

City of Baker School Board
Board Meeting Agenda
Tuesday, May 2, 2023, 6:00 P.M.
School Board Office

Joyce Burges, President – Presiding

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character
- that is the goal of true education.” — Martin Luther King, Jr.

A. Meeting Commencement

1. Call to Order
2. Roll Call
3. Silent Meditation
4. Pledge of Allegiance

B. Welcome of Visitors

C. Recognitions

1. Teachers of the Year and Students of the Year
2. King and Queen of Baker High School Prom

D. Approval of Agenda (Action)

E. Action Items-The public may comment on Action Items. Public Comment is limited to 3 minutes per individual.

1. Consideration and Approval of Minutes from the School Board Meetings of March 14, 2023, and April 4, 2023
2. Consideration and Approval of CoBSS Financial Audit for the 2021-2022 school year
3. Consideration and Approval of Engagement Letter with Kolder, Slaven and Company for Audit Services
4. Consideration and Approval of Change Orders for Baker High School Construction Project
5. Consideration and Acceptance of Monthly Financial Report including Budget to Actual Comparisons for the Periods Ending February 28, 2023, and March 31, 2023
6. Consideration and Approval of the City of Baker School System *Student Rights & Responsibilities Handbook and Discipline Policy* for the 2023-2024 school year
7. Consideration and Approval of MOU with Southern University for Dual Credit classes
8. Consideration and Approval of MOU with LSU STEM Pathways
9. Consideration and Approval of MOU with Rosebud Healthcare and Training, LLC for Certified Nursing Assistant (CNA) Program
10. Consideration and Approval of Out of State field trip for Baker Heights, on May 12, to the Aquarium in Houston
11. Consideration and Approval of Interim Superintendent and Contract

F. Information Items

1. Superintendent's Report on Personnel
2. CLEP/Dual Enrollment - Dr. Smothers
3. Baker Final Corrective Action Plan to LDOE – Mrs. Bailey and Mrs. Hill
4. Discussion of Permanent Baker School Board Superintendent
5. 4-H Programming

G. Announcements

1. Date of Next Meeting - June 06, 2023

H. Superintendent's Report

1. Baker School Bus Transportation GPS system.

I. Adjournment (Action)

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Recognition

Agenda Item: Recognition

Background Information:

Teacher of the Year-Dr. Smothers. Student of the Year-Mr. Arrasmith.
King and Queen of Prom (Alec Wooders and Amber Harris)

Attached Items: None

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Consideration and Approval of Minutes

Background Information:

The Board needs to accept the approve the minutes from the March and April Board meetings

Attached Items: March 14, 2023 Minutes
April 4, 2023 Minutes

Possible Motion: Move to approve the minutes from the School Board Meeting of March 14, 2023, and April 4, 2023



**City of Baker School Board Meeting
March 14, 2023**

MINUTES

The City of Baker School Board held a public meeting beginning at 6:00 p.m. on Tuesday, March 14, 2023.

President Burges called the meeting to order and took roll call:

Burges:	Present
Perkins:	Present
Profit:	Present
Butler:	Present
Joseph:	Present

President Burges announced there was a quorum.

Silent meditation was led by Ms. Butler, followed by the Pledge of Allegiance led by Mrs. Profit.

President Burges welcomed all visitors to the meeting.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to approve the agenda. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

The Board recognized Mr. Everett Parker, Supervisor of Technology, Information Systems, and The Arts upon his retirement, and presented him with a clock with a plaque thanking him for his 35 years of service to education.

Ms. Antonia Caine, Principal of Baker Middle School, recognized Ms. Darlene Moore, Visiting Artist; Ms. Marie Flower, Greater Baton Rouge Arts Council; and Ms. Betty Mujica-Milano with Neighbors Federal Credit Union and offered heartfelt gratitude from the faculty and students of Baker Middle School for giving students the opportunity through this art grant to showcase their talent. The ladies were presented with marble paperweights inscribed with the District logo as a token of appreciation.

On motion by Mrs. Profit seconded by Ms. Butler, the Board voted to approve the minutes from the meeting of February 7, 2023. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

The next agenda item was #9: Receive the Superintendent's Report on Personnel. Mrs. Burges announced the report would be delayed until the next meeting.

Mr. James Stroder, Supervisor of K-12 Instruction, presented a report on items discussed at the School Transportation Policy Committee meeting held February 24, 2023:

- A handbook to be distributed to all bus drivers is currently being developed and should be ready for the beginning of next school year.

- A tracking system was piloted last summer to enable parents to track where their child's bus is through an app on their phone. We're hoping we can get that done over spring break.
- Installing 2 cameras on all buses. One in the front of the bus and one in the rear.

Mrs. Sidney Stewart, Business Manager, offered responses to the questions posed by Board Member Linda Perkins at the February 7, 2023 Board Meeting regarding Federal Programs. She then provided the monthly financial report including budget to actual comparisons for the period ending January 31, 2023. On motion of Mrs. Joseph seconded by Mrs. Profit, the Board voted to accept the financial report including budget to actual comparisons for the period ending January 31, 2023. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

On motion of Ms. Butler seconded by Mrs. Profit, the Board voted approval to advertise the following items for bid:

- Milk and Milk Products
- Canned and Dry Food
- Frozen and Refrigerated Food
- Food Service Supplies
- Janitorial Paper and Supplies

Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

On motion of Mrs. Joseph seconded by Mrs. Profit, the Board voted to approve a contract with Dr. Rosalind Hudson to provide educational diagnostic services to students in the City of Baker School System, effective July 5, 2023 through May 31, 2024. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to renew the District's flood insurance with Wright Flood Insurance effective April 16, 2023. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

On motion of Mrs. Joseph seconded by Ms. Butler, the Board voted to approve the 2022-2023 Pupil Progression Plan Addendum as presented by Dr. Lisa Smothers, Supervisor of Accountability, Assessment, and Evaluation. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to acknowledge and accept the Superintendent's retirement. Voting yes: Profit, Butler, Joseph, and Burges. Voting no: None. Abstaining: Perkins.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to approve administrative leave for the Superintendent. Voting yes: Profit, Butler, Joseph, and Burges. Voting no: None. Abstaining: Perkins.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to appoint Mr. James Stroder as Acting Superintendent of the City of Baker School Board. Voting yes: Profit, Butler, and Burges. Voting no: None. Abstaining: Perkins, and Joseph.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to approve Resolution 1: Authorizing the Acting Superintendent to sign any and all agreements, invoices, checks and related documents for the daily operations of the City of Baker School Board; and all documents and agreements related to the FEMA/GOHSEP, the City of Baker School Board Restoration Project; and as authorized signatory on all City of Baker School Board bank accounts, investment accounts, and/or bond debt service accounts. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to approve Resolution 2: Authorizing the Acting Superintendent to sign any and all documents, agreements, including but not limited to the documents related to the Community Development Block Grant (CDBG). Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

Mrs. Burges announced the superintendent search process and what the Board's next steps should be would be discussed at the next Board Meeting.

Mrs. Burges thanked those in attendance for coming and announced the next meeting of the City of Baker School Board would be held on Tuesday, April 4, 2023 beginning at 6:00 p.m. in the Board Room of the School Board Office.

There being no further business, on motion of Mrs. Profit seconded by Ms. Butler, the Board voted to adjourn at 7:15 p.m. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

Submitted by Acting Superintendent James Stroder, Secretary.



**City of Baker School Board Meeting
April 4, 2023**

MINUTES

The City of Baker School Board held a public meeting beginning at 6:00 p.m. on Tuesday, April 4, 2023.

President Burges called the meeting to order and took roll call:

Burges:	Present
Perkins:	Present
Profit:	Absent
Butler:	Present
Joseph:	Present

President Burges announced there was a quorum.

A prayer was led by President Burges, followed by the Pledge of Allegiance led by Mrs. Perkins.

President Burges welcomed all visitors to the meeting.

On motion of Ms. Butler seconded by Mrs. Burges, the Board voted to amend the agenda to add "Approval of Agenda" to the agenda. Voting yes: Perkins, Butler, Joseph, and Burges. Voting no: None. Absent: Profit.

On motion of Ms. Butler seconded by Mrs. Joseph, the Board voted to approve the amended agenda. Voting yes: Perkins, Butler, Joseph, and Burges. Voting no: None. Absent: Profit.

Dr. Lisa Smothers, Supervisor of Assessment, Accountability and Evaluation, recognized the hard work of the Baker High School staff, under the leadership of Principal Candance Russell in assisting Baker High School seniors and parents in completing the Free Application for Federal Student Aid (FAFSA). Not only is completion of the FAFSA a requirement for graduation, but it will also qualify graduates for federal financial assistance. Dr. Smothers presented Dr. Russell with a Certificate of Excellence for Baker High School's recognition on the Louisiana Office of Student Financial Assistance (LOSFA) website for making the most progress in FAFSA completion during the months of February and March.

Information Items:

1. Superintendent's Report on Personnel – Mr. Stroder informed the Board that this month's report also included personnel actions taken during the month of March, as they were not presented at the March meeting.
2. Baker High School Construction Updates – Mr. Stroder informed the Board that he had met with Mr. Ryan Bertucci with Manning Architects, and Mr. Jason Catlin, Project Manager with Stewart & Company Construction, on March 13th to receive an update on the status of the Baker High School Project. At that meeting, it was learned that several

items were not included or were value engineered out: intercom system, phone system, technology infrastructure, and security updates. The District will need to look at putting these items back in. Mr. Bertucci and Mr. Catlin provided an update on the project and informed the Board that as of now, they are looking at a completion date of April 2024. President Burges reminded Board Members that a walk-thru of the construction site was scheduled for April 13th.

3. Campus Security Improvements – The District has submitted a grant proposal to the Louisiana Department of Education. The “Stronger Connections” grant is in the amount of \$500,000 and is to be used to “harden” our school facilities. We are looking at remodeling Park Ridge Academic Magnet School and Baker High School (currently located at 5903 Groom Road) to create a single point of entry. Metal detectors have been installed on all campuses. Sixteen new cameras have been installed at Baker High School, and 5 more will be installed over spring break. We’d also like to install a notification system so that if an entrance/exit door is breached, a notification is sent to the front office that a door has been opened. We are also looking at getting quotes to install cameras at Baker Heights Elementary School and at the renovated Baker High School.
4. Comparison of Surrounding Districts’ Pay Schedules – Out of the 12 surrounding school districts, Baker comes in second to last in salaries. I am working with the business manager, and the human resources supervisor and looking at how we can make Baker more competitive with our surrounding districts. There is a shortage of qualified/certified teachers in our state, so all districts are competing for those teachers. We work hard here to get our teachers certified and once they are, they leave for districts with higher salaries.
5. Re-structuring of Campuses - We are looking to see if we re-shuffle/re-structure some of our campuses and combine and use same facilities, what kind of recurring savings that would create on a yearly basis. If we could close a campus, that would provide some savings that we could apply to improving our salary schedule. Another savings would be not filling vacant positions.
6. Student Handbook – We are trying to get a jump-start on our student handbook for next year. We are recommending some changes to the handbook regarding: student attendance, school safety, discipline, student fighting, suspensions and expulsions, behavior modification center, and cell phones on campus. Once finalized, the handbook will come to the Board for approval.
7. Policy Review – Mr. Stroder provided the Board with copies of the first three policies in the City of Baker School Board Policy Manual for their review:

1. SCHOOL DISTRICT ORGANIZATION

- A-1, School Board Legal Status

- A-2, School District Legal Status

- A-3, Authority

He suggested they may want to review their policies on a monthly basis. He requested they look over these three policies, and if they would like to change anything that can be changed, get back with him so this could be placed on the agenda of the May meeting for discussion.

Action Items:

1. Consideration and Approval of Minutes from the School Board Meeting of March 14, 2023

A motion was made by Ms. Butler to approve the minutes from the School Board Meeting of March 14, 2023. The motion failed for lack of a second.

2. Consideration and Acceptance of Monthly Financial Report including Budget to Actual Comparisons for the Period Ending February 28, 2023

A motion was made by Ms. Butler to accept the monthly financial report including budget to actual comparisons for the period ending February 28, 2023. The motion failed for lack of a second.

3. Consideration and Approval of the City of Baker School System Calendar for the 2023-2024 School Year.

On motion of Mrs. Joseph seconded by Ms. Butler, the Board voted to approve the City of Baker School System calendar for the 2023-2024 school year with changes. Voting yes: Joseph, Butler, and Burges. Voting no: Perkins. Absent: Profit.

4. Consideration and Approval of a Request for Bids on Food Service Large Equipment using ESSER Funds

On motion of Mrs. Joseph seconded by Mrs. Perkins, the Board voted to approve a request for bids on food service large equipment using ESSER Funds. Voting yes: Perkins, Joseph, Butler, and Burges. Voting no: None. Absent: Profit.

5. Consideration and Approval of an Out-of-State Field Trip to Houston, Texas by Baker Middle School Students

On motion of Mrs. Joseph seconded by Mrs. Perkins, the Board voted to approve the out-of-state field trip to Houston, Texas by Baker Middle School students. Voting yes: Perkins, Joseph, Butler, and Burges. Voting no: None. Absent: Profit.

6. Consideration and Approval of Donation of Printers by ExxonMobil

On motion of Ms. Butler seconded by Mrs. Joseph, the Board voted to approve the donation of two printers by ExxonMobil to the City of Baker School System. One printer will be going to Baker Heights Elementary School and one printer will go to Baker High School. Voting yes: Perkins, Joseph, Butler, and Burges. Voting no: None. Absent: Profit.

Announcements:

1. Date of Next Meeting -- May 2, 2023
2. Baker High School Construction Site Walk-through for School Board Members -- April 13, 2023 at 10:00 a.m.

Superintendent's Report:

1. **JROTC Programs** – We met with the Marine JROTC representative last week. It was a very good meeting. I would like to bring JROTC to Baker High School. He recommended that we send applications out to all branches of the military. Principal Candance Russell is in the process now of conducting a survey of Baker High School students to determine how many students would be interested. We will keep you updated.

Board Member Linda Perkins read a list of questions regarding student literacy to Acting Superintendent J. T. Stroder and requested a response by the next board meeting:

1. Provide the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) performance scores by school, grade level, and performance band.
2. Include the plan for progress monitoring and intervention for each of the elementary schools where a large number of students are functioning below, and real below on DIBELS.
3. What intervention program are you using to support these students?
4. What is the total number of students in grades 4 through 12 who are not reading on grade level?
5. What diagnostic data do you have on these students, and what is the district currently doing to address the students who are not reading on grade level?
6. What interventions are used to support these students?
7. What additional professional development are teachers and principals receiving to support literacy in the classrooms of their respective schools?

There being no further business, on motion of Ms. Butler seconded by Mrs. Perkins, the Board voted to adjourn at 7:36 p.m. Voting yes: Perkins, Joseph, Butler, and Burges. Voting no: None. Absent: Profit.

Submitted by J.T. Stroder, Acting Secretary.

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Financial Audit

Background Information:

Matthew Margaglio from Kolder Slaven and Company will present the 2021-2022 Financial Audit.

Attached Items: 2021-2022 Financial Audit

Possible Motion: Move to approve the 2021-2022 Financial Audit.

**CITY OF BAKER
SCHOOL BOARD**

Financial Statement Audit Presentation

FYE
June 30, 2022

Summary of Financial Report

1. Independent Auditor's Report on the Financial Statements
2. Independent Auditor's Report on Internal Control, Compliance and Other Matters
3. Independent Auditor's Report on Federal Awards
4. Financial Information

Management's Responsibilities:

- Financial statements and underlying accounting records
- Designing and implementing internal controls
- Compliance with laws and regulations
- Preventing and Detecting Fraud

Auditor's Responsibilities:

- Obtaining an understanding of internal controls over financial reporting to determine our audit procedures
- Testing compliance with certain laws, regulations and grant agreements to determine our audit procedures
- Examining sufficient transactions on a test basis to enable us to express our opinion
- Expressing an opinion on whether the financial statements are fairly presented, in all material respects, in accordance with Generally Accepted Accounting Principles (GAAP)
- Reporting to the Board Members significant or material internal control or compliance matters that come to our attention

Audit Results:

- | | |
|--|------------------|
| • Type of auditor's opinion issued on the financial statements | Unmodified |
| • Type of auditor's opinion issued on compliance with federal awards | Unmodified |
| • Noncompliance with financial laws | Finding 2022-002 |
| • Internal control deficiencies reported | |
| • Material weakness(es) | Finding 2022-001 |
| • Significant deficiency(ies) | None reported |

AUDIT FINDINGS

2022-001

Financial Records/Reconciliations

Criteria:

Internal control is a process, effected by those charged with governance, management, and other personnel, designed to provide reasonable assurance about the achievement of objectives with regard to reliability of financial reporting, effectiveness and efficiency of operations, and compliance with applicable laws and regulations. The School Board's internal controls over financial records include those policies and procedures that pertain to the School Board's ability to record, process, summarize, and report financial data consistent with the assertions embodied in the financial statements.

Condition:

Several of the School Board's funds were not timely monitored for overspending and/or submission of reimbursement requests and corrections were not made until the annual year-end financial statement closeout process.

Cause:

Limited staffing and experience did not permit the School Board to adequately review financial records.

Effect:

The School Board could miss opportunities for new grants and funding opportunities or under-request existing grants. Over expenditures with various funds may go undetected. Should this occur, the General Fund would absorb any related costs which would reduce the availability of funds for other purposes.

Recommendation:

The School System should consider implementing additional controls and dedicate appropriate staffing resources to business operations to permit timely and accurate financial recordings and reconciliations.

View of Responsible Officials:

The School System concurs with this finding. The School System has implemented controls and procedures that include but not limited to reconciling Special Revenue Funds as well as General Fund accounts on a monthly basis. All Funds or Account discrepancies will be corrected timely and all Reimbursement Requests will be processed monthly. Additionally, the School System has engaged in a contract with a CPA Firm to assist with quarterly reviews of the Special Revenue Fund accounts.

AUDIT FINDINGS (continued)

2022-002

Late Report Issuance

Criteria:

R.S. 24:513 requires that audits be completed within six months of the close of the School Board's fiscal year.

Condition:

The School Board failed to submit its annual financial report to the Legislative Auditor's Office by the statutory deadline.

