## Louisiana Special School District 2022-2023 LSDVI School Calendar

### Important Dates

#### 2022-2023 Louisiana Assessment Calendar

**August**
- August 1-5 – All Teacher Training
- August 8 - First Day for Students

**September**
- September 5 – Labor Day Holiday (No Students)

**October**
- October 7 & 10 – Fall Break

**November**
- November 21-25 – Thanksgiving Holiday
- November 25-26 – Black Friday Holiday

**December**
- December 19-30 – Christmas Holiday

**January**
- January 2 – New Year’s Holiday
- January 3 – Students resume class
- January 9 – Professional Development (No Students)
- January 10 – Students resume class
- January 16 – MLK Holiday (No Students)
- January 17 – Students resume class

**February**
- February 10 – Parent Teacher Conferences
- February 20-24 – Mardi Gras Holiday

**April**
- April 7- Good Friday
- April 10 – 14 Easter Holiday

**May**
- May 25 – Last Day for Students/End of Marking Period
- May 26 – Last Day for Teachers
- May 29 – Memorial Day

**June**
- June 17 Juneteenth – Observed June 19th

### Legend

- **Yellow**: Students Return to School After Holidays
- **Blue**: Holidays
- **Green**: District/School Teacher PD Days
- **Orange**: Students’ First & Last Days

Total Instructional Days for Students: 177
Total Instructional Minutes per Day: 378

---

LSD 22-23 Student/Parent Handbook
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 principal 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.**
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>5-12</td>
</tr>
<tr>
<td>I. <strong>Attendance</strong></td>
<td>13-18</td>
</tr>
<tr>
<td>II. <strong>School Procedures</strong></td>
<td>19-20</td>
</tr>
<tr>
<td>III. <strong>Parents Rights and Responsibilities</strong></td>
<td>20-23</td>
</tr>
<tr>
<td>IV. <strong>Academics</strong></td>
<td>23-34</td>
</tr>
<tr>
<td>V. <strong>Behavior System/Code of Conduct</strong></td>
<td>34-44</td>
</tr>
<tr>
<td>VI. <strong>Dress Code</strong></td>
<td>44-46</td>
</tr>
<tr>
<td>VII. <strong>Extracurricular Activities</strong></td>
<td>46-48</td>
</tr>
<tr>
<td>VIII. <strong>Electronic Devices</strong></td>
<td>49-53</td>
</tr>
<tr>
<td>IX. <strong>Cafeteria</strong></td>
<td>53</td>
</tr>
<tr>
<td>X. <strong>Transportation</strong></td>
<td>53-56</td>
</tr>
<tr>
<td>XI. <strong>Student Health Center</strong></td>
<td>56-59</td>
</tr>
<tr>
<td>XII. <strong>Residential Program</strong></td>
<td>59</td>
</tr>
<tr>
<td>XIII. <strong>Student Support Services</strong></td>
<td>60-62</td>
</tr>
<tr>
<td>XIV. <strong>General School Information</strong></td>
<td>62-64</td>
</tr>
<tr>
<td><strong>Return-to-School Signature Page</strong></td>
<td>65</td>
</tr>
</tbody>
</table>
## LSD Contact Information

