



TANGIPAHOA PARISH
SCHOOL SYSTEM
EST. 1896

WELCOME BACK TO SCHOOL PLAN

***Focused on Opening Safely &
Meeting the Needs of All Our Students***

AUGUST 2021



Melissa M. Stilley, Superintendent

Committed to Excellence

2021-2022

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INTRODUCTION

Thank you for choosing the Tangipahoa Parish School System (TPSS) for your child's educational journey! We are excited about the upcoming school year and the privilege of educating your child or children.

The well-being of our students and staff is of utmost importance to us. Therefore, TPSS is taking protective measures based on recommendations of medical professionals from the Center for Disease Control, Louisiana Department of Health and Hospitals, as well as guidance from the Louisiana Department of Education in an effort to keep our students and staff safe and healthy. Upon reopening, our facilities will have been cleaned and disinfected, and we will continue to adhere to all necessary safety precautions throughout the school year. We will require employees to maintain safety standards by continuously cleaning and disinfecting based on the guidelines provided by health and safety officials.

The TPSS is committed to excellence! This includes social-emotional learning, working to accelerate learning for all students, and expanding opportunities for students during and after the school day with a focus on STEM.

Please keep in mind that our guidance is fluid and will be adjusted as necessary to align with federal and state guidelines throughout the school year.

COMMITTED TO EXCELLENCE

Respectful. Compassionate. Great.

OPERATIONS FOR BACK TO SCHOOL 2021-2022

The following is our plan to align to Governor Edwards' executive orders depending on the phase we are in at any given time during the school year.

Phase 1

If Governor Edwards issues an executive order placing us back in Phase 1 due to increased cases of COVID 19, we will be full virtual. We will assign chromebooks to every student the week before August 12 at each of our school sites. All students will work in our virtual content classroom and it will not be optional. Attendance and grades will be taken.

Phase 2

If Governor Edwards issues an executive order placing us in Phase 2, grades PreK through 6, as well as students with significant disabilities, will physically attend school in our buildings with no more than 25 students per class. The classroom group will be static, which means students will not mix with other groups during the school day. If a grade level is departmentalized, the teachers will rotate rather than the students. Classroom groups will not mix with other groups during the school day, such as in physical education class, cafeteria, and normal daily breaks, etc. Buses will be at 50% capacity during Phase 2. Grades 7-12 will rotate on an A/B schedule and/or full virtual depending on connectivity and individual student needs. Chromebooks will be assigned during the week prior to school starting for grades 7-12. Assignments will not be optional and teachers will be in regular communication with students.

Phase 3 (*We are starting the school year in this phase*)

If Governor Edwards issues an executive order placing us in Phase 3, we will be as close to normal as we possibly can during this pandemic. All students will attend in-person learning. We will follow the guidelines to keep our students and employees safe. Assemblies and other large scale gatherings will be avoided.

SOFT START SCHEDULE

To ensure our students have a great start to the 2021-22 school year, the first two days will be a “soft start.” These days will be used for distributing and/or updating students’ chromebooks, sharing important school and district information with students and families, and will allow smaller class sizes for teachers to meet and access students scheduled in their classes. The “Soft Start Schedule” for all grades is as follows:

GRADE LEVELS	DATES TO REPORT
PreK & K	By August 11: Teachers will contact parents to schedule orientation meeting time. August 12 & 13: Orientation meetings will be held. August 17 & 18: PreK & K - <u>Girls</u> only attend. August 19 & 20: PreK & K - <u>Boys</u> only attend. August 23: All PreK & K students (boys & girls) attend.
1-8	August 11: Students whose last name begins with A - K attend. August 12: Students whose last name begins with L - Z attend. August 13: All students attend.
9-12	August 11: Seniors & Juniors attend. August 12: Sophomores & Freshmen attend. August 13: All students attend.

MORE BACK TO SCHOOL INFORMATION

Other important “Back to School” information may be found on the TPSS website in our new “Family Toolkit”. Please visit the website at <https://www.tangischools.org/> to find important information including answers to the following questions:

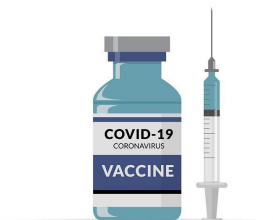
What bus does my child ride?

What time does school start and end?

Where can I find the supply list?

When can I meet my child’s teacher?

HEALTH AND SAFETY STANDARDS FOR SCHOOL OPERATIONS



VACCINATIONS

The COVID-19 vaccine is the best way to protect yourself and your family members from the disease and TPSS employees and students (12 years and older) are encouraged to get the vaccination.



FACE MASKS

Except for those individuals who obtain a medical or disability impact exception as set forth herein, as per the Governor's August 4, 2021 executive order regarding COVID-19, *masks will be mandatory for all Kindergarten-12th grade students while inside school facilities and on school buses regardless of vaccination status. In addition, face masks are required for all passengers riding the school bus.*

1. Under the Governor's statewide mask mandate, face masks that properly cover the wearer's mouth and nose should be worn indoors at places outside of your residence. The only exceptions are as follows:
 - Any individual who will not come in contact with any other individual (outside of their immediate household members) or who will be able to maintain strict social distancing of 6 feet apart from any other individual (outside of their immediate household members);
 - Any child under the age of five not enrolled in a kindergarten program, however all children between the ages of 2 and 5 years old are strongly encouraged to wear a face covering;
 - Anyone who has a medical condition that prevents the wearing of a face covering;
 - Anyone who is consuming food or drinks;

- Anyone seeking to communicate with someone who has or is suspected of having a communication disorder;
 - Anyone giving a speech for broadcast or to an audience;
 - Anyone temporarily removing his or her mask for identification purposes; and/or
 - Any athlete participating in organized athletic activities.
2. Masks may be of washable cloth (not mesh) or disposable. Unless a person has a medical or disability exception, face “shields” will not substitute for face masks.
 3. In order to wear a mask with an “air vent”, a doctor’s note must be provided to the principal or his/her designee.
 4. Students and staff will be required to wear masks as a requirement of their respective dress codes. A violation of the mask requirement will be addressed in conformity with the manner of enforcement for dress code violations as stated in the Student Code of Conduct and Personnel Policy Manual, respectively.
 5. While outdoors, adults and students will **not** be required to wear a mask as long as they follow social distancing guidelines.
 6. While in the school facility, the mask requirement **does not** apply for children under 2 years of age and individuals with respiratory issues or other disabilities that prevent mask wearing.
 7. Medical/disability impact exceptions will be addressed on an individual basis by the TPSS in accordance with local policy (see page 29). The Face Mask Exemption Notification Form is on page 31.