Cause:

The overall condition of the School Board's financial records prohibited the School Board's CPA consultant from providing timely and accurate information to the School Board's auditors.

Effect:

The School Board is not in compliance with R.S. 24:513.

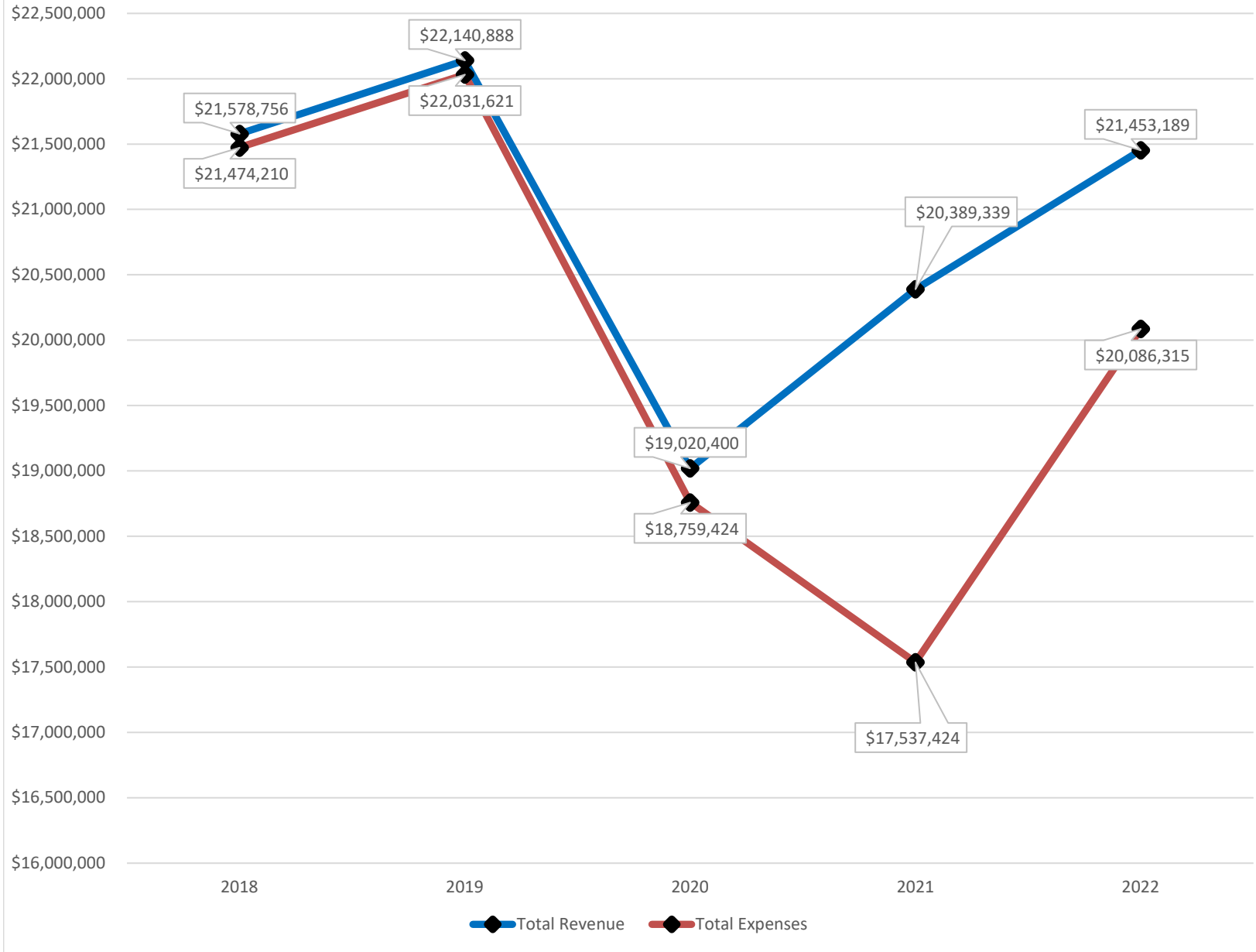
Recommendation:

The School Board should take the necessary steps to ensure that all financial records are accurate and made available to the School Board's auditors well in advance of the statutory deadline to allow for timely completion of the audit.

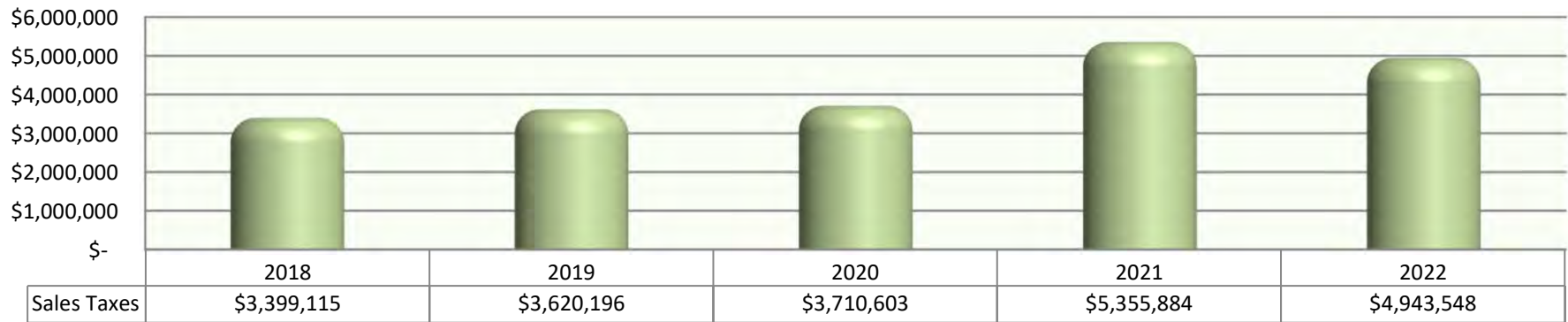
View of Responsible Officials:

The School Board is working with our CPA to assist with a timely closing of the books and will work with our audit to complete the audit by the required deadline. The School Board is working with our CPA to assist with a timely closing of the books and will work with our audit to complete the audit by the required deadline.

Total Revenue and Expenses



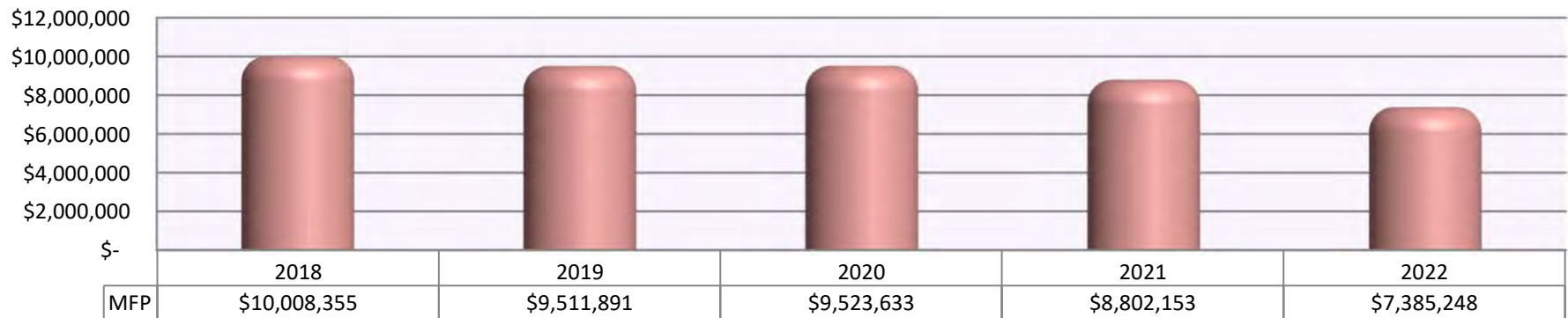
Sales Tax



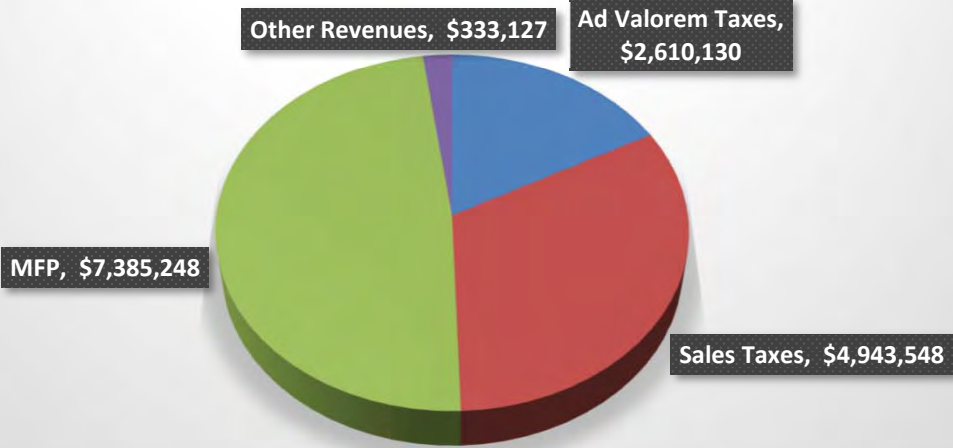
Property Tax



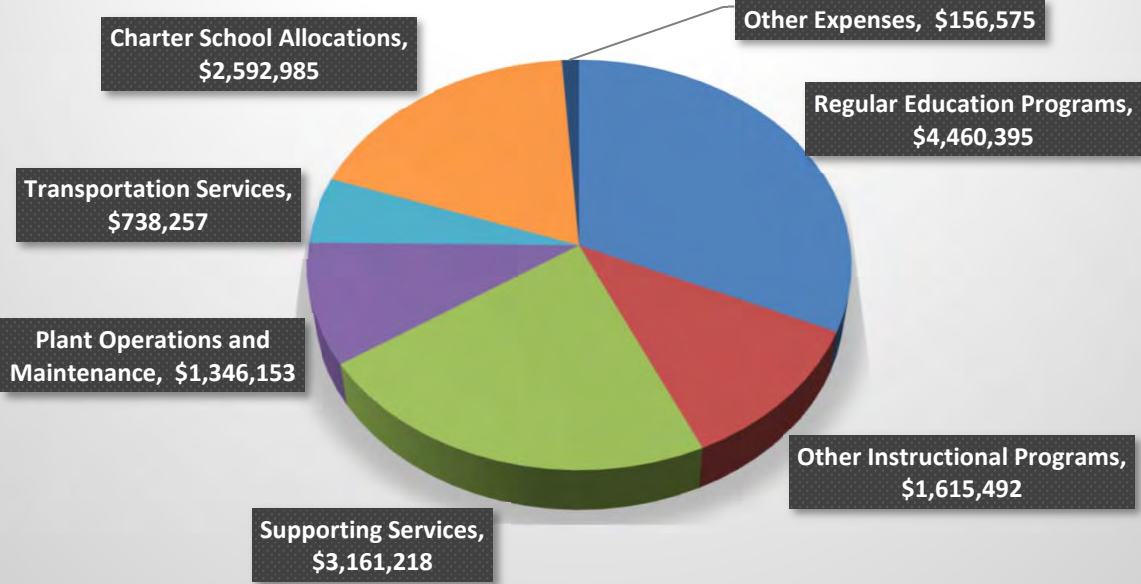
MFP



GENERAL FUND REVENUE



GENERAL FUND EXPENSES



City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Financial Audit

Background Information:

Our contract is up with Kolder Slaven and Company for Financial Audits. The district must re-engage with an Audit form within 30 days.

Attached Items: 2022-2023 Financial Audit Engagement Letter

Possible Motion: Move to approve engagement with Kolder Slaven and Company for Financial Audits for 2023-2024.

KOLDER, SLAVEN & COMPANY, LLC

CERTIFIED PUBLIC ACCOUNTANTS

Brad E. Kolder, CPA, JD*
Gerald A. Thibodeaux, Jr., CPA*
Robert S. Carter, CPA*
Arthur R. Mixon, CPA*
Stephen J. Anderson, CPA*
Matthew E. Margaglio, CPA*
Casey L. Ardoin, CPA, CFE*
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C. Burton Kolder, CPA*
Of Counsel

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Victor R. Slaven, CPA* - retired 2020
Christine C. Doucet, CPA – retired 2022

* A Professional Accounting Corporation

April 12, 2023

James Stroder, Interim-Superintendent
and the Members of the
City of Baker School Board
P.O. Box 680
Baker, Louisiana 70704-0680

We are pleased to confirm our understanding of the services we are to provide the City of Baker School Board (Board), for the year ended June 30, 2023 and 2024.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the Board as of and for each of the years ended June 30, 2023 and 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), to supplement the Board's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the Board's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis (MD&A)
2. Budgetary comparison schedules and related notes.
3. GASB required pension schedules and related notes.
4. GASB required OPEB schedules and related notes.

We have also been engaged to report on supplementary information other than RSI that accompanies the Board's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide

an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. Non-major governmental fund financial statements
2. Schedule of expenditures of federal awards, if applicable.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and Government Auditing Standards will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and

material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Board's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards

applicable to major programs. If applicable, our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Board's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Board's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

At your request, we can (1) assist in preparing the financial statements and related notes in conformity with U.S. generally accepted accounting principles, (2) assist in the preparation of your SEFA, (3) propose adjusting journal entries for use during the audit, (4) prepare various reconciliations, and (5) maintain a depreciation schedule based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to those services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for any nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with the nonaudit services, as previously defined, and that you have reviewed and approved the nonaudit services we provide prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal

awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to

address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant those emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

Staff Recruiting

With the talented members we have hired, we expect there may be occasions where the entity may recruit one of our valuable team members to become part of your organization. To ensure that our independence is not impaired under the AICPA Code of Professional Conduct, the entity agrees to notify the engagement partner immediately before entering into any substantive employment discussions with any of our personnel. If after notification to the engagement partner it is determined that the hire will not impede the engagement, the entity may hire the personnel.

Publication of Report

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the entity's website, management understands that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document. Management is responsible to notify us in advance of your intent to print our report, in whole or in part, and to give us the opportunity to review such printed matter before its issuance.

Louisiana Governmental Audit Guide

Our engagement will be performed in accordance with the *Louisiana Governmental Audit Guide*, authorized by Louisiana Revised Statute 24:513 A. (5) (a) (i), which is published jointly by the Louisiana Legislative Auditor and the Society of Louisiana Certified Public Accountants.

Our engagement will be performed in accordance with *Government Auditing Standards*, and *US Office of Management and Budget publication Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, if applicable.

We will notify the Legislative Auditor, immediately and in writing, of:

- Any fraud, abuse or illegal acts that are detected during our engagement
- Any client-imposed scope restrictions, to include failure to provide the appropriate books and records in a timely manner; or denial of access to appropriate books and records
- Any significant disagreements with the local auditee
- Any change in the scope of the engagement (for example, a change from an audit engagement to a review/attestation engagement), to include all reasons for such change

- Any decision to withdraw from or cancel the engagement, to include all substantive reasons for the withdrawal or cancellation
- Our decision to disclaim the auditor's opinion, or to render an adverse opinion on the financial statements for any reason other than omitted component units.

It is understood that our audit documentation is confidential information. However, we will make our audit documentation available to the Legislative Auditor, any successor auditor, or any organization of the Louisiana Board of Certified Public Accountants authorized to perform quality assurance reviews. We will follow the Louisiana Legislative Auditor's policy regarding confidentiality of audit documentation found in the *Louisiana Governmental Audit Guide* when giving access to audit documentation to any parties other than those previously named individuals and organizations. Should we become aware of any illegal acts, we will make our engagement documentation available to the local district attorney and/or any other state or federal enforcement or regulatory agency without liability.

We will retain the audit documentation for a minimum of five years.

Immediately upon completion of the engagement, we will submit a copy of the report, any management letter, and management's corrective action plan (if applicable) to the local auditee and the Legislative Auditor.

Either we or the local auditee will submit a copy of the report, any management letter, and management's corrective action plan (if applicable) to the following persons and agencies, as applicable:

- Each member of the local auditee's governing board
- Each Louisiana state agency providing financial assistance to the local auditee
- The Federal Audit Clearinghouse, as required by 2 CFR Section 200.512

Subsequent to the issuance of the report, should it be necessary to revise and reissue the report, we will notify the Legislative Auditor immediately. We will distribute such revised and reissued report in the same manner and to the same individuals and organizations as the original report.

The local auditee will prepare and sign the compliance questionnaire; adopt it in an open meeting of the local auditee's board (if applicable) and return it to us. We will test the local auditee's compliance with the applicable laws during the performance of our audit and will report on any matters of noncompliance that are material to the financial statements.

The schedule of compensation, reimbursements, benefits, and other payments to the local auditee's agency head, political subdivision head, or chief executive officer required by Louisiana Revised Statute 24:513 A. (3) will be included in the report as supplementary information other than required supplementary information; or in the notes to the financial statements. If included as supplementary information, we will provide an opinion on the schedule in relation to the financial statements as a whole.

The schedule of per diem paid to the local auditee's board members required by House Concurrent Resolution No. 54 of the 1979 Legislative Session will be included in the report, if applicable.

We will notify the local auditee of any breach of the security of our firm's computer system, defined in R.S. 51:3073 as the compromise of the security, confidentiality, or integrity of computerized data that results in, or there is a reasonable likelihood to result in, the unauthorized acquisition of and access to the local auditee's personal information, as defined in R.S. 51:3073.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings, if applicable. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit

clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

Performance Measures

We will apply the agreed-upon procedures listed below that were specified and agreed to by the Board, the Louisiana Department of Education, and the Louisiana Legislative Auditor (LLA) (the specified parties) on the schedules of performance and statistical data accompanying the basic financial statements of the Board for each of the fiscal years ended June 30, 2023 and June 30, 2024, in order to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE) Bulletin, in compliance with Louisiana Revised Statute 24:514 I. The LLA may provide additional guidance during the term of this engagement which could modify the procedures included in the attached schedule. You acknowledge your agreement to any modifications made by the LLA to these procedures.

Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants, and the standards applicable to attestation engagements contained in *Government Auditing Standards*, issued by the United States Comptroller General. The sufficiency of the procedures performed or to be performed is solely the responsibility of the specified parties. We will require the Board's acknowledgement in writing of its responsibility. Consequently, we make no representation regarding the sufficiency of the procedures described below, either for the purpose for which the agreed-upon procedures report has been requested or for any other purpose.

