

LOUISIANA SCHOOL *for the* DEAF

2023-2024 STUDENT/PARENT HANDBOOK



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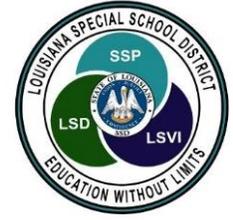
Fax: (225) 757-3424

Website: lalsd.org

District Website: ssdofla.com facebook.com/louisianaschoolforthe deaf

Twitter: @LASchoolDeaf

Instagram: Laschooldeaf



Louisiana Schools for the Deaf and Visually Impaired 2023-2024 Academic Calendar

July 2023						
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Important Dates

August

- July 31-August 4 In-service/Professional Development
- August 7-First Day for Students
- August 7- 1st 9 wks Begins
- August 10- District Virtual Day (In School)
- August 14-18 Diagnostics (3rd-10th) & Literacy Screeners (K-3rd)

September

- September 1-Early Dismissal @ 12pm (Teacher Professional Development)
- September 4-Labor Day Holiday (No Students)

October

- October 6- First 9 wks Ends (44 days)
- October 6-Early Dismissal @ 12pm (Teacher Professional Development)
- October 20-23-Fall Break
- October 30th-November 3rd- Leap 360 Interim 1

November

- November 3-Early Dismissal @ 12pm (Teacher Professional Development)
- November 20- 24-Thanksgiving Holiday

December

- December 1- Early Dismissal @ 12pm (Teacher Professional Development)
- December 21-2nd 9 wks Ends (47 days)
- December 22-January 5 (Christmas Holiday)

January

- January 8-Inaugural Day
- January 15-Dr. Martin Luther King Holiday
- January 22-Mid-Year Professional Development
- January 24th- District Virtual Day (In School)
- January 29th- February 2nd- Leap 360 Interim 2

February

- February 12-16- Mardi Gras Holiday

March

- March 1-Early Dismissal (Teacher Professional Development)
- March 19-3rd 9 wks Ends (44 days)
- March 29- Good Friday Holiday

April

- April 1-5-Easter Holiday

May

- May 3-Early Dismissal (Teacher Professional Development)
- May 22-Last Day for Students
- May 22-4th 9 wks Ends (40 days)
- May 23-Last Day for Teachers
- May 27-Memorial Day Holiday
- May 28-First Day of Summer Program

June

- June 17- Juneteenth Day Holiday
- June 28-Last Day of Summer Program

2023-2024 Other Employee Start and End Dates

9.5 Months	
1 st Day	7/24/23
Last Day	5/31/24
10 Months	
1 st Day	7/17/23
Last Day	6/7/24
11 Months	
1 st Day	7/3/23
Last Day	6/25/24

Legend

- Students First and Last Day
- Holiday
- Return to School After Holiday
- School Teacher PD
- Inservice/Teacher Professional Development
- Summer Program Days

Total Instructional Days for Students: 175
Total Instructional Minutes (per day): 378

In Case of Emergency

During an emergency response, school personnel will notify parents by phone, email, or text as soon as it is safe to do so. LSD has an electronic messaging system called JCampus that will send JCALL messages to parents who have submitted contact information to the admissions office during registration. The electronic messaging system will send out information and instructions to voice phones, email and/or texting devices.

It is very important to follow the instructions for everyone's safety and the effective operation of emergency response personnel.

In case of a lockdown, law enforcement officials may be in charge of the response and may set up a location where parents can meet their children. During any emergency, parent communication with school personnel is important in ensuring that all children are accounted for. Please do not take children out of evacuation areas without the permission of school personnel or law enforcement. After the initial response during which staff will ensure that all students have been located, a parent center will be established where parents can meet and sign out their children. This procedure may take time. Parent cooperation is crucial during this process.

In case of inclement weather, school personnel will notify parents by phone, video phone, email, or text if school will close due to inclement weather. For questions, please contact the school or dorm director.

****It is important that we have your most up-to-date information so we may contact you during an emergency. It is your responsibility to update the school when your contact information changes as soon as possible. ****

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LSD Contact Information

Position	Phone
<i>LSD School Office</i>	225-769-8160
<i>LSD Dorm Director</i>	225-341-6522 (VP)
<i>Student Health Center</i>	225-757-3524
<i>LSDVI Transportation</i>	224-757-3210
<i>LSDVI Admissions</i>	225-757-3202
<i>LSD Fax Machine</i>	(225) 757-3424

School History



Since opening its doors to eleven students in 1852, the Louisiana School for the Deaf has provided superior educational programming to deaf and hard-of-hearing students from across the state. From its humble beginnings in the old Baton Rouge College building to the present-day 116-acre campus on Brightside Drive, LSD has been steadfast in its mission - to provide a nurturing environment in which students have the

opportunity to achieve their potential.

Originally known as "The Louisiana Institution for the Deaf and Dumb and the Blind" and often referred to as an "asylum," the history of the school reflects the evolution of deaf education in America. In 1908 the name was changed to "Louisiana State School for the Deaf (LSSD)."

Seventy years later, LSSD merged with the State School for Deaf Negroes (SSD) and they became known as "The Louisiana School for the Deaf (LSD)." Today the school is governed by the Special School District Board of Directors and is part of the Special School District which became an independent state agency on July 1, 2021.

In 2002, LSD celebrated its 150th year of providing excellence in education to the deaf and hard-of-hearing students of Louisiana. The school achieved another milestone that year by earning national accreditation by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). In 2009, Louisiana School for the Visually Impaired merged with LSD to become LSDVI. This year will be LSD's 169th year.

Our school is rich in tradition and has stories to tell. If you would like to tour Archives, please contact us about scheduling a visit. We would love to have you come see our campus.

Letter from LSD Administration

Dear Parents and Students,

Welcome to the 2023-2024 school year! We look forward to working with you and your child during this upcoming school year.

The Louisiana School for the Deaf (LSD) student/parent handbook is designed to communicate school information, rules and expectations for the upcoming school year. Please take time to carefully review the handbook. The handbook will also be posted on the school website at ssdofla.org. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect our student/parent handbook will be made available to students and parents through newsletters or other communications. The school reserves the right to modify provisions of the student/parent handbook at any time.

After reading through the entire student/parent handbook, please keep it as a reference during this school year. If you have any questions about any of the material in the student/parent handbook, please contact the school.

We are looking forward to a great 2023-2024 school year.

Go Eagles!!!

LSD Traditions

School Mascot: War Eagles

School Colors: Kelly Green and White

School Song: LSD Alma Mater

There is a school in our dear South that's beautiful to see
Let's sing a song to tell our love for dear old LSD.
For dear old LSD, for dear old LSD
We'll sing a song of gladness now, and love and loyalty.
When every Fall we leave our home, to LSD we go
It's like a loving mother, that is why we love it so.
For dear old LSD, for dear old LSD
We'll sing a song of gladness now, and love and loyalty.
Oh, with a yell of "Hold that line!" we'll cheer our Eagles true
For whether we're at work or play, we do our best for you.
For dear old LSD, for dear old LSD.

Our philosophy:

Vision

We Are Ready to

Empower

Advocate

Grow

Lead

Engage

Soar

LSD students will be empowered advocates who engage academically and socially to meet the demands of this ever-changing world. Our students will be prepared to lead globally and soar to new heights of success.

Mission

The mission of the Louisiana School for the Deaf (LSD) is to maximize the full potential of each student. LSD is also committed to serve as an exemplary resource in the education of deaf and hard-of-hearing students by providing:

- ASL/English Bilingual-Bicultural services within a language-rich environment;
- Rigorous educational curriculum while maximizing vocational training and job earning potential within a variety of professions;
- Established programs to address the social, emotional, cultural, physical, and educational needs of every child within a safe environment;
- A culture of high academic expectations and opportunities for students to grow with the support of professionals; emphasizing instruction; teaching study skills, time management skills, and organizational skills; and
- Support and training for students to develop a culture of self-sufficiency, a sense of identity, and self-advocacy.

Core Values

Empowerment	We are committed to supporting and empowering each other to be our best selves. We develop the confidence of every scholar and educator by recognizing and supporting their individual talents and capabilities.
Integrity	We are committed to conducting ourselves with honesty and transparency. We have the courage to do the right thing and to do what we say we will do.
Unity	We are committed to working as a team, creating synergy by encouraging each other and working collaboratively.
Excellence	We are committed to pursuing the highest possible standards through our innovation, enthusiasm, and initiative at every level of LSD.



ASL/English Bilingual Education

The Louisiana School for the Deaf (LSD) provides a fully accessible, language rich environment in American Sign Language (ASL) and English in a school environment where all Deaf and hard of hearing students have access to both languages to become successful.

What is an ASL/English Bilingual Education (AEBE) program?

An ASL/English bilingual education program supports the acquisition, learning, and use of ASL and English to meet the needs of diverse learners who are Deaf and hard of hearing.

Why AEBE?

- Deaf and hard of hearing children need a strong first language in order to successfully learn a second language. For most of LSD's students, ASL is the primary language used to acquire English. Deaf children need to become proficient users of English, especially through reading and writing.
- It is important for deaf and hard of hearing to develop early linguistic competence.
- ASL and English are each developed, used, and equally valued.

- Deaf and hard of hearing children with varying degrees of hearing loss and varied use and benefit from listening technologies (hearing aids, cochlear implants) are educated together.
- Teams of deaf and hearing professionals work together to support the development and use of both ASL and English.

ASL/English Bilingual Guiding Principles

American Sign Language (ASL):

- Students will use ASL to communicate expressively and receptively. ASL plays an important role in the Deaf child's cognitive and social development as well as acquisition of world knowledge.
- ASL has its own grammar system, separate from that of English. Students will learn to apply and use ASL rules for phonology, morphology, syntax, and pragmatics. ASL facilitates the acquisition of English in its spoken or written forms.
- ASL is visual literature, meaning stories are preserved and passed down from generation to generation by the act of signed storytelling instead of spoken or written down. Students will have the opportunity to learn about ASL history.

English:

- Students will learn and apply English to communicate expressively and receptively through reading, writing and Spoken English (if applicable). Written English is an important way for children to gain knowledge.
- English is the primary language of American society. Students will learn to apply and use English rules for phonology, morphology, syntax, and pragmatics.
- Reading English proficiently is vital to any person's success. English is available in multiple forms. Students will read by using a variety of text sources.

Deaf Sensitivity/Cultural Awareness:

- Many members take pride in their Deaf identity.
- ASL allows Deaf children to acculturate into the Deaf world.
- Deaf children need to be proud of who they are.
- Students will have an understanding of Deaf Culture including exposure to ASL literature and art.
- Full development of ASL facilitates the acquisition of English, recognition of ASL, and Deaf culture builds self-esteem.

I. Attendance

School Hours/Instructional Time

School hours are from 8:00 AM – 3:15 PM on Mondays-Thursdays and 8:00 AM – 2:00 PM on Fridays. LSD will follow the academic calendar set forth and approved by the Special School District.

Buses will unload at the LSDVI bus stop between 7:30 and 7:50 AM.

Parent drop-off will be from 7:30-7:50 AM at the LSDVI bus stop.

Compulsory Attendance

Louisiana law has a compulsory attendance requirement in order to be promoted to the next grade and earn credit for a course. Louisiana Revised Statutes § 17:151.3 requires students to attend kindergarten as a prerequisite to enrollment for first grade. Full day kindergarten shall start for students who turn 5 years of age on or before September 30 of the calendar year in which the school year begins. Students shall attend school until the age of 18 or until they graduate high school. Students shall be expected to be in attendance every instructional day scheduled by the school. A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized school personnel.

Attendance Requirements

In accordance with state compulsory attendance laws and BESE regulations, high school students are required to be in attendance a minimum of 30,060 minutes per semester (equivalent to 83.5 six-hour school days) or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester bases in order to be eligible to receive credit for courses taken.

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

Students cannot be absent more than ten (10) unexcused days for an academic year. The school administration will, on a case-by-case basis, determine appropriate actions for addressing absenteeism for any student who has been tardy or absent three times without a documented excuse will.

If a student must leave school early or stay home for any reason, the parent/guardian must notify the school as soon as possible. We strongly encourage students to come to school every day to ensure educational goals are being met.

Types of Absences:

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

Each day a student is absent for reasons other than school business or with a pre-approved excuse, families will receive a phone call.

Make-up Work

Students who are absent may be permitted to make up any schoolwork that was missed. It is the students' responsibility to talk with their teacher(s) to get the work assignments that must be completed.

Extenuating Circumstances

These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.
2. Extended hospital stays in which a student is absent as verified by a physician or dentist.

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

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

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

School-Approved Activities

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

Child Performers

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

Written Excuses

For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a

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

Tardiness

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

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

Withdrawals

Should a student find it necessary to withdraw from school, we will need the parent/student to:

- Submit an official withdrawal form (can be obtained at the Admissions and Records office).
- Return all school materials such as textbooks, laptops, library materials, sports equipment, etc. to the school.
- Clear out his/her locker(s).
- Pay all outstanding fines.

The Admissions Department will assist you with withdrawal procedures.

Note: According to state compulsory attendance law, if the student does not or refuses to attend school on a regular basis without proper excused absence documentation, the student may be referred to the Department of Family and Child Services (DCFS) and their local law enforcement agency.

Bell Schedules

Elementary Bell Schedule for Kindergarten through 5th Grade

Monday - Thursday		Friday	
7:30 - 7:58 am	Arrival/Breakfast	7:30 - 7:58 am	Arrival/Breakfast
8:00 - 10:56 am	Classroom Instruction	8:00 - 10:56 am	Classroom Instruction
10:56 - 11:43 am	Recess / Lunch	10:56 - 11:43 am	Recess / Lunch
11:45 - 3:15 pm	Classroom Instruction	11:45 - 2:00 pm	Classroom Instruction
3:15 pm	School Dismissal	2:00 pm	School Dismissal
		2:00 - 3:15 pm	Professional Development for Teachers and Staff

***Teachers will send their daily schedule with their students at the beginning of the school year.**

Middle School Bell Schedule

Monday - Thursday		Friday	
8:00 am – 8:40 am	PE	8:00am-8:52am	1 st Period
8:45 – 9:42 am	1 st Period	8:54 – 9:46 am	2 nd Period
9:44 – 10:41 am	2 nd Period	9:38 – 10:40 am	3 rd Period
10:43 – 11:40 am	3 rd Period	10:42 – 11:34 am	4 th Period
11:45 – 12:15pm	Lunch	11:39 – 12:09 pm	Lunch
12:20 – 1:17 pm	4 th Period	12:14 – 1:06 pm	5 th Period
1:19 – 2:16 pm	5 th Period	1:08 – 2:00 pm	6 th Period
2:18 – 3:15 pm	6 th Period		

High School

Monday - Thursday		Friday	
8:00 am - 9:37am	1st Block	8:00 am-9:20 am	1st Block
9:39 am - 11:14 am	2nd Block	9:22am-10:42 am	2nd Block
11:18 am - 11:55 am	Lunch	10:44 am-12:04 pm	3rd Block
11:59 am - 1:36 pm	3rd Block	12:06 am-12:36pm	Lunch
1:38 pm - 3:15 pm	4th Block	12:40 am-2:00 pm	4th Block

II. School Procedures

Campus Visitors

Visitors should follow all visitor procedures while on campus. Upon entry to the campus parents, guardians, and any other visitors must report directly to the school's front office to sign in and receive permission to access the campus.