1. Staff and students should social distance to the extent possible. Students should maintain a physical distance of at least 3 feet from other students and 6 feet from adults in a classroom or indoor setting. Adults should maintain 6 feet of distance from others.
2. Schools should limit crowding at entry and exit points and maintain maximum group sizes and physical distancing recommendations.
3. If groups of students convene outdoors, a physical barrier is not required; however, each group should remain separated from other groups.
4. Classrooms with students and teachers who are not fully vaccinated and unable to maintain physical distancing requirements should be assigned “static” groups or groups whose composition of students does not change. However, the composition of a group may change if students are able to maintain a physical distance of at least 3 feet from each other and 6 feet from adults in the classroom or indoor setting to the greatest extent possible.
5. **Due to the Governor’s indoor mask mandate (Proclamation 137), band, vocal, and singing classes should not occur indoors at this time as participants in these classes must adhere to the indoor mask mandate. Band, vocal, and music classes may occur outdoors until further notice.**
6. Students with disabilities should continue to receive special education and related services in the least restrictive environment.
7. Plans will be in place for water and restroom breaks.
8. Teachers and students should not visit other classrooms or areas outside of their teams or grade levels.

9. Nonessential visitors, volunteers, and activities involving external groups or organizations will be limited and must have prior approval. All visitors must wear a mask and must maintain a physical distance of 6 feet from others. Essential visitors must wear a mask and must maintain a physical distance of 6 feet from others. Essential visitors (individuals who must enter schools or early learning centers in order to conduct visits in accordance with Louisiana law or policy) include, but are not limited to individuals who:

- Conduct CLASS observations;
- Observe teacher candidates as part of the teacher preparation quality rating system;
- Provide essential support and services including, but not limited to, early intervention services, special education services, and/or mental health consultations.



PERSONAL HYGIENE

1. Students and staff should have scheduled handwashing with soap and water or hand sanitizer every two hours as well as upon arrival at the school, before and after eating, before and after using the restroom, before and after using indoor and/or outdoor play/sports equipment, and before exiting the school facility.
2. Students should wash their hands or use hand sanitizer after changing any classroom.
3. Classroom teachers should wash their hands or use hand sanitizer every time a new group of students enters their classroom.
4. Visitors should wash or disinfect their hands upon arrival at the school. Any person who remains on a school campus shall repeat such washing or disinfecting not less than every two hours.
5. Students, staff, and visitors should be reminded not to touch their face (especially eyes, nose and/or mouth) and to cover their mouth and nose with a tissue or use the inside of their elbow when coughing and/or sneezing.
6. Wearing gloves does not diminish the need for washing hands. Whether wearing gloves or not, touching your face, nose, and/or eyes is a significant risk to the spread of infection.

MONITORING STUDENTS & ADULTS FOR COVID-19

1. Students and staff members who are sick should stay home, no matter the illness.
2. Parents/guardians should conduct a health assessment of their student(s) before sending them to school. If the student has any of the following symptoms, he/she should remain at home: fever (100.4F in the past 24 hours), chills and shaking, muscle pain, headache, sore throat, loss of taste or smell, and/or unexplained rash.
3. Any student who has signs of illness (fever, cough, shortness of breath, and/or sore throat) at school shall be subjected to isolation until the student's parent, guardian, or other emergency contact can be reached and the student is picked up from the school. *(Parents and/or guardians should ensure that the school has up-to-date contact information.)* However, if a determination is made that a student is displaying signs of sickness prior to the parent or guardian departing the school campus, the parent or guardian shall be required to take the student from the school campus at that time. A student who arrives by private automobile operated by the student may be allowed to leave campus alone, but only upon the concurrence via telephone or text message by the student's parent or guardian.
4. Any staff member who shows signs of sickness at school shall immediately leave the campus. If the sole evidence of sickness is a temperature of 100.4F or above and there is a reasonable belief that the cause of the temperature may be related to the ambient outdoor temperature rather than sickness, the departure of the staff member may be postponed for not longer than fifteen minutes, at which time additional temperature reading(s) may be obtained. If a subsequent temperature reading is less than 100.4F, the staff member may remain on the school campus. All employees are required to notify their immediate supervisor if there is a change in their health status. The affected person(s) must follow up with a medical provider to obtain a clearance note prior to returning to work/school.

QUARANTINE OPTIONS FOR EXPOSURE TO COVID-19

FULLY VACCINATED CLOSE CONTACTS: Fully vaccinated close contacts who are exposed to a positive case of COVID-19: If it has been more than 2 weeks following receipt of the second dose in a 2-dose vaccine series, or more than 2 weeks following receipt of one dose in a single-dose vaccine at the time of exposure, fully vaccinated close contacts who are exposed to a positive case and who remain without symptoms do **not** need to quarantine, but should watch for symptoms of COVID-19 for 14 days

UNVACCINATED CLOSE CONTACTS: If unvaccinated close contacts are exposed to a positive case of COVID-19 and both the case and the close contact were consistently and correctly using a well-fitting face mask and social distancing (within 3-6 feet of each other) at the time of exposure, the close contact does **not** need to quarantine.

EMPLOYEES: Quarantine can end after 10 days (on day 11) without testing and without symptoms OR quarantine can end after 7 days (on day 8) if the individual takes a COVID-19 test (either molecular, PCR or rapid), receives a negative result, and has not exhibited any symptoms. Although the test may be collected before day 5, quarantine cannot be discontinued earlier than day 7. Testing is not mandatory and would be the employee's responsibility if this option is chosen.