Because the agreed-upon procedures listed below do not constitute an examination or review, we will not express an opinion or conclusion on the schedules of performance and statistical data. In addition, we have no obligation to perform any procedures relative to these schedules beyond those listed below.

We will issue a written report upon completion of our engagement that lists the procedures performed; our findings, and management's response to our findings. Our report will be included and submitted with the audit report of the Board. Our report will be addressed to the Board, the Louisiana Department of Education, and the Louisiana Legislative Auditor. If, for any reason, we are unable to complete any of the procedures, we will describe in our report any restrictions on the performance of the procedures, or not issue a report and withdraw from this engagement. Should such situation arise, we will notify you and the Legislative Auditor.

You understand that the report is intended solely for the information and use of the Board; the Louisiana Department of Education, and the Louisiana Legislative Auditor; and should not be used by anyone other than these specified parties. Under Louisiana Revised Statute 24:513, the report will be distributed by the Louisiana Legislative Auditor as a public document. Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

An agreed-upon procedures engagement is not designed to detect instances of fraud or noncompliance with laws or regulations; however, we will communicate to you and the Louisiana Legislative Auditor any known and suspected fraud and noncompliance with laws or regulations affecting the schedules of performance and statistical data that come to our attention. In addition, if, in connection with this engagement, matters come to our attention that contradict management's assertions regarding the performance and statistical data, we will disclose those matters in our report. Such disclosures, if any, may not necessarily include all matters that might have come to our attention had we performed additional procedures or an examination or review.

Management of the Board is responsible for internal controls and compliance with laws and regulations related to its schedules of performance and statistical data; for selecting the criteria and procedures, and for providing us with

a written assertion about whether the schedules are free of obvious errors and omissions. In addition, you are responsible for providing us with (1) access to all information of which you are aware that is relevant to the performance of the agreed-upon procedures on the schedules of performance and statistical data, (2) additional information that we may request for the purpose of performing the agreed-upon procedures, and (3) unrestricted access to persons within the Board from whom we determine it necessary to obtain evidence relating to performing those procedures.

The procedures that will be performed are as follows:

General Fund Instructional and Support Expenditures and Certain Local Revenue Sources (Schedule 1)

1. We will select a random sample of 25 transactions, review supporting documentation and observe that the sampled expenditures/revenues are classified correctly and are reported in the proper amounts for each of the following amounts reported on the schedule:
 - Total General Fund Instructional Expenditures,
 - Total General Fund Equipment Expenditures,
 - Total Local Taxation Revenue,
 - Total Local Earnings on Investment in Real Property,
 - Total State Revenue in Lieu of Taxes,
 - Nonpublic Textbook Revenue, and
 - Nonpublic Transportation Revenue.

Class Size Characteristics (Schedule 2)

2. We will obtain a list of classes by school, school type, and class size as reported on the schedule. We will then trace a random sample of 10 classes to the October 1st roll books for those classes and observe that the class was properly classified on the schedule.

Education Levels of Public School Staff (No Schedule)

3. We will obtain October 1st PEP data submitted to the Department of Education (or equivalent listing prepared by management), including full-time teachers, principals, and assistant principals by classification, as well as their level of education and experience, and obtain management's representation that the data/listing is complete. We will then select a sample of 25 individuals, trace to each individual's personnel file, and observe that each individual's education level and experience was properly classified on the PEP data or equivalent listing prepared by management.

Public School Staff Data: Average Salaries (No Schedule)

4. We will obtain June 30th PEP data submitted to the Department of Education (or equivalent listing provided by management) of all classroom teachers, including base salary, extra compensation, and ROTC or rehired retiree status, as well as full-time equivalents, and obtain management's representation that the data/listing is complete. We will then select a sample of 25 individuals, trace to each individual's personnel file, and observe that each individual's salary, extra compensation, and full-time equivalents were properly included on the PEP data (or equivalent listing prepared by management).

Agreed Upon Procedures – Statewide AUPs

You will agree to the procedures listed in the attached schedule and will acknowledge that the procedures to be performed are appropriate for the intended purpose of this engagement, which is to perform specified procedures on the control and compliance (C/C) areas identified in the Louisiana Legislative Auditor's (LLA's) Statewide Agreed-Upon Procedures (SAUPs) for each of the fiscal periods ended June 30, 2023 and June 30, 2024. These procedures were also agreed to by LLA, and LLA acknowledges that the procedures are appropriate for the intended purpose of the engagement. The LLA may provide additional guidance during the term of this engagement which could modify the procedures included in the attached schedule. You acknowledge your agreement to any modifications made by the LLA to these procedures.

Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we obtain your written agreement to the procedures to be applied and your acknowledgment that those procedures are appropriate for the intended purpose of the engagement, as described in this letter. The agreement and acknowledgment are contained within this letter. A refusal to provide such agreement and acknowledgment will result in our withdrawal from the engagement. We make no representation that the procedures we will perform are appropriate for the intended purpose of the engagement or for any other purpose.

Because the agreed-upon procedures listed in the attached schedule do not constitute an examination or review, we will not express an opinion or conclusion on C/C areas. In addition, we have no obligation to perform any procedures beyond those listed in the attached schedule.

We will issue a written report upon completion of our engagement that lists the procedures performed and our findings. Our report will be addressed to the Entity and the LLA and will be published on the LLA's website as a public document.

If we encounter restrictions in performing our procedures, we will discuss the matter with you. If we determine the restrictions are appropriate, we will disclose the restrictions in our report.

Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

You understand that the report is intended solely for the use of the Board and LLA, and should not be used by anyone other than those specified parties.

There may exist circumstances that, in our professional judgment, will require we not issue a report and withdraw from the engagement. Such circumstances include the following:

- You refuse to provide written agreement to the procedures and acknowledge that they are appropriate for the intended purpose of the engagement.
- You fail to provide requested written representations, or we conclude that there is sufficient doubt about the competence, integrity, ethical values, or diligence of those providing the written representations, or we conclude that the written representations provided are otherwise not reliable.
- We determine that the description of the procedures performed or the corresponding findings are misleading in the circumstances of the engagement.
- We determine that restrictions on the performance of the engagement are not appropriate.

An agreed-upon procedures engagement is not designed to detect instances of fraud or noncompliance with laws or regulations (unless otherwise specified in the agreed-upon procedures); however, we will communicate to you any known and suspected fraud and noncompliance with laws or regulations affecting the C/C areas that come to our attention. In addition, if, in connection with this engagement, matters come to our attention that contradict the results of the procedures performed in C/C areas, we will disclose those matters in our report. Such disclosures, if any, may not necessarily include all matters that might have come to our attention had we performed additional procedures or an examination or review.

You agree to the procedures to be performed, and acknowledge that they are appropriate for the intended purpose of the engagement.

You are responsible for the C/C areas and ensuring that these areas are administered in accordance with the best practices criteria presented in the SAUPs; and for selecting the criteria and procedures and determining that such criteria and procedures are appropriate for your purposes.

In addition, you are responsible for providing us with (1) access to all information of which you are aware that is relevant to the performance of the agreed-upon procedures on the subject matter, (2) additional information that we may request for the purpose of performing the agreed-upon procedures, and (3) unrestricted access to persons within the Entity from whom we determine it necessary to obtain evidence relating to performing those procedures.

At the conclusion of our engagement, we will require certain written representations in the form of a representation letter from management that, among other things, will confirm management's responsibility for the C/C areas and administration of those areas in accordance with the best practices criteria in the SAUPs.

Engagement Fee

The estimated fee has been computed based on anticipated cooperation from the entity's personnel and the assumption that unexpected circumstances that would cause us to expand normal procedures will not be encountered during the audit. Extraordinary circumstances are defined as destruction or disappearance of records, discovery or accusations of fraud, misappropriation, abuse or waste, new accounting standards, significant additional federal fundings or situations beyond our control or knowledge.

We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. Audit procedures may be performed on-site at your office and/or remotely from our office. While performing audit procedures on-site at your office, we will require access to the internet either through hardwire or Wi-Fi capabilities. We will plan the engagement based on the assumption that your personnel will provide assistance by performing tasks such as preparing requested schedules (as indicated in our prepared by client list), retrieving supporting documents, and preparing confirmations and that this information will be provided to us in an electronic format via email, secured portal, or portable flash drive. This fee is further prepared on the assumption that: (1) all bank reconciliations are accurately prepared and agree to the general ledger, (2) all accounts receivable and payable have been accrued and recorded, (3) all trial balances agree to the general ledger and are in balance, (4) all interfund transactions are accurately reported and are in balance, (5) your final trial balances and general ledgers will be provided at least two weeks prior to the scheduled start of the engagement, (6) assets, liabilities, revenues and expenses are reported in the proper fund and account, (7) your consulting CPA will prepare the financial statements and related notes in accordance with GAAP and (8) a complete and accurate schedule of federal expenditures is provided. If for whatever reason your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate. If significant additional time is necessary, we will discuss it with management and arrive at a new fee estimate before we incur the additional costs.

The Legislative Auditor may direct us to address matters for inclusion in our reports or other means. We will respond to such requests in the appropriate manner, and charges related to such matters will be invoiced as an addition to the projected fee at our standard hourly rates.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation.

Our fee for the audit for the year ended June 30, 2023 is \$68,000 and for the year ended June 30, 2024 is \$68,500. Additionally, our fee estimate for the Statewide AUPs for each year will range from \$6,000 to \$10,000.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to management and the governing board. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's

report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The Government Auditing Standards report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Engagement Administration

The audit documentation for this engagement is the property of Kolder, Slaven and Company, LLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Louisiana Legislative Auditor or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office or other agency for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Kolder, Slaven and Company, LLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

If any dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Mr. Matthew Margaglio, CPA, CGMA (Kolder, Slaven & Company, LLC, 200 S Main St, Abbeville, LA, 70510 telephone (337) 893-7944) is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign it.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return it to us.

In accordance with the provisions of state law, this engagement agreement must be approved by the Legislative Auditor prior to commencement of our work. Upon receipt of your signature and approval, we will seek approval of the Legislative Auditor of this engagement.

Respectfully submitted,

KOLDER, SLAVEN & COMPANY, LLC
Certified Public Accountants

Matthew E. Margaglio, CPA, CGMA

This letter correctly sets forth the understanding of City of Baker School Board.

ENGAGEMENT APPROVED:

By: _____

Title: _____

Date: _____

STATEWIDE AGREED-UPON PROCEDURES

FISCAL YEARS ENDING 12/31/2022
THROUGH 11/30/2023

LOCAL GOVERNMENT SERVICES

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INSTRUCTIONS

Introduction

The Louisiana Legislative Auditor (LLA) has prescribed statewide agreed-upon procedures (AUPs) below, which are intended to represent a minimum level of additional work to be performed at those local entities (local governments and quasi-public organizations, including not-for-profit organizations) that meet the legal requirement to have an audit under the Audit Law¹ (i.e., public funds totaling \$500,000 or more in revenues and other sources). **This update to the AUPs will be effective for those entities that have fiscal years ending December 31, 2022 through November 30, 2023 (Year 5).**

The AUPs are not intended to address all areas of risk within an entity. Instead, they are designed to address those areas that have resulted in the most frequent incidents of fraud, waste, or abuse of public funds.

The AUPs are applicable to all fund types (governmental, proprietary, and fiduciary, including custodial funds administered by sheriffs or other tax collectors). But see the [Single Audit](#) and [School Activity Fund](#) exemption sections following.

As has been in place since 2021, all entities not exempt from performing the AUPs as stated within the Applicability of AUPs section of this document are required to perform all AUP categories.

What's New?

- Procedure 2 (Board or Finance Committee): Added a Board oversight component to solving audit findings;
- Procedure 5 (Non-Payroll Disbursements): Added to observe that only authorized check signers approve the electronic disbursement of funds;
- Procedure 10 (Ethics): Added to inquire whether the agency has appointed an Ethics designee;
- Procedure 13 (Information Technology Disaster Recovery/Business Continuity): Added to observe evidence that the agency's backup of critical data was not stored on the local server or network; and
- Procedure 13 (Information Technology Disaster Recovery/Business Continuity): Added to observe that terminated employees have been removed or disabled from the network.

¹ R.S. 24:511-24:559

Additionally, edits have been made to other AUP categories, existing instructions, footnotes, and Frequently Asked Questions (FAQs).

Applicable Auditing Standards

The AUPs are to be performed in accordance with attestation standards (Statements on Standards for Attestation Engagements; SSAEs) established by the American Institute of Certified Public Accountants (AICPA) and *Government Auditing Standards*, and the AUP report must be attached with the audit report that is submitted to the Legislative Auditor's office (i.e., one pdf file submitted to the LLA rather than two). The AUPs are required to be performed by the same firm that performs the annual audit; accordingly, a separate "engagement approval form" for the statewide AUP engagement is **not required**. The LLA is considered to be a specified party to the AUP engagements and acknowledges that the procedures performed are appropriate for our purposes by our acceptance of the standard audit engagement approval forms.

Reporting AUP Findings

Findings are the factual results of the procedures performed, including sufficient details of any exceptions found. All exceptions found, other than those related to Information Technology Disaster Recovery/Business Continuity, are to be included in the AUP report with management's responses/corrective actions. To avoid potential conflicts with the attestation standards, we recommend that management prepare a single overall response to the AUP report. If management chooses **not** to respond to the AUP findings at all, the practitioner must include a statement that "management declined to respond to the findings or provide a plan of corrective action." If no exceptions are found when performing a procedure, "no exceptions were found as a result of this procedure" is an acceptable result in the AUP report.

To avoid the possible exposure of entity information technology vulnerabilities, we ask that results of the Information Technology Disaster Recovery/Business Continuity AUP testing (Procedure 13) be discussed with management and **not shown within the AUP report**. Instead, we ask that each procedure under the Information Technology Disaster Recovery/Business Continuity AUP category be followed by the statement, "**We performed the procedure and discussed the results with management.**" *Note: The practitioner should maintain documentation of Information Technology Disaster Recovery/Business Continuity AUP testing and subsequent results in the engagement workpapers.*

The LLA does not intend to penalize entities for exceptions that do not directly correspond to control risks. Accordingly, if the practitioner found exceptions within

an AUP category, based strictly on the wording of the procedure, but the practitioner believes that compensating controls **fully** mitigated the underlying control risk, the entity may report no exceptions. The practitioner should maintain documentation of compensating controls in the engagement workpapers.

Statewide Agreed-Upon Procedures Exceptions and the Schedule of Audit Findings

The results of the AUPs do not change the practitioner's separate responsibility to report significant deficiencies, material weaknesses, material noncompliance, etc. as part of the regular audit engagement. However, the practitioner should not include the AUP exceptions or a reference to the exceptions in the audit report's schedule of findings unless an AUP or internal audit exception rises to the level of a significant deficiency or material weakness and is included as a finding for purposes of the audit. Similarly, AUP exceptions should not be copied and pasted as findings in the LLA report submission portal unless they are addressed as findings in the audit report.

Knowledge of Matters Outside Agreed-Upon Procedures

Under the attestation standards, the practitioner need not perform procedures beyond the procedures agreed to and acknowledged by the engaging party to be appropriate for the intended purpose of the engagement. If, in connection with the application of the procedures and through the completion of the engagement, matters come to the practitioner's attention by other means that significantly contradict the subject matter referred to in the practitioner's report, the practitioner should discuss the matter with the engaging party and take appropriate action, including determining whether the practitioner's report should be revised to disclose the matter. While the reporting of these matters within the AUP report is at the practitioner's discretion, the practitioner still has an obligation to consider the associated risk/noncompliance as part of the audit.

If the practitioner has gained "knowledge of matters outside agreed-upon procedures" related to fraud, theft, or the pledge/loan/donation of public funds (LA Const. Art. 7, Section 14²), and the practitioner does not include these matters in either the AUP report or in the audit report, the practitioner **MUST** contact the LLA to discuss before submitting the reports.

² Article 7, Section 14 of the Louisiana Constitution prohibits the loan, pledge, or donation of funds, credit, property, or things of value (e.g. cash advances or non-business purchases, regardless of whether they were reimbursed).

Applicability of AUPs – Local Governments and Quasi-Public Entities

These AUPs are applicable to all local governments and quasi-public entities defined in R.S. 24:513(A)(1)(b) paragraphs i through iii and v as follows:

- i. An organization, either not-for-profit or for-profit, created by the state of Louisiana or any political subdivision or agency thereof, any special district or authority, or unit of local government to perform a public purpose.*
- ii. An organization, either not-for-profit or for-profit, that is a component unit of a governmental reporting entity, as defined under generally accepted accounting principles.*
- iii. An organization, either not-for-profit or for-profit, created to perform a public purpose and having one or more of the following characteristics:*
 - aa. The governing body is elected by the general public.*
 - bb. A majority of the governing body is appointed by or authorized to be appointed a governmental entity or individual government official as a part of his official duties.*
 - cc. The entity is the recipient of the proceeds of an ad valorem tax or general sales tax levied specifically for its operations.*
 - dd. The entity is able to directly issue debt, the interest on which is exempt from federal taxation.*
 - ee. The entity can be dissolved unilaterally by a governmental entity and its net assets assumed without compensation by that governmental entity.*
- v. Any organization, either not-for-profit or for-profit, which is subject to the open meetings law and derives a portion of its income from payments received from any public agency or body.*

For **multi-state quasi-public entities**, the AUPs are applicable for only Louisiana funds. For example, if a multi-state agency with Louisiana offices has a payroll function that is not funded with Louisiana funds, then the payroll AUP section would not be applicable.

Applicability of AUPs - Component Units

The scope of the AUPs applies to the primary reporting entity and is not required to be extended to discretely presented component units of the entity. However, entities that are discrete component units of a primary government and separately report to

the LLA are individually subject to the AUPs. Discrete component units that separately report to the LLA but have portions of their operations performed by the primary government (payroll processing, for example) are exempt from those portions of the AUPs relating to the operations performed by the primary government: instead, AUPs performed at the primary government should address those areas.