Conferences

If you would like to schedule a conference with your child's teacher(s), administration, or support staff please contact the front office.

Volunteers

We appreciate and welcome volunteers. Please contact the front office at 225-769-8160 for more information if you are interested in volunteering.

Communication with Students

Cell phone usage is **not** permitted during school hours. Please refrain from texting/calling your child during school hours as there are consequences for using cell phones during the school day. Please help us make every minute count for every student! If you need to get in touch with your child during the school day, please contact the front office at 225-769-8160.

Parent/Guardian/Authorized Individual Pick-Up

Students are not allowed to check out during the school day without permission from his or her guardian. The parent or other authorized individual approved in the school system must check-in with the security guard at the front gate as a campus visitor. After arrival, the individual must proceed to the school department entering the main doors of the building. The student will then be called to the school office to be signed out.

Anyone who picks up a student must be identified in the student's records as an individual who may transport the student from campus and must present a valid ID to the front office for verification when picking up the student.

Please remain in the vehicle and in the bus lane when picking up the student at the end of the school day. Staff will bring the student out to the vehicle.

One-time Pick Up Authorization

Students who plan to ride home with another student's family will need permission from both their own parent/guardian as well as the parent/guardian of the family of which they wish to ride home. These arrangements are to be communicated to the school administration in writing and finalized at least two (2) days before the pick-up date.

Checking Out

Students are never permitted to leave or check out during the school day to go home with another student without prior authorization by administration. Any other adult picking up a student from school must be listed in the school system records.

If the person checking out a student is not listed in the school systems records, please contact the school administrator to get more information before an arrangement is made. There will be a form for the parents to fill out identifying the individual who will check out their student. Parents, or students 18 years and older, will be required to fill out a form indicating if this is a temporary authorization (a one-time occurrence) or a permanent authorization (recurring). The individual must be a competent major and present a valid state identification when checking out the student.

Student Demographics (address or phone number) Change Request

If the student moves, parents should call the school's office to update current student residency and complete the transportation change form if applicable. This is crucial so we can contact parents in case of an emergency.

III. Parent Rights & Responsibilities

Parent/Teacher Conferences

We believe in a collaborative approach among our staff, students, and families to address concerns and strategies to assist your child to succeed. You have the right to express concerns, which will be addressed by the appropriate person. Please attend both pre-scheduled parent/teacher conferences indicated on the school calendar and feel free to request a parent/teacher conference at any time by making an appointment. If the concern remains unresolved after a parent/teacher conference, notify the school office so that the concern may be considered by the next level of administrative authority.

Parent and Family Engagement

LSD recognizes that parent and family engagement must be a priority for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the school throughout their children's elementary and secondary school careers. The concept of parent and family engagement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting. As part of the parent and family engagement program, LSD has created a welcoming environment that supports learning, encourages comprehensive family involvement, and facilitates parental involvement in their child's education.

Our school departments love having parents come to visit the school and to help us in any way and to be part of the educational or support services experience! Parents will need to:

- Make arrangements with the school office at least 24 hours in advance.
- Pick up a visitor badge at the security gate.
- Upon arrival, check in at the office.
- When leaving, sign out at the office.

If parents would like to have lunch with their child, parents will need to make arrangements with the school office to visit campus and, if necessary, purchase a meal.

If a student happens to forget something and the parents want to drop it off, the parents may leave the item at the office, and it will be delivered to the child.

Parents' Bill of Rights – Louisiana Revised Statutes (La. R.S.) 17:406.9

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

1. To examine the textbooks, curriculum, and supplemental material used in their child's classroom.
2. To inspect their child's school records, and to receive a copy of their child's records within ten business days of submitting a written request, either electronically or on paper. Parents shall not be required to appear in person for the purposes of requesting or validating a request for their child's school records. There shall be no charge for a parent to receive such records electronically. Any charges for a paper copy of such records shall be reasonable and set forth in the official rules and regulations of the school governing authority. School records shall include all of the following:
 - a. Academic records, including but not limited to results of interim or benchmark assessments.
 - b. Medical or health records.
 - c. Records of any mental health counseling.
 - d. Records of any vocational counseling.
 - e. Records of discipline.
 - f. Records of attendance.
 - g. Records associated with a child's screening for learning challenges, exceptionalities, plans for an Individualized Education Program, or Individual Accommodation Plan.
 - h. Any other student-specific file, document, or other materials that are maintained by the school.

3. To be notified when medical services are being offered to their child, except where emergency medical treatment is required. In cases where emergency medical treatment is required, the parent shall be notified as soon as practicable after the treatment is rendered.
4. To be notified if a criminal action is deemed to have been committed against their child or by their child.
5. To be notified if law enforcement personnel question their child, except in cases where the parent has been accused of abusing or neglecting the child.
6. To be notified if their child is taken or removed from the school campus without parental permission.
7. That the school shall not discriminate against their child based upon the sincerely held religious beliefs of the child's family.
8. To receive written notice and the option to opt their child out of any surveys that include questions about any of the following:
 - a. The student's sexual experiences or attractions.
 - b. The student's family beliefs, morality, religion, or political affiliations.
 - c. Any mental health or psychological problems of the student or a family member.
9. To receive written notice and have the option to opt their child out of instruction on topics associated with sexual activity.
10. To receive from the school the annual school calendar, no later than thirty days prior to the beginning of the school year, and to be notified in writing as soon as feasible of any revisions to such calendar. Such calendar shall be posted to the school's website and shall include, at a minimum, student attendance days and any event that requires parent or student attendance outside of normal school days or hours.
11. To receive in writing each year or to view on the school's website a comprehensive listing of any required fee and its purpose and use and a description of how economic hardships may be addressed.
12. To receive in writing each year or to view on the school's website a description of the school's required uniform for students.
13. To be informed if their child's academic performance is such that it could threaten the child's ability to be promoted to the next grade level and to be offered an in-person meeting with the child's classroom teacher and school leader to discuss any resources or strategies available to support and encourage the child's academic improvement.

A public school shall not be required to release any records or information regarding a student's medical or health records or mental health counseling records to a parent during the pendency of an investigation of child abuse or neglect conducted by any law enforcement agency or the Department of Children and Family Services where the parent is the target of the investigation, unless the parent has obtained a court order.

IV. Academics

Every student should arrive at school and at each class on time prepared to learn. Such preparedness includes, but is not limited to, having all necessary materials and supplies needed for class, and entering with the purpose of participating and exhibiting proper effort.

Grades Pre-K through 12th Grade

Our elementary and secondary programs serve students who receive services in special education from preschool through 12th Grade. We are a full-day program, providing language access through ASL for communication and English for reading, writing and speaking for all students. We use the Louisiana Student Standards (LSS) and Tier One Curriculum preparing students for future success in literacy and mathematics. Building on the best of existing state standards, the LSS provides clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.

The LSS and Tier One Curriculum prepare students in the following standards: reading, literature, informational text, foundational skills, writing, speaking & listening, language, mathematics: operations & algebraic thinking, number & operations in base ten, number & operations – fractions, measurement & data, geometry.

Elementary Curriculum (PreK - 5th Grade)	Middle/Secondary Curriculum (Grades 6-12)
Creative Curriculum - Preschool ELA Guidebooks Eureka Math Studies Weekly PHD Science	ELA Guidebooks Eureka Math Open Scied (Grades 6-8) Inquiry Hub (Grades 9-12) LDOE Scope and Sequence for Social Studies

Assessments

Elementary (Pre-K-5) – Students are administered the Louisiana state approved assessments to monitor student progress for each grade.

- Pre-K
 - Pre-K CLASS assessment
 - CPAA for progress monitoring
- K-2
 - TS GOLD by My Teaching Strategies
 - Louisiana Department of Education formative assessments
 - NWEA Measure of Academic Performance (MAP)

- Grades 3-5:
 - LEAP 2025
 - LEAP 360
 - NWEA Measure of Academic Performance
 - LEAP Connect
 - Louisiana Department of Education formative assessments

Students will take ASL classes and play on the playground during their recess.

Elementary will have scheduled PE class for 150 minutes per week in accordance with the Louisiana Department of Education for Physical Education requirements and state law.

Middle School, Grades 6-8 – Students are administered the following Louisiana state approved assessments to monitor student progress for each grade.

- LEAP 2025
- LEAP 360
- NWEA Measure of Academic Performance
- LEAP Connect
- Louisiana Department of Education formative assessments

Middle School Students will have PE for 150 minutes per week in accordance with the Louisiana Department of Education for Physical Education requirements and state law.

High School, Grades 9-12 – Students are administered the following Louisiana state approved assessments to monitor student progress for each grade and follow the high school graduation requirements.

- End of Courses (EOC)
 - English I and II
 - Algebra I and Geometry
 - Biology and US History
- ACT
- WorkKeys
- LEAP 360
- LEAP Connect
- NWEA Measure of Academic Performance
- Louisiana Department of Education formative assessment

High School Assessments

LEAP 2025 (EOC) high school scores are 15% of the grade. For students with disabilities identified under IDEA who meet the participation criteria for the April Dunn Act, the LEAP 2025 (EOC) test score shall count for 5% of the students’ final grade for the course.

Grading

The following grading scales are used to determine students’ academic outcomes for kindergarten and grades 1 through 12. These grading scales are used in accordance with state laws and the Board of Elementary and Secondary Education regulations.

Grading Policies for Grades/Courses for which Letter Grades Are Not Used

When grading the student’s individual assignments, the state grading scale (above) should be used. The letter grade for the individual assignments should be recorded in the teacher’s electronic

grade book. Grades in the teacher’s grade book will be used to arrive at the appropriate evaluation. All subjects will be marked with an A, B, C, D or F with the following exceptions:

Grades 1-5 – World Languages, Living Skills, Technology, and Fine Arts will be evaluated using the following scale to determine student performance:

S – Satisfactory N – Needs Improvement U – Unsatisfactory

Kindergarten – In order to provide for a transition year, students in Kindergarten will be evaluated based on Kindergarten grade-level standards, taught each 9 weeks resulting in grades of:

S – Satisfactory N – Needs Improvement U – Unsatisfactory

Grading scales for grades 1-12:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

Grading Scale for Advanced Placement (AP) and Dual Enrollment (DE) Courses		
Grade	Percentage	Quality Points
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	59-0	0

The AP and DE grading scales match college grading scales.

Pre-K through 12th Grade Nine (9) Weeks and Final Grades

Nine Weeks Grade – To determine the student’s nine weeks’ grade, the student’s individual assignment grades that are recorded in the teacher’s grade book should be averaged and rounded off to the nearest hundredth. The numerical average will then be converted to a letter grade.

Final Grade – The Final Grades will be calculated based on quality points earned for the student’s nine-weeks’ and exam grades.

When grades are requested for students transferring in, but are not received, the existing grades shall be averaged for a final grade.

Middle and High School Student Exams

Students in grades 6-12 are required to take midterm and final exams. Exams are not given in music or living skills unless the class is for a Carnegie unit.

Students in grades 6-8 will take a midterm exam covering materials from the first and second nine (9) weeks. A final exam will be given covering material from the third and fourth nine (9) weeks.

Students in grades 9-12 will be following a block schedule. Midterm exams will be taken after nine (9) weeks and the final exam will be taken at the end of the semester. Courses with mandated End of Course exams will calculate these tests as 15% of the student’s final course average or 5% for students who qualify for the April Dunn Act.

Adding, Dropping and Repeating Courses

All adds/drops should be done during the first ten (10) days of school. Beginning with the 11th school day, all courses on the schedule will count as a course pursued and will be added to the student’s transcript. Schedules are changed only if there is an error with the class or an error with the teacher. The only 1/2 credit courses that are offered here are Health and PE.

The following is the grading range to be used:

4.00-3.50 = A	4 Quality Points	1.49-1.00 = D	1 Quality Point
3.49-2.50 = B	3 Quality Points	Below 1.00 = F	0 Quality Points
2.49-1.50 = C	2 Quality Points		

Advanced Placement and Dual Enrollment courses will be weighted in the following manner:

<u>Average</u>	<u>Grade</u>	<u>Quality Points</u>
100-90	A	5 points
89-80	B	4 points
79-70	C	3 points
69-60	D	2 points
59-0	F	0 points

The Carnegie unit classifications:

Class Designation	Number of Carnegie Units
Freshmen	0 - 5.5
Sophomores	6 - 11
Juniors	11.5 - 17
Seniors	17.5+

Progress Reports

Students in grades Pre-K-12 will receive a progress report at the end of each 4 ½ week grading period. Progress reports are used to inform students and parents about both satisfactory and unsatisfactory progress in a subject, in conduct, or both. At this time, progress monitoring meetings will be held for any students with a D, F, or U to discuss support to improve their academic outcomes.

Report Cards

Report Cards will be sent home at the end of each 9 weeks grading period.

Honor Roll

- 4.0** Honor roll 4.0 average
Any student who makes all “A”s
- A** Honor roll 3.9 to 3.5 average
Any student who makes less than a 4.0 and greater than 3.4
- B** Honor roll 3.4 to 3.0 average
Any student who makes less than a 3.5 and greater than a 2.9

Conduct is **not used** in averaging grades to determine the Honor Roll.

A student who has an “F” in any subject cannot qualify for an honor roll.

Alternate Assessment

Students who are assessed on LEAP Connect will take applied courses in English, Math, Science, and Social Studies. For the purpose of graduation, these courses will count as one (1) credit per course; however, these courses do not count for Carnegie credit.