STUDENTS: Quarantine can end after 10 days (on day 11), without testing and without symptoms. OR quarantine can end after 7 days (on day 8), if the parent chooses to have the student tested for COVID-19 (either molecular, PCR, or rapid test), the test result is negative, and the student is not exhibiting any symptoms. Although the test may be collected before day 5, quarantine cannot be discontinued earlier than day 7. Testing is not mandatory and would be the parent's responsibility if this option is chosen. Several student "close contact" scenarios are listed below:

- 1. Student is a close contact, has not developed any symptoms and is not tested.**

Student may return to school 10 days after exposure on day 11.

- 2. Student is a close contact and has not exhibited any symptoms. The parent chooses to have the student tested on day 5 after exposure to potentially end the quarantine and the test results are negative.**

Student may return 7 days (on day 8) after exposure.

3. **Student is a close contact and has not exhibited any symptoms. The parent chooses to have the student tested on day 5 after exposure to potentially end the quarantine and the test results are positive:**

Student must isolate for 10 days from the test date and may return on day 11.

4. **Student is a close contact who has developed symptoms, received a rapid test, and the test result is negative.**

Student needs a PCR/molecular test to end quarantine. If the parent chooses not to have the PCR test after the rapid test, the student continues quarantine 10 days from the onset of symptoms and returns on day 11.

5. **Student is a close contact, has developed symptoms, received a rapid test, and the results are negative.**

Student needs a PCR/molecular test to end quarantine. If the parent chooses not to have the PCR test after the rapid test, the student continues quarantine 10 days from the onset of symptoms and returns on day 11.

6. **Student has developed symptoms, received a PCR test and the results are negative.**

Student returns to school when symptoms have improved and when he/she is fever free for 24 hours without the use of Tylenol or ibuprofen.

SICK ROOMS

1. Each school principal shall designate a room on the school campus to serve as a sick room which shall be the location where any student or adult who shows signs of being sick including, but not limited to persistent coughing, significant breathing difficulties, and/or a recorded temperature of 100.4F or above, shall be isolated from the general student and adult population of the school campus. Persons so isolated should leave the school campus as soon as practicable.
2. If the sole basis for the isolation is a temperature of 100.4F or above and there is a reasonable belief that the cause of the temperature may be related to the ambient outdoor temperature rather than sickness, the isolation may be postponed for not longer than fifteen minutes, when additional temperature reading(s) may be obtained. If a subsequent temperature reading is less than 100.4F, isolation shall not be required.

WATER FOUNTAINS

1. Students should bring a water bottle with their name on it to school every day.
2. Multiple water fountains at each campus have been retrofitted with water bottle fillers so that students may refill their water bottles throughout the school day.

CLEANING

1. School facilities, including school buses, will be thoroughly cleaned and disinfected daily.
 2. Frequently touched surfaces will be cleaned with a commercially available cleaning and disinfecting solution at least twice per day.
 3. Sharing of materials between students will be minimalized.
 4. Playground and athletic equipment will be cleaned as necessary depending on the frequency of usage.
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CREATING SAFE AND HEALTHY LEARNING ENVIRONMENTS

MEETING BASIC NEEDS

PROVIDING SCHOOL MEALS REGARDLESS OF EDUCATIONAL SETTING

Healthy eating is important for child and adolescent growth, development, well-being, and academic performance. Providing students with meals is a basic need, and children consume as many as half of their daily calories while at school. Since March of 2020, TPSS has provided meals to students even during the closure of schools and throughout the summer. TPSS shipped meals throughout the summer of 2020 to the door of students throughout the parish. During every holiday and summer months when schools are closed, the district provides meals for families to pick up at designated times and locations. In addition, the school district enrolled over 2,700 students in FREE Summer Camps with meals provided throughout the month of June.

During the 2021-22 school year, all TPSS students enrolled in our in-person learning program will continue to receive a **FREE** breakfast, lunch, and in some cases, snacks every day in our schools. Students enrolled in our full virtual learning program will have access to meal pickup at zoned schools located throughout the parish.

MEETING THE SOCIAL, EMOTIONAL, AND MENTAL HEALTH NEEDS OF STUDENTS

Our number one purpose is to ensure every TPSS student masters the academic, social, and emotional skills that afford them the maximum opportunities in life. This lofty goal requires all of us to be fiercely focused on best-in-class academics, including high-quality and culturally competent curricula, as well as attending to student, staff, and family well-being.

PROVIDING ALL STUDENTS WITH ACCESS TO A SAFE & INCLUSIVE LEARNING ENVIRONMENT

Core Values: Core Values are fundamental beliefs and aspirational norms on the behaviors embraced by TPSS. These guiding principles are the foundation of a high-performing organization. They help us determine how we operate and help us fulfill our mission. Our values create a shared way of doing our work and, when modeled by adults, show students how to engage with the world.

By following these explicit norms, we create a system where both students and adults create the conditions for learning. When adults and students feel psychologically, emotionally, and physically safe, they learn and grow. Our Core Values are a critical aspect to reaching our goals.

Tangipahoa Parish School System has identified three Core Values we want every citizen of our parish to exhibit every day: **Be respectful. Be compassionate. Be great.** These Core Values will be infused in all aspects of our school system, and we expect adults and students to model our values every day. These Core Values are not only great attributes to have, but are fundamental to the attainment of our goal to be a healthy, high-performing organization.

One of the most important roles in a school system is that of the school-level Principal. Parents entrust their students to the school each day, and that trust includes such things as the academic, emotional, and physical well-being of their child or children. Principals are the academic and cultural leaders of the school and are responsible for creating safe positive environments that reduce the need for using negative behaviors to solve problems. TPSS leaders will consistently implement and monitor systems that ensure ALL students have equitable access to a safe environment, effective teachers, academic support, social support, and educational opportunities.

In Tangipahoa Parish, we are committed to our faculty and staff exhibiting a skillset to promote timeless values and concepts that transcend social and cultural differences in an effort to build and maintain a positive culture and climate to ensure academic achievement for all students. To achieve this vision, we will build capacity in our leaders, teachers, paraprofessionals, and other faculty and staff members to model inward values that influence positive outward actions with students, de-escalate incidents, and increase positive interactions between adults and students as well as students and students.

Social Emotional Learning (SEL): Our vision requires Social Emotional Learning (SEL) to be embedded seamlessly in the school day to ensure all adults in our schools focus on equipping students with personal success factors. These factors are fundamental to learning and are the skills students must embrace and exhibit to be productive and successful in our communities and throughout the world.

