows others)



<b>Level Two Offense Discipline Considerations Middle/High (Grades 6-12)</b>		
<b>1<sup>st</sup> Occurrence</b> Level 1 Options in addition to:	<b>2<sup>nd</sup> Occurrence</b> 1 <sup>st</sup> Occurrence Options in Addition to:	<b>3<sup>rd</sup> + Occurrences</b> 2 <sup>nd</sup> Occurrence Options in Addition to:
Parent Shadow – Reverse Suspension	FINS Referral	OSS for UP TO 5 days
PAC/ISS for 1+ days	Consider SBLC Referral	Possible Due Process Hearing
Small Group Intervention/Counseling	OSS for UP TO 5 days	
Establish Check In/Check Out	Possible Due Process Hearing	
Referral to RKM, Southeast		
Outside Agency Referral		
OSS for UP TO 3 days (5 days for fights only)		
Confiscation		
Conference with Student Services		
<b>Level Three Offenses-Middle/High (Grades 6-12):</b>		
Illegal activities or activities that endanger individuals or the school community		
Commits any other serious offense		
Crime of Violence (per R.S. 14:2B		
Discharge or use of weapon(s) prohibited by federal law		
False Alarm/Bomb Threat		
<b>FOUR OR MORE LEVEL TWO OFFENSES</b>		
Obscene behavior or Possession of Obscene/Pornographic Material		
Possesses firearms (not prohibited by federal law), knives or other implements, which may be used as weapons, the careless use of which might inflict harm or injury ( <i>Knives greater than 2.5 inches</i> )		
Possesses pocket knife or blade cutter with a blade length of <2.5 inches		
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code		
Possession of Body Armor		
Public Indecency		
Use of OTC medication in a manner other than prescribed or authorized (multiple does of indication of giving/selling to others.)		
Uses or possesses alcoholic beverages		
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form		

<b>Level Three Offense Discipline Considerations Middle/High (Grades 6-12)</b>		
<b>1<sup>st</sup> Occurrence</b>	<b>2<sup>nd</sup> Occurrence</b>	<b>3<sup>rd</sup> Occurrence</b>
Level 1&2 Options in addition to:	1 <sup>st</sup> Occurrence Options in Addition to:	
Mandatory Conference with Student Services	Mandatory Conference with Student Services	N/A
Due Process Hearing	Due Process Hearing	
Referral to Law Enforcement when applicable		
Confiscation		

<b>VAPING PROCEDURES</b>
<p><b>All students who use or possess tobacco, including electronic cigarettes and ALL nicotine delivery systems will be given a Discipline Consequence according to TPSS's policy. This is to include all school sponsored activities and events. Students from ages 10 years to 17 years will be given a citation by the TPSO in addition to a discipline consequence.</b></p>
<b>Elementary (Grades K-5)</b>
<b>1<sup>st</sup> Occurrence</b>
<ol style="list-style-type: none"> <li>1. Mandatory Conference with Parent;</li> <li>2. 2 days OSS;</li> <li>3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (Ages 10 - 17)</li> <li>4. Recommended Counseling;</li> <li>5. Mandatory referral to TASC/FINS</li> </ol>
<b>2<sup>nd</sup> Occurrence</b>
<ol style="list-style-type: none"> <li>1. Mandatory Conference with Parent;</li> <li>2. 5 days OSS;</li> <li>3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (Ages 10 - 17)</li> <li>4. Mandatory Counseling;</li> <li>5. Follow with TASC/FINS</li> </ol>
<b>3<sup>rd</sup> Occurrence</b>
<ol style="list-style-type: none"> <li>1. Mandatory Meeting with Student Services</li> </ol>
<b>Middle/High (Grades 6 -12)</b>
<b>1<sup>st</sup> Occurrence</b>
<ol style="list-style-type: none"> <li>1. Mandatory Conference with Parent;</li> <li>2. 3 days OSS;</li> <li>3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (Ages 10 - 17)</li> </ol>

<ol style="list-style-type: none"><li>4. Field test for a banned substance by School Resource Officer (If Available)</li><li>5. Recommended Counseling;</li><li>6. Mandatory Drug Test within 24 hours at North Oaks Outpatient Clinic or Southeast Community Health.<ul style="list-style-type: none"><li>• If test is NEGATIVE, student may return at the end of the suspension.</li><li>• If test is POSITIVE, the student will be recommended for removal to TAS and referred to FINS/Drug Court. The student will be removed according to LA. R.S.17:416.</li><li>• Failure to comply will result in a recommendation for removal to TAS.</li></ul></li></ol>
<b>2<sup>nd</sup> Occurrence</b>
<ol style="list-style-type: none"><li>1. Mandatory Conference with Parent;</li><li>2. 5 days OSS;</li><li>3. RS 14:91.8 Citation with the Tangipahoa Parish Sheriff's Office (Ages 10 - 17)</li><li>4. Field test for a banned substance by School Resource Officer (If Available)</li><li>5. Mandatory Counseling;</li><li>6. Mandatory Drug Test within 24 hours at North Oaks Outpatient Clinic or Southeast Community Health.</li><li>7. If test is NEGATIVE, student may return at the end of the suspension.</li><li>8. If test is POSITIVE, the student will be recommended for removal to TAS and referred to FINS/Drug Court. The student will be removed according to LA. R.S. 17:416.</li><li>9. Failure to comply will result in a recommendation for removal to TAS.</li></ol>
<b>3<sup>rd</sup> Occurrence</b>
<ol style="list-style-type: none"><li>1. Recommendation for Expulsion</li></ol>