April Dunn Act

The April Dunn Act gives students who have not met testing requirements on two (2) out of three (3) state assessments the opportunity to meet graduation requirements through alternative assessments and/or Jump Start pathway options (see High School Course Requirement Chart for Career (Jump Start) Diploma requirements). In order for the April Dunn Act to be applied to a student, once assessment eligibility has been reached, the IEP team will convene to develop a graduation plan for the student.

Graduation

Honors Status – Students who desire Honors status must meet the guidelines outlined below. The Honors GPA calculation is based on the 5.0 grading scale.

- | | |
|----------------------------|---------------------|
| 1. <u>Honors Positions</u> | <u>Required GPA</u> |
| Summa Cum Laude | 3.90-4.00+ |
| Magna Cum Laude | 3.70-3.89 |
| Cum Laude | 3.50-3.69 |
| Distinguished Student | 2.50-3.49 |
- Curriculum Requirements: The course requirements for Louisiana’s TOPS Opportunity Scholarship eligibility will be required of SSD honor graduates.
 - Enrollment Status: Students must be enrolled in a state approved high school the final two years leading to graduation.

Valedictorian and Salutatorian

- Curriculum Requirements: Students must complete graduation requirements to earn the TOPS University or Career Diploma.
- The following criteria will be considered when determining the Valedictorian and Salutatorian:
 - Diploma Pathway
 - Dual Enrollment completion
 - Composite Act Score
 - Overall GPA

Academic Dishonesty

Students are expected to sustain the highest standards of academic honesty. This includes, but is not limited to, homework, projects, tests, and other assignments. If any student’s work has been copied, there will be a consequence for all students involved. Any work or behavior that the teachers and/or administration believe is a violation of academic honesty will be subject to the consequences of cheating or plagiarism. Plagiarism is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.” In simple language, it means to use the words, ideas or sentences of another person and to claim them as your own. This includes copying answers for any subject or class from the internet, any website, or books. With that said, students should always strive to do their best and not to take credit for the efforts of someone else. Students’ work, that is turned in, must be from their own writing, ideas, and thoughts.

Transcripts

Transcripts may be requested at any time by contacting the school office.

Distinction for Community Service

High School students are encouraged to complete a total of 80 hours of community service (ten [10] hours each school year) to earn a “Distinction for Community Service” diploma endorsement. Hours should be tracked and signed for by a staff member. Please contact your child’s school administrator for more information. More information on the community service diploma endorsement can be found in La. R.S. 17:264.

High School Course Requirement Chart

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	One of the following: English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	One of the following: English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	One of the following: English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	One of the following: English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	One of the following: English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE–AS (Honors), or Literature in English Part 1: Cambridge AICE–AS (Honors)	2	The remaining units shall come from the following: Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE - AS (Honors), Literature in English Part 1AICE - AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE - AS (Honors), Literature in English Part 2: Cambridge AICE - AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	One of the following: English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE–AS (Honors), or Literature in English Part 2: Cambridge AICE–AS (Honors)		
NOTE: If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.				
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 <i>(The elective course Algebra I-Part 1 is a prerequisite.)</i>
	1	Geometry	3	The remaining units shall come from the following: Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math–Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Transition to College Math, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, Integrated mathematics I,II, and III may be substituted for algebra I, geometry, and algebra II and shall count as three math credits, Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)
	1	Algebra II		
	1	One of the following: Algebra III, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math–Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)		
NOTE: The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.				
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	One of the following: Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE–AS (Honors), Chemistry II: AICE–AS (Honors), or Physics II: Cambridge AICE–AS (Honors)
	2	Two units chosen from the following: (a) Earth Science; (b) one of Environmental Science, Environmental Awareness; (c) one of Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership); (d) Agriscience II*; (e) one of Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE–AS (Honors); (f) one of AP Environmental Science, IB Environmental Systems; (g) one of Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE; or (h) one of AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE–AS (Honors); (i) one of Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE–AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	One of the following: U.S. History, AP U.S. History, or IB History of the Americas I	1	One of the following: U.S. History, AP U.S. History, or IB History of the Americas I
	1	One of the following: Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	One of the following: Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	Two units chosen from the following: (a) one of European History, AP European History, Western Civilization, or History (European): Cambridge AICE–AS (Honors); (b) one of World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE–AS (Honors); (c) one of World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE–AS (Honors); (d) History of Religion; (e) one of IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE–AS (Honors); (f) AP Psychology, History of Religion		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team Adapted PE for eligible students or JROTC or may be substituted
NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.				
Foreign Language	2	Two units from the same language (§2345)		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	

ALTERNATE PATHWAYS TO A HIGH SCHOOL DIPLOMA FOR STUDENTS WITH DISABILITIES

While most students with disabilities will pursue a traditional pathway to a high school diploma, some are eligible for alternate pathways.

- Under the April Dunn Act, certain students with disabilities can pursue a standard high school diploma by meeting standard graduation requirements through alternate means outlined by their IEPs.
- Students who are assessed with LEAP Connect can pursue a diploma by meeting alternate requirements. The Graduation Pathways for Students with Disabilities Resources document can assist both educators and families with planning and implementing a successful high school experience for students with disabilities.

Jump Start TOPS Tech Pathway

If students are pursuing the Jump Start TOPS Tech, they will be given a choice of which pathway they would like to pursue. In order to complete a Jump Start TOPS Tech Pathway, students are required to attain [Jump Start statewide or regional credentials](#). To earn this, students will need to pass credentialing exams specific to their pathway.

Career and Technical Education and Transition Services (8th - 12th grades)

Transition services are provided to all students. Beginning in middle school, students will work with the guidance counselor and the transition coordinator developing their Individual Graduation Plans (IGP) in accordance with La. R.S. 17:2925, and making plans for their future. These transition services will then continue through high school until the student graduates.

These services will assist the students' transition into school, work, and community. Students will receive guidance and counseling to help them plan and prepare for their chosen pathway and to make informed decisions in developing their own transition plans for the future. Students will find their strengths, learn their preferences and interests, develop community and employment experiences, and become aware of related support services available to them.

V. Behavior System/Code of Conduct

Students have the responsibility to know and respect the rules of the school system, especially those outlined in the *Student/Parent Handbook*. Students shall comply with all policies and school regulations, student codes of conduct, and directions of the executive director, teachers, and other authorized school personnel during any period of time when the student is under the authority of school personnel.

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Support (PBIS) is a school-wide behavior instruction system aimed at helping all students achieve important social, behavioral and learning goals. The system is research-based and is an effective method for establishing cultural and behavioral supports needed for all students to achieve social and academic success. We believe that good behavior combined with good teaching will lead to student success. Meaningful character and moral education is key to helping students develop coping skills and to cultivate a successful learning environment. The PBIS system includes several main components: expectations, teaching and redirecting behavior, acknowledgement, interventions, data-based decisions, teaming and possible discipline referral.

- Expectations – a list of specific, positively stated behaviors that are desired of all faculty and students.
- Rules – specific skills students and staff should demonstrate in each setting (hallway, cafeteria, bus, classroom, etc.) These rules align to each expectation.
- Teaching – staff will teach students the rules through direct instruction, modeling and role play at the beginning of the school year, after extended breaks, and other times throughout the school year determined by administration.
- Acknowledgment – a system that provides immediate, intermediate, and long-term reinforcements to any students demonstrating the desired expectations and rules. This is important for teaching the behaviors and encouraging these desired behaviors to become habits. Schools use the Kickboard system as the school wide system for acknowledging students. This system enables students to earn points that can be used to purchase items in the PBIS store in the school buildings, access preferred incentives (such as a no homework pass or wearing fun socks), or participate in school activities (such as a kickball game or PBIS dance).
- Discipline Referral – while acknowledging desired behaviors is critical to teaching students the expectations and rules, consistently correcting inappropriate behavior is also important to teaching. Correcting behavior may include a series of actions depending on the severity of the behavior.
- Interventions - sometimes students consistently struggle to follow the expectations and rules. In these situations, staff work together to identify the reason why the students

may be struggling and then work on a special plan to support the student in learning the desired behavior. Please see your school's administrator if you feel your child may be in need of an intervention program.

- Data-based Decisions and Teaming – schools have a PBIS team that meets monthly to review data, such as, kickboard, office referrals and attendance. This data is used to determine if students are following the expectations and rules and to plan for improvements in the PBIS system.

LSD SOAR Campuswide

Succeed

Own it

Attitude

Respect

These expectations are taught to students at the beginning of the school year and are reviewed throughout the year. While a great majority of students understand, accept, and follow the rules of good behavior, a small percentage may require extra encouragement and re-teaching in order for these behaviors to become internalized.

During the school day, the counselors will work with the teachers to provide students with opportunities to earn rewards for meeting behavioral expectations. Students will earn points through the KICKBOARD program and use points to buy rewards and/or to participate in school-wide events. The residential program also provides opportunities for students to earn PBIS tickets with which they will be able to “buy” rewards/privileges such as later bedtime, longer phone time, snacks and so forth. There are off-campus trips sponsored by LSDF that are available for the students who exhibit positive behaviors in the dorm.

Students need to follow these expectations in all areas of the campus. Specific expectations have been developed for the following areas: classroom, hall & sidewalk, cafeteria, restroom, dorm, Student Health Center, bus and off campus activities.

Discipline Infractions

Philosophy

The Louisiana School for the Deaf implements proactive, preventative, and responsive programs, outlines investigatory and reporting procedures, and delineates meaningful interventions and consequences in response to inappropriate behavior. Students with chronic behavior problems face significant challenges in the classroom. Students displaying behavior problems often exhibit other high-risk indicators such as excessive absenteeism, lack of engagement, academic difficulties in multiple content areas, and grade retention. Therefore, the Special School District (SSD) requires that all schools/programs respond immediately and consistently to any behavior that disrupts the learning and living

environment in a manner that effectively deters future incidents and affirms respect for individuals. Inappropriate behaviors include, but are not limited to, incidents of disobedience/disrespect, vandalism, harassment, intimidation, bullying, substance abuse and/or violence. The intent is for students to learn and exhibit appropriate behavior. All interventions and consequences are in effect on all school property and at all school sanctioned events, including school provided transportation and extracurricular activities.

Discipline Procedures

1. A student may be immediately removed from a classroom by the teacher and placed in custody of the executive director or his or her designee if the student's behavior prevents the orderly instruction of other students or poses an immediate threat to the safety of students or school staff. If removed, the student shall receive the same credit originally available for schoolwork missed when it is completed by the student based on its accuracy. Students who are not preventing instruction posing an immediate threat to the safety of students or school staff may be referred to the office but do not warrant immediate removal.
2. Any student removed from class in kindergarten through grade five (5), shall not be permitted to return to class for at least thirty (30) minutes unless agreed to by the teacher. A student removed from class in grades six (6) through twelve (12) shall not be permitted to return to class during the same class period, unless agreed to by the teacher initiating the disciplinary action.
3. Upon the student being removed from class and sent to the executive director 's office, the executive director or the executive director's designee shall advise the student of the particular misconduct of which the student is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts. The executive director or the executive director's designee then shall conduct a counseling session with the student as may be appropriate to establish a course of action, consistent with School Board policy to identify and correct the behavior for which the student is being disciplined. Once removed, the student shall not be readmitted to the classroom until the executive director has implemented at least one of the following disciplinary measures:
 - a. Conference with executive director or his or her designee.
 - b. Referral to counseling.
 - c. Peer Mediation.
 - d. Referral to School Building Level Committee.
 - e. Restorative Justice Practices.
 - f. Loss of Privileges.
 - g. Detention.
 - h. In-school Suspension.

- i. Out-of-School Suspension.
 - j. Initiation of expulsion hearings.
 - k. Referral for assignment to an alternative placement.
 - l. Requiring the completion of all assigned school and homework which would have been assigned and completed by the student during the period of suspension.
 - m. Any other disciplinary measure authorized by the executive director with the concurrence of the teacher or School Building.
4. The executive director or his or her designee shall provide oral or written notification to the parent or legal guardian of any student removed from the classroom. Such notification shall include a description of any disciplinary action taken.
 5. When a student has been removed from a classroom, the teacher/executive director/executive director 's designee may require the parent or legal guardian of the student to have a conference with the teacher or the executive director or the executive director 's designee. Such conference may be in person or by telephone or other virtual means. Upon the student's third removal from the same classroom, the teacher and executive director shall discuss the disruptive behavior patterns of the student and the potentially appropriate disciplinary measure before the executive director implements a disciplinary measure. In addition, a conference between the teacher or other appropriate school employee and the student's parent or legal guardian may be required prior to the student being readmitted to that same classroom. Such conference may be in person or by telephone or other virtual means. If such conference is required by the school, the school shall give written notice to the parent.

For students who experience multiple behavioral incidents or disciplinary referrals, the executive director or the executive director 's designee shall consider a referral of the matter to an appropriate school building level committee or Individualized Education Program. If the disruptive behavior persists, the teacher may request that the executive director transfer the student into another setting.