Social Emotional Learning is just as important as a high-quality Tier 1 Curriculum, and must be part of the school day for students, therefore, the district utilizes a K-12 SEL curriculum to ensure that students' well-being is addressed. Social Emotional Learning impacts school culture, and school culture is key to academic excellence. We cannot reach our full potential as a school district if we do not address and improve our school culture as well as social emotional learning.

We want to understand, directly from students and teachers, how they feel about their own social-emotional learning competencies and support them in their growth. We want to empower district/school leaders with data so they may take action to support students and teachers in building relationships.

We selected "Panorama" as our survey and data collection partner because of the focus on school culture, alignment to the NIET rubric, and because it allows us to gather information at the district, school, classroom, and individual student level from all stakeholders. By asking students and teachers to reflect on Social Emotional Learning (SEL) through online surveys, the district and school can gather actionable data to prioritize support for students and teachers.

This year is a "learning year" for all of us, and serves as a baseline for the district and our schools. It is important that we have broad participation from teachers and students so we may get a full picture of how schools are serving these stakeholders, and so we fully understand the data before making major changes to school implementation plans.

The District Well-Being Team decided to focus our Spring 2021 survey on student and staff well-being and school culture to assess the following elements:

- Student Supports, Environment and Well-Being Topics:
 - Teacher-Student Relationships
 - Sense of Belonging
 - Engagement
 - Cultural Awareness and Action
 - Supportive Relationships
 - School Climate

- Teacher/Staff Well-Being and Adult SEL Topics:
 - Belonging
 - Cultural Awareness and Action
 - School Climate
 - Well-being
 - School Leadership
 - Staff-Leadership Relationships
 - Teacher Self-Reflection

In Fall 2021, we plan to survey student and teacher perception with questions focusing more on individual student needs, assessing student skills and competencies. Topics may include the following:

- Student Skills and Competencies:
 - Growth Mindset
 - Self-Efficacy
 - Social Awareness

Once each survey is complete, the School District will develop a district-wide plan to utilize the data. We will provide guidance to empower our Principals in developing school-level plans collaboratively to support the needs of the students and teachers as well as ensuring the school environment is safe, supportive, and equitable.

Mental Health Support: The mental health needs of young people are ever-increasing. The CDC reports 1 in 6 United States children aged 2–8 years (17.4%) have a diagnosed mental, behavioral, or developmental disorder. We believe that early and appropriate access to evidence-based counseling services is essential to preventing potential negative outcomes such as suspension from school, academic difficulties/retention, alternative school placement, hospitalization, and/or school dropout.

Students have far more needs than academic support only. TPSS believes that the role of school counselor has evolved to become a central and important part of a child’s social and emotional development and educational career. The counselor's role has shifted from focusing exclusively on college applications to becoming a key member of the school team, working collaboratively with students, school administration, parents, and guardians to provide evidence-based, data-driven supports.

As TPSS makes significant shifts in its expectations around school climate, cultural sensitivity, relationships and prevention-based measures, we believe that school counselors are pivotal to our overall success. We believe that all students deserve reliable, daily access to a professional and knowledgeable school counselor. We also acknowledge that limited or poor access has a greater impact on students of color, students of lower socioeconomic status. LGBTQ+ students, and students in rural communities - all of which are factors in Tangipahoa Parish.

TPSS currently has two distinct counseling groups: 1) school counselors assigned to the 25 district elementary/middle schools to provide preventive school guidance lessons; and 2) mental health counselors who provide individual and group counseling services.

We have increased our efforts to provide evidence-based practices and standardize our referral and reporting systems, and created an evidence-based assessment tool for suicide and threat assessments. We have high school counselors who assist students with scheduling, career exploration and college applications, and also provide them with social and emotional supports. Additionally, we have added valuable interventions such as Restorative Justice, Positive Behavior Intervention Support (PBIS), Suicide and Threat Assessments, and Trauma Informed Care.

Through partnerships with RKM Primary Care and Southeast Community Health Systems, all students with diagnosed mental health disorders, regardless of insurance or ability to pay, can be referred for high quality mental health services delivered during the school day. These partnerships address many barriers to accessing mental health treatment for our families including cost, lack of insurance, lack of transportation, and availability of local services.

With the significant increase of school counselors and access to mental health professionals, TPSS has experienced reductions in disciplinary incidents, out of school suspensions, expulsions, and truancy. We feel there continues to be a need for preventative, whole school social and emotional intervention and would like to embed a full-time school counselor into the team at each school in the parish.

Community Circles - A Restorative Practice: Restorative Practices are a cultural shift in thinking and response. It's shifting away from thinking about the infraction or violation, who committed the violation, and the punishment to be rendered because of the violation, to thinking about the harm that was done or rule that was violated, or whether there was a dispute, disagreement, or conflict, and how to address the incident to repair the harm and meet the needs so that relationships and communities may be repaired and restored.

At TPSS, restorative practices start with the initial school climate of engaging and building relationships throughout the school. “Community Circles”, a circle discussion on various topics, may be used to help create an environment of trust where the teacher and student may dialogue about their cares, concerns, and crises. During this time, the victim and offender, along with witnesses and a facilitator, will have a respectful discussion in a manner that will allow them to achieve results and a resolution. “Community Circles” give students an opportunity and environment where they may express their emotions and feel accepted, helping them flourish academically, socially, and emotionally.

When faculty and staff recognize the needs and obligations of students, understanding the impact of the harm caused to the victim and offender leads to a school climate of unity and respect. In turn, this reinforces positive relationships that are essential to a strong community and school climate.

Each principal, assistant principal, disciplinarian, and counselor should learn and practice the conflict resolution component of mediating and asking the victim, offender, and any necessary witnesses about the incident. All teachers should implement the concept of “Community Circles” in some manner. This may be implemented as an extension to the lesson or an opportunity to create an initial contact/discussion with the group, i.e., morning or afternoon discussion prior to starting class, and may be done on a daily or weekly basis.

Safe and Inclusive Learning Environments: Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students’ pro-social behavior by providing them with a range of positive behavior supports, as well as meaningful opportunities for social-emotional learning. School staff members are responsible for addressing inappropriate student behaviors that disrupt learning. Administrators, teachers, counselors, and other school staff are expected to: 1) engage all students in intervention and prevention strategies that address behavioral issues; and 2) discuss these strategies with the student and his or her family.