<table>
<thead>
<tr>
<th>Staff</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Heather Laine</td>
<td>Director/Principal</td>
<td>225-330-8768 VP</td>
<td><a href="mailto:hlaine@lsdvi.org">hlaine@lsdvi.org</a></td>
</tr>
<tr>
<td>Karla Brown</td>
<td>Elementary Administrative Assistant</td>
<td>225-757-3268&lt;br&gt;225-412-6133 VP</td>
<td><a href="mailto:kbrown@lsdvi.org">kbrown@lsdvi.org</a></td>
</tr>
<tr>
<td>Lauren Brown</td>
<td>Secondary Administrative Assistant</td>
<td>225-757-3273&lt;br&gt;225-341-6420 VP</td>
<td><a href="mailto:lbrown@lsdvi.org">lbrown@lsdvi.org</a></td>
</tr>
<tr>
<td>Debbie Bennett (Grades 1-5)</td>
<td>IEP Facilitator</td>
<td>225-757-3481</td>
<td><a href="mailto:dbennett@lsdvi.org">dbennett@lsdvi.org</a></td>
</tr>
<tr>
<td>Mary Cranford (Grades 6-12)</td>
<td></td>
<td></td>
<td><a href="mailto:mcranford@lsdvi.org">mcranford@lsdvi.org</a></td>
</tr>
<tr>
<td>Clintina Williams</td>
<td>Academic Counselor</td>
<td>225-757-3361</td>
<td><a href="mailto:cwilliams@lsdvi.org">cwilliams@lsdvi.org</a></td>
</tr>
<tr>
<td>Christine Kelley</td>
<td>School Librarian</td>
<td>225-757-3273&lt;br&gt;x279</td>
<td><a href="mailto:ckelley@lsdvi.org">ckelley@lsdvi.org</a></td>
</tr>
<tr>
<td>Laurie Self</td>
<td>Dorm Director</td>
<td>225-341-6550</td>
<td><a href="mailto:lself@lsdvi.org">lself@lsdvi.org</a></td>
</tr>
<tr>
<td>Paula Fulmer</td>
<td>Student Health Center</td>
<td>225-757-3524</td>
<td><a href="mailto:pfulmer@lsdvi.org">pfulmer@lsdvi.org</a></td>
</tr>
<tr>
<td>Kattie Sheppard</td>
<td>LSDVI Transportation</td>
<td>225-757-3210</td>
<td><a href="mailto:ksheppard@lsdvi.org">ksheppard@lsdvi.org</a></td>
</tr>
<tr>
<td>Ebonie Raby</td>
<td>LSDVI Admissions</td>
<td>225-757-3202</td>
<td><a href="mailto:eraby@lsdvi.org">eraby@lsdvi.org</a></td>
</tr>
<tr>
<td>Laura Kliebert</td>
<td>Instructional Technology Specialist</td>
<td>225-757-3318</td>
<td><a href="mailto:lkliebert@lsdvi.org">lkliebert@lsdvi.org</a></td>
</tr>
<tr>
<td>Alla Tarasyuk</td>
<td>ASL Services Coordinator</td>
<td>225-341-6528 VP</td>
<td><a href="mailto:atarasyuk@lsdvi.org">atarasyuk@lsdvi.org</a></td>
</tr>
<tr>
<td>Dr. Natalie Delgado</td>
<td>LSD Outreach Coordinator</td>
<td>225-341-1141 VP</td>
<td><a href="mailto:ndelgado@lsdvi.org">ndelgado@lsdvi.org</a></td>
</tr>
<tr>
<td>Denton Mallas</td>
<td>LSD Athletic Programs</td>
<td>225-228-4358 VP</td>
<td><a href="mailto:dmallas@lsdvi.org">dmallas@lsdvi.org</a></td>
</tr>
</tbody>
</table>
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 based on our reentry plans for COVID-19. We would love to have you come see our campus.
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
We'll sing a song of gladness now, and love and loyalty.
Letter from LSD Administration Team

Dear Parents and Students,

Welcome to the 2022-2023 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 with you our school rules and expectations for the upcoming school year. We encourage you to take some time to review the handbook. The handbook will also be posted on the school website at www.lalsd.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 your teacher, counselor, assistant principals, residential staff, dorm director or LSD Director.

We look forward to having a great 2022-2023 school year!

Sincerely,

Dr. Heather Laine
Director
Louisiana School for the Deaf

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 LSD bus stop between 7:30 and 7:50 AM.

Parent drop-off will be from 7:30-7:55 at the LSD 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. Revised Statute 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 10 unexcused days for an academic year. The parents or guardians of students who have been tardy or absent three times without a documented excuse will be required to meet with the school administrators.

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.

At the time of the 10th absence, the school administrator will be notified. Families will have to coordinate with the school administrator to make the appropriate amendments to address absence and capture why the student has been absent.

**Make-up Work**
Students who are absent shall 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 principal or his/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 principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.

The School Board shall authorize each school's School Improvement Team to establish regulations unique to that school addressing tardies and which may include, but not be limited to the following:

1. Principals or designees may deal with first through third tardies according to the individual school plan.

2. A student who accumulates four (4) unexcused tardies shall be assigned to clinic (or time-out) room. The parent/guardian shall be contracted by the principal or designee.
3. A student who refuses clinic or time-out room shall be suspended pending a parent/guardian conference. If the parent comes that afternoon or the next morning, no suspension shall be officially recorded.

4. If the parent/guardian does not come for a conference as requested, the student shall be officially suspended for two (2) days.

5. The above process shall be repeated as needed. Excessive repeating of this process shall be reported to the Supervisor of Child Welfare and Attendance.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday - Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 7:58</td>
<td>Arrival/Breakfast</td>
<td>7:30 - 7:58 Arrival/Breakfast</td>
</tr>
<tr>
<td>8:00 - 10:50</td>
<td>Classroom Instruction</td>
<td>8:00 - 10:50 Classroom Instruction</td>
</tr>
<tr>
<td>10:50 - 11:45</td>
<td>Recess / Lunch</td>
<td>10:50 - 11:45 Recess / Lunch</td>
</tr>
<tr>
<td>11:45 - 3:15</td>
<td>Classroom Instruction</td>
<td>11:45 - 2:00 Classroom Instruction</td>
</tr>
<tr>
<td>3:15</td>
<td>School Dismissal</td>
<td>2:00</td>
</tr>
<tr>
<td>2:00 - 3:15</td>
<td>Professional Development for Teachers and Staff</td>
<td></td>
</tr>
</tbody>
</table>
*Teachers will send their daily schedule with their students at the beginning of the school year.