## **SCHOOL BUS DISCIPLINE**

- The school bus is an extension of the school building; therefore, all school bus behavior incidents shall be reported to the principal within one (1) school day. All incidents will be addressed according to the Tangipahoa Parish Student Code of Conduct Handbook.
- Behavior incidents are categorized as either major or minor infractions, and the infractions are documented by the bus driver and submitted to the students' school level administrator. Consequences for documented behaviors are issued by the school principal or the principal's designee.
- Major bus infractions such as fighting, drugs, weapons, inappropriate, bodily contact, may warrant more severe consequences that could include, but not limited to suspension from the bus or out of school suspension or expulsion recommendation from school. The school level principal will make the determination of consequences after appropriate assessment protocols and thorough investigation of events have been completed.

- In the case that a bus incident involves students from multiple schools, each school building level principal or designee shall consult with each other to discuss the facts of the case. Each school is responsible for determining the appropriate punishment for the student that attends their school.
- At no time shall the bus operator assume authority for suspending bus privileges or taking disciplinary action.
- A pupil damaging a school bus shall be subject to restitution in addition to a discipline consequence. Any pupil suspended off of the bus for damages to that school bus shall not be readmitted until payment in full has been made for such damage or until his/her readmittance is directed by the Superintendent.

### **DUE PROCESS PROCEDURES**

Any time an administrator or disciplinarian receives a student behavior report completed by a school staff member, the student in question is to be afforded due process. Due process, for purposes of this code, is defined as:

When a student has been written up and presents to the office the following shall occur:

1. The student shall be told what he is accused of and by whom (school staff member).
2. The student shall be given an opportunity to tell his version of the facts.
3. Student 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. The Student should sign the discipline form to indicate receipt.
6. Parents shall be notified by personal phone call at the numbers provided to the Registration Office or otherwise. You may also send a copy of the discipline form home with the student.

### **OUT OF SCHOOL SUSPENSION PROCEDURES**

A student may be suspended out of school for a maximum of ten consecutive school days. Any time a student is suspended out of school the following shall occur:

1. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the reason for and length of the suspension.
2. The principal/designee shall establish a date and time for a conference with the principal or designee as a requirement for readmitting the pupil.

3. Notice shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card, or by sending a letter to the address shown on the pupil's registration card.
4. The principal/designee shall notify the student and parent that the student may not be on any property of the Tangipahoa Parish School or participate in any school activity or any school sponsored event during the time of the suspension.
5. A student who is suspended for ten (10) days or fewer shall be assigned school work missed while he/she is suspended and shall receive either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his/her designee, upon the recommendation of the student's teacher.

### **EXPULSION PROCEDURES**

An individual principal/designee may not expel any student or place any student directly into the Alternative School. Principals/designees may recommend expulsion. A Due Process/Expulsion Hearing shall then be set with a representative from the Tangipahoa Parish School Board Student Services Office. The following procedures shall occur:

1. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the reason for the recommendation for expulsion.
2. The principal/designee shall contact the TPSS Student Services Office and establish a date and time for a Due Process Hearing with the principal or designee as a requirement for readmitting the pupil. The student shall be suspended out of school pending such hearing.
3. Notice of the date and time of the hearing shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card **and** by sending a letter to the address shown on the pupil's registration card.
4. The principal/designee shall notify the student and parent that the student may not be on any property of the Tangipahoa Parish School or participate in any school activity or any school sponsored event during the time of the suspension.
5. The Student Services Office shall conduct a hearing to determine the facts of the case and make a finding of whether or not the student is guilty of conduct warranting a recommendation of expulsion. Following the hearing, the Student Services Office shall notify the parents of the decision rendered.
6. A student who is expelled and receives educational services at an alternative school site shall be assigned work by a certified teacher and shall receive credit for school work if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was expelled.

### **OTHER DISCIPLINARY NOTES**

Any student who has been recommended for expulsion but who withdraws from the school system prior to the expulsion hearing shall be considered expelled.

A student shall be subject to disciplinary action for conduct or offenses that occur at extracurricular activities, sporting events (even where said student is merely a spectator), conventions, in the parking lot or other areas of school property, and at any other school's activities. This even includes school campuses other than where the student attends school.