In the classroom, teachers are trained to use a variety of academic and behavioral techniques, interventions, and approaches to achieve an optimal learning environment, and to support students academically, socially and emotionally. Interdisciplinary teams that include support staff (such as guidance counselors) are a part of every school. These teams meet on a regular basis to devise and implement strategies to address specific issues encountered by “at-risk” students.

When a teacher recognizes an individual student is struggling to learn the standard curriculum or having difficulty maintaining appropriate behavior in the classroom, the student is referred to the Student Assistance Team (SAT). The SAT is a group made up of the student's school administrator, a current teacher, and other appropriate professional staff (such as the school counselor, social worker, or speech pathologist) who meet to identify root causes, solve problems, and find highly effective interventions to meet the student's needs. SAT meetings for those students who need additional support are held more frequently. Continuous family communication is vital in order for all parties to stay abreast of the intervention plan and the student's progress.

TPSS is committed to a comprehensive, proactive, research-based approach to foster the wellbeing of all students by utilizing the following strategies:

- Parent/Family Outreach
- Student Assistance Team (SAT)
- Counseling
- Social Skills Coaching
- Mentoring
- Conflict Resolution
- Restorative Practices
- Community-based Organizations
- Data Review
- Social Emotional Learning

Ninety percent of student behavior incidents and misconduct can be prevented by the use of positive strategies that include a range of progressive, age-appropriate interventions and supports, and disciplinary responses. Through the use of a range of intervention and prevention strategies that engage students and give them a sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies. This can reduce suspensions and expulsions.

Positive Behavior Intervention and Support (PBIS): PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. Schools that proactively define, teach, and support appropriate student behaviors create safe, positive school environments. TPSS believes we can effectively teach (and reteach) appropriate behavior to all children by intervening early before problematic behaviors escalate, and when interventions are more successful. Using a multi-tiered model, we are able to match behavioral resources with student needs.

In the past, PBIS was closely associated with sanctions and a reward system of tickets, prizes, stores, etc., and viewed as a separate plan schools were required to write. We no longer see PBIS that way. Instead, we recognize that PBIS is a whole school “Response to Intervention” for behavior mindset. PBIS is not a separate initiative, and we have made significant strides to incorporate these strategies into our SAT Team process as well as embed these practices in our leader and teacher professional development training and evaluation tools.

PBIS is the umbrella under which all of the multi-tiered behavioral and emotional supports fall. These supports are evidence-based, tailored to the needs of each student, and work in concert with each other to support students in their social, emotional, and academic growth.

Inclusive Learning Environment: Students with disabilities should be provided equitable access to rigorous instruction through an inclusive learning experience. An inclusive environment where students with disabilities are educated alongside students without disabilities maximizes the degree to which students with disabilities receive a high-quality education. When students with disabilities are segregated, they are often taught a less challenging curriculum that does not prepare them to succeed in school and life.

At TPSS, we strive to eliminate the things that separate our students with disabilities from the general student population. The following changes have been made:

- All teachers, including special education teachers, attend Tier 1 curriculum training, so that all students, including students with disabilities, receive instruction from teachers well-versed in the Core Curriculum.
- All teachers, not just special education teachers, attend professional development designed to orient teachers to the fundamental shifts of supporting diverse learners. These sessions focus on how to support diverse learners through small group instruction, making responsible modifications to meet specific student needs, and understanding foundational research and theory related to instruction for students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds.
- All classes are inclusion classes. All students, including students with disabilities, must be exposed to Tier 1 Curriculum. Students with IEPs may not be pulled out for services during Core instruction lessons. Special education teachers and paraprofessionals may support students with disabilities during Core instruction time to provide necessary services. Pull-outs may only happen during non-Core instruction time.

ADDRESSING LOST INSTRUCTIONAL TIME

ACCELERATING LEARNING THROUGH INSTRUCTIONAL APPROACHES, TUTORING AND EXPANDED LEARNING TIME

Core Curriculum and Instruction: Tangipahoa Parish School System is committed to providing our teachers and students with high quality curricular materials that assess each student's proficiency against rigorous standards that are unbiased, accessible to all students, and support our students in understanding the perspectives and cultures of others. Our commitment extends to providing teachers with high quality professional development, resources, and materials to support implementation.

To reach this goal we have:

- Incorporated **complex and diverse texts** that support the state shift of being inclusive and advancing the Louisiana State Standards into the Core Curriculum across all grade levels and content areas.
- Utilized **collaboration** as a best practice in our district to support the implementation of curriculum and strengthen instruction.
 - Each school, through the planning and data analysis of their Instructional Leadership Teams, is required to hold weekly collaboration time for teachers by grade level and/or content area to strengthen and deepen teacher knowledge of the standards. Teachers are expected to analyze student work from all student groups and share findings to support one another in refining instructional practices.
 - The protocols for collaboration time are reinforced through monthly collaborative Principal Cadre Meetings.
 - Utilize a high quality curriculum for interventions for students.

Summer Camps: During the summer of 2021, TPSS provided the opportunity for over 2,700 students in grades 2-7 to attend free Summer Camps at 27 different schools throughout the parish. Students received instruction in reading, writing, and arithmetic. In addition, there were classes for social emotional learning, art, music, foreign language, physical education and STEM. Transportation and meals were provided to participants. Pre and post assessments were given to measure student progress and achievement.

Accelerate Learning: “Accelerate” is a just-in-time tutoring model that focuses on identifying, celebrating, and building upon the assets students bring to the learning experience. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.

Acceleration is accomplished when teachers focus on looking forward through the provision of just-in-time supports that ensure readiness to engage with grade-level content by building knowledge and connecting it to skills in current lessons. When teachers accelerate learning, they diagnose where students are on their path to mastery and put students on a fast track to accessing on-grade-level content instead of delaying it through remediation.