### Middle School Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Block</th>
<th>Time</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 8:40 am</td>
<td>PE</td>
<td>8:00 am-8:52 am</td>
<td>1st Period</td>
</tr>
<tr>
<td>8:45 – 9:42 am</td>
<td>1st Period</td>
<td>8:54 -9:46 am</td>
<td>2nd Period</td>
</tr>
<tr>
<td>9:44 – 10:41 am</td>
<td>2nd Period</td>
<td>9:38 – 10:40 am</td>
<td>3rd Period</td>
</tr>
<tr>
<td>10:43 – 11:40 am</td>
<td>3rd Period</td>
<td>10:42 – 11:34 am</td>
<td>4th Period</td>
</tr>
<tr>
<td>11:45 – 12:15 pm</td>
<td>Lunch</td>
<td>11:39 – 12:09 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20 – 1:17 pm</td>
<td>4th Period</td>
<td>12:14 – 1:06 pm</td>
<td>5th Period</td>
</tr>
<tr>
<td>1:19 – 2:16 pm</td>
<td>5th Period</td>
<td>1:08 – 2:00 pm</td>
<td>6th Period</td>
</tr>
<tr>
<td>2:18 – 3:15 pm</td>
<td>6th Period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>Time</th>
<th>Block</th>
<th>Time</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am - 9:37am</td>
<td>1st Block</td>
<td>8:00 am-9:20 am</td>
<td>1st Block</td>
</tr>
<tr>
<td>9:39 am - 11:14 am</td>
<td>2nd Block</td>
<td>9:22am-10:42 am</td>
<td>2nd Block</td>
</tr>
<tr>
<td>11:18 am - 11:55 am</td>
<td>Lunch</td>
<td>10:44 am-12:04 pm</td>
<td>3rd Block</td>
</tr>
<tr>
<td>11:59 am - 1:36 pm</td>
<td>3rd Block</td>
<td>12:06 am-12:36pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:38 pm - 3:15 pm</td>
<td>4th Block</td>
<td>12:40 am-2:00 pm</td>
<td>4th Block</td>
</tr>
</tbody>
</table>
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 get a visitor’s pass.

**Conferences**
If you would like to schedule a conference with your child’s teacher(s), administration, or support staff please contact the front office. Please note the scheduled Parent/Teacher Conference dates on the school calendar.

**Volunteers**
We appreciate and welcome volunteers. Please contact the front office for more information if you are interested in volunteering. 225-757-3481

**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 225-757-3481.

**Parent/Guardian/Authorized Individual Pick-Up**
Students are not allowed to check out during the school day without permission from his/her guardian. The parent or other authorized individual approved in the school system must sign-in with the security guard at the 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.

**The latest the student can be checked out is at 2:15 pm Mondays-Thursdays, and at 1 pm on Fridays.**

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. (2 forms required for each pick up request) These arrangements are to be finalized at least 2 days before the pick-up date. One-time Pick Up Authorization Forms may be picked up in the front office.

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 with the appropriate person as listed in the order below. 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, it will be moved to the next level of authority.

Please follow this chain of command

Teacher/Case Manager ➔ Counselor ➔ Assistant Principal ➔ Principal/Director
Unresolved concerns will be referred to the LSD Director for the final decision; the decision will be provided within ten (10) school days after referral to the director.

Parents have the right to due process. Please contact the LSD Director for more information.

**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, conducive to learning and supportive for comprehensive family involvement and encourages 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 assistant principal 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 purchase a lunch ticket at the administrative assistant's office before meal time.

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 (R.S. 17:406.9)**

Parents’ Bill of Rights for Public Schools

A. The legislature finds all of the following:

   (1) That parental involvement is a significant factor in increasing student achievement.

   (2) That access to student information encourages greater parental involvement.

B. Parents of public school children who have not reached the age of majority shall have all of the following rights:
(1) To examine the textbooks, curriculum, and supplemental material used in their child’s classroom.

(2) To inspect their child’s school records, and to receive a copy of their child’s records within ten business days of submitting a written request, either electronically or on paper. Parents shall not be required to appear in person for the purposes of requesting or validating a request for their child’s school records. There shall be no charge for a parent to receive such records electronically. Any charges for a paper copy of such records shall be reasonable and set forth in the official rules and regulations of the school governing authority. School records shall include all of the following:

(a) Academic records, including but not limited to results of interim or benchmark assessments.