6. Students who are suspended and/or expelled from school may not be on the school campus, school bus, or school event during the term of the suspension and/or expulsion.
Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.). Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

The disciplinary charts (Elementary, Middle/High) provide behavior infractions, operational definitions of infractions, and the suggested interventions that will be applied at each behavior occurrence. Please note that each infraction will be investigated by the executive

director or his or her designee to validate that the behavior infraction was committed and determine the appropriate action. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

Elementary – Moderate Infractions		
Infraction	Definition of Infraction	Consequences
Uses Profane or Obscene Language to Another	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used towards another student.	Assign consequences appropriate for the type and number of infractions that will include: <ul style="list-style-type: none"> • Detention(s) – Multiples may be assigned <ul style="list-style-type: none"> o Administrative Conference with student o Parental contact • In school suspension(s) – Multiples may be assigned <ul style="list-style-type: none"> o Administrative Conference with student NOTE: Repeated violations (3) of these infractions will be coded as a “Habitually Violates Rules.”
Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.	
Is Habitually Tardy/and or absent (Within 15 minutes) after bell at beginning of day. Also reporting to class after tardy bell	Reporting late to class (within 15 minutes) after the bell when the day begins without permission from school staff. Also reporting to class after the tardy bell rings without permission from a school staff member. (Habitually means follow after school’s minor infraction plan).	
Gambling	Wagering money or property	
Disturbs the class and/or school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out-of- seat behavior.	
Improper dress, Dress code violation, or ID violation	Improper and/or out-of-dress code *****Every effort should be made to return the student to the classroom to avoid missing instructional time. *****	
Unauthorized use of technology/electronic devices that are prohibited on campus	Use of (as seen or heard by a school official) of any electronic device (texting, talking, recording, taking/looking at pictures, or used as a music device) prohibited by district policy, including cell phones, smart watches, MP3 players, iPods, headphones, cameras, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official. Consequences: Same as the Cell Phone Consequences	Cell Phone Consequences: 1st offense - Before or After School Detention. Parent/Person on the contact list contacted to come to the school to retrieve the device. 2nd offense - In school suspension. Parent/Person on the contact list contacted to come to the school to retrieve the device. 3rd offense - Out of school suspension (1-10 days). Parent/Person on the contact list contacted to come to the school to retrieve the device. ***When cell phones are confiscated all of the working parts of the phone must be submitted (including the SIM card.) Failure to comply with confiscation results in a recommendation for expulsion. Student

		possession of a cell phone is deemed as ownership. ***
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority.	1st Step*: (NOTE: Step 1 may be repeated) <ul style="list-style-type: none"> Assign in-school suspension – 1 class period up to 1 day, maximum of 3 incidents
Treats authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	Assign in-school suspension – 1 class period up to 1 day, maximum of 3 incidents <ul style="list-style-type: none"> Parent contact Refer to counselor Implement classroom management plan Assign Ripple Effects, if appropriate
Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	2nd Step: Assign out-of-school suspension for 1-3 days <ul style="list-style-type: none"> Parent contact Refer to Teacher/Staff Interventions found in the student handbook Refer to counselor Refer to School Building Level Committee if not previously referred (3-5 per SLBC handbook) RTI Interventions: check-in, check-out, Ripples, Check & Connect, Counseling Begin behavior plan on student (4 to 8 ODR's or 2 to 3 OSS's) Document in Review 360 Conduct parent conference on student's return from suspension.
Uses Profane or Obscene Language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling used towards an adult.	3rd Step: <ul style="list-style-type: none"> Assign out-of-school suspension for 1-3 days Parent contact Revisit behavior plan & make adjustments Conduct parent conference on student's return from suspension
Conduct or habits injurious to his associates (intent or no intent)	Any intentional or unintentional but not malicious act, for example but not limited to play fighting, horseplay, pushing, shoving, slapping that causes injury, damage, or pain to another.	4th Step: <ul style="list-style-type: none"> Repeat Step 3 until student reaches 4th out-of-school suspension. On 4th out-of-school suspension – Recommended Expulsion
Habitually violates rules	A student has had repeated (3 or more) infractions in another a category and continues to violate the same rule.	
Cuts, defaces, or injures any part of public school buildings/property – Vandalism under \$100 (Requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at under \$100 (Requires restitution).	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	
Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.	
Leaves classroom without permission	Exiting a classroom, or instructional area without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.	
Takes another's property or possession without permission, is	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner without violence valued at less than \$100 (Requires Restitution)	

* When prescription medication is labeled by a pharmacy or medical provider as prescribed for the student who is in the possession and the amount is not excessive (one dose) and a determination is made that the possession or use was for medicinal

guilty of stealing valued at less than \$100 (Requires restitution)		purposes only, the administrator may take action but must hold a parent conference to discuss the violation. If the investigation determines that the student used or possessed the prescription upon parental advice and the amount is not excessive (one dose) a lesser penalty is suggested.
Skipping class or school (More than 15 minutes after bell or of class)	Student fails to report to class or his/her assigned area more than 15 minutes after bell or stays out of class or his/her assigned area more than 15 minutes without permission from a school staff member.	
Forgery	To use, make, or reproduce another's signature.	
Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials. Refer to Medication Policy	
Possesses pocket knife with a blade length of less than 2 1/2 inches	Student is in possession of a pocket knife with a blade length of less than 2 1/2 inches on a school campus, bus, or school related event and does not use the knife in a threatening manner toward anyone or anything.	
Public indecency	Exposure of body parts such as genital/buttock areas or female breasts in view of public.	
Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property and/or school-related events while on a restrictive access, suspension, or expulsion.	
Misusing the Internet or other forms of technology*	Violating the SSD Internet Use Policy. *Depending on intent or the effect, the administrator may suspend or recommend expulsion.	
Instigates a fight	A hostile confrontation not resulting in physical contact or an attempt at physical contact involving two or more individuals. Also includes all spectator students who incite, instigate, or encourage fighting before, during, or after the incident.	
False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.	
Academic Dishonesty*	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception.	

	**Students guilty of cheating will not receive a zero on the assignment or test. They will be re-assessed and/or complete a similar assignment to determine mastery of the content. The assignment or test may be a different version of the original.	
Willful disobedience – Public display of affection	Participating in kissing, touching or other acts of inappropriate public affection.	
Elementary – Major Infractions		
Infraction	Definition of Infraction	Consequences
Commits/Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical, or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard of	NOTE: Infractions may result in an Out of School Suspension, Recommended Expulsion. In the case of a Recommended Expulsion, a hearing will be conducted at the student’s school by a Hearing Officer and the school’s executive director or his or her designee. At the time of the hearing, the Hearing Officer and the executive director will determine if the student is readmitted to his school or alternative placement. At the student’s hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.
Cuts, defaces, or injures any part of public school buildings/property – Vandalism \$100 or more (Requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at \$100 or more (Required restitution)	
Takes another's property or possession without permission, is guilty of stealing over \$100 (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner valued at \$100 or more (Requires Restitution).	1st Step*: (NOTE: Step 1 may be repeated) • Assign in-school suspension for 1-3 days • Parent contact • Refer to counselor • Implement classroom management plan Assign Ripple Effects, if appropriate Assign Ripple Effects, if appropriate
Failure to serve assigned consequence	Failure to serve Detention, In-School Suspension or other assigned consequences	2nd Step: • Assign out-of-school suspension for 1-3 days • Parent contact • Refer to counselor • Refer to School Building Level Committee if not previously referred
Bullying/Harassment *(Complete Bullying Form)	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.	• RTI Interventions: check-in, check-out, Ripples, Check & Connect, Counseling • Begin behavior plan on student (4 to 8 ODR’s or 2 to 3 OSS’s) Document in Review 360 • Assign out-of-school suspension for 1-3 days (1-2 days)
False alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.	
Cyberbullying *(Complete Bullying Form)	Cyber bullying is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This includes any acts that may	

	<p>occur off school campus but cause a school disruption.</p> <p>**In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.</p>	<ul style="list-style-type: none"> • Conduct parent conference on student's return from suspension <p>3rd Step:</p> <ul style="list-style-type: none"> • Assign out of school suspension for 1- 3 days • Parent contact • Revisit behavior plan & make adjustments • Conduct parent conference on student's return from suspension <p>4th Step:</p> <ul style="list-style-type: none"> • Repeat Step 3 until student reaches 4th out-of-school suspension. • On 4th out-of-school suspension – Recommended Expulsion.
Participates in a fight while under school supervision	<p>A hostile confrontation resulting in physical contact for example but not limited to blows with fists, shoving, slapping, kicking, biting, pulling hair, or an attempt at physical contact involving two or more individuals.</p> <p>*** For first offense altercations that do not result in significant injury may result in students being suspended out of school rather than an expulsion recommendation***</p> <p>An executive director would automatically recommend the expulsion of a student for fighting when one or more of the following occur:</p> <ul style="list-style-type: none"> • A school employee is intentionally injured as a result of attempting to disengage two or more students from physical confrontation. • Any student involved in the fight requires medical attention. • The fight is determined to be pre-meditated and/or scheduled. • The fight is defined as a fight with three or more students engaged. • The fight is the student's second fight during an academic year. • Any instrument utilized as a weapon is used. <p>An executive director would suspend for one to three (1 - 3) days all other physical confrontations that are determined through investigation to constitute a fight which does not meet the above exceptions.</p>	
Leaves school premises without permission	<p>Exiting a school campus without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.</p>	
Elementary – Major Infractions that May Result in Referral to Law Enforcement		
Infraction	Definition of Infraction	Consequences
Uses or possesses any controlled and/or dangerous substances governed by the Uniform	The possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled and/or dangerous	NOTE: Infractions may result in a Recommended Expulsion or Change of Placement. In the case of a Recommended Expulsion, a hearing will be conducted at the student's school by a Hearing Officer and the school's executive director or his or her

Controlled Dangerous Substances Law, in any form	substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	designee. At the time of the hearing, the Hearing Officer will determine, according to policy. At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.
Uses or possesses tobacco products, lighter, or matches*	The possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products, lighters, matches, any electronic smoking device, electronic cigarettes, and ALL nicotine delivery systems including Vaping and herbal delivery systems, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on school transportation vehicles **Note: Use and possession may result in a suspension for 1 st occurrence.	
Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	Possessing weapon(s) designed to expel a projectile by action of an explosive, for example but not limited to firearms-loaded or unloaded, parts of a firearm, bullets, explosives.	
Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 1/2 "- refer to code 78 no intent or 110 with intent)	Possesses firearms, dangerous weapons, knives or blades (2.5 inches or greater in length), which may or may not be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space. This includes ANY item that could be deemed dangerous and does not belong at school, for example but not limited to mace, pepper spray, BB guns, pellet guns, airsoft guns, tasers, look-alike weapons, sharp objects.	
Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in or not resulting in the need for law enforcement intervention.	
Sexual harassment* (Complete Bullying Form)	Intimidation, bullying, or coercion of a sexual nature.	

Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	Forced attempt or actual penetration, or the penetration of another by any body part or object.
Crime of Violence – Arson (starting a fire)	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.
Crime of Violence - Burglary	The unauthorized entering of a school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein.
Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.
Crime of Violence - Murder	Unlawful killing of another human being.
Crime of Violence - Assault and Battery *Threat Assessment must be completed	Aggressive action directed at students, which may involve unwanted physical contact while on school grounds or at a school related activity, and/or a written or verbal threat to cause physical harm to a student with or without the use of a weapon. *Must conduct a threat assessment and hold a conference with the parent.
Crime of Violence - Kidnapping	Intentional, forcible seizing and carrying of any person from one place to another without his consent.
Crime of Violence – Criminal Damage to Property	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (La. R.S. 14:5 may co-occur with other violations).
Obscene behavior or Possession of obscene/pornographic material	Engaging in behavior of a sexual nature including consensual sexual activity. Possession of sexual images in any form, for example but not limited to electronic/tablet/computer/flash drive/phone, video, book, magazine, photo, drawing.
Crime of Violence - Assault of an Employee *Threat Assessment must be completed	Intentionally engaging in conduct (without physical contact) that places an employee in reasonable apprehension of bodily harm; includes assault and/ or written or verbal threat to cause physical harm to a staff member with or without the use of a weapon that includes all of the following elements: INTENT - an intention that the threat is written, posted, heard, or seen by anyone.

	<p>FEAR – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out.</p> <p>CAPABILITY – The ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can be easily obtained.</p> <p>*Must conduct a threat assessment</p>	
<p>Crime of Violence - Battery of an Employee</p> <p>*Threat Assessment must be completed</p>	<p>The unlawful use of any physical force on an Employee including hitting, beating, or offensive touching without the Employee’s consent where police charges may or may not be filed and could result in serious harm or bodily injury results, including a situation where a staff member is intervening in a fight or other disruptive activity.</p>	
<p>Possesses pocket knife with a blade length of less than 2 1/2 inches (with intent)*</p>	<p>Student is in possession of a pocket knife with a blade length less than 2 1/2 inches on a school campus, bus, or at a school related event with the intent to use the knife in a threatening manner, to inflict bodily injury, or to damage property.</p>	
<p>Bomb threat</p>	<p>Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.</p>	

Middle/High School – Moderate Infractions

Infractions	Definition of Infraction	Consequences
<p>Is Habitually Tardy/and or absent (Within 15 minutes) after bell at beginning of day. Also reporting to class after tardy bell</p>	<p>Reporting late to class (within 15 minutes) after the bell when the day begins without permission from school staff. Also reporting to class after the tardy bell rings without permission from a school staff member. (Habitually means follow after school’s minor infraction plan)</p>	<p>Assign consequences appropriate for the type and number of infractions that will include:</p> <ul style="list-style-type: none"> • Detention(s) – Multiples may be assigned o Administrative Conference with student o Parental contact
<p>Disturbs the class and/or school</p>	<p>Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out-of-seat behavior.</p>	<ul style="list-style-type: none"> • In school suspension(s) – Multiples may be assigned o Administrative Conference with student <p>NOTE: Repeated violations (3) of these Infractions - Refer to school counselor</p>
<p>Improper dress, Dress code violation, or ID violation</p>	<p>Improper and/or out-of-dress code or not visibly wearing a school ID</p> <p>*****Every effort should be made to return the student to the classroom to avoid missing instructional time. *****</p>	<p>Cell Phone Consequences:</p> <p>1st offense - Before or After School Detention.</p> <p>Parent/Person on the contact list contacted to</p>
<p>Unauthorized use of technology/electronic devices that are prohibited on campus</p>	<p>Use of (as seen or heard by a school official) of any electronic device (texting, talking, accessing internet, recording, taking/looking at pictures, or used as a music device) prohibited by district policy,</p>	<p>come to the school to retrieve the device.</p> <p>2nd offense - In school suspension.</p>

	including cell phones, smart watches, MP3 players, iPods, any sort of listening devices (headphones/earbuds/Bluetooth devices), cameras, video devices, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official. Consequences: Same as the Cell Phone Consequences	Parent/Person on the contact list contacted to come to the school to retrieve the device. 3rd offense - Out of school suspension (1-10 days). Parent/Person on the contact list contacted to come to the school to retrieve the device. *****When cell phones are confiscated all of the working parts of the phone must be submitted (including the SIM card.) Failure to comply with confiscation results in a recommendation for expulsion. Student possession of a cell phone is deemed as ownership. *****
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Middle/High School – Major Infractions

Infraction	Definition of Infraction	Consequences
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority and/or violates Stay Away Agreement.	1st Step* : (NOTE: Step 1 may be repeated) <ul style="list-style-type: none"> Assign in-school suspension for – 1 class period up to 1 day, maximum of 3 incidents Parent contact Refer to counselor Implement classroom management plan Assign Ripple Effects, if appropriate 2nd Step: Assign out of suspension for 1-3 days <ul style="list-style-type: none"> Parent contact Refer to Teacher/Staff Interventions found in the student handbook Refer to counselor Refer to School Building Level Committee if not previously referred RTI Interventions: check-in, check-out, Ripples, Check & Connect, Counseling Begin behavior plan on student document in Review 360 Conduct parent conference on student’s return from suspension 3rd Step: <ul style="list-style-type: none"> Assign out of school suspension for 1-3 days Parent contact Revisit behavior plan & make adjustments Conduct parent conference on student’s return from suspension
Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	
Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	
Uses profane or obscene language to another	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used towards an adult or another student.	
Commits/Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating, or offensive to another person with a sexual, physical, or racial component. Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms.	
Conduct or habits injurious to his associates (intent or no intent)	Any intentional or unintentional but not malicious act, for example but not limited to play fighting, horseplay, pushing, shoving, slapping that causes injury, damage, or pain to another.	