Applicability of AUPs –Not-for-Profit Entities

These AUPs are applicable **to only the public funds** of not-for-profit entities defined in R.S. 24:513(B)(1)(b)(iv) as follows:

- iv. *Any not-for-profit organization that receives or expends any local or state assistance in any fiscal year. Assistance shall include grants, loans, transfers of property, awards, and direct appropriations of state or local public funds. Assistance shall not include guarantees, membership dues, vendor contracts for goods and services related to administrative support for a local or state assistance program, assistance to private or parochial schools except as provided in R.S. 17:4022, assistance to private colleges and universities, or benefits to individuals.*

In addition, these AUPs are applicable to the not-for-profit entities defined in paragraph iv above only if their revenues and other sources of **public funds** total at least \$500,000. Only those AUP areas applicable to **public funds** administered by the not-for-profit entity are required to be included in the scope of the AUP engagement. The [Reporting Requirements for Not-for-Profit Organizations](#) document may be useful in identifying public assistance, calculating revenues and other sources of funds, and determining which type of report not-for-profit entities are required to submit to the LLA.

For **multi-state not-for-profit entities**, the AUPs are applicable for only Louisiana funds. For example, if a multi-state not-for-profit entity with New York offices has a payroll function that is funded with Louisiana funds, then the payroll AUP section would be applicable.

AUP Exemption – Single Audit

If either a governmental, quasi-public entity or not-for-profit entity (collectively known as “local auditee”) has met the \$500,000 Audit Law threshold, and all or part of the entity’s public funds are federal major program funds (either direct or pass-through) tested under the entity’s Single Audit during the fiscal period, the entity may exclude those AUP categories that are covered under federal program testing,

regardless of whether the federal program testing includes the same procedures or sample sizes. For example, a not-for-profit entity that has one federal program subject to Single Audit testing may exclude credit cards, travel expenditures, non-payroll disbursements, contracts, and payroll and personnel if these areas are subject to testing under Allowable Costs and Procurement in the OMB Compliance Supplement; however, the entity would still be subject to other AUP areas that are not addressed in the OMB Compliance Supplement (e.g., board or finance committee, bank reconciliations). However, an entity that has other public funds not subject to testing under the Single Audit must still test those funds under the AUPs. In that situation, we recommend selecting sample sizes for the applicable AUP categories from the overall population of transactions and then removing those sample items that fall within Single Audit testing. Alternatively, the practitioner could apply a pro-rata ratio to the AUP sample sizes to accomplish the same goal.

AUP Exemption – School or Student Activity Funds

School or student activity fund accounts may be excluded from testing under the AUPs if they are otherwise addressed in a separately contracted audit or agreed-upon procedures engagement (which does not have to include the same procedures as in the AUPs). In this situation, the audit or agreed-upon procedures report is required to be submitted to the LLA as a separate engagement and is not required to be included in the pdf file with the practitioner's audit/AUP report.

AUP Exemption - Coronavirus State and Local Fiscal Recovery Funds Recipients (CSLFR)

LLA will not require a local auditee to provide for the statewide agreed-upon procedures report for fiscal years in which the local auditee would be required to provide for a review/attestation report, if not for the receipt of CSLFR funds. See Assistance Listing Number 21.027 table, as explained in Audit Risk Alert 46. <https://cms.lla.la.gov/assets/lagag/audit-risk-alert-no.-46-change-in-sa-and-saup-requirement-for-cslfrrecipients-table.pdf>

Other Entities Exempt from the AUPs

State entities whose financial information is included in the Annual Comprehensive Financial Report of the State of Louisiana are exempt from the AUPs below.

Private and parochial schools, as well as university foundations, facility corporations, and booster associations, are specifically excluded by law from having to provide audit reports to the LLA and are exempt from the AUPs. Real estate for-profit limited

partnership entities are exempt from the AUPs based on the nature of their operations.

Statewide AUPs Compared with Other Required AUP Types

Please note that the statewide AUPs included in this document apply only to local governments and quasi-public entities that meet the requirement to have an audit under the Audit Law. The LLA also has 3 other types of agreed-upon procedures engagements that should not be confused with the statewide AUPs, as follows:

- State entity (not “statewide”) agreed-upon procedures are required for certain engagements for entities that are included in the state’s Annual Comprehensive Financial Report. These engagements are contracted directly by the LLA’s Financial Audit Services group and do not apply to local governments or quasi-public entities.
- Review/Attest engagements include agreed-upon procedures for local governments and quasi-public entities that differ from the statewide AUPs and apply only to those entities that receive public funds of at least \$200,000 but not more than \$499,999.
- Department of Education Performance Measures AUPs are required for school boards and charter schools.

More than one set of agreed-upon procedures may be required, depending on whether each criterion above has been met. For example, a parish school board with public funds of \$500,000 or greater would be subject to both the statewide AUPs and the Department of Education Performance Measures AUPs.

Options and Alternatives

The practitioner may avoid duplication of existing audit procedures by using the same transactions for both audit and AUP purposes. For example, if the AUPs indicate that 10 random transactions should be selected and the practitioner would otherwise plan to test 25 random transactions as part of the entity’s audit, the practitioner may use the same 10 transactions for both the audit and the AUP engagement.

To avoid creating an undue burden on practitioners, the AUPs may be performed for a 12-month “fiscal period” that does not coincide with the entity’s fiscal year, as long as the 12-month fiscal period is no more than 3 months prior to the end of the entity’s fiscal year. For example, the practitioner may perform AUPs for the fiscal period April 1, 2022 through March 31, 2023 for an entity with a fiscal year ending June 30, 2023. All AUPs will reference “fiscal period” to mean the 12-months covered by the

AUPs. If the entity elects to change its “fiscal period,” the subsequent year of AUP testing must not leave a gap between fiscal periods. For example, a change from a March 31 fiscal period end to a June 30 fiscal period end would require a 15-month AUP engagement in the year of change.

Using the Work of Internal Auditors or Other Practitioners

In compliance with SSAE 19, the procedures to be enumerated or referred to in the practitioner’s report should be performed by the engagement team or other practitioners and not by internal auditors.

Internal auditors may prepare schedules and accumulate data or provide other information for the practitioner's use in performing the procedures. Also, internal auditors may perform and report separately on procedures that they have carried out. Such procedures may be similar to those that a practitioner may perform under this section.

A practitioner may perform procedures on information documented in the working papers of internal auditors. For example, the practitioner may do the following:

- Repeat all or some of the procedures, or
- Determine whether the internal auditor’s documentation indicates procedures performed and whether the findings documented are presented in a report by the internal auditors.

It is inappropriate for the practitioner to do the following:

- Merely read the internal auditors' report solely to describe or repeat their findings;
- Take responsibility for all or a portion of any procedures performed by internal auditors by reporting those findings as the practitioner's own; or
- Report in any manner that implies shared responsibility for the procedures with the internal auditors.

The practitioner must include a copy (or copies if the internal auditor has multiple reports that address AUP procedures) of the internal auditor’s procedures performed and findings observed when submitting the audit report and AUP report to the LLA. In this situation, all three reports should be submitted to the LLA as one pdf file, and all three reports will be issued by the LLA as a public document. If the practitioner

believes the AUPs collectively cannot be performed based on the nature of the entity's operations, please contact the LLA to request an exemption to the AUPs. If a specific procedure cannot be performed based on the nature of the entity's operations, an equivalent procedure may be substituted (e.g., alternate sampling population, alternate method of compiling documentation) at the practitioner's discretion. The substitute procedure is required to be included in the AUP report in place of the original procedure, and this change in procedures may require the practitioner to update his or her client engagement agreement accordingly.

Special Consideration for School Boards

For school boards only, the practitioner should consider the deposit site and collection location to be the same if there is a central person (secretary or bookkeeper) through which collections are deposited. The practitioner is required to test documentation at the secretary/bookkeeper level only and is not required to test for completeness of revenues relative to classroom collections by teachers.³

³ This exclusion would also apply to procedure #4D(i) below.

PROCEDURES

Report all findings to the following procedures, either after each procedure or after all procedures, within each of the fourteen AUP categories. "Random" selections may be made using Microsoft Excel's random number generator or an alternate method selected by the practitioner that results in an equivalent sample (e.g., those methods allowed under the AICPA Audit Guide - *Audit Sampling*).

1) Written Policies and Procedures

- A. Obtain and inspect the entity's written policies and procedures and observe whether they address each of the following categories and subcategories if applicable to public funds and the entity's operations:⁴
- i. **Budgeting**, including preparing, adopting, monitoring, and amending the budget.
 - ii. **Purchasing**, including (1) how purchases are initiated, (2) how vendors are added to the vendor list, (3) the preparation and approval process of purchase requisitions and purchase orders, (4) controls to ensure compliance with the Public Bid Law, and (5) documentation required to be maintained for all bids and price quotes.
 - iii. **Disbursements**, including processing, reviewing, and approving.
 - iv. **Receipts/Collections**, including receiving, recording, and preparing deposits. Also, policies and procedures should include management's actions to determine the completeness of all collections for each type of revenue or agency fund additions (e.g., periodic confirmation with outside parties, reconciliation to utility billing after cutoff procedures, reconciliation of traffic ticket number sequences, agency fund forfeiture monies confirmation).
 - v. **Payroll/Personnel**, including (1) payroll processing, (2) reviewing and approving time and attendance records, including leave and overtime worked, and (3) approval process for employee rates of pay or approval and maintenance of pay rate schedules.
 - vi. **Contracting**, including (1) types of services requiring written contracts, (2) standard terms and conditions, (3) legal review, (4) approval process, and (5) monitoring process.

⁴ For governmental organizations, the practitioner may eliminate those categories and subcategories not applicable to the organization's operations. For quasi-public organizations, including nonprofits, the practitioner may eliminate those categories and subcategories not applicable to public funds administered by the quasi-public.

- vii. **Travel and Expense Reimbursement**, including (1) allowable expenses, (2) dollar thresholds by category of expense, (3) documentation requirements, and (4) required approvers.
- viii. **Credit Cards (and debit cards, fuel cards, purchase cards, if applicable)**, including (1) how cards are to be controlled, (2) allowable business uses, (3) documentation requirements, (4) required approvers of statements, and (5) monitoring card usage (e.g., determining the reasonableness of fuel card purchases).
- ix. **Ethics⁵**, including (1) the prohibitions as defined in Louisiana Revised Statute (R.S.) 42:1111-1121, (2) actions to be taken if an ethics violation takes place, (3) system to monitor possible ethics violations, and (4) a requirement that documentation is maintained to demonstrate that all employees and officials were notified of any changes to the entity's ethics policy.
- x. **Debt Service**, including (1) debt issuance approval, (2) continuing disclosure/EMMA reporting requirements, (3) debt reserve requirements, and (4) debt service requirements.
- xi. **Information Technology Disaster Recovery/Business Continuity**, including (1) identification of critical data and frequency of data backups, (2) storage of backups in a separate physical location isolated from the network, (3) periodic testing/verification that backups can be restored, (4) use of antivirus software on all systems, (5) timely application of all available system and software patches/updates, and (6) identification of personnel, processes, and tools needed to recover operations after a critical event.
- xii. **Prevention of Sexual Harassment**, including R.S. 42:342-344 requirements for (1) agency responsibilities and prohibitions, (2) annual employee training, and (3) annual reporting.

2) Board or Finance Committee⁶

- A. Obtain and inspect the board/finance committee minutes for the fiscal period, as well as the board's enabling legislation, charter, bylaws, or equivalent document in effect during the fiscal period, and

⁵ The Louisiana Code of Governmental Ethics (Ethics Code) is generally not applicable to nonprofit entities but may be applicable in certain situations, such as councils on aging. If the Ethics Code is applicable to a nonprofit, the nonprofit should have written policies and procedures relating to ethics.

⁶ These procedures are not applicable to entities managed by a single elected official, such as a sheriff or assessor.

- i. Observe that the board/finance committee met with a quorum at least monthly, or on a frequency in accordance with the board's enabling legislation, charter, bylaws, or other equivalent document.
- ii. For those entities reporting on the governmental accounting model, observe whether the minutes referenced or included monthly budget-to-actual comparisons on the general fund, quarterly budget-to-actual, at a minimum, on proprietary funds⁷, and semi-annual budget-to-actual, at a minimum, on all special revenue funds. *Alternatively, for those entities reporting on the not-for-profit accounting model, observe that the minutes referenced or included financial activity relating to public funds⁸ if those public funds comprised more than 10% of the entity's collections during the fiscal period.*
- iii. For governmental entities, obtain the prior year audit report and observe the unassigned fund balance in the general fund. If the general fund had a negative ending unassigned fund balance in the prior year audit report, observe that the minutes for at least one meeting during the fiscal period referenced or included a formal plan to eliminate the negative unassigned fund balance in the general fund.
- iv. Observe whether the board/finance committee received written updates of the progress of resolving audit finding(s), according to management's corrective action plan at each meeting until the findings are considered fully resolved.⁹

3) Bank Reconciliations

- A. Obtain a listing of entity bank accounts for the fiscal period from management and management's representation that the listing is complete. Ask management to identify the entity's main operating account. Select the entity's main operating account and randomly select 4 additional accounts¹⁰ (or all accounts if less than 5). Randomly select one month from the fiscal period, obtain and inspect the corresponding bank statement and reconciliation for each selected account, and observe that:

⁷Proprietary fund types are defined under GASB standards and include enterprise and internal service funds. The related procedure addresses these funds as a way to verify that boards are provided with financial information necessary to make informed decisions about entity operations, including proprietary operations that are not required to be budgeted under the Local Government Budget Act.

⁸ R.S. 24:513 (A)(1)(b)(iv) defines public funds.

⁹ No exception is necessary if management's opinion is that the cost of taking corrective action for findings related to improper segregation of duties or inadequate design of controls over the preparation of the financial statements being audited exceeds the benefits of correcting those findings.

¹⁰ Accounts selected may exclude savings and investment accounts that are not part of the entity's daily business operations.

- i. Bank reconciliations include evidence that they were prepared within 2 months of the related statement closing date (e.g., initialed and dated or electronically logged);
- ii. Bank reconciliations include written evidence that a member of management or a board member who does not handle cash, post ledgers, or issue checks has reviewed each bank reconciliation (e.g., initialed and dated, electronically logged); and
- iii. Management has documentation reflecting it has researched reconciling items that have been outstanding for more than 12 months from the statement closing date, if applicable.

4) Collections (excluding electronic funds transfers)¹¹

- A. Obtain a listing of deposit sites¹² for the fiscal period where deposits for cash/checks/money orders (cash) are prepared and management's representation that the listing is complete. Randomly select 5 deposit sites (or all deposit sites if less than 5).
- B. For each deposit site selected, obtain a listing of collection locations¹³ and management's representation that the listing is complete. Randomly select one collection location for each deposit site (e.g., 5 collection locations for 5 deposit sites), obtain and inspect written policies and procedures relating to employee job duties (if there are no written policies or procedures, then inquire of employees about their job duties) at each collection location, and observe that job duties are properly segregated at each collection location such that
 - i. Employees responsible for cash collections do not share cash drawers/registers;
 - ii. Each employee responsible for collecting cash is not also responsible for preparing/making bank deposits, unless another employee/official is responsible for reconciling collection documentation (e.g., pre-numbered receipts) to the deposit;
 - iii. Each employee responsible for collecting cash is not also responsible for posting collection entries to the general ledger or subsidiary ledgers, unless another employee/official is responsible for reconciling ledger postings to each other and to the deposit; and

¹¹ The Collections category is not required to be performed if the entity has a third-party contractor performing all collection functions (e.g., receiving collections, preparing deposits, and making deposits).

¹² A deposit site is a physical location where a deposit is prepared and reconciled.

¹³ A collection location is a physical location where cash is collected. An entity may have one or more collection locations whose collections are brought to a deposit site for deposit. For example, in a school district a collection location may be a classroom and a deposit site may be the school office. For school boards only, the practitioner should consider the deposit site and collection location to be the same if there is a central person (secretary or bookkeeper) through which collections are deposited.

- iv. The employee(s) responsible for reconciling cash collections to the general ledger and/or subsidiary ledgers, by revenue source and/or agency fund additions, is (are) not also responsible for collecting cash, unless another employee/official verifies the reconciliation.
- C. Obtain from management a copy of the bond or insurance policy for theft covering all employees who have access to cash. Observe that the bond or insurance policy for theft was in force during the fiscal period.
- D. Randomly select two deposit dates for each of the 5 bank accounts selected for Bank Reconciliations procedure #3A (select the next deposit date chronologically if no deposits were made on the dates randomly selected and randomly select a deposit if multiple deposits are made on the same day). *Alternatively, the practitioner may use a source document other than bank statements when selecting the deposit dates for testing, such as a cash collection log, daily revenue report, receipt book, etc.* Obtain supporting documentation for each of the 10 deposits and:
 - i. Observe that receipts are sequentially pre-numbered.¹⁴
 - ii. Trace sequentially pre-numbered receipts, system reports, and other related collection documentation to the deposit slip.
 - iii. Trace the deposit slip total to the actual deposit per the bank statement.
 - iv. Observe that the deposit was made within one business day of receipt¹⁵ at the collection location (within one week if the depository is more than 10 miles from the collection location or the deposit is less than \$100 and the cash is stored securely in a locked safe or drawer).
 - v. Trace the actual deposit per the bank statement to the general ledger.

5) Non-Payroll Disbursements (excluding card purchases, travel reimbursements, and petty cash purchases)

- A. Obtain a listing of locations that process payments for the fiscal period and management's representation that the listing is complete. Randomly select 5 locations (or all locations if less than 5).
- B. For each location selected under procedure #5A above, obtain a listing of those employees involved with non-payroll purchasing and payment functions. Obtain written policies and procedures relating to employee job duties (if the agency has no written policies and procedures, then inquire of employees about their job duties), and observe that job duties are properly segregated such that

¹⁴ The practitioner is not required to test for completeness of revenues relative to classroom collections by teachers.

¹⁵ As required by Louisiana Revised Statute 39:1212.

- i. At least two employees are involved in initiating a purchase request, approving a purchase, and placing an order or making the purchase;
- ii. At least two employees are involved in processing and approving payments to vendors;
- iii. The employee responsible for processing payments is prohibited from adding/modifying vendor files, unless another employee is responsible for periodically reviewing changes to vendor files;
- iv. Either the employee/official responsible for signing checks mails the payment or gives the signed checks to an employee to mail who is not responsible for processing payments; and
- v. Only employees/officials authorized to sign checks approve the electronic disbursement (release) of funds, whether through automated clearinghouse (ACH), electronic funds transfer (EFT), wire transfer, or some other electronic means.