(b) Medical or health records.

(c) Records of any mental health counseling.

(d) Records of any vocational counseling.

(e) Records of discipline.

(f) Records of attendance.

(g) Records associated with a child’s screening for learning challenges, exceptionalities, plans for an Individualized Education Program, or Individual Accommodation Plan.

(h) Any other student-specific file, document, or other materials that are maintained by the school.

(3) To be notified when medical services are being offered to their child, except where emergency medical treatment is required. In cases where emergency medical treatment is required, the parent shall be notified as soon as practicable after the treatment is rendered.

(4) To be notified if a criminal action is deemed to have been committed against their child or by their child.

(5) To be notified if law enforcement personnel question their child, except in cases where the parent has been accused of abusing or neglecting the child.

(6) To be notified if their child is taken or removed from the school campus without parental permission.

(7) That the school shall not discriminate against their child based upon the sincerely held religious beliefs of the child’s family.

(8) To receive written notice and the option to opt their child out of any surveys that include questions about any of the following:

(a) The student’s sexual experiences or attractions.

(b) The student’s family beliefs, morality, religion, or political affiliations.

(c) Any mental health or psychological problems of the student or a family member.
(9) To receive written notice and have the option to opt their child out of instruction on topics associated with sexual activity.

(10) To receive from the school the annual school calendar, no later than thirty days prior to the beginning of the school year, and to be notified in writing as soon as feasible of any revisions to such calendar. Such calendar shall be posted to the school’s website and shall include, at a minimum, student attendance days and any event that requires parent or student attendance outside of normal school days or hours.

(11) To receive in writing each year or to view on the school’s website a comprehensive listing of any required fee and its purpose and use and a description of how economic hardships may be addressed.

(12) To receive in writing each year or to view on the school’s website a description of the school’s required uniform for students.

(13) To be informed if their child’s academic performance is such that it could threaten the child’s ability to be promoted to the next grade level and to be offered an in-person meeting with the child’s classroom teacher and school leader to discuss any resources or strategies available to support and encourage the child’s academic improvement.

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

**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.

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

**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
    - NWEA Measure of Academic Performance (MAP)
    - Louisiana Department of Education formative assessments
  - Grades 3-5:
    - LEAP 2025
    - LEAP 360
    - NWEA Measure of Academic Performance
    - 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
  - 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
  - NWEA Measure of Academic Performance
  - Louisiana Department of Education formative assessment

High School Assessments
LEAP 2025 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 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 scales for grades 1-12:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>92-85</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>84-75</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>74-67</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>66-0</td>
<td>0</td>
</tr>
</tbody>
</table>

Grading Scale for Advanced Placement (AP) and Dual Enrollment (DE) Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
<td>0</td>
</tr>
</tbody>
</table>

* The AP and DE grading scales match college grading scales.

Pre-K through 12th Grade 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 9 weeks. A final exam will be given covering material from the third and fourth 9 weeks.

Students in grades 9-12 will be following a block schedule. Midterm exams will be taken after 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 20% 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 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:

<table>
<thead>
<tr>
<th>Average</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00-3.50</td>
<td>A</td>
<td>4 Quality Points</td>
</tr>
<tr>
<td>3.49-2.50</td>
<td>B</td>
<td>3 Quality Points</td>
</tr>
<tr>
<td>2.49-1.50</td>
<td>C</td>
<td>2 Quality Points</td>
</tr>
<tr>
<td>1.49-1.00</td>
<td>D</td>
<td>1 Quality Point</td>
</tr>
<tr>
<td>Below 1.00</td>
<td>F</td>
<td>0 Quality Point</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Average</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
<td>5 points</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
<td>4 points</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
<td>3 points</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
<td>2 points</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
<td>0 points</td>
</tr>
</tbody>
</table>
The Carnegie unit classifications:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Carnegie Units to Qualify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0 – 5.5</td>
</tr>
<tr>
<td>Sophomores</td>
<td>6 - 11</td>
</tr>
<tr>
<td>Juniors</td>
<td>11.5 – 17</td>
</tr>
<tr>
<td>Seniors</td>
<td>17.5+</td>
</tr>
</tbody>
</table>

**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:

**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:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

**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

**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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honor Roll</th>
<th>Average Range</th>
<th>Qualifying Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Honor roll</td>
<td>4.0 average</td>
<td>Any student who makes all A’s.</td>
</tr>
<tr>
<td>A</td>
<td>Honor roll</td>
<td>3.9 to 3.5 average</td>
<td>Any student who makes less than a 4.0 and greater than 3.4</td>
</tr>
<tr>
<td>B</td>
<td>Honor roll</td>
<td>3.4 to 3.0 average</td>
<td>Any student who makes less than a 3.5 and greater than a 2.9.</td>
</tr>
</tbody>
</table>

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

* A student who has an “F” in any subject does not qualify for the 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 1 credit per course; however, these courses do not count for Carnegie credit.