Habitually violates rules	A student has had repeated (3 or more) infractions in another category and continues to violate the same rule.	<p>4th Step:</p> <ul style="list-style-type: none"> Repeat Step 3 until student reaches 4th out-of-school suspension. On 4th out-of-school suspension – Recommended Expulsion or Change of Placement
Cuts, defaces, or injures any part of public school buildings/ property	Damage, destruction or defacement of property belonging to the school or others. (Requires restitution)	
Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	
Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.	
Leaves classroom without permission	Exiting a classroom or instructional area, without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.	
Takes another's property or possession without permission, is guilty of stealing (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner (Requires restitution).	
Skipping class or school (More than 15 minutes after bell or of class)	Student fails to report to class or his/her assigned area more than 15 minutes after bell or stays out of class or his/her assigned area more than 15 minutes without permission of a school staff member.	
Gambling	Wagering money or property.	
Failure to serve assigned consequence	Failure to serve detention, in school suspension or other assigned consequences.	
Forgery	To use, make, or reproduce another's signature.	
Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials.	
Possesses pocket knife with a blade length of less than 2 1/2 inches (no intent)	Student is in possession of a pocket knife with a blade length of less than 2 1/2 inches on a school campus, bus, or school related event and does not use the knife in a threatening manner toward anyone or anything.	

Misusing the Internet or other forms of technology*	Violating the SSD Internet Use Policy. *Depending on intent or the effect, the administrator may suspend or recommend expulsion.	
Instigates a Fight	A hostile confrontation not resulting in physical contact or an attempt at physical contact involving two or more individuals. Also includes all spectator students who incite, instigate, or encourage fighting before, during, or after the incident.	
False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.	
Academic Dishonesty*	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception. **Students guilty of cheating will not receive a zero on the assignment or test. They will be re-assessed and/or complete a similar assignment to determine mastery of the content. The assignment or test may be a different version of the original.	
Leaves school premises without permission	Exiting a school campus without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.	
Willful disobedience – Public display of affection	Participating in kissing, touching or other acts of inappropriate public affection.	
Middle/High School – Major Infractions that May Result in Referral to Law Enforcement		
Infraction	Definition of Infraction	Consequences
Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled and/or dangerous substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	NOTE: Infractions will result in a Recommended Expulsion or Change of Placement. In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student’s school by a Hearing Officer and the school’s executive director or his or her designee. At the time of the hearing, the Hearing Officer will determine, according to policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their intervention plan.
Uses or possesses tobacco products, lighter, or matches*	The possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products, lighters, matches, any electronic smoking device, electronic cigarettes, and ALL nicotine delivery systems including Vaping and herbal delivery systems, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on	*When prescription medication is labeled by a pharmacy or medical provider as prescribed for the student who is in the

	school transportation vehicles **Note: Use and possession may result in a suspension for 1st occurrence.	possession and the amount is not excessive (one dose) and a determination is made that the possession or use was for medicinal purposes only, the administrator may take action but must hold a parent conference to discuss the violation. If the investigation determines that the student used or possessed the prescription upon parental advice and the amount is not excessive (one dose) a lesser penalty is suggested.
Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	Possessing weapon(s) designed to expel a projectile by action of an explosive, for example but not limited to firearms-loaded or unloaded, parts of a firearm, bullets, explosives.	At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.
Possesses Firearms knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 1/2 "	Possesses firearms, dangerous weapons, knives or blades (2.5 inches or greater in length), which may or may not be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space. This includes ANY item that could be deemed dangerous and does not belong at school, for example but not limited to mace, pepper spray, BB guns, pellet guns, airsoft guns, tasers, look-alike weapons, sharp objects.	When a student is formally accused of committing assault or battery on any school employee, the executive director shall suspend and remove the student from school premises immediately without the benefit of required out-of-school suspension procedures. The necessary notifications and other procedures shall be implemented as soon as practicable.
Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in or not resulting in the need for law enforcement intervention.	
Sexual harassment *(Complete Bullying Form)	Intimidation, bullying, or coercion of a sexual nature.	
Bullying/Harassment *(Complete Bullying Form)	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.	
Crime of Violence - Rape/sexual assault/battery *Threat Assessment	Forced attempt or actual penetration, or the penetration of another by any body part or object.	

must be completed		
Crime of Violence - Arson	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.	
False alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.	
Crime of Violence - Burglary	The unauthorized entering of a school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein.	
Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.	
Crime of Violence - Murder	Unlawful killing of another human being.	
Crime of Violence - Assault and Battery *Threat Assessment must be completed	Aggressive action directed at students, which may involve threats and/or unwanted physical contact while on school grounds or at a school related activity, and/or a written or verbal threat to cause physical harm to a student with or without the use of a weapon. *Must conduct a threat assessment and hold a conference with the parent.	
Crime of Violence - Kidnapping	Intentional, forcible seizing and carrying of any person from one place to another without his consent.	
Crime of Violence – Criminal Damage to Property	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (La. R.S. 14:5 may co-occur with other violations).	
Crime of Violence - Misappropriation with violence to the person	Taking something of value using force, intimidation or weapons.	
Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon as described under “Weapon Type Code” in SIS user guide.	
Crime of Violence - Serious Bodily Injury	An injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of bodily member, organ, or faculty.	
Cyberbullying** *(Complete Bullying Form)	Cyber bullying is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This includes any acts that may occur off school campus but cause a school disruption.	

	**In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.
Public indecency	Exposure of body parts such as genital/buttock areas or female breasts in view of public.
Obscene behavior or Possession of obscene/pornographic material	Engaging in behavior of a sexual nature including consensual sexual activity. Possession of sexual images in any form, for example but not limited to electronic/tablet/computer/flash drive/phone, video, book, magazine, photo, drawing.
Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property and/or school-related events while on a restrictive access, suspension, or expulsion.
Participates in a fight while under school supervision	A hostile confrontation resulting in physical contact for example but not limited to blows with fists, shoving, slapping, kicking, biting, pulling hair, or an attempt at physical contact involving two or more individuals. *** For first offense altercations that do not result in significant injury may result in students being suspended out of school rather than an expulsion recommendation*** An executive director would automatically recommend the expulsion of a student for fighting when one or more of the following occur: <ul style="list-style-type: none"> • A school employee is intentionally injured as a result of attempting to disengage two or more students from physical confrontation. • Any student involved in the fight requires medical attention. • The fight is determined to be pre-meditated and/or scheduled. • The fight is defined as a fight with three or more students engaged. • The fight is the student's second fight during an academic year. • Any instrument utilized as a weapon is used. An executive director would suspend for one to three (1 - 3) days all other physical

	confrontations that are determined through investigation to constitute a fight which does not meet the above exceptions.
Crime of Violence - Assault of an Employee *Threat Assessment must be completed	Intentionally engaging in conduct (without physical contact) that places an Employee in reasonable apprehension of bodily harm; includes assault and/ or written or verbal threat to cause physical harm to a staff member with or without the use of a weapon that includes all of the following elements: INTENT - an intention that the threat is written, posted, heard, or seen by anyone. FEAR – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out. CAPABILITY – The ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can be easily obtained. *Must conduct a threat assessment.
Crime of Violence - Battery of an Employee *Threat Assessment must be completed	The unlawful use of any physical force on an SSD employee including hitting, beating, or offensive touching without the Employee’s consent where police charges may or may not be filed and could result in serious harm or bodily injury results, including a situation where a staff member is intervening in a fight or other disruptive activity.
Possesses pocket knife with a blade length of less than 2 1/2 inches (with intent)	Student is in possession of a pocket knife with a blade length less than 2 1/2 inches on a school campus, bus, or at a school related event with the intent to use the knife in a threatening manner, to inflict bodily injury, or to damage property.
Bomb threat	Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.

Required Expulsion

If found guilty, a lesser punishment may not be assigned for the following offenses:

1. Any student, 16 years of age or older, found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event following a hearing shall be expelled from school for a minimum of a period of four complete school semesters. La. R.S. 17:416(C)(2)(a)(ii). Under the above circumstances, students with disabilities will be disciplined under Louisiana’s Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, *et seq.*); Title 28,

Part XLIII, Bulletin 1706 Subpart 1 - Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.

2. Any student who is under 16 years of age and in grades six through twelve and who is found guilty of possession of, or knowledge of an intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus or at a school-sponsored event following a hearing shall be expelled from school for a minimum of a period of two complete school semesters. La. R.S. 17:416 (C)(2)(b)(ii). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, *et seq.*); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.
3. Any student who is in grades six through twelve and who is found guilty of being in possession of a firearm on school property, on a school bus, or in actual possession at a school-sponsored event, pursuant to a hearing, shall be expelled from school for a minimum period of four complete school semesters and shall be referred to the district attorney for appropriate action. La. R.S. 17:416(C)(2)(a) (i) and (b)(i) and 20 U.S.C. § 7151. Under the above circumstances, the students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, *et seq.*); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.

Any student who is found guilty of being in possession of a firearm on school property, on a school bus, or in actual possession at a school-sponsored event, pursuant to a hearing, shall be referred to the district attorney for appropriate action.

Drugs, alcohol, weapons, leaving campus unauthorized, assaulting a faculty member or sexual misconduct will result in suspension or expulsion as permissible in accordance with La R.S. 17:416.

Bullying Policy

The Louisiana School for the Deaf believes that all students have a right to a safe and healthy school environment. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to, direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. These behaviors are not permitted on campus, at school sponsored activities or events, on school buses, at school bus stops, and on the way to and from school.

Bullying can have long lasting effects on the bully, the person who is bullied, and on the people who witness bullying. Bullying can hurt a student's grades, relationships, and even

health. Students will be informed of the bullying policy and procedure at the beginning of the academic school year and will be given a copy of the bullying policy in the student handbook.

Definition of Bullying – Act 697 of the 2022 Regular Legislative Session

"Bullying" means a pattern of any one or more of the following:

- a. Gestures, including but not limited to obscene gestures and making faces.
- b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
- c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
- d. Repeatedly and purposefully shunning or excluding from activities.

Bullying occurs when a pattern of behavior is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, at any designated school bus stop, in any school bus or any other school or private vehicle used to transport students to and from school, or any school-sponsored activity or event.

Bullying requires that the pattern of behavior shall have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or shall be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Reporting on Bullying

All students and/or staff shall immediately report incidents of bullying, harassment, or intimidation to the school executive director or school counselor. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. Any written or oral report of an act of bullying or similar behavior shall be considered an official means of reporting such acts. Complaints, reports, and investigative reports of bullying shall remain confidential. Intentionally making false reports about bullying or similar behavior to school officials shall be prohibited conduct and shall result in appropriate disciplinary measures. Retaliation against any person who reports bullying is prohibited.

Investigative Procedure

Investigation: Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available. Interviews must be conducted privately, separately, and confidentially. At no time shall the alleged offender and alleged victim be interviewed together. The executive director, assistant director, and school counselor shall collect and evaluate all facts using the Bullying Investigation form.

Notification: Parents or legal guardians of the victim and accused student will be notified of the investigative procedure within ten days after the date the written report of the incident is submitted to the school official. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.

Discipline: Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

Follow Up: Complainants will be promptly notified of the findings of the investigation and the remedial action taken.

Findings: Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator. The reporter/complainant will be promptly notified of the investigation and whether remedial action has been taken, if such release of information does not violate the law. The reports and investigation documents will be kept confidential, and will be maintained for three years.

Appeal

A student, parent, or school employee may report a bullying incident to the SSD superintendent if the school official does not take timely and effective action. If the SSD superintendent does not take timely and effective action, the student, parent, or school employee may report a bullying incident to the Louisiana Department of Education.

Public Display of Affection (PDA)

A public display of affection is the physical demonstration of affection for others while in the view of others. Students should remember that our campus is a public environment and a public facility. Public displays of affection, beyond a friendly hug or holding hands, are

considered a breach of school expectations and are subject to disciplinary procedures. Listing every behavior that constitutes PDA is impossible. Students must use caution and common sense in relation to appropriate behavior. Being in a “dating” relationship does not alter the PDA restrictions. The disciplinary procedure for failing to follow the dorm expectation for appropriate behavior will correspond to the gravity of the PDA situation and current disciplinary record.

Disciplinary Actions

Disciplinary measures may include assignment to lunch and/or after-school detention, suspension, or expulsion.

Lunch Detention

Detention is designed to serve as the first consequence when students begin experiencing problems with behaviors such as tardiness and dress code issues. Its purpose is to keep students from missing class time while spending extra time at school in detention for excessive numbers of tardies or dress code violations. On a student's third unexcused tardy or third dress code violation, the student is assigned to lunch detention for one afternoon, from 3:30 - 4:30 PM. Failure to attend detention may result in the student being suspended. Parents of day students who are required to attend after-school detention will be required to pick students up from detention at 4:30 pm.

Suspension

“In-school suspension” means removing a student from his or her normal classroom setting but maintaining the student under supervision within the school. Students participating in in-school suspension shall receive credit for work performed during the in-school suspension. However, any student who fails to comply fully with the rules for in-school suspension may be subject to immediate out-of-school suspension.

“Out-of-school suspension” means the removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities.

Expulsion

Pursuant to La R.S. 17:416, expulsion is defined as a removal from all regular school settings for a period of not less than one semester. During an expulsion, the superintendent shall place the student in an alternative school or in an alternative educational placement. Students expelled from school are not allowed to attend any extracurricular activities. Students not allowed to return will return to their local school district.