Any graduating senior committing a serious offense warranting suspension or expulsion may be prohibited from participation in graduation exercises upon recommendation of the principal and after a hearing by the Superintendent or his/her designee/hearing officer. If prohibited from participation the senior shall receive his/her diploma by mail.

### **DISCIPLINE PROCEDURES FOR STUDENTS ENROLLING FROM OUT OF PARISH**

The discipline record (including suspensions) of any student entering the Tangipahoa Parish School System (TPSS) from another school during the school year shall follow the student from the school last attended to the TPSS. For instance, a student that transfers to a TPSS school and has three (3) suspensions in the former school shall start in the TPSS system with three (3) suspensions. Any student who transfers to the TPSS during the school year who has four (4) or more out of school suspensions at the time of transfer shall start at the TPSS Alternative Program.

### **DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES**

The *Discipline Procedures for Children With Exceptionalities* in Tangipahoa Parish Schools are developed and implemented in accordance with the Individuals with Disabilities Education Improvement Act of 2004, the federal law governing the provision of a Free Appropriate Public Education (FAPE) for the discipline of students with disabilities; Louisiana Bulletin 1706, *Subchapter B: Discipline Procedures for Students with Disabilities*, §530, and the policy of the School Board of Tangipahoa Parish.

School personnel may remove a student with a disability or suspected disability, who violates a code of student conduct, from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) consecutive school days, to the extent that those alternatives are applied to students without disabilities. Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct are allowed, as long as the removal does not constitute a change of placement. A change of placement occurs if a student with a disability is removed from his or her current educational placement for more than ten (10) consecutive school days; or a student with a disability is subjected to a series of removals, cumulating to ten or more days, that constitute a pattern because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the Tangipahoa Parish School System shall provide services which enable the student to participate in the general education curriculum and progress toward meeting his or her IEP goals. In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur.

Whenever an action involving a removal that constitutes a change of placement for a student is contemplated, a Manifestation Determination Review is required.

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the IEP team shall review evaluation and diagnostic results and other relevant information supplied by the parent or the student, consider observations of the student, and consider the student's IEP and placement to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or if the conduct in question was the direct result of the Tangipahoa Parish School System failure to implement the IEP.

On the date which the decision is made, school personnel shall notify the parents of that decision and provide the parents the procedural safeguards (*Louisiana's Educational Rights of Children with Exceptionalities in Public Schools*).

For disciplinary changes in placement due to behavior that violates a code of student conduct that exceed ten (10) consecutive days:

If school personnel, the parent, and members of the student's IEP team make the determination that the conduct **was not** a manifestation of the student's disability, school personnel may apply disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except the student should continue to receive educational services. School personnel and at least one of the student's teachers should determine the extent of services needed for the student to participate in the general education curriculum and progress toward meeting his or her IEP goals. In addition, the student should receive a functional behavioral assessment and behavioral intervention plan designed to address the behavior violation so that it does not recur. If a behavioral intervention plan has already been developed, the current plan shall be reviewed and modified to address the current behavior. Services may be provided in an interim alternative educational setting, as determined by the student's IEP Team.

If school personnel, the parent, and members of the student's IEP team make the determination that the conduct **was** a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the current plan shall be reviewed and modified to address the current behavior. If Tangipahoa Parish School System failed to implement the IEP, immediate steps should be taken to remedy the deficiencies. The student is to return to the placement from which he or she was removed, except under Special Circumstances; or unless the parent and school personnel agree to a change of placement as part of the modification of the behavioral intervention plan.

School personnel may remove a student to an interim alternative educational setting, under Special Circumstances, for not more than forty-five (45) school days, without regard to whether the behavior is determined to be a manifestation of the student's disability if:

1. The student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the State or any School Board (under paragraph (2) of the first subsection (g) of 18 USC 930).
2. The student knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or any School Board (Identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act (21 USC 812(c)).

3. The student has inflicted serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of the State or any School Board (under paragraph (3) of subsection (h) 18 USC 1365).

In-school suspensions in which a student's IEP is being implemented are not considered removals from a student's current educational setting. All other removals, whether to an alternative school or homebound, are considered changes in placement, regardless of whether the student's IEP is being implemented in the alternative setting.

Any parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination; or Tangipahoa Parish School System believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a due process hearing under Bulletin 1706, §507 (*Filing a Request for Impartial Due Process Hearing*) and §508 A and B (*Due Process Hearing Request*).

Whenever an *Expedited Due Process Hearing* is requested, the parents or the school administrator or their designee involved in the dispute should have the opportunity for an impartial due process hearing which should occur within twenty (20) days of the date the request is filed. A resolution meeting shall occur within seven (7) days of receiving notice of the *Request for Due Process Hearing* unless the parent and school administrator or their designee agree, in writing, to waive the meeting. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of receipt of the *Request for Due Process Hearing*.

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