April Dunn Act
The April Dunn Act (enacted in 2014) gives students who have not met testing requirements on 2 out of 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. Read more about the [April Dunn Act](#).

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. **Honors Positions**

<table>
<thead>
<tr>
<th>Position</th>
<th>Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.90-4.00+</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70-3.89</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50-3.69</td>
</tr>
<tr>
<td>Distinguished Student</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>

2. **Curriculum Requirements:** The course requirements for Louisiana's TOPS Opportunity Scholarship eligibility will be required of SSD honor graduates.

3. **Enrollment Status:** Students must be enrolled in a state approved high school the final two years leading to graduation.

**Valedictorian and Salutatorian**

1. **Curriculum Requirements:** Students must complete graduation requirements to earn the TOPS University or Career Diploma.

2. The following criteria will be considered when determining the Valedictorian and Salutatorian:
   - Diploma Pathway
   - Dual Enrollment completion
   - Composite Act Score
   - Overall GPA

**Distinction for Community Service**

High School students are encouraged to complete a total of 80 hours of community service (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 **R.S. 17:264**.
<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>TOPS UNIVERSITY DIPLOMA</th>
<th>CAREER DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses</td>
<td>Courses</td>
</tr>
<tr>
<td></td>
<td># Units</td>
<td># Units</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of the following: English I, English Language Part 1; Cambridge IGCSE, or English Literature Part 1; Cambridge IGCSE</td>
<td>One of the following: English I, English Language Part 2; Cambridge IGCSE, or English Literature Part 2; Cambridge IGCSE</td>
</tr>
<tr>
<td></td>
<td>One of the following: English II, English Literature Part 2; Cambridge IGCSE, or English Language Part 2; Cambridge IGCSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td>The remaining units shall come from the following: Technical Writing, Business English, English III, English Language Part 2; Cambridge AICE–A (Honors), Literature in English Part 1; Cambridge AICE–AS (Honors), English IV, any AP or IB English courses, Language in English 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.</td>
</tr>
<tr>
<td></td>
<td>One of the following: English IV, AP English Literature and Performance, English Language Part 2; Cambridge AICE–AS (Honors), or Literature in English Part 2; Cambridge AICE–AS (Honors)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two units chosen from the following: (a) Earth Science, (b) one of: Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (SLU Partnership); (c) Agriscience I, (d) one of: Chemistry II, AP Chemistry, IB Chemistry, IB Chemistry II, or Chemistry II; Cambridge AICE–AS (Honors); (e) one of: AP Environmental Science, IB Environmental Systems, (f) 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, IB Physics A, 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</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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, or Geography; Cambridge AICE–AS (Honors); (c) one of: World History, AP World History, IB History of the Americas I, or History (International); Cambridge AICE–AS (Honors); (d) History of Religion; (e) one of: IB Economics, Economics, AP Microeconomics, or Economics; Cambridge AICE–AS (Honors); (f) AP Psychology, History of Religion</td>
<td>The elective course Agriscience I is a prerequisite for Agriscience II.</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>0.5 Health Education</td>
<td>0.5 Health Education</td>
</tr>
<tr>
<td></td>
<td>15 Physical Education I and II; Adapted Physical Education I and II; Adapted Physical Education I and II, or Physical Education I (1 unit) and V/2 unit of Marching Band, Extracurricular Sports, Cheerleading, or Dance Team</td>
<td>1.5 Physical Education I and one half unit from among the following: Physical Education II, Marching Band, Extracurricular Sports, Cheerleading, Dance Team</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>2 Two units from the same language (§2345)</td>
<td>9 Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>1 Speech III or IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§2368)</td>
<td></td>
</tr>
<tr>
<td><strong>Electives/ Jump Start</strong></td>
<td>3 Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>
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 Pathway, students will be given a choice of which pathway they would like to pursue: Automobile Service, Pro Start, CompTIA+, Hospitality, Graphic Arts, and Carpentry. In addition to 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 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.

Other transition services that are provided to our students and families include:
- career counseling
- vocational assessments
- connecting with other appropriate support agencies
- parent counseling related to life goals and career choices
- college & career fairs
- on-the-job training/internship (on campus or off campus)
- supportive employment
- community service

*Students may be required to complete community service hours as part of their transition plan.