ACCELERATION IS	ACCELERATION IS NOT
<ul style="list-style-type: none"> ✓ Achieved through tutoring, or extra time, that supports students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum. ✓ A type of intervention. ✓ Proactive, deliberate action planning. ✓ Targeted and individualized for students based on their specific needs as gathered from diagnostic and formative data collected as students engage in the work of the curriculum. 	<ul style="list-style-type: none"> ✗ Speeding up teaching or compressing content. ✗ Teaching skills in isolation from current, grade-level learning. ✗ Grade retention or skipping. ✗ A substitution for more intensive interventions students might also need. ✗ Computer programs, workbooks, or test preparation. ✗ Boot camp or reteaching of previous grade skills at the beginning of the school year. ✗ Utilizing resources or programs that are disconnected from the high-quality curriculum. ✗ Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments. ✗ Grouping students by perceived ability.

After School Programs: In addition to Summer Camp and accelerating learning through instructional tutoring during the school day, our elementary schools will offer after school programs starting after Labor Day. Students will have opportunities to improve their basic reading, writing, and math skills along with STEM activities. High Schools will be able to offer students opportunities after school to assist all students, both college and career pathways, to gain workforce credentials to help secure high wage jobs after graduation.

Student Assistance Teams (SAT): Students who continue to struggle after whole group Tier I and “Accelerate” interventions will be referred to the Student Assistance Team (SAT) for specialized plans and deeper interventions that may include accommodations to further support student growth. The standing members of the SAT consist of at least the principal/designee, the SAT Chairperson, and the classroom teacher. The parent/guardian of the student is invited to SAT meetings.

This team will meet to review and analyze all relevant student data (academic, behavioral, attendance, grades, benchmark assessments, standardized test scores, etc.), and determine options available to meet the needs of the student and track student progress until the student is on grade level or is referred to the Pupil Appraisal Team after all interventions have been exhausted. Teachers and parents may request a SAT meeting for the student.

SUPPORTING EQUITABLE ACCESS AND EFFECTIVE USE OF TECHNOLOGY

Before COVID-19, schools across the country were at different stages in learning how to leverage technology to support teaching and learning. However, COVID-19 required a sudden and complete shift to hybrid and remote learning for most schools. As schools continue to reopen and look beyond COVID-19, technology will continue to play an important role in instructional design and learning both in and out of the classroom. As we work to move forward from the current crisis-driven use of technology, we should continue the work of supporting educators in learning how technology can be effective.

The traditional education model of attending a school building every day may not always be the most viable option for all students. Students who are out of school for short or long periods of time due to health issues, family situations, disciplinary actions, or other reasons often fall behind their classmates and require a more flexible learning environment to maintain academic progress.

Tangipahoa Parish School System has implemented a 1:1 device program for all students, PreK-12, to ensure students have access to academic materials when outside of a traditional education model. In order to close instructional gaps that occur due to short and/or long-term absences, TPSS offers virtual courses as an alternative to attending school traditionally. This suite of high-quality virtual content for our core subjects in PreK-8, as well as the high school LEAP 2025 subjects, follows the same pacing guide in order for students to transition as needed between the traditional and virtual models.

In addition, many of our households in rural parts of the parish do not have access to high speed internet. The TPSS utilizes a variety of resources to assist families in accessing connectivity.

USING DATA ABOUT STUDENTS' OPPORTUNITY TO LEARN TO HELP TARGET RESOURCES AND SUPPORT

TPSS schools work to ensure a physically safe learning environment, and just as urgently to understand students' social, emotional, mental health, and academic needs and identify strategies to address those needs. Data on student performance, as well as data on the context for that performance, can help to fully understand student needs, strategies to address them, and how best to target resources. Measures include: chronic absenteeism rates; discipline rates, including in-school and out-of-school suspension (including multiple suspensions and length of suspensions), and expulsion rates; data from student, staff, and family surveys; and the ratio of students to nurses, counselors, social workers, and psychologists, and access to integrated support services.

The Importance of Attendance at School: Poor attendance can influence whether children are able to read proficiently by the end of third grade or whether they are held back a grade. By sixth grade, chronic absenteeism becomes a leading indicator that a student will drop out of high school. Students who improve their attendance rate have a much greater chance of achieving academic success and graduating from high school prepared for college or the workforce. Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others, often for reasons beyond their control, i.e. unstable housing, unreliable transportation, lack of access to healthcare services, etc. Attendance rates improve when schools:

1. Engage students and parents in positive ways;
2. Use proactive strategies to deal with excessive absenteeism; and
3. Provide mentors for chronically absent students.

Moving forward, our approach to solving attendance issues will include the following three-tiered process built upon good foundational supports in every school:

Tier I: Represents universal strategies to encourage good attendance for all students:

- District-wide Attendance Awareness Campaign;
- Clear, concise and consistent communication about schedules and expectations;
- Predictable daily/weekly routines, rituals and celebrations;
- Community building to create belonging and connection;
- Taking attendance in a caring manner;
- Personalized outreach and communication to families when students are absent;
- Recognition of good and improved attendance;
- Individual wellness check and connectivity assessments;

- Facilitate access to food, health/telehealth and supports for other basic needs; and
- Regular monitoring of attendance data to activate supports and identify trends.

Tier 2: Provides early intervention for students who need more support to avoid chronic absence:

- Using absenteeism data to activate targeted supports;
- Monthly review of attendance data with Principals to highlight successes and lessons learned;
- Virtual/physically distanced family meeting or home visit when absences add-up;
- Individual attendance plan developed with families and students;
- Additional tech support and training for families and students;
- Mentoring (in-person and virtual);
- Tailored physical and mental health supports; and
- Prioritizing participation in expanded learning.

Tier 3: Offers intensive support for students facing the greatest challenges to getting to school:

- Intensive outreach to locate the student and his/her family and assess the situation; and
- Coordinated case management with multiple systems, including child welfare, mental health, health, housing/homelessness and as a last resort, juvenile justice.

SUPPORTING EDUCATOR AND STAFF STABILITY AND WELL-BEING

STABILIZING A DIVERSE AND QUALIFIED EDUCATOR WORKFORCE

Our people are our most significant resource. To recruit, select, train and evaluate high caliber professionals across the district requires a systemic approach that infuses our Core Values and prioritizes our students' needs. Research shows that students benefit from lessons where their cultures and perspectives are encouraged and from having teachers who share their race and gender. To better mirror the makeup of its classrooms, TPSS is expanding recruitment sourcing, realigning the selection process, and investing in a robust portfolio of teacher preparation options that provide multiple pathways into the classroom. To attract a diverse array of teachers, TPSS has deepened its recruiting efforts to diversify our teaching staff as follows:

- We changed our selection practices and trained our recruiters to focus more heavily on a candidate's experience with similar school populations and alignment to our Core Values in order to better assess their potential for success at TPSS.