*If a student is suspended or expelled, he/she is not allowed to return to the school campus for the duration of the suspension/expulsion, including weekends and holidays. In addition, he/she is not allowed to participate in any school activity, whether held on or off-campus, for the duration of the suspension/expulsion. School activities include programs such as graduation, athletic events, pep rallies, assemblies, dances, etc.

Expulsion Process

Depending on the infraction, expulsion proceedings may be recommended or required by law. After the executive director recommends a student for expulsion, a letter will be sent to the parent/guardian explaining the proceedings, the cause, and their rights in the process. An expulsion hearing date will be set and a third-party hearing officer will review the case, hear the student's and executive director's testimony and make a decision. A parent/guardian may appeal the hearing officer's recommendation by providing a request in writing to the executive director within 10 days of the expulsion hearing. The executive director will convene a panel of district administrators to consider the appeal. [RS 17:416(C)]

Additional Considerations

Senior Conduct: Any senior suspended and/or recommended for expulsion during their last ten (10) days or after their last regular class period may be excluded from year-end activities, including participation in graduation exercises.

Athletic and Extracurricular Activity Participation and Behavior Expectations: Being a school athlete is a privilege. At any time, the coach and/or school administrators exercise the right to suspend or completely remove fully a student's participation in athletic or extracurricular activities.

Special Education Discipline Procedures

All procedural safeguards afforded regular education students must be extended to students with disabilities and their parents. The school will follow Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, *et seq.*); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities, Section 519.

When exclusions of students with disabilities for more than ten (10) consecutive days, or when a pattern of exclusions (suspensions) has occurred, or upon the fourth exclusion (suspension):

1. The student's Special Education case manager/teacher must notify the parent of a Discipline Individual Education Program (IEP) meeting. A Discipline IEP meeting must be held to determine if the behavior is a manifestation of the student's disability. The IEP meeting must be appropriately constituted with the following persons: Officially Designated Representative (ODR) – the executive director or designee; the student's Special Education teacher; at least one of the student's Regular Education teachers; the parent, the student, if appropriate; and, any additional persons with knowledge of the student and the disability. (Note: If the parent does not attend the scheduled manifestation determination review (MDR) meeting, the school will reschedule the MDR meeting within (3) school days. If the parent does not attend the rescheduled MDR meeting, the school personnel shall meet without the parent.) If the behavior is a manifestation of the student's disability, the student will not be suspended nor expelled.

However, other actions may be taken. If the behavior is NOT a manifestation of the student's disability, the student will follow procedures as a regular student.

2. School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 days, if the student carries a weapon to school or to a school function; or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
3. A hearing officer may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 days if that hearing officer, in an expedited due process hearing determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Definition of a Special Education Student: Any student who is presently identified as exceptional. Any student whom the system has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred, may assert any protections provided for in IDEA Part 300 Regulations and Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, *et seq.*); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities. This does not apply to students identified as gifted or talented

Investigation of Threats of Violence or Threats of Terrorism

Reports of threats of violence or terrorism reported to a school administrator shall include conducting an interview with the person reporting a threat, the person allegedly making a threat, and all witnesses, and securing any evidence, including but not limited to statements, writings, records, electronic messages, and photographs. If the investigation results in evidence or information that supports that a threat is credible and imminent, the threat shall be reported to a local law enforcement agency.

Search and Seizure

Administration is able to conduct reasonable searches of a student(s) and/or school property when there is reasonable belief that the student(s) may be in possession of drugs, alcohol, weapons, or other materials in violation of school policy or state law. Illegal materials seized may result in suspension from school and/or criminal prosecution, depending upon the nature and severity of the contraband.

NOTE: Every teacher and school employee shall endeavor to hold every student accountable for his behavior in school or on the playgrounds of the school, on the street or road while going to or returning from school, on any school bus, during intermission or recess, or at any school-sponsored activity or function. The SSD and its employees shall discipline students in accordance with relevant state discipline laws.

VI. Dress Code

Students are expected to dress appropriately for school by following the dress code below. Students will wear school uniforms during the school hours.

Students need to be groomed and dressed appropriately for school. Brief clothing with undue exposure of the body is not permitted. Bare feet are not permitted. Safe footwear must be worn at all times – closed toe shoes – socks must be worn. Insignia and slogans that are offensive, profane, or promote illegal substances are not permitted. Any attire that is gang related is prohibited. Articles of clothing are to be worn the way they were designed to be worn.

<u>TOPS</u>	<u>BOTTOMS</u>
<ul style="list-style-type: none">• Solid Colors: Green, white, black, or gray• Long- or short-sleeved polo or button-down shirts• Shirts must be tucked in at all times.• Caps and hoods are prohibited<ul style="list-style-type: none">○ Hooded garments may not be worn during school hours.• Metal or plastic combs or picks are not allowed.• Students may wear headbands that are 2” thick or less in width.	<ul style="list-style-type: none">• Solids Colors: Khaki pants, shorts, or skirts. Shorts and skirts must be of appropriate length for school• Belts must be worn.• Shoes<ul style="list-style-type: none">○ Must be closed-toe and socks must be worn.○ Shoes must have closed backs. Shoes with straps securing the rear are prohibited.

No rolling backpacks are allowed at school unless special permission is granted from the executive director due to extenuating circumstances.

During after-hour activities, students may change into clothing other than uniforms. The clothing should be neat, clean, and should not be revealing or contain profane or provocative print. No holes above the knee in jeans are allowed. Residential advisors and administrators may request a student to change clothing that is inappropriate for an event or situation.

Students are expected to bathe or shower daily and give proper attention to brushing teeth, combing/brushing hair, and other aspects of personal hygiene. Facial hair should be well kept.

Blankets may not be worn as jackets or other articles of clothing brought to school. bIf you are in need of a jacket or coat, please contact the counselor or school administrator.

Student ID Badges (Secondary School only)

All students will receive their ID badges at the beginning of the school year. Students are responsible for their own ID badges. Students’ ID badge must be:

- in student possession at all times during school hours;
- used for getting meals;

- if lost, reported immediately and replaced as soon as possible.

Students are responsible for their school ID badge throughout the school year.

VII. Extracurricular Activities

LSD wants students to embody school pride and be immersed in all school activities. Participation is a privilege that may be revoked if students display inappropriate behavior or are placed on academic probation. **Participating in extracurricular activities is a privilege, which may be revoked due to behavior and/or academic issues.**

Clubs/Organizations

- Students will be able to select a club in which to participate on campus during the school year.
- Various club days will be held throughout the years for students to participate in club activities.
- All activities will be under the supervision of Sponsors at all times. Other extracurricular activities may be added throughout the school year.
- Clubs and organizations include but are not limited to:
 - Academic Bowl (High School)
 - Battle of the Books (Middle School)
 - Dorm Council (Dorm)
 - Drama Club (High School, elected Middle School)
 - Eagletown Apartments (Dorm)
 - Junior National Association of the Deaf (High School)

Sports

Athletics offers a wide array of sports opportunities for the students to participate. The 6th Grade students can join Junior Varsity (JV) and 7th Grade students can join Varsity (V) sports. LSD is a part of the Louisiana High School Athletic Association (LHSAA) sports as provided by the Athletic Department. Our athletes compete for district, regional and state honors as part of the LHSAA as well as compete against other schools for the deaf.

Students identified as 7th graders by their IEPs or 13 years of age prior to the beginning of school are eligible for participation in sports teams.

Students in grades 9 - 12 may purchase an LSD letterman jacket after completing one season of a sport or club.

1. LHSAA Information: LSD is a member of the LHSAA in the following sports: basketball (boys & girls), volleyball (girls), track & field (boys & girls) and powerlifting (boys & girls). District: 7-C, Class: C.

2. Policies and Procedures: Refer to the LHSAA website online for their policies and procedures at www.lhsaa.org.

3. Sports Teams:

	Girls	Boys
JV/Varsity Sports	Volleyball Basketball Powerlifting Track & Field Cheerleading E-Sports	Football Basketball Powerlifting Track & Field Cheerleading E-Sports

Note: *Students with cochlear implants, shunts, pacemakers, and other implanted medical devices will not be able to participate in sports until cleared by the student’s healthcare provider and parent/guardian for safety reasons. **To participate in the sports, students are required to complete the LHSAA Medical Documentation completed by the healthcare provider and submit a copy of their birth certificate. Please contact the athletic director for more information.*

School Sponsored Trips

Participation in school sponsored trips is based on the following criteria:

1. Good Academic Standing
2. Orientation and mobility skills
3. Appropriate behavior (dorm and school)
4. Independent living skills

Administration’s approval is required for all students to attend a school sponsored trip.

After School programs/activities

- Day and dorm students will have the opportunity to participate in after school tutoring and school sponsored activities.
- If day students stay for after school activities, transportation must be provided by the parents or guardian. Students must be picked up promptly following the conclusion of the event.
- During after-school activities and events students must follow all school and campus expectations.
- If you are suspended, you will not be able to participate in extracurricular or sports activities or programs except tutoring.

Participating in afterschool activities is a privilege and may be revoked at any time

VIII. Electronic Devices

Students are not to use personal radios, cellphones, tablets, CD players, IPODs, MP3 players, video games, or computer games during the school day unless authorized by school administration. Unauthorized use of items will result in confiscation, and the item will be held in the office until the end of the day for return to the student. If students listen to music before or after school, headphones must be worn.

Cell Phones

Students may not use cell phones or any other communication devices (active or inactive) during the school day (8:00 am to 3:15 pm). This includes class time, transition time, restroom breaks, lunch, recess, school activities, and programs or trips, unless approved by school administration. Students who continuously violate the policy will not be allowed to bring a cell phone on LSD's campus. Parents will be notified of all cell phone violations. If a student has an emergency during the school day, they should see an administrator to get permission to use an office phone.

LSD is not responsible for personal electronic devices brought on campus by students.

Computer Acceptable Use

A computer account at LSD gives the user computer access to the school's academic software as well as access to the Internet. A computer account is a privilege that requires responsible behavior on the part of the account holder, and if a user abuses the privileges, account access could be revoked. An LSD computer account is maintained by complying with LSD computer usage policies.

Computer technology changes rapidly, as do the ways that users are able to use and perhaps abuse the school's computer system. Just because a particular activity is not explicitly prohibited by the computer usage policy, does not mean that it is permissible for the user to engage in. If you are unsure whether an activity is allowed or not, contact the Network Administrator.

Students are prohibited from loading software on any computer system without approval from the Network Administrator. This includes commercial, shareware, and freeware software. Further, you are expressly prohibited from using LSD computers to make illegal copies of licensed or copyrighted software. Copyrighted software must only be used in accordance with its license or purchase agreement. Students do not have the right to own or use unauthorized copies of software, or make unauthorized copies for themselves or anyone else.

Students are prohibited from using software that is designed to destroy data, provide unauthorized access to the computer systems, or disrupt computing processes in any way. Using viruses, worms, Trojan horses, and other invasive software is forbidden.

The school's computer systems are for the sole use of the school. Students are prohibited from using the school's computer systems for personal financial gain, unless that use has been specifically authorized.

The electronic mail system is provided for educational purposes and as a means to widen the communication channels between students, faculty, staff, and administration. The LSD faculty and staff reserve the right to intercept, detain, and read both incoming and outgoing e-mail.

Students are prohibited from transmitting or forwarding fraudulent, harassing, or obscene messages, and files. Students must not send any electronic mail or other form of electronic communication by forging another's identity or attempting to conceal the origin of the message in any way. Electronic staff/student communication must be related to educational services only.

No means is provided for private email. All e-mail is subject to public disclosure and scrutiny. Students are not allowed to access, or attempt to access another individual's e-mail. However, there is no guarantee of privacy with email.

Remote communications (i.e. Internet access and e-mail) are provided only for educational purposes. Any attempt to gain unauthorized access to either LSD computers, or remote computers, is strictly prohibited. Such attempts are illegal under criminal law and are subject to prosecution. The use of computers and networks to download, upload, create, reproduce, and/or distribute files containing vulgar language or obscene material is prohibited.

Users of electronic communication facilities such as electronic mail, bulletin boards, and news groups are obligated to comply with the restrictions and acceptable practices established for those specific facilities. Certain types of communications are expressly forbidden. This includes the random mailing of messages; the sending of 'chain letters'; mass mailings to all users of remote computer systems; the sending of obscene, harassing, or threatening material, or the use of facilities for commercial purposes.

The school's computer system may be used to create, revise and house home pages for the school, departments, school organizations/clubs, and personal home pages for students, faculty, staff and administration. No other page can be housed on the school's computer system without specific permission from the Network Administrator.

Do not use the school's computer systems to harass anyone. This includes the use of insulting, sexist, racist, obscene, or suggestive electronic mail. Students must not deliberately attempt to degrade the performance of the school's computer system or subvert it in any way. Deliberately crashing the system is expressly forbidden.

Students must avoid any activity around their workstation, which includes their laptop (if given one) that may result in damage to the computer, printer, software, or information.

Eating and/or drinking is not allowed at any of the computer workstations or around the laptop (if given one).

The school's computer systems are a valuable but limited resource. They should not be abused or wasted. Be considerate of fellow users, and avoid monopolizing computer systems, and connect time, disk space, and other computer resources.

No computer hardware, peripherals, or cables can be moved or removed from their current location without specific authorization from the Network Administrator. No student will attempt to service any hardware without written authorization from the Network Administrator.

Students are required to participate in assuring the legal and ethical use of the school's computer and user accounts. Any violation of these guidelines should be reported to the computer lab supervisor or Network Administrator. The school has the obligation to ensure that its computer resources are used properly and within the guidelines established by the school. In pursuit of that goal, the school reserves the right to monitor the system for signs of illegal or unauthorized activity.

The school will investigate any alleged abuses of its computer resources. As part of that investigation, the school may access the electronic files of its users. If the investigation indicates that computer privileges have been violated, the network administrator may limit the access of users found to be using computer systems improperly. Further, the school may refer flagrant abuses to law enforcement authorities. Although the school wishes to ensure that the privacy of all its users is protected, in the course of its investigation, the school may reveal private, user-related information to other school employees or concerned parties.

Anytime a student is working on a school computer, with Internet access, they will be supervised by either the network administrator, a teacher, residential advisors, or specified LSD staff member.

Students may not vandalize or destroy school property. Students will be responsible for any material or equipment they check-out from LSD. Students who are responsible for destruction, misuse, or damage to school property will be required to make restitution for damages.

School Computers and Social Media Usage

School devices should not be used for making videos, posting or viewing on any social media sites at any time.