**Transitional 9th Grade (T9) Grade 8 Requirements**

The LEAP 2025 plan pushes students toward “Mastery” on their state tests. Our 8th graders shall score at least “Basic” achievement in either ELA or Math and “Approaching Basic” on their other subjects in order to be promoted to ninth grade. Students who don’t meet the promotion standard after taking the eighth grade assessments may be placed on a high school campus in the transitional ninth grade.

**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.

**Academic Tutoring**

The administration and the academic school counselor will monitor the students’ grades throughout the school year. If the student’s grade is falling behind, the teacher will ensure that the student has every opportunity to catch up with work they may have missed. Tutoring is provided after school for students who are struggling academically.

<table>
<thead>
<tr>
<th>Academic Tutoring I</th>
<th>Having one or more F’s at the end of any 4 ½ week period.</th>
<th>Attend after school tutoring sessions for two hours a week for nine weeks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Tutoring II</td>
<td>Having one or more F’s at the end of 4 ½ weeks consecutively</td>
<td>Attend after school tutoring sessions for four hours a week for nine weeks. Eligibility for participating in organizations, sports, or activities will be determined by the director.</td>
</tr>
</tbody>
</table>
Transcripts

Transcripts may be requested at any time. If transcripts are needed, please contact the guidance counselor to request a form.

On-the-Job Training (OJT)

If students are classified as a junior or senior and are at least 16 years of age, they may have the opportunity to participate in the On-the-Job-Training (OJT) Program. Students will gain the benefits of job training, practicing job entry skills, and getting work experience. If the student is a junior or a senior and has met the academic requirements, the student may participate in paid or unpaid employment. On-campus working experience usually consists of unpaid jobs that provide experience in following directions, being independent, and preparing for the world to work. Students will learn hard and soft skills in order to demonstrate appropriate work skills (good work ethic, good attitude, punctuality, regular attendance, following instructions, staying on task, and dependability), the student may be eligible for a paid employment, which is usually an off-campus job.

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 principals, 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**

**Schoolwide Expectations**

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.

**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

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. See page 54 – Definitions for the term “firearm”.

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**

Definition of Bullying. "Bullying" means:

(1) 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.

(2)(a) Where the pattern of behavior as provided in Paragraph (1) of this Subsection 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.

   b) The pattern of behavior as provided in Paragraph (1) of this Subsection 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 principal 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 principal, assistant principal 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 or After-school 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/after-school detention for one afternoon, from 3:30-4:30. Failure to attend after-school 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 normal classroom setting but maintaining him 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 Principal 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 and Principal testimony and make a decision. A parent/guardian may appeal the hearing officer's recommendation by providing a request in writing to the school director within 10 days of the expulsion hearing. The School 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 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 (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 Individual Education Program (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 Principal 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.

**Investigation of Threats of Violence of 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.
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 (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.

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.

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. All questionable attire is left to the discretion of the school administration.

<table>
<thead>
<tr>
<th>TOPS</th>
<th>BOTTOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solid Colors: Green, white, black, or gray</td>
<td>Solids Colors: Khaki or Black</td>
</tr>
<tr>
<td>Long- or short-sleeved</td>
<td>Slacks, shorts, capri, jumpers, skorts</td>
</tr>
<tr>
<td>Polo, button-down shirts</td>
<td>Appropriate fit: not too loose; not too tight; no sagging.</td>
</tr>
<tr>
<td>Elementary students shall be encouraged to tuck in shirts.</td>
<td>No cargo pockets</td>
</tr>
<tr>
<td>Middle/High School students shall be required to tuck in shirts.</td>
<td>Shorts/Skorts: Not short than 5” above top of knee cap Must have shorts under skirts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHOES</th>
<th>BELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate footwear must be worn to school (no shower shoes, flip-flops)</td>
<td>PreK-5th - Belts are not required but encouraged.</td>
</tr>
<tr>
<td>Closed-toe and closed-heel are mandatory (tennis shoes, dress shoes, casual shoes, crocs or boots.)</td>
<td>Middle/High School: Belt required- must be plain and SOLID color; and wear correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JACKETS/SWEATERS</th>
<th>ACCESSORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any colors</td>
<td>Bracelets/watch (limit 2)</td>
</tr>
<tr>
<td>Must have sleeves</td>
<td>Earrings - up to 2 on earlobes, no more than 1”</td>
</tr>
<tr>
<td>Must be appropriate for school</td>
<td>Rings (limit 1)</td>
</tr>
<tr>
<td>Hoodies are permitted but must follow the rules by keeping the hoodies down during the school hours.</td>
<td>Necklace (cannot be visible)</td>
</tr>
<tr>
<td></td>
<td>Make-up (keep it simple)</td>
</tr>
<tr>
<td></td>
<td>Tattoos (must be covered)</td>
</tr>
</tbody>
</table>
FREE DRESS (admin-selected days)
Blue jeans or uniform
No holes/rips in clothing
No see-through shirts
Shirts must have appropriate wording/pictures
Shirts must have sleeves
No flip flops

Secondary School “Dress for Success” (admin-selected days)
See additional information next page

Caps and hoods are not allowed indoors. Combs/pics are not allowed – metal or plastic. Students may wear headbands that are 2” thick or less in width.