[Note: Findings related to controls that constrain the legal authority of certain public officials (e.g., mayor of a Lawrason Act municipality) should not be reported.]

- C. For each location selected under procedure #5A above, obtain the entity's non-payroll disbursement transaction population (excluding cards and travel reimbursements) and obtain management's representation that the population is complete. Randomly select 5 disbursements for each location, obtain supporting documentation for each transaction, and
 - i. Observe whether the disbursement, whether by paper or electronic means, matched the related original itemized invoice and supporting documentation indicates that deliverables included on the invoice were received by the entity, and
 - ii. Observe whether the disbursement documentation included evidence (e.g., initial/date, electronic logging) of segregation of duties tested under procedure #5B above, as applicable.
- D. Using the entity's main operating account and the month selected in Bank Reconciliations procedure #3A, randomly select 5 non-payroll-related electronic disbursements (or all electronic disbursements if less than 5) and observe that each electronic disbursement was (a) approved by only those persons authorized to disburse funds (e.g., sign checks) per the entity's policy, and (b) approved by the required number of authorized signers per the entity's policy. Note: If no electronic payments were made from the main operating account during the month selected the practitioner should select an alternative month and/or account for testing that does include electronic disbursements.

6) Credit Cards/Debit Cards/Fuel Cards/Purchase Cards (Cards)

- A. Obtain from management a listing of all active credit cards, bank debit cards, fuel cards, and purchase cards (cards) for the fiscal period, including the card numbers and the names of the persons who maintained possession of the cards¹⁶. Obtain management's representation that the listing is complete.
- B. Using the listing prepared by management, randomly select 5 cards (or all cards if less than 5) that were used during the fiscal period. Randomly select one monthly statement or combined statement for each card (for a debit card, randomly select one monthly bank statement). Obtain supporting documentation, and
 - i. Observe whether there is evidence that the monthly statement or combined statement and supporting documentation (e.g., original receipts for credit/debit card purchases, exception reports for excessive fuel card usage) were reviewed and approved, in writing (or electronically approved) by someone other than the authorized card holder (those instances requiring such approval that may constrain the legal authority of certain public officials, such as the mayor of a Lawrason Act municipality, should not be reported); and
 - ii. Observe that finance charges and late fees were not assessed on the selected statements.
- C. Using the monthly statements or combined statements selected under procedure #7B above, excluding fuel cards, randomly select 10 transactions (or all transactions if less than 10) from each statement, and obtain supporting documentation for the transactions (e.g., each card should have 10 transactions subject to inspection)¹⁷. For each transaction, observe that it is supported by (1) an original itemized receipt that identifies precisely what was purchased, (2) written documentation of the business/public purpose, and (3) documentation of the individuals participating in meals (for meal charges only). For missing receipts, the practitioner should describe the nature of the transaction and observe whether management had a compensating control to address missing receipts, such as a "missing receipt statement" that is subject to increased scrutiny.

¹⁶ Including cards used by school staff for either school operations or student activity fund operations.

¹⁷ For example, if 3 of the 5 cards selected were fuel cards, transactions would only be selected for each of the 2 credit cards. Conceivably, if all 5 cards randomly selected under procedure #7B were fuel cards, procedure #7C would not be applicable.

7) Travel and Travel-Related Expense Reimbursements¹⁸ (excluding card transactions)

- A. Obtain from management a listing of all travel and travel-related expense reimbursements during the fiscal period and management's representation that the listing or general ledger is complete. Randomly select 5 reimbursements and obtain the related expense reimbursement forms/prepaid expense documentation of each selected reimbursement, as well as the supporting documentation. For each of the 5 reimbursements selected
- i. If reimbursed using a per diem, observe that the approved reimbursement rate is no more than those rates established either by the State of Louisiana or the U.S. General Services Administration (www.gsa.gov);
 - ii. If reimbursed using actual costs, observe that the reimbursement is supported by an original itemized receipt that identifies precisely what was purchased;
 - iii. Observe that each reimbursement is supported by documentation of the business/public purpose (for meal charges, observe that the documentation includes the names of those individuals participating) and other documentation required by Written Policies and Procedures procedure #1A(vii); and
 - iv. Observe that each reimbursement was reviewed and approved, in writing, by someone other than the person receiving reimbursement.

8) Contracts

- A. Obtain from management a listing of all agreements/contracts for professional services, materials and supplies, leases, and construction activities that were initiated or renewed during the fiscal period. *Alternatively, the practitioner may use an equivalent selection source, such as an active vendor list.* Obtain management's representation that the listing is complete. Randomly select 5 contracts (or all contracts if less than 5) from the listing, excluding the practitioner's contract, and
- i. Observe whether the contract was bid in accordance with the Louisiana Public Bid Law¹⁹ (e.g., solicited quotes or bids, advertised), if required by law;

¹⁸ Non-travel reimbursements are not required to be inspected under this category.

¹⁹ If the entity has adopted the state Procurement Code, replace "Louisiana Public Bid Law" with "Louisiana Procurement Code."

- ii. Observe whether the contract was approved by the governing body/board, if required by policy or law (e.g., Lawrason Act, Home Rule Charter);
- iii. If the contract was amended (e.g., change order), observe that the original contract terms provided for such an amendment and that amendments were made in compliance with the contract terms (e.g., if approval is required for any amendment, the documented approval); and
- iv. Randomly select one payment from the fiscal period for each of the 5 contracts, obtain the supporting invoice, agree the invoice to the contract terms, and observe that the invoice and related payment agreed to the terms and conditions of the contract.

9) Payroll and Personnel

- A. Obtain a listing of employees and officials²⁰ employed during the fiscal period and management's representation that the listing is complete. Randomly select 5 employees or officials, obtain related paid salaries and personnel files, and agree paid salaries to authorized salaries/pay rates in the personnel files.
- B. Randomly select one pay period during the fiscal period. For the 5 employees or officials selected under procedure #9A above, obtain attendance records and leave documentation for the pay period, and
 - i. Observe that all selected employees or officials²¹ documented their daily attendance and leave (e.g., vacation, sick, compensatory);
 - ii. Observe whether supervisors approved the attendance and leave of the selected employees or officials;
 - iii. Observe that any leave accrued or taken during the pay period is reflected in the entity's cumulative leave records; and
 - iv. Observe the rate paid to the employees or officials agrees to the authorized salary/pay rate found within the personnel file.
- C. Obtain a listing of those employees or officials that received termination payments during the fiscal period and management's representation that the list is complete. Randomly select two employees or officials and obtain related documentation of the hours and pay rates used in management's termination payment calculations and the entity's policy on termination payments. Agree the hours to the employee's or official's cumulative leave records, agree the pay rates to the employee's or official's authorized pay rates in the employee's or official's personnel files, and agree the termination payment to entity policy.

²⁰ "Officials" would include those elected, as well as board members who are appointed.

²¹ Generally, officials are not eligible to earn leave and do not document their attendance and leave. However, if the official is earning leave according to a policy and/or contract, the official should document his/her daily attendance and leave.

- D. Obtain management's representation that employer and employee portions of third-party payroll related amounts (e.g., payroll taxes, retirement contributions, health insurance premiums, garnishments, workers' compensation premiums, etc.) have been paid, and any associated forms have been filed, by required deadlines.

10) *Ethics*²²

- A. Using the 5 randomly selected employees/officials from Payroll and Personnel procedure #9A obtain ethics documentation from management, and
- i. Observe whether the documentation demonstrates that each employee/official completed one hour of ethics training during the calendar year as required by R.S. 42:1170; and
 - ii. Observe whether the entity maintains documentation which demonstrates that each employee and official were notified of any changes to the entity's ethics policy during the fiscal period, as applicable.
- B. Inquire and/or observe whether the agency has appointed an ethics designee as required by R.S. 42:1170.

11) *Debt Service*²³

- A. Obtain a listing of bonds/notes and other debt instruments issued during the fiscal period and management's representation that the listing is complete. Select all debt instruments on the listing, obtain supporting documentation, and observe that State Bond Commission approval was obtained for each debt instrument issued as required by Article VII, Section 8 of the Louisiana Constitution.
- B. Obtain a listing of bonds/notes outstanding at the end of the fiscal period and management's representation that the listing is complete. Randomly select one bond/note, inspect debt covenants, obtain supporting documentation for the reserve balance and payments, and agree actual reserve balances and payments to those required by debt covenants (including contingency funds, short-lived asset funds, or other funds required by the debt covenants).

²² The Louisiana Code of Governmental Ethics (Ethics Code) is generally not applicable to nonprofit entities but may be applicable in certain situations, such as councils on aging. If the Ethics Code is applicable to a nonprofit, the procedures should be performed.

²³ This AUP category is generally not applicable to nonprofit entities. However, if applicable, the procedures should be performed.

12) Fraud Notice²⁴

- A. Obtain a listing of misappropriations of public funds and assets during the fiscal period and management's representation that the listing is complete. Select all misappropriations on the listing, obtain supporting documentation, and observe that the entity reported the misappropriation(s) to the legislative auditor and the district attorney of the parish in which the entity is domiciled as required by R.S. 24:523.
- B. Observe that the entity has posted, on its premises and website, the notice required by R.S. 24:523.1 concerning the reporting of misappropriation, fraud, waste, or abuse of public funds.

13) Information Technology Disaster Recovery/Business Continuity

- A. Perform the following procedures, **verbally discuss the results with management, and report "We performed the procedure and discussed the results with management."**
 - i. Obtain and inspect the entity's most recent documentation that it has backed up its critical data (if there is no written documentation, then inquire of personnel responsible for backing up critical data) and observe evidence that such backup (a) occurred within the past week, (b) was not stored on the government's local server or network, and (c) was encrypted.
 - ii. Obtain and inspect the entity's most recent documentation that it has tested/verified that its backups can be restored (if there is no written documentation, then inquire of personnel responsible for testing/verifying backup restoration) and observe evidence that the test/verification was successfully performed within the past 3 months.
 - iii. Obtain a listing of the entity's computers currently in use and their related locations, and management's representation that the listing is complete. Randomly select 5 computers and observe while management demonstrates that the selected computers have current and active antivirus software and that the operating system and accounting system software in use are currently supported by the vendor.
- B. Randomly select 5 terminated employees (or all terminated employees if less than 5) using the list of terminated employees obtained in procedure #9C.

²⁴ Observation may be limited to those premises that are visited during the performance of other procedures under the AUPs and the notice is available for download at www.lla.la.gov/hotline

Observe evidence that the selected terminated employees have been removed or disabled from the network.

14) Prevention of Sexual Harassment²⁵

- A. Using the 5 randomly selected employees/officials from Payroll and Personnel procedure #9A, obtain sexual harassment training documentation from management, and observe that the documentation demonstrates each employee/official completed at least one hour of sexual harassment training during the calendar year as required by R.S. 42:343.
- B. Observe that the entity has posted its sexual harassment policy and complaint procedure on its website (or in a conspicuous location on the entity's premises if the entity does not have a website).
- C. Obtain the entity's annual sexual harassment report for the current fiscal period, observe that the report was dated on or before February 1, and observe that the report includes the applicable requirements of R.S. 42:344:
 - i. Number and percentage of public servants in the agency who have completed the training requirements;
 - ii. Number of sexual harassment complaints received by the agency;
 - iii. Number of complaints which resulted in a finding that sexual harassment occurred;
 - iv. Number of complaints in which the finding of sexual harassment resulted in discipline or corrective action; and
 - v. Amount of time it took to resolve each complaint.

²⁵ While it appears to be a good practice for charter schools to ensure it has policies and training for sexual harassment, charter schools do not appear required to comply with the Prevention of Sexual Harassment Law (R.S. 42:341 et seq). An individual charter school, through the specific provisions of its charter, may mandate sexual harassment training.

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Construction Change Orders

Background Information:

The Construction team will present Change Orders to the board for approval.

Attached Items: BHS Change Order 003

Possible Motion: Move to Approve the Change Order Number 003.



AIA® Document G701® – 2017

Change Order

PROJECT: (Name and address)
17045 Baker High School
3200 GROOM ROAD
BAKER, LOUISIANA 70714

CONTRACT INFORMATION:
Contract For: General Construction
Date: 8/18/2022; NTP - 8/29/22

CHANGE ORDER INFORMATION:
Change Order Number: 003
Date: 04/21/2023

OWNER: (Name and address)
City of Baker School System
14740 Plank Rd.
Baker, LA 70714

ARCHITECT: (Name and address)
Manning, APC
650 Poydras St., Suite 1250
New Orleans, LA 70130

CONTRACTOR: (Name and address)
Stuart & Co. General Contractors
6126 Crestmount Dr.
Baton Rouge, LA 70809

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

The following Requests for Change (RFC) provided by Stuart & Company have been reviewed for pricing and necessity for the Baker High School Project and are to be included in this Change Order:

- RFC 006: RFI 037 Transformer N1220 Lab Storage - \$1,305.00 & 0 Days
- RFC 007: Additional Concrete Removal/ Sawcutting - \$8,533.00 & 3 Days
- RFC 008: ASI 001 Structural Support for Mechanical Mezzanine - \$68,604.00 & 0 Days
- RFC 009: CMU Required at Interior Openings per RFI 035 - \$11,349.00 & 0 Days
- RFC 013: Installation of New Metal Deck and Roofing at Band Room - \$230,051.00 & 0 Days
- RFC 014: Demo Top of Existing Tank Under Building Footprint - \$3,952 & 0 Days
- RFC 015: Abatement Cost for Remaining Buildings to Be Demolished - \$34,948 & 15 Days
- RFC 016: Demo & Replacement of Brick at Portion of Building A - \$218,581.00 & 0 Days
- RFC 017: Additional Days to Complete RFC 005 - \$0.00 & 21 Days
- RFC 018: Incliment Weather - Additional Days in February - \$0.00 & 10 Days
- RFC 019: Lime Treatment - \$24,114.00 & 2 Days
- RFC 020: Additional Electrical per RFI 058 - \$10,413.00 & 5 Days
- RFC 022: Additional VE Items - (-\$542,371.00 & 0 Days)
- RFC 023: Install Canopy Egress Lights - \$4,240 & 1 Day

Backup for all included RFC's are included with this Change Order.

The original Contract Sum was	\$ 21,270,000.00
The net change by previously authorized Change Orders	\$ -1,126,221.00
The Contract Sum prior to this Change Order was	\$ 20,143,779.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 73,719.00
The new Contract Sum including this Change Order will be	\$ 20,217,498.00

The Contract Time will be increased by Fifty-Seven (57) days.

The new date of Substantial Completion will be 4/13/2024

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Manning, APC
ARCHITECT (Firm name)

CONTRACTOR (Firm name)

OWNER (Firm name)

SIGNATURE

SIGNATURE

SIGNATURE

Dominic Willard | Principal
PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

04/25/23
DATE

DATE

DATE

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Monthly Financial Report

Background Information:

Mrs. Stewart will present the Monthly Financial Report including Budget to Actual Comparisons for the Period Ending February 28, 2023 the board also needs to approve the Financial report from March 31.

Attached Items: March 31 Monthly Financial Report
February 28 Monthly Financial Report

Possible Motion: Move to approve the financial report for the period ending February 28, 2023
Move to approve the financial report for the period ending March 31, 2023

City of Baker School Board



Financial Report Summaries Including Budget to Actual Comparisons For Period Ending February 28, 2023

City of Baker School Board

General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending February 28, 2023

GENERAL FUND			
Description	2022-2023	2022-2023	Percentage Uncollected/ Unexpended
	APPROVED Revenues/ Expenditures	YTD Revenues/ Expenditures	
REVENUES			
Local Sources			
Ad Valorem	2,537,454	2,339,707.01	-7.8%
Sales and Use	4,535,205	2,890,641.06	-36.3%
1% Collections by Sherriff and Pension Fund	62,350	0.00	-100.0%
Interest Earnings	1,500	11,149.41	643.3%
Donations	0	7,100.00	100.0%
Dr. Carpenter Scholarship Fund	0	2,000.00	100.0%
Other Local	150,500	49,867.65	-66.9%
State Sources			
Minimum Foundation Program	7,677,499	3,439,982.00	-55.2%
Professional Improvement Program	9,360	6,085.00	-35.0%
Revenue Sharing	44,500	14,677.94	-67.0%
Supplemental Choice Allocation Funds (SCA)	37,870	19,039.00	-49.7%
Career Development Funds (CDF)	31,631	33,713.25	6.6%
Federal			
ERATE	12,000	0.00	-100.0%
Indirect Costs	171,112	105,155.00	-38.5%
TOTAL REVENUES	15,270,981	8,919,117.32	-41.6%
EXPENDITURES			
Instruction:			
Regular Programs	3,614,332	2,111,706.98	-41.6%
Special Education Programs	987,559	498,424.94	-49.5%
Vocational Programs	286,628	103,205.85	-64.0%
Other Instructional Programs	471,877	279,052.32	-40.9%
Special Programs	131,346	49,583.55	-62.2%
Total Instruction	5,491,742	3,041,973.64	-44.6%
Support Services:			
Pupil Support Services	587,680	303,474.78	-48.4%
Instructional Staff Support	560,149	347,494.68	-38.0%
General Administration	955,182	512,024.14	-46.4%
School Administration	1,061,274	637,950.10	-39.9%
Business Services	304,906	226,901.94	-25.6%
Plant Services	1,487,552	1,095,974.91	-26.3%
Student Transportation Services	832,424	499,876.18	-39.9%
Central Services	203,812	99,042.26	-51.4%
Total Support Services	5,992,979	3,722,738.99	0.7%
CAPITAL OUTLAY/DEBT SERVICES			
Building Improvements (Plant Services)	74,907	48,882.09	-34.7%
Architectural/Project Management Services	250,000	0.00	-100.0%
Debt Service	527,571	525,873.88	-0.3%
TOTAL CAPITAL OUTLAY/DEBT SERVICES	852,478	574,755.97	
TOTAL EXPENDITURES	12,337,199	7,339,468.60	7.3%
EXCESS/DEFICIENCY of REVENUES OVER EXPENDITURES	2,933,782	1,579,648.72	
TRANSFERS OUT			
USDA SFS Match Transfer	12,114	0.00	-100.0%
Local Revenue Charter School Transfers	2,779,501	0.00	-100.0%
TOTAL OPERATING TRANSFERS OUT	2,791,615.00	0.00	
CHANGE IN FUND BALANCE	142,167	1,579,648.72	
FUND BALANCES			
BEGINNING FUND BALANCE	3,530,156	2,672,322.63	
Reserve Fund Assigned to Baker High Restoration	(1,000,000)	0.00	
ENDING UNASSIGNED FUND BALANCE	2,672,323	4,251,971.35	