Student Device Care Policy

Every student at the beginning of the year will participate in Device Care Training with the Assistive Technology Instructor.

Once completed students will sign a statement acknowledging their understanding of the training about proper technology and device care. If devices are damaged, the steps below will be followed:

First Offense for damaged device:

- Parent will be contacted by the Assistive Technology Instructor
- Student will participate in Device Care Training
- The student will write a 100-200-word essay describing how the treatment of their device went against what they learned in training and how it will be resolved.

** The completion of the essay will not determine when the student will receive a new device, however the student will not be able to attend ANY non-academic events until the essay is complete.*

Second Offense for damaged device:

- Parent will be contacted by the Assistive Technology Instructor
- Conference with the Assistive Technology Instructor to review device care expectations
- Student will meet with SE Counselor during recess or elective to learn about responsibility
- Complete training on computer repair.

Third Offense for damaged device:

- The student will have a conference with Assistive Technology Instructor, Administrator, and parents/guardians.
- Campus Work Tasks: Students will help in the library, office, or other area of the school to counter the cost of the item. (30 minutes per \$100 of device cost)
- Devices issued must remain in the school building.

Fourth Offense for damaged device:

- Parent will be contacted
- The student will have a conference with Assistive Technology Instructor, Administrator, and parents/guardians.
- Campus work tasks: Students will help in the library, office, or other area of the school to counter the cost of the item. (60 minutes per \$100 of device cost)
- Possible LDOE behavior report form and possible consequences of detention, or suspension.

IX. Cafeteria

Cafeteria Expectations:

- There should be no horseplay in the lunch line.

- Inside voices should be used at all times.
- Students should remain in their chosen or assigned seats.
- Students should not save places in line or at the tables.
- Microwaves are not available for student use.
- It is the responsibility of all students to place silverware in the designated tub, and return their tray to the belt.
- Students are not allowed to remove any food or drinks from the lunchroom.
- No sodas will be allowed in the lunchroom in cooperation with the USDA Smart Snacks guidelines.
- Only students in grades K- 12 will have the choice to get chocolate and strawberry milks.
- Seasoning and hot sauce cannot be brought into the cafeteria.

Special Dietary Needs

If you are in need of a special diet relating to a medical condition, please request an LSDVI Medical Needs form to be completed by your doctor, stating the special dietary needs. Substitutions can be made to meals if required by doctor's orders. Substitutions based on a child's personal likes and dislikes will not be made.

Dietary Guidelines

Each year, the USDA issues updated rules and regulations regarding the food plans for each grade level. If you have any questions regarding your child's food or nutrition at LSDVI, please contact our food service manager at 225-757-3232 or 225-757-3233.

X. Transportation

Transportation Policy

Whether it is daily, weekly, or bi-weekly, the Transportation Department works with parents and transportation providers to ensure that student transportation is dependable and safe. For day students attending LSDVI, we work with our contracted carrier and various parishes to coordinate transportation services for morning and afternoon drop-off/pick-up. Residential students are transported on a weekly basis through our contracted carriers, as well as partnerships with various parishes.

Transportation Information

The Transportation Information Form is completed annually at the beginning of each school year to ensure students are on the correct routes. Any time there is a change in transportation, this form should be completed and returned to the Transportation Department along with proof of the new residence.

Day Student Bus Arrival and Departure Times

The bus pick-up times are scheduled to ensure that the students will arrive at school by 7:30 am. Buses depart Monday through Thursday shortly after the 3:15 p.m. dismissal and shortly at 2:00 p.m. dismissal on Fridays. On Fridays, we anticipate that your child will arrive home about 1 hour and 15 minutes earlier in the afternoon.

Dorm Student Bus Arrival and Departure Times

There are numerous bus routes through major cities throughout the state with designated stops. Buses on these routes transport students to and from school on a weekly basis (typically Sundays and Fridays). Parents are responsible for getting their children to and from these bus stops at predetermined times. Please refer to the bus schedules for stops and times. Students will only be released to adults who are authorized to pick them up from campus.

For more information, please contact the **Transportation Department at 225-757-3210**.

Student Transportation for School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the School to and from the event unless an exception is granted in writing by the executive director at least two (2) days prior to the field trip. Parents' permission is needed a few weeks prior to the scheduled date of the field trip to allow students to participate in the trips.

XI. Student Health Center

The Student Health Center (SHC) is part of the Student Services Division and is staffed by licensed nurses while school is in session and for weekend events. The nurses provide care to students with parental/guardian consent for injuries, illnesses, and other medical issues. The nursing staff is under the guidance of a Nurse Manager and Pediatrician. Parents are to notify the SHC of any changes in a student's health status. Parents are contacted if a child is sick or has a serious injury. In some instances, parents will be informed to pick up their child and/or their child may be brought to an urgent care facility or hospital for medical care. Student medications must be checked-in to the SHC and will only be administered with a completed Medication Order form signed by the licensed prescriber. This includes all over-the-counter medications and supplements. All medications must be in a pharmacy labeled container. Unless exceptions have been approved by the SHC, students are not allowed to carry or keep medications. Parents are to notify the SHC of any changes in a student's health history or status. The goal of the SHC is to promote the safety, health and wellness of students thus improving student achievement.

SHC Telephone: (225)757-3247

SHC Cell Phone/Texting: (225)726-0820

SHC Video Phone: (225)341-6509

SHC Fax: (225)757-3430

Medications

All medications (prescribed and over-the-counter) should be processed in the Student Health Center. *See* La. R.S. 17:436.1 *et sec.*

Medication shall not be administered to any student without an order from a Louisiana, or adjacent state, licensed physician, dentist or other prescriber authorized in the state of Louisiana and it shall include the following information:

1. The student's name
2. The name and signature of the physician/dentist
3. Physician/dentist's business address, office and emergency phone numbers
4. The name, frequency and time of the medication
5. The route and dosage of medication
6. A written statement of the desired effects and the child specific potential adverse effects

Medication shall be provided to the school by a responsible adult in the container that meets acceptable pharmaceutical standards and shall include the following information:

1. Name of pharmacy
2. Address and telephone number of pharmacy
3. Prescription number
4. Date dispensed
5. Name of student
6. Clear directions for use, which match the written prescription, including the route, frequency and other as indicated
7. Drug name and strength
8. Last name and initial of pharmacist
9. Cautionary auxiliary labels, if applicable
10. Physician or dentist's name

Labels of prepackaged medications, when dispensed, shall contain the following information in addition to the regular pharmacy label:

1. Drug name
2. Dosage form
3. Strength
4. Quantity
5. Name of manufacturer and/or distributor
6. Manufacturer's lot or batch number

Immunizations

Louisiana Immunization Requirements for Students La. R.S. 17:170

Scope of Requirements

Middle School Requirement: Beginning with the 2009-2010 school year and continuing thereafter, a student shall provide satisfactory evidence of current immunizations against meningococcal disease, and any other age-appropriate vaccines, as a condition of entry into the sixth grade. Further, any student who has attained the age of eleven years or who is entering a grade other than grade six shall provide satisfactory evidence of current immunizations against meningococcal disease and any other age-appropriate vaccines as a condition of entry into that grade.

At the time of registration, students must show proof of immunization of the following vaccines: Tetanus Diphtheria Acellular Pertussis vaccine (Tdap); two (2) doses of Varicella vaccine; two (2) Measles, Mumps, Rubella (MMR) vaccines; three (3) Hepatitis B (HBV) vaccines; and one (1) Meningococcal Vaccine (MCV4).

Kindergarten / First Time Enterers: Beginning in the school year 2009-2010, two (2) doses of Varicella vaccine shall be required in Louisiana schools for entry into kindergarten or first time entry into school. In addition, prior to school entry, these students must have documented proof of immunizations for: two (2) doses of Measles, Mumps, Rubella (MMR) vaccine; three (3) doses of Hepatitis B (HBV) vaccine; and booster doses of Diphtheria Tetanus Acellular Pertussis (DTaP) and Poliovirus (Polio) vaccines administered on or after their 4th birthday and prior to school entry. If a student is not complete (up-to-date for age), he/she must present a record indicating the student is in progress of receiving vaccines, and follow-up must be provided for compliance with the above requirements.

Pre-Kindergarten / Daycare / HeadStart: Beginning school year 2009-2010, two (2) doses of Varicella vaccine will be required in Louisiana schools for entry into Pre-K, Kindergarten, Daycare, and HeadStart programs for children aged 4 years and older. If a second dose of Varicella vaccine has been received at least 30 days after the first dose, no additional doses are required. This is in addition to the regular age-appropriate vaccines required depending on the child's age. Prior to entry, these students must have documented proof of immunizations for: two (2) doses of Measles-Mumps-Rubella vaccine; three (3) doses of Hepatitis B vaccine; and booster doses of DTaP and Polio vaccines administered on or after their 4th birthday and prior to school entry.

All children aged less than 4 years of age enrolled in Pre-K, Daycare, HeadStart, etc. should be vaccinated against and must show proof of immunizations for: Diphtheria Tetanus Acellular Pertussis vaccine (DTaP); Inactivated Poliovirus vaccine (IPV); Haemophilus Influenza Type B vaccine (Hib); Hepatitis B vaccine (HBV); Pneumococcal Conjugate Vaccine (PCV – for children less than 24 months of age) If a child is less than 24 months of age and has received 4 doses of PCV-7 he/she is to get a single dose of PCV-13 for Daycare and Head

Start; and one (1) dose of Varicella vaccine. If the child is not complete or up-to-date for age, he/she must present a record indicating that the child is in progress of receiving vaccines, and follow-up must be provided for compliance with the above requirements.

Although Louisiana has vaccination requirements for children entering school, these requirements can be waived. The child's parent or guardian may request an exemption in writing for medical or religious/philosophical reasons. The parent or guardian should contact the Student Health Center for assistance. Medical exemptions are completed by the child's healthcare provider. Exemptions are kept on file in the Student Health Center and should be updated annually. In the event of an outbreak of a vaccine-preventable disease at the location of an educational institution or facility on the LSDVI campus, the administrators are empowered, upon the recommendation of the office of public health, to exclude from attendance unimmunized students until the appropriate disease incubation period has expired or the unimmunized person presents evidence of immunization.

XII. Residential Program

Introduction

The goal of the residential program is to provide a safe and caring environment where students can live and learn. This setting allows students to be immersed in culture and social interaction while gaining tools and knowledge for their independence.

Living in a dormitory is an exciting opportunity that requires self-care, self-discipline, independence, a high degree of responsibility, and compatibility with students from diverse backgrounds. Students who demonstrate these characteristics typically adapt successfully to dorm life. This privilege promotes students' responsibility, independence and personal growth by allowing for afterschool learning and activities.

The dorm staff aims to create a comfortable, safe, home-like environment for each student that fosters academic growth. Safety is a priority in the dorm setting. To assist in keeping our students and staff safe, the following apply:

- All dorms open at 6pm on Sundays / travel days
- Students will not be allowed to re-enter the dorm between 7:00 AM and 3:30 PM.
- If a student leaves the dorm during the week, their return must be arranged with the director or designee during the week.
- All visitors must check-in with Campus Security upon arrival to the campus. (Refer to Visitor Policy)
- Off-campus visitors must sign-in at the desk in the building they are visiting. (Refer to Visitor Policy)
- Off-campus visitors may visit with students in the lobbies of their dormitories and in other designated areas of the campus with permission from the Dormitory Supervisor on Duty.

- Visitors are not permitted in sleeping areas.

LIVING ENVIRONMENT

Parents are encouraged to assist in creating a comfortable, home-like environment for their child. You can find our recommended residential essentials list on our website at SSDofLA.org > Student / Parent Resources > Residential Services.

Please note:

- All Items brought to school should be marked with your child's name.
- Students will only bring home dirty clothes on Fridays.
- Linens will be provided by the school (Pillow cases, Sheets, Blankets); you're welcome to bring your child's personal linens. Students should bring their own pillow.
- Students can bring snacks for after school hours.
- All middle school and high school students are encouraged to bring an alarm clock to wake them up in the morning. Students must be dressed and ready to leave the dorm for morning routines. If students do not get themselves up with an alarm clock, the staff will wake the student up.
- Room Decorations are encouraged (posters, family and friend pictures)
- LSD is NOT financially responsible for LOST, STOLEN, OR DAMAGED goods.

Laundry

Students are expected to wash their clothes when they go home and return with clean clothes. However, washers and dryers are available in each dorm in the event of emergency situations. Students must supply their own detergent when using the dorm washers. Students may not start laundry within 30 minutes of posted bedtimes. The laundry rooms must be kept clean at all times.

Prohibited Items

To ensure the safety of all residents, certain items are ***prohibited*** from the dorm. Examples of prohibited items include, but are not limited to the following:

- Matches, cigarette lighters, fireworks, incense, open flame items such as candles
- Weapons including but not limited to firearms, knives, ammunition, sling shots, cap guns, toy weapons
- Alcohol including empty alcohol containers used for decoration
- Tobacco, E-cigarettes, drug paraphernalia, vaping products
- Not allowed in dorm bedrooms: cooking appliances that produce heat including, but not limited to: microwave, coffee maker, toaster, toaster oven, hot plate, popcorn popper
- Medications – including prescription and/or over-the-counter medications (ALL medications must be processed in the Student Health Center)

Contraband property confiscated by dorm staff will be returned only to the parent or legal guardian. Dorm staff will not be held responsible for prohibited items which have been confiscated. TV shows, DVDs, video games, websites, or music may be prohibited by dorm staff, if deemed offensive or inappropriate for a residential setting.

Bedtimes

The following core bedtimes have been set. In addition, each dorm uses their behavior level system to adjust bedtimes based on a student's behavior level.

Elementary:	Lower – 8:00 PM
	Upper – 9:00 PM
Middle School:	9:30 PM
High School:	10:30 PM
	CLAWS (Honors Level) – 11:30 PM

LSD Eagletown Apartments

In the LSD Residential Program, the seniors have the opportunity to participate in the independent living skills program, Eagletown Apartments. In the Eagletown, the seniors learn the essential skills needed to live independently after graduation. This program offers the seniors the opportunity to live in an “apartment”, pay rent and go on bi-weekly grocery shopping trips. A staff member assumes the role of the senior's Apartment Manager and works closely with the seniors on developing nutritious menus, accompanying students on grocery shopping trips, budgeting, cooking, cleaning and other important skills for life outside of LSD.