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 the 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. If you are in need of a jacket or coat, please contact the counselor or school administrator.

Dress for Success
Louisiana School for the Deaf expects our young men and women to be dressed for academic success. We believe that the appearance of students reflects their preparation for learning, their focus on study, and their desire to prepare themselves for adult life by conforming to a standard of dress and appearance which reflects their commitment to their education. The dress code is meant to teach discipline, to enhance self-esteem, to break down social economic barriers, and to prepare students for professional careers. The young men and women of Louisiana School for the Deaf must realize that they represent the values and education of our school in the public. If you do not have these clothing items, please contact our secondary office to let them know.

Dress-up Dates for 2022-2023
LSD will let students and parents know the dates to dress up during the Fall and Spring semesters. Other important dates may also require dress-up attire including, awards programs, graduation, select off campus trips, etc.
Dress-up Attire

<table>
<thead>
<tr>
<th>Young Ladies</th>
<th>Young Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black skirt or Black Dress Pants</td>
<td>Black Dress Pants</td>
</tr>
<tr>
<td>Green Skinny Necktie or Scarf (Provided by LSD)</td>
<td>Green Necktie (Provided by LSD)</td>
</tr>
<tr>
<td>Skin Tone Stockings</td>
<td>Black Dress Socks</td>
</tr>
<tr>
<td>Black, Closed Toe, Closed Heel Dress Shoes (No higher than 2 inches)</td>
<td>Black Dress Shoes</td>
</tr>
</tbody>
</table>

**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:

- worn and visible at all times during school hours;
- used for getting meals;
- in good condition (no cuts, defacing, folding, holes, etc.); and
- reported immediately if lost and be 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 IEP’s 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 [https://www.lhsaa.org/](https://www.lhsaa.org/)
3. **Sports Teams:**

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>JV/Varsity Sports</td>
<td>Volleyball, Basketball, Powerlifting, Track &amp; Field, Cheerleading, E-Sports</td>
<td>Football, Basketball, Powerlifting, Track &amp; Field, Cheerleading, E-Sports</td>
</tr>
</tbody>
</table>

**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**
- 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.
- In order to participate in sports, students must be present for at least half of the school day.
- 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 bring radios, cellphones, tablets, CD players, IPODs, MP3 players, video games, or computer games to class unless authorized by school administration. Unauthorized items will be confiscated and held in the office until the end of the day when they will be returned to the student. If students listen to music before or after school, headphones must be worn.

Parents will be notified of all cell phone violations. If a parent has an emergency during the school day, they should immediately call the school office. The administrator will relay the message to the student.

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

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 LSVI 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 Instructional 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 Instructional 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 Instructional Technology Instructor
- Conference with the Instructional 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 Instructional 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 Instructional 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:
- Students should bring their IDs to the cafeteria.
- 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. If necessary, a staff member may warm food for you.
- 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 diet 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 224-757-3232 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.

**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 provided 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. Students will have to have parents’ permission to allow students to participate on the field trips a few weeks prior to the scheduled date of the field trip.

**Student Motor Vehicle Policy**

If it is deemed appropriate by the administration that a student drives to school, the student must obtain a parking permit. The student’s vehicle must be inspected and insured in accordance with Louisiana state law, and the student must have available at all times the state-required information - i.e., driver’s license, registration, and proof of insurance. An
application for consideration to drive a vehicle on campus may be obtained from the assistant principal.

**Requirements for a Parking Permit**
Students and their parents must sign the application for a parking permit (hang tag on rear view mirror). The application can be obtained from the assistant principal. Permission will become effective when the LSD principal and the director of security sign the completed application. The LSD principal has the authority to revoke the student’s driving privileges at any time.

**Regulations Governing the Student Vehicle**
- The vehicle must be in compliance with all Louisiana state laws.
- Vehicle maintenance is the responsibility of the student and/or the parents.
- In the event of vehicle failure, the student and the parents are responsible for arranging transportation.
- LSD is not responsible for damage done to the vehicle while on campus. Report any incidents to the director of security immediately.
- Vehicles must be parked in designated parking spots and may not be parked under trees.
- Vehicle repairs performed on the LSD campus require the permission of the director of security.