CITY OF BAKER SCHOOL BOARD

Baker, Louisiana

General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending February 28, 2023

CAPITAL PROJECTS			
Description	2022-2023	2022-2023	Percentage Uncollected/ Unexpended
	APPROVED Revenues/ Expenditures	YTD Revenues/ Expenditures	
Disaster Recovery Baker High School Restoration Project			
REVENUE SOURCES			
FEMA REVENUE	6,266,855.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	696,317.00	0.00	-100.0%
ESSER FUNDS	1,245,000.00	0.00	-100.0%
BOND REVENUE - LOAN	8,200,000.00	4,172,371.79	-49.1%
TOTAL REVENUE FOR CONSTRUCTION	16,408,172.00	4,172,371.79	-74.6%
CONTENTS (FURNITURE AND FIXTURES)			
FEMA REVENUE - CONTENTS	1,190,584.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	132,288.00	0.00	-100.0%
TOTAL REVENUE FOR CONTENTS	1,322,872.00	0.00	-100.0%
Revenues	17,731,044.00	4,172,371.79	-76.5%
Reserve Funds Transferred In From General Funds	3,901,176.00	3,901,176.00	
TOTAL REVENUES FOR PROJECT	21,632,220.00	8,073,547.79	0.0%
EXPENDITURES			
Architectural and Professional Services	165,569.00	207,971.56	25.6%
Construction & Restoration	20,143,779.00	4,476,947.49	-77.8%
Furniture and Fixtures	1,322,872.00	0.00	-100.0%
TOTAL EXPENDITURES	21,632,220.00	4,684,919.05	-78.3%
Excess of Revenues Over Expenditures	0.00	3,388,628.74	

City of Baker School Board

Special Revenue Funds Financial Report Summaries Including Budget to Actual Comparisons for Period Ending February 28, 2023

SPECIAL REVENUE FUNDS									
FEDERAL AND STATE GRANTS	2022-2023 APPROVED BUDGET	2022-2023 YTD Revenues	2022-2023 YTD Exp.	2022-2023 Excess/Deficiency	RECEIVABLES AS OF 03/30/2023	ADJ Excess/Deficiency	Encumbrances YTD		
CARL PERKINS	30,654.00	703.00	702.56	0.44	0.00	0.44	513.92		
FOOD SERVICE	834,409.00	340,263.85	438,743.44	(98,479.59)	162,616.70	64,137.11	334,650.00		
SUMMER SCHOOL FOOD SERVICE	8,790.00	21,368.56	3,856.84	17,511.72	0.00	17,511.72	0.00		
SCA/SFS SUPPLY CHAIN ASSISTANCE	26,997.16	26,997.16	16,657.17	10,339.99	0.00	10,339.99	0.00		
FRESH FRUIT AND VEGETABLE GRANT	8,071.00	1,855.88	0.00	1,855.88	0.00	1,855.88	0.00		
IDEA PART B	232,137.00	120,187.00	193,622.68	(73,435.68)	70,946.00	(2,489.68)	5,890.36		
HIGH COST SERVICES	0.00	0.00	19,507.47	(19,507.47)	0.00	(19,507.47)	0.00		
SPECIAL ED - PRE-SCHOOL	6,201.00	0.00	0.00	0.00	0.00	0.00	0.00		
8g STUDENT ENHANCEMENT/PRE K	50,339.00	0.00	30,333.66	(30,333.66)	30,333.66	0.00	0.00		
TITLE I	900,354.00	664,074.00	798,898.00	(134,824.00)	134,824.00	0.00	116,749.58		
TITLE II	73,661.00	37,401.00	57,541.51	(20,140.51)	14,541.00	(5,599.51)	2,800.00		
TITLE IV	35,338.00	49,612.00	49,611.99	0.01	0.00	0.01	17,261.10		
DIRECT STUDENT SERVICES	0.00	13,185.00	13,185.00	0.00	0.00	0.00	0.00		
SCHOOL REDESIGN	155,587.00	21,400.00	27,753.76	(6,353.76)	0.00	(6,353.76)	8,646.24		
LA - 4 Cecil Picard	223,200.00	101,762.00	78,828.00	22,934.00	0.00	22,934.00	0.00		
ED EXCELLENCE ENHANCEMENT	0.00	30,242.00	15,114.70	15,127.30	0.00	15,127.30	0.00		
STRONG START 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
ESSER II - FORMULA ACHIEVE	1,225,997.00	187,915.00	321,879.04	(133,964.04)	76,988.00	(56,976.04)	80,682.08		
ESSER II INCENTIVE	22,779.00	0.00	0.00	0.00	0.00	0.00	0.00		
ESSER III - FORMULA ACHIEVE	6,159,828.00	540,380.00	987,325.00	(446,945.00)	446,945.00	0.00	88,208.32		
ESSER III (EB) - ACHIEVE - INTERVENTIONS	1,227,544.00	108,346.00	142,339.75	(33,993.75)	0.00	(33,993.75)	920.24		
ESSER III INCENTIVE	140,009.00	0.00	0.00	0.00	0.00	0.00	0.00		
HOMELESS ARP	37,965.00	0.00	5,797.53	(5,797.53)	5,798.00	0.47	3,447.00		
IDEA 611 ARP ACHV	63,108.00	0.00	4,483.85	(4,483.85)	0.00	(4,483.85)	1,823.85		
IDEA 619 ARP ACHV	5,186.00	0.00	0.00	0.00	0.00	0.00	0.00		
IDEA 611 Set Aside	35,933.00	0.00	0.00	0.00	0.00	0.00	0.00		
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD B-5	75,500.00	13,340.00	14,597.50	(1,257.50)	0.00	(1,257.50)	38,080.56		
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD K-5	18,870.00	0.00	0.00	0.00	0.00	0.00	9,393.00		
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 6-8	18,870.00	0.00	0.00	0.00	0.00	0.00	3,300.00		
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 9-1	181,760.00	0.00	0.00	0.00	0.00	0.00	0.00		
TOTAL - SPECIAL REVENUE FUNDS	11,799,087.16	2,279,032.45	3,220,779.45	(941,747.00)	942,992.36	1,245.36	712,366.25		

City of Baker School Board



Financial Report Summaries Including Budget to Actual Comparisons For Period Ending March 31, 2023

City of Baker School Board
General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending March 31, 2023

GENERAL FUND			
Description	2022-2023 APPROVED Revenues/ Expenditures	2022-2023 YTD Revenues/ Expenditures	Percentage Uncollected/ Unexpended
REVENUES			
Local Sources			
Ad Valorem	2,537,454	2,382,714.89	-6.1%
Sales and Use	4,535,205	3,207,060.60	-29.3%
1% Collections by Sherriff and Pension Fund	62,350	0.00	-100.0%
Interest Earnings	1,500	12,916.92	761.1%
Donations	0	7,100.00	100.0%
Dr. Carpenter Scholarship Fund	0	2,000.00	100.0%
Other Local	150,500	49,875.07	-66.9%
State Sources			
Minimum Foundation Program	7,677,499	3,672,075.00	-52.2%
Professional Improvement Program	9,360	6,085.00	-35.0%
Revenue Sharing	44,500	29,355.88	-34.0%
Supplemental Choice Allocation Funds (SCA)	37,870	19,039.00	-49.7%
Career Development Funds (CDF)	31,631	33,713.25	6.6%
Federal			
ERATE	12,000	0.00	-100.0%
Indirect Costs	171,112	105,155.00	-38.5%
TOTAL REVENUES	15,270,981	9,527,090.61	-37.6%
EXPENDITURES			
Instruction:			
Regular Programs	3,614,332	2,398,690.62	-33.6%
Special Education Programs	987,559	572,961.54	-42.0%
Vocational Programs	286,628	119,382.32	-58.3%
Other Instructional Programs	471,877	309,082.54	-34.5%
Special Programs	131,346	57,112.36	-56.5%
Total Instruction	5,491,742	3,457,229.38	-37.0%
Support Services:			
Pupil Support Services	587,680	351,744.49	-40.1%
Instructional Staff Support	560,149	382,007.03	-31.8%
General Administration	955,182	570,941.36	-40.2%
School Administration	1,061,274	717,441.43	-32.4%
Business Services	304,906	257,517.16	-15.5%
Plant Services	1,487,552	1,369,103.36	-8.0%
Student Transportation Services	832,424	545,713.31	-34.4%
Central Services	203,812	110,944.50	-45.6%
Total Support Services	5,992,979	4,305,412.64	0.7%
CAPITAL OUTLAY/DEBT SERVICES			
Building Improvements (Plant Services)	74,907	48,882.09	-34.7%
Architectural/Project Management Services	250,000	0.00	-100.0%
Debt Service	527,571	525,873.88	-0.3%
TOTAL CAPITAL OUTLAY/DEBT SERVICES	852,478	574,755.97	
TOTAL EXPENDITURES	12,337,199	8,337,397.99	7.3%
EXCESS/DEFICIENCY of REVENUES OVER EXPENDITURES	2,933,782	1,189,692.62	
TRANSFERS OUT			
USDA SFS Match Transfer	12,114	0.00	-100.0%
Local Revenue Charter School Transfers	2,779,501	0.00	-100.0%
TOTAL OPERATING TRANSFERS OUT	2,791,615.00	0.00	
FUND BALANCES			
BEGINNING FUND BALANCE	3,530,156	2,672,322.63	
Reserve Fund Assigned to Baker High Restoration	(1,000,000)	0.00	
ENDING UNASSIGNED FUND BALANCE	2,672,323	3,862,015.25	

CITY OF BAKER SCHOOL BOARD

Baker, Louisiana

General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending March 31, 2023

CAPITAL PROJECTS			
Description	2022-2023	2022-2023	Percentage Uncollected/ Unexpended
	APPROVED Revenues/ Expenditures	YTD Revenues/ Expenditures	
Disaster Recovery Baker High School Restoration Project			
REVENUE SOURCES			
FEMA REVENUE	6,266,855.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	696,317.00	0.00	-100.0%
ESSER FUNDS	1,245,000.00	0.00	-100.0%
BOND REVENUE - LOAN	8,200,000.00	4,952,404.52	-39.6%
TOTAL REVENUE FOR CONSTRUCTION	16,408,172.00	4,952,404.52	-69.8%
CONTENTS (FURNITURE AND FIXTURES)			
FEMA REVENUE - CONTENTS	1,190,584.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	132,288.00	0.00	-100.0%
TOTAL REVENUE FOR CONTENTS	1,322,872.00	0.00	-100.0%
Revenues	17,731,044.00	4,952,404.52	-72.1%
Reserve Funds Transferred In From General Funds	3,901,176.00	3,901,176.00	
TOTAL REVENUES FOR PROJECT	21,632,220.00	8,853,580.52	#DIV/0!
EXPENDITURES			
Architectural and Professional Services	165,569.00	236,815.21	43.0%
Construction & Restoration	20,143,779.00	5,256,980.22	-73.9%
Furniture and Fixtures	1,322,872.00	0.00	-100.0%
TOTAL EXPENDITURES	21,632,220.00	5,493,795.43	-74.6%
Excess of Revenues Over Expenditures	0.00	3,359,785.09	

City of Baker School Board

Special Revenue Funds Financial Report Summaries Including Budget to Actual Comparisons for Period Ending March 31, 2023

SPECIAL REVENUE FUNDS							
FEDERAL AND STATE GRANTS	2022-2023 APPROVED BUDGET	2022-2023 YTD Revenues	2022-2023 YTD Exp	2022-2023 Excess/ Deficiency	RECEIVABLES AS OF 04/27/2023	ADJ Excess/ Deficiency	Encumbrances YTD
Account Title							
CARL PERKINS	30,654.00	703.00	702.56	0.44	0.00	0.44	513.92
FOOD SERVICE	834,409.00	472,492.51	527,322.62	(54,830.11)	132,097.24	77,267.13	334,650.00
SUMMER SCHOOL FOOD SERVICE	8,790.00	21,368.56	3,856.84	17,511.72	0.00	17,511.72	0.00
SCA/SFS SUPPLY CHAIN ASSISTANCE	26,997.16	26,997.16	23,629.66	3,367.50	0.00	3,367.50	0.00
FRESH FRUIT AND VEGETABLE GRANT	8,071.00	5,232.24	0.00	5,232.24	0.00	5,232.24	0.00
IDEA PART B	232,137.00	169,479.00	218,929.56	(49,450.56)	23,654.00	(25,796.56)	5,890.36
HIGH COST SERVICES	0.00	0.00	22,344.68	(22,344.68)	0.00	(22,344.68)	0.00
SPECIAL ED - PRE-SCHOOL	6,201.00	0.00	0.00	0.00	0.00	0.00	0.00
8g STUDENT ENHANCEMENT/PRE K	50,339.00	19,264.03	43,369.87	(24,105.84)	24,105.84	0.00	0.00
TITLE I	900,354.00	798,898.00	900,660.00	(101,762.00)	101,762.00	0.00	116,749.58
TITLE II	73,661.00	37,401.00	64,743.71	(27,342.71)	14,541.00	(12,801.71)	2,800.00
TITLE IV	35,338.00	49,612.00	60,623.68	(11,011.68)	0.00	(11,011.68)	17,261.10
DIRECT STUDENT SERVICES	0.00	13,185.00	27,623.00	(14,438.00)	0.00	(14,438.00)	0.00
SCHOOL REDESIGN	155,587.00	21,400.00	47,969.96	(26,569.96)	26,570.00	0.04	8,646.24
LA - 4 Cecil Picard	223,200.00	129,866.00	93,813.14	36,052.86	0.00	36,052.86	0.00
ED EXCELLENCE ENHANCEMENT	0.00	30,242.00	16,050.46	14,191.54	0.00	14,191.54	0.00
STRONG START 2020	0.00	201,020.00	133,542.00	67,478.00	0.00	67,478.00	0.00
ESSER II - FORMULA ACHIEVE	1,225,997.00	585,429.00	585,429.91	(0.91)	0.00	(0.91)	80,682.08
ESSER II INCENTIVE	22,779.00	0.00	0.00	0.00	0.00	0.00	0.00
ESSER III - FORMULA ACHIEVE	6,159,828.00	770,214.00	863,728.00	(93,514.00)	93,514.00	0.00	88,208.32
ESSER III (EB) - ACHIEVE - INTERVENTIONS	1,227,544.00	108,346.00	148,455.73	(40,109.73)	0.00	(40,109.73)	920.24
ESSER III INCENTIVE	140,009.00	0.00	0.00	0.00	0.00	0.00	0.00
HOMELESS ARP	37,965.00	5,798.00	5,797.53	0.47	0.00	0.47	3,447.00
IDEA 611 ARP ACHV	63,108.00	0.00	4,483.85	(4,483.85)	0.00	(4,483.85)	1,823.85
IDEA 619 ARP ACHV	5,186.00	0.00	0.00	0.00	0.00	0.00	0.00
IDEA 611 Set Aside	35,933.00	0.00	0.00	0.00	0.00	0.00	0.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD B-5	75,500.00	13,340.00	64,947.26	(51,607.26)	42,328.00	(9,279.26)	38,080.56
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD K-5	18,870.00	0.00		0.00	0.00	0.00	9,393.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 6-8	18,870.00	0.00	3,300.00	(3,300.00)	0.00	(3,300.00)	3,300.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 9-11	181,760.00	0.00	6,210.58	(6,210.58)	0.00	(6,210.58)	0.00
TOTAL - SPECIAL REVENUE FUNDS	11,799,087.16	3,480,287.50	3,867,534.60	(387,247.10)	458,572.08	71,324.98	712,366.25

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Information

Agenda Item: Student Handbook

Background Information:

The Student Handbook Committee met on 3-28 and are recommending changes to the Student Handbook. I will go over these changes at the board meeting.

Attached Items: Proposed Student Handbook

Possible Motion: Move to approve the 2022-2023 Student Handbook

City of Baker School System

CITY OF BAKER SCHOOL SYSTEM

***Student Rights & Responsibilities
Handbook and Discipline Policy***

2023-2024



Post Office Box 680

Baker, Louisiana 70704

Phone: 225.774.5795

Fax: 225.774.5797

Web Address: www.bakerschools.org

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The City of Baker School System School Operations during a Pandemic or Other Health Emergency

Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

- All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Louisiana Department of Public Health, local health department, emergency management agencies, and/or state Board of Elementary and Secondary Education.
- Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
- Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
- All school disciplinary rules remain in effect even during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom. Students are also expected to follow all student safety protocols. Violations of school disciplinary rules are subject to disciplinary action as provided by the District Discipline Policy.
- Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
- During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
- School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
- Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
- During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
- In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
- Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
- Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

PLEASE REMOVE THIS PAGE AND RETURN IT TO YOUR CHILD'S SCHOOL.

PLEASE RESPOND ON BOTH SIDES OF THIS FORM

CITY OF BAKER SCHOOL SYSTEM

JT Stroder., Acting Superintendent

14750 Plank Road

Baker, LA 70714

Phone (225) 774-5795, Facsimile (225) 774-5797

Dear Parent:

Please read and respond to each of the five (5) sections located on the front and back of this page. Please ensure that signatures are provided in each section and return this page to your child's school.

This is to certify that my child and I have received, read, discussed and understand this copy of the **"City of Baker School System Student Rights & Responsibilities Handbook and Discipline Policy."**

We agree to fully and faithfully comply with these rules and regulations.

NAME OF SCHOOL: _____

NAME OF STUDENT: _____

GRADE: _____

Signature of Parent/Legal Guardian _____ Student's Signature _____ Date _____

STUDENT COMMITMENT TO SCHOOL SAFETY PLEDGE

As a student of the City of Baker School System, I _____, pledge to help ensure that my school is a safe place to attend and to learn. With my pledge, I promise to share with a teacher, counselor, or administrator any information that could result in someone being injured or harmed. If I am uncertain of the seriousness of the concern, I will report it and allow the adults to make that judgement. I believe that my school should be a place where all students are treated with respect, receive a quality education, and feel safe. I understand that I may remain anonymous when I report my concern. I may also give my name when reporting, and if I do, my report will remain confidential.