- We created “Teach Tangi”, a robust alternative certification program, and a new teacher orientation that prepares new teachers in our Core Values, our approach to educating our students, and our discipline procedures and expectations in order to give them the best opportunity to be successful.
- We encourage and invest in our paraprofessionals to give them a pathway to becoming teachers.

Highly effective schools have highly effective teachers and leaders who are evaluated on rubrics that support growth in all aspects of the learning environment that directly impact student achievement. Previously, the Tangipahoa Parish School System’s Principal rubric was very limited and focused primarily on operational items more so than instructional leadership, school culture, cultural responsiveness, and discipline.

Starting in the 2020-21 school year, we adopted the NIET rubric for evaluating Assistant Principals and Principals. We selected this rubric because it directly aligns to our Core Values and holds us accountable for hiring, developing, and retaining leaders who fit all aspects of what is necessary to lead our schools including:

- School mission, vision, and strategic goal setting;
- Instructional leadership;
- Capacity building;
- School environment/community and campus climate;
- Ethics and integrity; and
- School operations/management.

Our initial pilot showed us that this rubric directly supports principals in improving student achievement, supporting teachers, and ensuring equitable learning in a supportive, culturally responsive learning environment. The NIET Principal rubric works in conjunction with the NIET Teacher rubric and reinforces its utility by making teacher effectiveness data a core component of Principal and Assistant Principal evaluations.

We have invested heavily in training and annual certification for Assistant Principals who evaluate teachers, and Principal Supervisors who evaluate Principals and Assistant Principals to ensure evaluators are well-versed in the rubric, and to ensure we are consistently and fairly evaluating our school staff throughout the district.

Capacity building efforts that are sensitive to the particularities of local culture and context, lead to more inclusive and equitable approaches which fosters personal connections to the community and students. High quality, rigorous training, coaching, and feedback based on Core Values, empowers teachers to build trusting relationships, respectfully redirect students, individualize their teaching approach, and implement restorative practices for behavior modification.

In addition to our new teacher orientation and ongoing professional development at the school and district level, TPSS is investing in layers of support for teachers, Principals, and all employees.

- **New teachers** are provided with mentors who check-in on their acclimation to TPSS and support their individual development. In addition, monthly curriculum facilitators expand on topics covered during the summer orientation.
- **All teachers** have access to an increased number and variety of optional professional development opportunities.
- **Assistant Principals** are supported through monthly capacity building trainings that highlight how to use the National Institute for Excellence in Teaching (NIET) rubric to support classroom environment and ensure the high-quality Tier I Curriculum is being utilized properly.
- **All Principals** receive an outside coach to supplement the support from their supervisor.
- **All employees**, regardless of their current position, have a pathway for advancement. Advisory committees and periodic surveys allow staff to provide feedback to district teams on how the Central Office can better meet staff needs.

SUPPORTING EDUCATOR AND STAFF WELL-BEING

TPSS wants to understand, directly from employees, how they feel about their own social-emotional learning competencies and support them in their growth. We want to empower district/school leaders with data so they may take action to support students and teachers in building relationships.

We selected “Panorama” as our survey and data collection partner because of the focus on school culture, alignment to the NIET rubric, and because it allows us to gather information at the district, school, classroom, and individual student level from all stakeholders. By asking students and teachers to reflect on Social Emotional Learning (SEL) through online surveys, the district and school can gather actionable data to prioritize support for students and teachers.

This year is a “learning year” for all of us, and serves as a baseline for the district and our schools. It is important that we have broad participation from teachers and students so we may get a full picture of how schools are serving these stakeholders, and so that we fully understand the data before making major changes to school implementation plans.

The District Well-Being Team decided to focus our Spring 2021 survey on student and staff well-being and school culture to assess the following elements: Belonging, Cultural Awareness and Action, School Climate, Well-being, School Leadership. Staff-Leadership Relationships, and Teacher Self-Reflection. Once surveys are complete, the district will develop a district-wide plan to utilize the data. We will provide guidance to empower our Principals in developing school-level plans collaboratively to support the needs of teachers and support staff as well as ensuring the school environment is safe, supportive, and equitable.

TANGIPAHOA PARISH SCHOOL SYSTEM POINTS OF CONTACT

- **Superintendent**
 - Melissa M. Stilley melissa.stilley@tangischools.org
 - **Local Education Agency Systems**
 - Melissa M. Stilley, Superintendent melissa.stilley@tangischools.org
 - **Department of Health & Hospitals**
 - Ronald Genco, Assistant Superintendent ronald.genco@tangischools.org
 - **Transportation**
 - Byron Hurst, Assistant Superintendent byron.hurst@tangischools.org
 - **Student Services**
 - Gary Porter, Director gary.porter@tangischools.org
 - **Human Resources**
 - Gavin Vitter, Director gavin.vitter@tangischools.org
 - **Governor's Office of Homeland Security and Emergency Management (GOHSEP)**
 - Bret Schnadelbach, Chief Financial Officer bret.schnadelbach@tangischools.org
 - **Core Academics**
 - Lisa Fussell, Director of Academics lisa.fussell@tangischools.org
 - **Child Nutrition**
 - Kendra Reed, Director kendra.reed@tangischools.org
 - **Students with Disabilities**
 - Rachel DiBenedetto, Coordinator rachel.dibenedetto@tangischools.org
 - **Technology**
 - Michael Diaz, Director michael.diaz@tangischools.org
 - **Facilities**
 - Bret Schnadelbach, Chief Financial Officer bret.schnadelbach@tangischools.org
 - **COVID-19 Concerns to District Leadership**
 - covidconcerns@tangischools.org
-

Parents, guardians, and employees are strongly encouraged to access the most current information regarding the opening of school and school operations through the following:

- Teacher, student, and/or parent email (Please be sure the school has your correct contact information (email address and phone number).
- TPSS district website (www.tangischools.org)
- Social media platforms (<https://www.facebook.com/tangischools>)
- Social media platforms for individual TPSS schools
- TPSS electronic parent newsletter
- Parent Command Center for grades Pre-K-12

2021-2022 TPSS SCHOOL CALENDAR

Tangipahoa Parish School System

Option 1- Traditional

2021-2022

Aug 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sep 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Oct 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Dec 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Feb 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Mar 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Apr 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Be Respectful
Be Compassionate
Be GREAT

COLOR LEGEND

School Holiday

Professional Development – No Students

End of Nine Weeks

Full Virtual Day for Students (No Zoom lessons) & Parent/Teacher

Conferences for staff

Important dates

August 5 - 6

Professional Development

August 9 – 10

Professional Development

August 11

Students' First Day

September 6

Labor Day Holiday

October 1

Fair Day Holiday

October 4

Professional Development

October 15

End of First 9 Weeks (45)

October 29

Full Virtual & Parent/Teacher Conferences

November 22 – 26

Thanksgiving Holidays

December 22

End of Second 9 Weeks (43)

December 22

End of First Semester (88)

December 23 – January 5 Christmas & New Year's Holidays

January 6

Professional Development

January 7

Full Virtual & Parent/Teacher Conferences

January 10

Students Return

January 17

MLK Jr. Holiday

Feb 28 – Mar 2

Mardi Gras Holidays

March 11

End of Third 9 Weeks (42)

April 15 – 22

Easter/Spring Break

May 23

End of Fourth 9 Weeks (45)

May 23

End of Second Semester (87)

May 24

Professional Development

TPSS POLICY: MEDICAL OR DISABILITY IMPACT EXCEPTIONS

As provided in Bulletin 741, §401(E) and §403(I) the Tangipahoa Parish School Board recognizes that there will be circumstances in which individual students and/or staff will be entitled to an exception from one or more provisions in Chapter 4 of Bulletin 741, including the face coverings requirement and the adherence to static groups for students in Grades 2 and below, based upon a medical or disability issue specific to the individual student or staff member. In order for a staff member to be granted an exception based upon a medical or disability issue:

- The staff member shall submit a written application via letter, memorandum, or email to his/her immediate supervisor;
- The application shall identify the specific provision of Chapter 4 to which the exception is applicable;
- The application shall identify the medical or disability issue that the applicant contends affords the need for the exception;
- The application shall include documentation from a qualified medical professional or healthcare provider identifying the medical or disability issue that the applicant contends affords the need for the exception;
- If the immediate supervisor is not the Superintendent, the application shall be promptly forwarded to the Superintendent or his/her designee for review and consideration, and the Superintendent or his/her designee shall make a decision within three (3) working days of receipt of the application;
- If the Superintendent is the immediate supervisor, the Superintendent or his/her designee shall make a decision within three (3) working days; and
- The written decision of the Superintendent or his/her designee shall be provided via letter, memorandum, or email, promptly provided to the applicant, and the decision of the Superintendent or his/her designee shall be final.

In order for a student to be granted an exception based upon a medical or disability issue:

- The parent or legal guardian of the student shall submit a written application by letter, memorandum, or email, to the Principal of the school in which the student is or will be enrolled;
- The application shall identify the specific provision of Chapter 4 to which the exception is applicable;
- The application shall identify the medical or disability issue that the applicant contends affords the need for the exception;

- The application shall include documentation from a qualified medical professional or healthcare provider identifying the medical or disability issue that the applicant contends affords the need for the exception;
- The application shall also include a reference to whether the exception is related to a service or accommodation afforded in an existing 504 Plan, Individualized Education Plan, or Individualized Health Plan;
- The Principal shall promptly forward the application to the Superintendent or his/her designee for review and consideration, and the Superintendent or his/her designee shall make a decision within three (3) working days of receipt of the application;
- However, if the application references an existing 504 Plan, Individualized Education Plan, or Individualized Health Plan, the Principal shall, before forwarding to the Superintendent or his/her designee, call a School Building Level Meeting (SBLM) to review the application and the existing 504 Plan, Individualized Education Plan, or Individualized Health Plan to determine if the exception is needed to avoid a conflict therewith, and whether the 504 Plan, Individualized Education Plan, or Individualized Health Plan should be modified to alleviate the need for the exception. The recommendation of the SBLM should be forwarded with the application to the Superintendent or his/her designee, and the Superintendent or his/her designee shall make a decision within three (3) working days of receipt of the application;
- The written decision of the Superintendent or his/her designee shall promptly be provided by letter, memorandum, or email to the applicant, and the decision of the Superintendent or his/her designee shall be final.
- All documentation related to the application shall be incorporated into the student's school record and, if applicable, made a part of the student's 504 Plan, Individualized Education Plan, or Individualized Health Plan.



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

FACE MASK EXEMPTION NOTIFICATION

NOTE: All exemptions will be verified by the Tangipahoa Parish School System with the physician or provider indicated herein.

____ TPSS STUDENT (If this information is regarding a TPSS student, submit this completed form to Assistant Superintendent Byron Hurst via mail: 59656 Puleston Road, Amite, LA 70422; email: byron.hurst@tangischools.org; or fax: 985-748-8587.)

____ TPSS EMPLOYEE (If this information is regarding a TPSS employee, submit this completed form to Assistant Superintendent Ronald Genco via mail: 59656 Puleston Road, Amite, LA 70422; email: Ronald.Genco@tangischools.org; or fax: 985-748-8587.)

This is to advise Tangipahoa Parish School System officials that, due to medical contraindications, (print name of individual student or employee) _____ is exempt from wearing a face covering/mask. My signature below indicates that I am aware that not wearing a proper face covering increases the risk of contracting COVID-19.

SIGNATURE: _____ **DATE:** _____

FOR PHYSICIAN/PROVIDER USE ONLY

I have examined the individual named above and determined that due to a severe medical issue, the individual is unable to fully function while wearing a face mask. Based on my medical examination and my medical experience, I request that the named individual be exempt from the Governor's mask mandate.

PHYSICIAN/PROVIDER NAME (PRINT): _____

TELEPHONE NUMBER: _____

SIGNATURE: _____ **DATE:** _____