**Regulations Governing Vehicle Use**
- Students must yield the right of way to school buses and pedestrians at all times.
- Students may not drive off campus without written permission from their parents/guardians on file. Permission from LSD Staff is also required for each off-campus trip, with a destination and return time to be specified and agreed upon before departure. LSD staff may restrict off-campus driving due to inclement weather, previously scheduled school activities, inappropriate destination, and other reasons as staff determines to keep students safe.
- Students may not transport another student without written permission from both sets of parents/guardians.
- The vehicle is not to be driven to other locations on the campus.
- Students are not to be in the parking area or in the vehicle without permission.
• Violations of parking (handicapped zone, grassy area, etc.) could result in the loss of driving privileges.
• For Dorm Students, maintain a REACH Level 1 or above in the Dormitory Residency Program.
• The car tag should always be displayed on the rearview mirror.
• Upon graduation or withdrawal from school, the car tag must be returned to the director of security.

Additionally, the following may be grounds for the loss of driving privileges:
• allowing another student to drive the vehicle;
• tampering with or damaging any vehicle on campus;
• driving faster than 20 mph on school campus;
• breaking state motor vehicle laws;
• using the vehicle while breaking school rules.

Consequences for Violation of Vehicle Policy
Violations of the above or minor traffic regulations will result in the length of loss of driving privileges in the fellow manner:
• First Offense - Loss of driving privileges for 7 days
• Second Offense - Loss of driving privileges for 30 days
• Third Offense - Loss of driving privileges for 90 days

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. Medications must be checked in to the SHC and will only be administered with a Medication Order form completed and signed by the physician, dentist, or nurse practitioner. This includes over-the-counter (OTC) medications and herbal/vitamin 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. Our goal is to provide your child, and all of our students, with a safe and healthy school environment.

SHC Telephone: (225)757-3247
SHC VP: (225)341-6509
SHC Cell phone (for texting) (225)726-0820
SHC Fax: (225)757-3430

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

A. 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

B. 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
C. 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

XIV. Immunizations

Louisiana Immunization Requirements for Students in Accordance with R.S. 17:170

Student Immunizations – 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 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 enters 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**

**LSD 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. If your student is interested in living on the Baton Rouge campus, please contact Ms. Laurie Self at Lself@lsdv.org or 225-341-6550 for more information.

**XIII. Student Support Services**

Counseling Services School counselors and residential therapeutic specialists 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.

**Audiology Services**
The Audiology Department provides the following services for our students:

- concerns with changes in hearing sensitivity
- audiogram/hearing test
- hearing aid batteries replacements
- earmold replacement
- hearing aid loaner

If this service is needed, please contact the student’s IEP case manager.

**NOTE:** The school’s classroom audiological equipment (loaner hearing aids, receivers, etc.) is lent out for educational situations only (namely, for classrooms and teacher-sponsored outings). This equipment must not be worn to the dorm, to P.E., or home. If lost, damaged, stolen, or not returned, the student will be responsible for paying for the equipment.

**Sign Language/Interpreting Services**

Our department provides community sign language classes to parents of LSD students at no cost. There are several classes available for parents to enroll each semester (Fall and Winter). The class is also based on level of proficiency (Levels 1-7). Parents may register or get more information about this by contacting the sign language interpreting coordinator. We also provide various ASL resources online for parents to use. Be sure to check us out on our website or Facebook page.

We provide sign language interpreters for IEP meetings, parents/staff meetings, SHC visits, professional development, field trips, and any special occasions that the environment or person does not use ASL to communicate directly with the student or parents. If you feel you will need an interpreter, please contact the school department’s administrative assistant.

We do provide a mentoring program for our students to provide intensive language support during school day in line with our bilingual/bicultural philosophy.

**ADA Right to Access to Auxiliary Aids and Services** for the Deaf, Hard of Hearing, Deaf-Blind Deaf or hard of hearing students, parents and others 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 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 C.F.R. §§ 104.4 and 104.21. Public school systems receive substantial federal financial assistance, so this law applies to them.

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 LSD 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.dcfs.louisiana.gov

XIV. General School Information

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

- Personal locks are not allowed. The school will provide a lock for each student.
- All items that are not necessary for classes, must be left in students’ lockers, not in other places such as lobby areas, the Eagle’s Nest, cafeteria, and auditorium.
• All lockers are subject to search and seizure procedures at any time by the administration.
• LSD 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 2 books at a time. Additional books may be checked out, but at the librarian’s discretion. Students may check out books for 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.

Between the student and another staff member:
• 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 25, 2022