Recognizing that every student has the right to a safe environment where everyone is treated with respect:

- I understand that I have an essential role in school safety and violence prevention.
- I will immediately report any threats of violence, suicide, presence of weapons or explosives to a school administrator, counselor, or teacher, to allow them to investigate and determine the seriousness of the report.
- I will do all I can to stop the harassment of others.
- I will promote the acceptance of individual differences, recognizing that diversity contributes to the strength of my school.

Student's Signature _____ Date _____

Signature of Parent/Legal Guardian as witness _____

STUDENT ACCEPTABLE TECHNOLOGY USE POLICY (Revised May 21, 2014)

I have read the Student Acceptable Technology Use Policy on Pages 47-49 and,

- Yes**, my child has permission to use the CBSS technology systems and networks, including the Internet.
- No**, my child **DOES NOT** have permission to use the CBSS technology systems and networks, including the Internet and have explained to my child that he/she should not attempt to do so.

(Note: If no box is checked and a parent’s signature appears below, this indicates your child has permission to use the CBSS technology systems and networks, including the Internet.)

Student’s Signature

Signature of Parent/Legal Guardian

PHOTO PERMISSION

My signature denotes that I am giving my permission for the City of Baker School Board to release personally identifiable information of my child (such as name, address, grade, school, age, etc.) to valid agencies (such as State Department of Education, Title I, Social Security, etc.). I also give permission that my child’s picture, video, taken at a school event may be made public, if the City of Baker School Board deems it useful for the school’s mission of education.

Any disagreement with these stated permissions shall be communicated to the Principal in writing, by the end of the first week of school.

Signature of Parent/Legal Guardian

Date

PARENT CONSENT FOR ATHLETIC PROGRAMS, AWARD PUBLICITY, HONOR ROLL LISTS, ONLINE RESOURCES, TOPS, COLLEGE SCHOLARSHIPS, NCAA, GRANTS, FINANCIAL AID PROGRAMS, COLLEGE/UNIVERSITY ADMISSIONS, and OTHER USES OF STUDENT INFORMATION

Some of your child’s information may be shared with the Louisiana Office of Student Financial Assistance (LOSFA), Louisiana High School Athletic Association (LHSAA), various clubs and organizations that your child will join (BETA Honors Club, Fellowship of Christian Athletes, Future Homemakers of America, etc.), local news media (Athletics, honor roll events and awards), event programs (football and other sporting events, music and theatrical performances, graduation ceremonies, etc.), online resources and educational tools (digital library resources, homework help, etc.), any postsecondary education institution(s) to which your child applies, school photography providers, and some others. To allow your child to appear in event programs, be recognized for awards and achievements, take pictures for ID badges, take advantage of online resources, and to insure eligibility for TOPS, you **must** sign to provide your consent.

CBSS will follow all local, state and federal data security rules and only share the data that is required for the purpose stated.

I CONSENT to my child’s school collecting my child’s personal information and disclosing the personal information collected to:

- LOSFA and postsecondary education institution(s) (Cumulative records required)
- University Transcript Requests for Scholarship and Admissions
- LHSAA, NCAA and sports programs
- Programs for Graduations, Performances, and Award Programs
- Clubs and Organizations
- Online Resources and Educational Tools

I understand and acknowledge that the consent provided herein shall be valid for my child’s cumulative transcript records as of the date of signature and shall remain valid and in effect for the 2021-2022 school year.

Signature of Parent/Legal Guardian

My Child’s Full Name

Grade

Printed Name of Parent/Legal Guardian

School Name

Date

If any parent/guardian does not agree to any specific use as described here for the student, please express any objections in writing, in a separate letter to the principal.

City of Baker School System 2021-2022 Calendar

Approved by Board on 3/2/2021

5 Independence Day Holiday
6 12-Month (260 Days) Employees Return from Independence Day Holiday

12 11-Month (222 Days) Employees Return

19 10-Month (202 Days) Employees Return

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

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

3-4 All Employees Return from Winter Break and Employee In-Service

5 Students Return and First Day of 2nd Semester for Students

17 MLK Holiday (No School for Students and Employees)

18 Students and Employees Return from MLK Holiday

T=20 S=18

2 First Day To Report for 9-Month (182 Days) Employees In-Service Day

3-6 Employee In-Service Days

9 First Day of School for All Students

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

T=22 S=17

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

T=19 S=19

11 Elem Parent Teacher Conferences Early Dismissal BHES + PRAMS

16 End of 4th Six Weeks (29 Days)

28 Mardi Gras Holiday (No School for Students and 9, 10, 11, and 12 Month Employees)

6 Labor Day Holiday
7 Students & All Employees Return from Labor Day Holiday

10 Elem Parent Teacher Conferences Early Dismissal BHES + PRAMS

17 Students Return and End of 1st Six Weeks (30 days)

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

T=21 S=21

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

T=22 S=21

1-2 Mardi Gras Holiday (No School for Students)

1 Mardi Gras Holiday for 9, 10, 11, and 12 Month Employees)

2 Professional Development (No Students)

9 End of 3rd Nine Weeks (42 Days)

11-12 Fall Break (No school for Students and Employees)

13 Employees Return from Fall Break and Professional Development Day (No Students)

14 Students Return and End of 1st Nine Weeks (47 Days)

29 End of 2nd Six Weeks (27 Days)
TBD - Homecoming

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

T=19 S=18 (1 Half Day)

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

T=14 S=14

14-20 Spring Break for 12 Month Employees

21 12-Month Employees Return from Spring Break

14-22 Spring Break for Students and 9, 10, and 11 Month Employees

25 Students and 9, 10, and 11 Month Employees Return from Spring Break

12 Professional Development (No Students)

19 Elem Parent Teacher Conferences Early Dismissal BHES + PRAMS

22-26 Thanksgiving Holiday (No School for Students and 9, 10, and 11-Month Employees)

24-26 Thanksgiving Holiday (No School for 12-Month Employees)
29 Students & All Employees Return from Thanksgiving Holiday

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

T=17 S=17

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

T=15 S=14

17-19 Early Dismissal (11:30 a.m. BHES & ALC, Noon BMS & PRAMS, and 12:30 p.m. BHES)

19 End of 2nd Semester (87 Days)/4th Nine Weeks (45 Days)/6th Six Weeks (29 Days)

20 Last Day for Nine Month Employees and Contingency Day

30 Memorial Day Holiday for 10, 11, and 12 Month Employees
31 10, 11, and 12 Month Employees Return from Memorial Day Holiday

TBD- Last Day for Seniors
TBD- Graduation

16-17 Early Dismissal (11:30 a.m. BHES & ALC, Noon BMS & PRAMS, and 12:30 p.m. BHES)

17 End of 1st Semester (87 Days)/2nd Nine Weeks (39 Days)/3rd Six Weeks (29 Days)

20-31 Winter Break (No School for Students and Employees)

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

T=13 S=13 (Incl. 3 Half Days)

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

6 Last Day for 10 Month Employees

27 Last Day for 11 Month Employees

Black	Student Starting Dates
Light Blue	Early Release Dates
Yellow	Professional Development Days
Light Green	Employee Start/Stop Dates
Orange	High School Grading Periods
Red	K-5 Grading Periods
Dark Green	Holidays
Light Purple	Elementary Parent Conferences Half Days

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

4 Independence Day Holiday for 12-Month Employees

5 12-Month Employees Return from Independence Day Holiday

“Empowering Excellence”

City of Baker School Board Members

Ms. Linda Perkins, **Member**

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13308 Ector Drive
Baker, LA 70714
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lperkins@bakerschools.org

Ms. Alteen Profit, **Member**

District 2

1957 Hovey Avenue
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SCHOOL SYSTEM

School Directory

School	Principal	Address	Phone	Fax
Baker Heights Elementary	LaQuisha Comeaux	3750 Harding Street	(225) 775-1493	(225) 774-4629
Park Ridge Academic Magnet School	Shekeitra Lockhart-Matthews	5905 Groom Road	(225) 775-5924	(225) 774-0154
Baker Middle School	Antonia Caine-Royal	2550 South Street	(225) 775-0550	(225) 775-0822
Baker High School	Dr. Candace Russell	5903 Groom Road	(225) 775-1259	(225) 778-4811

INTRODUCTION

The City of Baker School Board, as the governing authority for the City of Baker School System, is responsible pursuant to La. R.S. 17:252 for developing and maintaining a master plan for discipline in the City of Baker School System. As part of the Plan and as required by La. R.S. 17:416.13 the Board adopts as its policy. The provisions and statements in this disciplinary policy applies to all enrolled students in Pre-K through 12th grade. This student handbook provides the Disciplinary Policy and information for parents regarding the School System's management of student behavior and discipline. The school system's master plan for discipline includes requiring each school to have a discipline plan that includes school-wide expectations, with a focus to promote Positive Behavioral Interventions and Supports (PBIS) and prioritization of classroom and school-based interventions in lieu of out-of-school disciplinary removals. At the school level, a PBIS team is required to analyze the results of its discipline data monthly and to implement effective behavioral interventions for all students as a means of promoting expected behavior school-wide.

The overall goal of the School System's Master Discipline Plan is to provide a positive climate within each school and to ultimately reduce the number of suspensions for minor behavioral incidents. The School Board expects higher student achievement, higher school performance scores, increased student attendance and lower dropout rates with the implementation of Positive Behavior Interventions and Supports (PBIS).

Each school must develop its own PBIS plan utilizing the district-wide minor behavior tracking form. The plan should include activities for teaching and encouraging expected behaviors. Each school's PBIS plan is to be communicated to its parents/caregivers and students, including strategies for teaching and reinforcing behavior and consequences for both positive and negative behavior. Each principal will have the teachers and applicable personnel participate in classroom management conferences and training.

All schools shall endeavor to address student behavior with a focus on evidence-based interventions and supports. Schools shall endeavor to prioritize classroom- and school-based interventions in lieu of out-of-school disciplinary removals to address student misconduct in order to minimize the loss of academic instruction time. La. R.S. 1738:416 (A)(1)(a).

In addition to this Student Rights and Responsibilities Handbook and Discipline Policy, students may receive a separate school handbook each year that provides specific school regulations and other important information. We ask that parents, guardians, and students read and discuss both handbooks. Please contact school principals for any clarification of the information in either handbook. This Handbook also can be consulted on the City of Baker School System Web site at www.bakerschools.org

Mission Statement

The mission of the City of Baker School System is to provide a quality education for all students...empowering excellence.

Core Values: Strategic Quest to Excellence

1. **Equity:** Student equity means that all students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.
2. **Excellence:** Student excellence is a balance of rigorous academic, social, and career-readiness skills.
3. **Empowerment:** Empowerment is the opportunity for all stakeholders to be actively engaged with proactive involvement that leads to student success.

SECURITY STATEMENT

To ensure the safety of students and staff, The City of Baker School System maintains and enforces security protocols throughout the system. Be aware that all measures allowed by law are now in effect to protect the rights and lives of the entire staff and student body.

VIRTUAL LEARNING

Regardless of the mode of instruction, student conduct is governed at all times by La. R.S. 17:416 and the CBSS Student Rights and Responsibilities Handbook and Discipline Policy. Conduct that is unacceptable in the physical classroom is, under most circumstances, equally unacceptable in the virtual classroom. While students and parents normally have an expectation of privacy in their home, conduct that occurs in front of a camera and in view of peers and teachers in the virtual classroom may subject students to disciplinary action. The context in which student behavior occurs is important, however, and will be taken into consideration by School and District administrators in determining whether there has been a conduct violation, the severity of the infraction, and the appropriate penalty, if any, under the circumstances.

Privacy and the Virtual Classroom

Students and parents, typically, have a reasonable expectation of privacy with regard to what takes place in their home *outside of the view of teachers and peers in the virtual classroom*. In order to ensure that students and teachers are able to work and learn in a safe and orderly virtual environment, it is imperative that students have a quiet, well-lit “classroom” space – free, to the extent possible, from toys, images, messages, personal property, or other items that may distract from teaching and learning or that may subject the student to disciplinary action if possessed on school busses, in the regular classroom, or on school property.

Students should be cautioned that the virtual classroom is for instruction and for engaging with peers and teachers for educational purposes. Students must not handle or display items, toys, messages, images, or personal property or engage in conduct unrelated to the lessons taking place. Students who engage in conduct in the virtual classroom that violates the CBSS Student Rights and Responsibilities Handbook and Discipline Policy and this Virtual Discipline Policy may be subject to discipline in accordance with the Handbook and this Virtual Discipline Policy.

School and/or district officials may be required, as mandatory reporters, to alert local law enforcement and/or the Department of Children and Family Services if they observe conduct, messages, images, or objects that raise legitimate concern for the safety and well-being of students in the virtual classroom or others. This may include students handling weapons in the virtual classroom, even if it is subsequently learned that the weapon is a toy or facsimile, as it is not always possible to determine remotely whether the weapon is real or not.

Conduct in the Virtual Classroom Policy

Students are responsible for all content posted through their school issued online account. Students are prohibited from sharing their online account username or password or using the username or password of another student. Students are required to have their computer camera turned on when virtual classes are in session. Students are not permitted to disconnect or otherwise leave a virtual class without permission of the teacher or other educational service provider.

Following is a *non-exclusive* list of behaviors that are prohibited in the virtual classroom and that may result in disciplinary action in accordance this Policy:

1. Antagonistic, harassing, or discriminatory language of any kind with regard to race, color, religion, sex, gender, intelligence, age, orientation, disability, socioeconomic status or any other legally protected characteristic or activity;
2. Bullying and/or cyberbullying;
3. Use of obscene, degrading or profane language (written, verbal, pictures, drawings, audio, video);

4. Displaying pornography, nudity or images of nudity;
5. Committing lewd or sexual acts;
6. Handling or displaying weapons, including toy or facsimile weapons;*
7. Illegal posting, distribution, upload or download of copyrighted work of any kind;
8. Sharing assignments, questions/answers, or any other action that would violate any expectations or rules relative to academic honesty;
9. Posting personally identifiable information in any format other than via private message;
10. Indecent dress or disrobing;
11. Interference with the instructional audio or video;
12. Use or display of illegal drugs, alcohol, tobacco or tobacco products, or vaping devices; or*
13. Violations of the Board's/School's Acceptable Use Policy or Device Contract.

Consequences of Inappropriate Online Conduct

Parents and students must be aware that conduct that is unacceptable and disruptive in the regular classroom environment is, typically, unacceptable in the virtual classroom. The School Board recognizes, however, that virtual learning is a new experience for students and families, and that the context in which student conduct occurs must be taken into account in determining the appropriate penalty imposed for violations of the conduct violations in the virtual classroom.

Student conduct that occurs in the virtual classroom may be subject to progressive discipline which, *depending on the seriousness of the conduct at issue*, will include an initial verbal warning and consultation with the student's parent or guardian prior to any formal disciplinary action. The seriousness of the conduct at issue will dictate the actions of administrators and the nature of the penalty ultimately imposed. For example, a student may be subject to a severe penalty, even for a first offense, depending on the seriousness of the conduct at issue.

Some factors that administrators will consider in determining the penalty to be imposed for conduct that occurs in the virtual classroom will include:

- Age of the student
- Whether the conduct disrupted learning in the virtual classroom
- Whether the conduct was violent or threatening in any way
- Whether the conduct was illegal
- Whether the conduct interfered with the rights of teachers and/or students to work and learn in a safe and orderly environment free from inappropriate images, messages, language or behavior
- Whether the student has committed prohibited conduct in the past
- Whether the student has received prior warnings or discipline for similar conduct

*Conduct in the virtual classroom related to the display or handling of weapons or drugs, or other conduct that raises legitimate concerns about the safety and welfare of a student or others, must be reported immediately to the School Principal and/or School Resource Officer in order to assess whether the matter must be reported to local law enforcement and/or the Department of Children and Family Services.

HOMEWORK ASSISTANCE SERVICES

Homework Louisiana (Homeworkla.org), a service of the State Library of Louisiana, offers **FREE** online tutoring and academic resources from Tutor.com for Louisiana residents from kindergarten students through adult learners. Get help in math, science, social studies or English from a **live tutor**. The services can be accessed from a Louisiana public library, from your home computer or from your mobile device. To assist in locating the online services, the following links are provided:

State Library Link: <http://www.homeworkla.org/>

EBRP Library: <http://www.ebrpl.com/Kids/homeworkhelp.html>

STUDENT RIGHTS AND RESPONSIBILITIES

I. QUALITY EDUCATION

A. RIGHTS

Students have the right to pursue, through study and application, a quality education at public expense. Students also have the right to attain personal goals through participation in the entire learning process.

B. RESPONSIBILITY

In order to obtain a quality education, students must attend classes daily, be on time for all classes, and obey school and district regulations.

II. ATTENDANCE

A. RIGHTS

1. All students have the right to attend school until graduation, provided they have not been expelled.
2. Students are granted excused absences for the following reasons:
 - a. Personal illness with a doctor's excuse
 - b. Serious illness in the immediate family;
 - c. Death in the immediate family;
 - d. Recognized religious holidays of their own faith; and
 - e. Natural catastrophe or disasters.
3. Students granted excused absences for the above reasons, shall be allowed to make up any missed work.

B. RESPONSIBILITIES

1. Students are expected to be in attendance every school day scheduled by the City of Baker School Board. The only acceptable reasons for being absent from school are listed in item II-A-2 above. In order for students to make up work missed due to one of these reasons, written statements from a parent, legal guardian or physician stating reasons for absences shall be given to the attendance clerk within three (3) school days after the student returns to school. If a student is absent for three (3) or more consecutive days, a physician's excuse must be given to the attendance clerk and kept on file at the school. After three (3) school days are missed, the absences must be excused by the Superintendent or his/her designee.
2. It is the responsibility of the student/parent to request make up work for days absent.
3. It is the responsibility of the parent to ensure that his/her child not be habitually tardy to school.
4. Unexcused check-ins are considered tardies or absences in the classes missed.