Attire

Although we encourage independence and freedom of expression in the dorm setting, students are not allowed to wear inappropriate clothing. Examples of inappropriate clothing include: see-through clothing, strapless tops, low cut necklines, bare midriffs, visible undergarments, and elongated armholes in common areas. Staff members have the right to declare a student's attire inappropriate and may require a student to return to their room to change.

Room Inspections

Basic cleanliness is expected from all residents. Students are responsible for keeping their rooms clean. Failing room inspection may result in loss of recreation privilege, being required to complete additional cleaning chores around the dorm, and/or further disciplinary action. Students are responsible for any damages they cause to their dorm room, furnishings, or common areas of the dorm.

Dorm rooms are school property and searches can be implemented routinely or when there is reasonable concern about violations. The search will be conducted in the presence of another witness. This search may include student desks, bags, clothing, backpacks, closets,

and suitcases. Dorm personnel may confiscate student property if that property is likely to disrupt the dorm or school environment or if it is illegal.

Securing Personal Belongings

Students are fully responsible for protecting their property by keeping their belongings locked up when they are not there. Students should mark their belongings prominently with their names. Valuables should be left at home or locked away for safekeeping. LSDVI is not responsible for theft of, loss of, or damage to any student's personal property.

Communication

We encourage frequent contact with your child. Telephones are provided throughout the dorms for convenience. Due to these items being shared with others, the following apply:

- Permission to use the phone/videophone is required from the residential staff on duty
- Appropriate language must be used at all times
- No lewd acts or behaviors are allowed
- No phone/videophone calls are allowed during study hour
- All students are to stop using the phone/videophone 30 minutes prior to bedtime

Please note that staff and students are not always in the dorm due to activities in and/or around campus and may be difficult to reach at times.

Important LSD Dorm Numbers

Elem Boys	225-341-6507 (VP)	Elem Girls	225-341-6512 (VP)
	225-757-3257		225-757-3252
Middle School Boys	225-341-6516 (VP)	Middle School Girls	225-341-6543 (VP)
	225-757-3395		225-757-3348
High School Boys	225-302-8533 (VP)	High School Girls	225-341-6551 (VP)
	225-757-3451		
Jessica Medero	(Dorm Director)		225-341-6522 (VP)
Rhonda Flack	(Evening Residential Team Leader)		225-341-6544 (VP)
Rhonda Fung	(Residential Therapeutic Specialist)		225-341-6500 (VP)
Tammy Lindley	(Night Residential Team Leader)		225-341-6524 (VP)

Electronics/Cell Phone Policy

If a parent or legal guardian allows a student to bring any such device to LSDVI, it is at his or her own risk. LSDVI is not responsible for lost, broken, or stolen devices. In the event of an emergency where a parent or legal guardian needs to contact a student, he or she should call the LSDVI dorm where the student resides.

LSDVI does not accept responsibility for lost or misplaced electronic devices. LSDVI will not be held responsible for any fees associated with the use of personal devices.

The use of pagers, cell phones, and personal electronic devices is not permitted at after school meetings or workshops, during study hours, or after bedtime. Violations of this policy during dorm activities will result in consequences according to the Dormitory Behavior Program. The use of pagers, cell phones, and personal electronic devices is prohibited in all bathrooms on the LSDVI campus.

If this policy is violated, cell phones will be taken from the student by dorm staff and will be kept by the Dorm Director for the duration of the week. Students who continuously violate the policy will not be allowed to bring a cell phone on LSDVI's campus. Parents will be notified of all cell phone violations.

Wi-Fi in the dorm will be disconnected at 10:00 PM.

Parents are highly encouraged to monitor their child's social media accounts and to apply the appropriate restrictions on their child's devices.

LEARNING ENVIRONMENT/CURRICULUM

The Residential Program fosters a learning environment that enhances the skills taught during the traditional school day.

L.E.A.D. (Learning, Experiencing, Achieving and Doing) is the Independent Living Program for residential students at the LSD. Students are observed and guided to independence in the following areas:

1. **Personal Hygiene**

Students will develop skills in self-care and cleanliness.

2. **Household Management**

Students will develop skills in general and personal household management.

3. **Emotional Development**

Through lessons borrowed from the PATHS program (Promoting Alternative Thinking Strategies), students will learn to increase emotional awareness and social problem solving skills. They will also improve behavioral adjustment and integrate affect, cognition, language and behavior for better cognitive and academic performance.

4. **Social Skills**

Students will learn to establish appropriate interpersonal relationships.

5. **Physical Development**

Students will develop understanding of the importance of good health, exercise and nutrition.

6. **Intellectual Development**

Students will develop good study skills and will be given opportunities to practice problem solving and critical thinking skills.

Field Trips

Residential field trips are meant to enhance the curriculum and experiential learning. Activity schedules will be posted on the SSD website each week.

Study Hour

Study hours are required for residential students, some monitored and some independent. This allotted time is for homework, studying, and literacy enhancement. Students are expected to focus on their studies. No television, pager, videophone, Instant Messaging, other activities, etc. may occur during study hours.

Residential Workshops

A variety of workshops are provided for residential students.

Nine-week theme workshops include topics such as cyber-bullying, Deaf Culture, Blind/VI Culture, boundaries, good touch / bad touch, safety, manners and etiquette, communication, conflict resolution, problem solving, anger management, peer pressure, and bullying.

PATHS (Promoting Alternative Thinking Strategies) is a program that provides valuable information to all students in the residential program. PATHS will increase your ability to understand social problems, develop effective alternative solutions, decrease the percentage of aggressive/violent responses, and increase your understanding and recognition of emotions.

RESIDENTIAL EXPECTATIONS/CODE OF CONDUCT

Positive Behavioral Interventions and Supports (PBIS)

PBIS is also used in the residential program. (Refer to the section on PBIS for specifics).

Behavior Program

The Residential Program operates a level system for all students that provides an opportunity to earn privileges and develop responsibility.

Suspended students may not attend school-sponsored functions on or off campus during the suspension. Such exclusions include field trips, competitions, social events, dorm activities, etc.

Residential staff will educate students about the behavior program at the beginning of school and as needed.

Counseling Services

The LSD Residential program has a full-time Licensed Professional Counselor (LPC) on staff in the position of Residential Therapeutic Specialist, working and providing counseling services to the residential students in the dorms. The LPC provides both individual and group counseling, assists with conflict resolution and manages crisis situations as they occur in the dorms. The LPC also organizes and implements themed, weeklong awareness groups

at various points throughout the school year, which are focused on topics such as, Anti Bullying, Black History, Cultural Diversity, Deaf Awareness and Red Ribbon-Say-No-To-Drugs.

Public Displays of Affection (PDA)

A public display of affection is the physical demonstration of affection for others while in the view of others. Students should remember that our campus is a public environment and a public facility. Public displays of affection, beyond a friendly hug or holding hands, are considered a breach of dorm expectations and are subject to disciplinary procedures within the Dorm Behavior Program. Listing every behavior that constitutes PDA is impossible. Students must use caution and common sense in relation to appropriate behavior. Being in a “dating” relationship does not alter the PDA restrictions. The disciplinary procedure for failing to follow the dorm expectation for appropriate behavior will correspond to the gravity of the PDA situation and current disciplinary record.

STUDENT ACTIVITIES

Dorm students are given the opportunity to participate in numerous age-appropriate recreational activities occurring both on and off campus. These activities allow for education, social interaction, independence, and fun. Our campus offers an array of activities for students. The Physical Education Center (PEC) houses multiple gyms and a large swimming pool. The newly renovated Student Center offers a place to relax, visit with other students, and participate in activities. There are video game consoles, TV’s, many different games, and a snack bar in the area. Off-campus experiences occur regularly to a variety of different places in the Baton Rouge area, including shopping, dining, sporting events, and seasonal activities.

Parents are asked to sign a Waiver of Liability and Hold Harmless Agreement for students to participate in Residential Program Activities.

Swimming Pool

Student Life provides certified Red Cross lifeguards to monitor the pool at all times while students are swimming. Swimmers must wear their own swimsuit and have a towel. Only proper swimming suits are allowed. The following rules apply to the campus pool:

- No running, playing, pushing on the deck area around the pool
- No standing or sitting on people’s shoulders
- No metal objects in the pool
- No diving in the shallow end of the pool
- No splashing on the deck
- No dunking
- No pretend drowning

- Do not distract the lifeguards or standbys
- No hanging or climbing on the ropes
- No food, drinks or glass containers are permitted in any part of the pool area

Funds

Parents are responsible for sending money to school with their child each week for dorm activities and trips that are not funded by the school. Snacks are also available for purchase after school in the Student Center.

For your convenience, the School Bank is available to deposit money into your child's account. Parents may send checks or cash to deposit into their child's campus bank account. Current School Bank hours are:

Tuesday	2:00 PM - 3:00 PM
Thursday	2:00 PM - 3:00 PM

Summary

Living in the dorm is a privilege. Students are expected to follow all dorm and behavior policies. Failure to do so may result in the loss of this privilege.

XIII. Student Support Services

Counseling Services School counselors are available to assist you with a wide range of personal concerns, including such areas as social, family, emotional, and substance abuse issues. Individual and group counseling are available to a student through self-referral or referral by parents, teachers, counselors, residential staff or administrators.

The Elementary and Middle/High School counselors provide regular sessions using a structured curriculum during class focusing on personal, social, emotional, and academic aspects. The Middle/High School counselor also provides academic counseling focusing on college admissions, vocational training programs, and transition/academic guidance. They will from time to time provide workshops to students as needed. Workshops, include but are not limited to, Drug & Alcohol prevention (Red Ribbon Week), Dating Violence, Bullying, Suicide Prevention and Internet Safety. Counseling is also a related service on the IEP. If ongoing individual counseling is warranted, counseling services may be added to the IEP once an IEP meeting is held/re-convened to discuss the need and all on the IEP team agree to the appropriateness of this service. Counseling may be provided at other times based upon recommendations by faculty/staff regarding issues, such as bullying, anger management, eating disorders, social skills, etc.

The counselors also help utilize positive reinforcement behaviors through the use of Positive Behavioral Interventions and Supports (PBIS) program, Student of the Month, and Honor Roll/Honorable Mention.

The Americans with Disabilities Act (ADA) Right to Access to Auxiliary Aids and Services for students, parents, and other individuals with disabilities are entitled to equal access and an equal opportunity to participate in public school services, programs, and activities. The ADA and Section 504 apply to all programs and activities offered by a school system, including school board meetings, extracurricular programs, teacher conferences, recreational activities, social and cultural activities, adult education, summer school or hobby classes.

Section 504, 29 United States Code (U.S.C.) § 794, requires programs which receive federal financial assistance to provide accommodations, such as qualified interpreters, real-time captioning (also called CART), assistive listening devices, or other auxiliary aids, to people with disabilities when necessary to ensure effective communication. See also 34 Code of Federal Regulations (C.F.R.) §§ 104.4 and 104.21.

Title II of the ADA, 42 U.S.C. §§ 12101-12213, requires comparable access by all state and local government programs, regardless of whether or not the programs get federal financial assistance.

A separate federal law, the Individuals with Disabilities Education Act (IDEA), also affects children with disabilities. The IDEA requires public school systems to provide a “free, appropriate public education” to children who need special education or related services because of a disability. The IDEA establishes a procedure for developing an individualized education program (IEP) and identifying needed support services for individual children. Although this is the principal law which determines the special educational services children will receive from a school system, Section 504 and the ADA provide additional protection, especially in the context of architectural accessibility, extracurricular activities, summer programs, and services for parents, members of the public, and other individuals with disabilities.

Suspected Child Abuse - Mandatory Reporting LSVI staff are mandatory reporters. If there is suspected child abuse, we are required to report to the Louisiana Department of Children and Family Services (DCFS). If you suspect a student who may be abused or neglected, please call 1-855-4LA-KIDS (1-855-452-5437) toll free 24 hours a day, 365 days a year. For more information, visit their website at www.dcfslouisiana.gov.

XIV. General School Information

Locker Policy

All students are expected to follow the locker rules at all times:

- Personal locks are not allowed.
- All items that are not necessary for classes, must be left in students’ lockers.
- All lockers are subject to search and seizure procedures at any time by the administration.

- LSVI is not responsible for any missing or stolen items from the students' lockers.
- Food and drinks are not allowed in the students' lockers with the exception of a bag lunch.
- All lockers must be cleared out at the end of each semester.

School Library

In the library, students are given the opportunity to check out books. Students may need books to assist with writing a research paper, to prepare a presentation, to complete a class assignment, or just to read for pleasure. **We encourage parents to read to students to help their literacy skills.** The library offers a variety of fiction and nonfiction books across all genres and covers many subject areas.

Students are allowed to check out two (2) books at a time. Additional books may be checked out, but at the librarian's discretion. Students may check out books for two (2) weeks at a time. They can renew the book if they would like to. They only need to bring back the book and show the librarian the book to ensure that they still have the book.

Students will be responsible for the books they check out from the library. If a student loses or damages any book(s), they will be expected to pay for the replacement book(s). The librarian will give them a bill for the replacement book(s), and a copy of the bill will be mailed home. During this time, they will not be allowed to check out any new books until the bill has been settled.

At the end of the school year, the librarian will print out a list of books the students currently have checked out and give the students the list. This will give the students time to return the books, or if lost/damaged, and settle the outstanding balance before leaving for the summer.

Boundaries

A boundary is not only the physical and personal space that must be maintained at all times, but also includes emotional, physiological, and cyberspace boundaries. As they pertain to student-staff interactions, boundaries include:

- No visiting home of staff.
- No riding in staff automobiles on or off campus.
- No email, texting, instant messaging, video phone, social media (such as Facebook, Twitter and Instagram, etc.), FaceTime or any form of electronic device contact allowed between students and staff unless authorized by administration (i.e., coaches) Between the student and another student (during school hours)
- No excessive contact (such as hugging, kissing, holding hands, etc.).
- No email, texting, instant messaging, video phone, social media (such as Facebook, Twitter and Instagram, etc.), FaceTime or any form of electronic device contact allowed between students that may be deemed inappropriate.

Student/Parent Handbook Contract

(Please sign and return this page to the school office)

I, _____, have received
(student _____ name)

and read this Student/Parent Handbook and understand my responsibilities as a student of LSD as acknowledged by the student and parent signatures below.

Student Signature

Parent Signature

Date

This form is due to your school by:
Wednesday, August 16, 2023