STUDENT ATTENDANCE

1. Responsibilities imposed by state laws and regulations:
 - a. Students shall attend school beginning in kindergarten or age 7 until his/her 18th birthday. Any child below the age of 7 who legally enrolls in school including Pre-K and Kindergarten students shall also be subject to compulsory attendance. Beginning the 2022-23 school year Kindergarten is mandatory for all children age 5 on or before September 30th of the calendar

year in which the school year begins.

b. For a student who is under the age of 18 and enrolled in school beyond the student's 16th birthday, the parent or guardian may request a waiver for that student to exit school to enroll in an adult education program approved by the Louisiana Community and Technical College System (LCTCS).

A request for a waiver will be approved if appropriate documentation is on file at the school or School Board office and one or more of the following hardships exist:

- (1) Pregnant or actively parenting;
- (2) Incarcerated or adjudicated;
- (3) Physical or mental illness;
- (4) Institutionalized or living in a residential facility; or
- (5) Family and/or economic hardships, which are defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness or needs to be removed from an existing home environment.

If a waiver to exit school is granted and the student enrolls in an adult education program, such student will be considered in compliance with the compulsory school attendance law if the student attends 15 hours per week. See La. R.S. 17:221(F) & (I).

c. The responsibility for a student attending school lies with the parents or the legal guardian. If the student is chronically absent or chronically late (tardy) to school, the parent and/or student may be referred to the Office of Child Welfare and Attendance (CWA), located at 14750 Plank Road, Baker, LA 70714.

2. Registration will be provided at the Child Welfare and Attendance office for the following categories ONLY:

- Students with custody issues
- Students in state's custody (i.e. correctional institution)
- Students enrolling from out of the country

3. Elementary (Pre-K-5th) and middle school students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year.

4. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present for the required time listed in Bulletin 741 Section 2314 B & C. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year.

5. Students may be excused by the principal for the whole or a part of a day absence for two or fewer consecutive school days for the following reasons:

- a. Personal illness;
- b. Serious illness in the student's immediate family;
- c. Death in the student's immediate family not to exceed one week; or
- d. Natural catastrophe and/or disasters.

6. Written statements from a parent, legal guardian or physician stating a reason for absences shall be given to proper school personnel within five (5) school days after the student returns to school. The number of parental statements for absences is limited to five (5) each semester. A parent note will be marked as unexcused/parent note in the database which will generate an investigation by CWA if the parent notes exceed five.

7. In order for students to check out of school, a doctor's reminder slip, a form of notification of an appointment, or a letter with a statement of pending emergency must be presented by the student or parent. If no documentation is provided the checkout will become an unexcused absence. If a student reaches 4 unexcused check-out absences in a semester, the principal will schedule a parent conference to include counselors and a CBSS Family Liaison. This rule applies to virtual and distance learning.

8. In addition, students may be temporarily excused from attendance due to the following enumerated extenuating circumstances that are verified by the Superintendent or his/her designee.:

- a. Extended personal physical or emotional illness in which a student is absent for three or more consecutive school days as verified by a physician or nurse practitioner licensed in the state;
- b. Extended hospital stays in which a student is absent for three or more consecutive school days as verified by a physician or dentist;
- c. Extended recuperation from an accident in which a student is absent for three or more consecutive school days as verified by a physician, dentist, or nurse practitioner licensed in the state;
- d. Extended contagious disease within a family in which a student is absent for three or more consecutive school days as verified by a physician or dentist licensed in the state;
- e. CWA may investigate any excuse from a medical provider which appears to be altered or otherwise invalid. In appropriate circumstances when an excuse is found to be invalid, CWA may refer the matter to the appropriate investigative authorities.
- f. Observance of special and recognized holidays of the student's own faith; or
- g. Visit with parent prior to parent's military overseas deployment to a combat zone or combat support posting or during parent's leave, not to exceed five school days. See La. R.S. 17:226.

9. Unexcused Absence – any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions, including, but not limited to, out of school suspensions and absences due to any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program.

10. Students granted excused absences for the above reasons shall be allowed to make up any schoolwork which was missed. Students shall request makeup work for days missed due to excused absences.

11. Each School Improvement Team shall establish a written tardy policy unique to that school which may include, but not be limited to, the procedures suggested in the following section:

- a. Principals or designees may deal with first through second tardies according to individual

school plan.

b. When a student accumulates three (3) unexcused tardies, the principal schedules a parent conference that will include the school counselor and a CBSS family liaison.

c. When student accumulates five (5) unexcused tardies, the principal refers the child to the CBSS Superintendent or his/her designee..

d. **When a student accumulates more than ten (10) unexcused absences the student and their parents will be referred to the East Baton Rouge Juvenile Court for attendance remediation.**

12. Unexcused check-ins are considered incidents of tardiness and absences in the classroom missed. **The doors of the middle and high school will be locked at 7:30 AM. Any student who checks in after 7:30 AM must be accompanied by a parent. Any student who checks in after 10:30 AM must be checked in by a parent with a note from a physician.**

13. Upon notification from the principal or designee of a student's school on or before a student's third unexcused absence or unexcused occurrence of being tardy, the parent or legal guardian shall attend a conference with the principal or designee to receive information regarding the legal responsibility about attendance in school. L.A.R.S. 17:233(B)(1)(c).

TRUANCY

Truancy is the absence from class or school for any portion of a period or without permission from a parent or guardian. The responsibility to ensure that a student attends school lies with the parent or the legal guardian. If a student is habitually absent or habitually late (tardy), the parent and student shall be referred to the Superintendent or his/her designee. If attendance does not improve, the parent or guardian shall be referred to the East Baton Rouge Parish Juvenile Court. A parent or guardian who allows a child to miss school without a valid excuse may be fined up to \$250 or imprisoned for 30 days, or both. **(RS 17:221)**

ATTENDANCE REPORTS FOR STUDENT DRIVERS

In accordance with state law, students are obligated to attend school regularly and be in attendance a minimum number of days during the school year. In order for a minor to obtain or renew a driver's license or learner's permit for the operation of a motor vehicle, the minor shall present evidence to the Office of Motor Vehicles that the minor is enrolled and is attending school or a recognized program or has completed the required minimum units of credit for graduation. Such documentation shall be verified by the principal on forms provided by the Louisiana Department of Education and said documentation shall be valid for ninety (90) days from the date of issuance. A student who does not meet the required minimum school attendance provisions may be subject to denial or suspension of his/her driver's license or learner's permit. It is the policy of the City of Baker School Board to provide written notification of a minor student who has been determined by the principal to be a dropout or habitually absent or tardy to the Louisiana Office of Motor Vehicles for denial or suspension of driving privileges.

In addition, a minor student's driver's license or permit may also be suspended when written notification is received by the Office of Motor Vehicles from the principal that the minor student has been expelled or suspended from school or assigned to an alternative educational setting for ten (10) or more consecutive school days. Such disciplinary action shall be limited to expulsions, suspensions, or alternative educational assignments for infractions involving the sale or possession of drugs, alcohol, or any other illegal substance, the possession of a firearm, or an infraction involving assault or battery of a member of the school faculty or staff.

The School Board, through the principal, shall provide written notification to any minor whom the principal has determined to be a dropout or habitually absent or tardy and his/her parent or guardian that

the principal intends to subject the minor to driver's license denial or suspension.

The written notification shall advise the minor of his/her right to seek a hearing of the School Board of such determination or to make a request of the School Board to obtain a hardship Waiver within fifteen (15) days of the mailing of the notification. The principal shall send a copy of the notification to the School Board. If the School Board is notified of a request for a hearing or a request for a hardship license within fifteen (15) days after the date of mailing the written notification, the Board shall hold a hearing to make a determination upon such request. If no such request is received by the Board, or if the Board determines after a hearing that such student is a dropout or is habitually absent or tardy and is not entitled to a hardship waiver, then the School Board shall provide written notification to the Office of Motor Vehicles that the minor's license should be suspended or denied.

HARDSHIP WAIVER The School Board may waive the attendance requirements for any minor for whom a personal, family, or economic hardship requires the minor to have a driver's license for his/her own, or his/her family's employment or medical care as provided in La. Rev. Stat. Ann. §17:226. The minor or his/her parent or legal guardian may present other evidence that indicates compliance with attendance requirements outlined in state law at the waiver hearing. The School Board shall notify the Office of Motor Vehicles of the outcome of the minor's hardship waiver hearing within twenty-four (24) hours after conducting the hearing.

DEFINITIONS Dropout, for purposes of this policy, means a person fifteen (15) years of age or older but less than eighteen (18) years old, who was enrolled in a school and withdrew or who was enrolled at the end of the previous school year and is not enrolled on October first of the following school year or who has more than ten (10) consecutive days of unexcused absences from school or fifteen (15) days total unexcused absences during a single semester.

Dropout does not mean a person who:

- a. is temporarily absent due to illness, suspension, or expulsion.
- b. is attending or has graduated or completed another educational program approved by the Louisiana Board of Elementary and Secondary Education.
- c. transferred to a nonpublic school, a correctional institution, or an approved home school program or moved out of state.

Habitually absent or tardy is when either condition continues to exist after all reasonable efforts by a principal or other appropriate authority have failed to correct the condition after the fifth (5th) unexcused absence or fifth (5th) unexcused occurrence of being tardy within any month or if a pattern of five (5) absences a month is established or as otherwise provided in La. Rev. Stat. Ann. §17:233.

Minor means an un-emancipated child who is at least fifteen (15) years of age but less than eighteen (18) years of age.

New policy: June 2010 Revised: September 2014

III. SAFETY

A. RIGHTS

Students and parents have the right to expect that school will be a safe place. **The city of Baker School System is strengthening our polices related to discipline to make this a priority.**

B. RESPONSIBILITIES

1. To ensure safety, students must follow all established rules and regulations.
2. Parents or guardians have the responsibility to ensure that the school is provided with current,

working telephone numbers, emergency numbers and a valid address. Parents or legal guardians must inform the school of any changes.

3. Students should report any school safety concerns to a teacher or administrator.

IV. OFFICIAL INFORMATION

A. RIGHTS

1. Parents or guardians have the right to review with a counselor all official files and data that are personal to the student. Those students 18 years of age or older may make the same request. Upon a written request, schools must produce the records for examination within 30 days.

2. A school shall respond to reasonable requests for explanation and investigation of a student's records. The accuracy of the data contained within the record may be challenged by requesting a formal hearing.

3. No official record, file or data pertaining to a particular student shall be released to anyone other than the student, parent or guardian except as authorized by law. A student, parent, or guardian may execute a written release of personal information to a particular person or agency.

B. RESPONSIBILITY

A parent or guardian must provide the school with information regarding any illness, medication, or medical condition that may affect the student's behavior or academic performance.

V. ON CAMPUS COMMUNICATIONS

A. RIGHTS

1. Students have the right to express their opinions verbally, provided such expressions are not indecent, vulgar or lewd, are not slanderous of another person and do not promote drug use.

2. Students have the right to distribute written materials with written approval from school administration. The written approval will indicate the number of times per day and the total number of days the material can be distributed. Material must be submitted to the principal or his designee for approval at least 48 hours before distribution.

3. Students are prohibited from distributing materials in areas of the campus that would disrupt order or impede student movement. Students who distribute materials are responsible for the cleanup of the materials.

B. RESPONSIBILITY

1. Students are responsible for knowing that certain expressive activities are prohibited. Those include the prohibited distribution of material that:

- a. Is indecent, vulgar, lewd or obscene;
- b. Invades the privacy of others;
- c. Promotes illegal activities;
- d. Infringes upon someone's copyright; and
- e. Is from non-student sponsored organizations.

2. Students are required to address and respond to any public school system employee by using the following respectful terms:

“Yes, Ma’am” and “No, Ma’am” or “Yes, Sir” and “No Sir” as appropriate, or “Yes, Miss, Mrs. or Ms. (Surname)” and “No, Miss, Mrs. or Ms. (Surname)” or “Yes, Mr. (Surname)” and “No, Mr. (Surname)” as appropriate. (La. R.S. 17:416.12)

VI. DRESS AND GROOMING

Note: Principals to supply the current approved specific uniform requirements appropriate for each school, respectively.

A. RIGHTS

Students have the right to a safe and orderly environment. The wearing of uniforms has been shown to result in a safe and orderly environment for learning.

B. RESPONSIBILITIES

All students have the responsibility to dress and appear on campus according to standards of propriety, safety and health as set forth by the City of Baker School Board.

C. MANDATORY UNIFORM CODE

The City of Baker School Board has adopted a policy that requires all school students to wear uniforms during the entire school time, including on the school bus. All City of Baker School Students must wear the Student Identification Card at all times. Printed on the student ID cards is the phone number for the **National Suicide Prevention Lifeline hotline 1-800-273-8255**.

As indicated below, the following applies to all students:

SHIRT/SWEATSHIRTS

- Shall be a polo-style, three button, collared long or short sleeve shirt and/or uniform sweatshirt **without a hood**.
- Only a white undershirt or approved physical education shirt can be worn under the uniform shirt; the undershirt must not be visible.
- If sweatshirt/long sleeve shirt is worn, the uniform shirt collar must be visible under the sweatshirt.
- No other long sleeve shirt can be worn.
- Uniform shirts must be tucked in at all times.
- Baker Heights Elementary: Red Uniform Shirt with Logo
- Park Ridge Academic Magnet (K – 5th): Red Uniform Shirt with Lantern Logo; (6th – 8th Grades): Gray Uniform Shirt/ Red Lamp Logo
- Baker Middle: Red Uniform Shirt with Logo
- Ninth Grade Academy: White Uniform Shirt with Logo
- Transitional Ninth Grade Academy: White Uniform Shirt with Logo
- High School (10th – 12th Grade): Red Uniform Shirt with logo

PANTS

- Students shall wear official uniform pants that have two front pockets, two back pockets, and no cargo pockets.
- Only pre-K through 5th Graders will be allowed to wear knee-length official uniform shorts.
- Pants must be worn at the waistline with a belt.
- Baker Heights Elementary: Khaki Uniform Pants
- Park Ridge Academic Magnet School: Black Uniform Pants only (No black jeans)
- Baker Middle: Khaki Uniform Pants
- Ninth Grade Academy: Khaki Uniform Pants
- High School (10th – 12th Grade): Khaki Uniform Pants

BELTS

- If shorts or pants have belt loops, a belt must be worn and buckled snugly in grades 1-12.
- Shirrtails must be tucked in at all times.
- Shall be at the natural waist in the belt loops.
- Belt buckles may not exceed 1” in width and/or length.
- No ornamental or oversized belt buckles are allowed.
- Belts may not have studs, cutouts, metal or other decorations or writings that can be deemed inappropriate.

JACKETS/SWEATSHIRTS

- No color restrictions on heavy coats.
- Coats must zip or button down all the way to be considered a coat.
- Trench coats are not allowed.
- Only district approved sweatshirts and sweaters will be allowed.
- Classification of an article of clothing as a coat will be up to the discretion of the school administration.
- No hoods are allowed to be worn indoors.
- Coats must be worn as an outer garment over the uniform shirt.
- If worn, the uniform shirt collar must be visible under the sweatshirt.
- Sweatshirts/jackets of any kind may not be worn tied around the waist.
- Throws and blankets may not be used as outer garments and may not be brought to school.

SHOES/SOCKS

- All City of Baker School System Students will wear shoes and socks.
- Socks must be worn at or above the ankle.
- Closed toe (front and back) tennis/shoes, tied shoes or loafer shoes are acceptable.
- Shoes that require laces or Velcro must be securely fastened. Shoes must be worn appropriately. Tennis shoes must be fastened and laced at all times.
- Shoes with wheels, glitter, noisemakers, lights or hanging rags are not allowed. Slippers, sandals, thongs, flip-flops, boots, crocs, backless shoes, slippers, or house shoes are not allowed.

CLUBS/SPECIAL OCCASIONS

- Approved club uniforms (Scouts, 4-H, etc.) May be worn on club meeting days.
- School Administrators have the authority to approve special attire for special occasions.

D. DRESS AND GROOMING CODE

- Hair must be neat, clean, and well-groomed.
- Head coverings are not permissible. Examples include, but are not limited to, the following: bonnets, skullcaps, hats, hoods, handkerchiefs, sweatbands, bandanas, hair wraps, headbands, neck bands, scarves (of any kind) and do-rags.
- Extreme hairstyles or inappropriate/offensive hair carvings that distract from the educational setting are not allowed.
- Rollers, picks, curlers, forks, long-handled combs, rattail combs, or combs in hair are prohibited.
- Students are allowed to wear facial hair but it must be kept neatly groomed. Sideburns should be no longer than the bottom of the ear. Male hair length shall not exceed the collar of the shirt and shall not be worn in styles that cover the student’s eyes.

JEWELRY/ACCESSORIES

- Accessories with inappropriate decorations or advertisements are prohibited; necklaces and bracelets of any type may not be worn.
- Glitter, tattoos and writing/drawing on the face and other visible body parts are not allowed.
- Students are allowed to wear white, gold, or silver stud earrings only; hanging or loop earrings are prohibited.
- Bangle bracelets, necklaces, chains, and beads shall not be worn.
- Sunglasses shall not be worn on school grounds, except by a doctor's order, which must be presented to an administrator for approval.
- Pictures, writings, or symbols on book sacks, gym bags, jackets, etc., of an offensive, derogatory, or obscene nature is prohibited at school and school sponsored activities (e.g. Alcohol, tobacco, drugs, weapons, skulls, blood, etc).

BOOKSACKS (BACKPACKS)

- Pre-Kindergarten through 5th grades; Roller book sacks (backpacks with wheels) are not allowed even if student carries them.
- 6th – 12th grades; Clear or mesh backpacks are allowed. Students may possess on school buses or on school property, bullet-resistant backpacks as defined by ACT 523 of 2018. No other type of backpacks will be allowed except as indicated herein.

DRESS CODE EXPECTATIONS

Decent, appropriate dress should be worn at all school-sponsored events. Students must be in compliance with items included in Part IV Dress and Grooming Code. (Please refer to the Dress and Grooming Code for guidelines.) The Dress Code Policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases, the school principal or designee shall inform the student, parent(s)/legal guardian(s), and school community of the school Dress Code Policy. All students and parents/legal guardians are expected to follow the written policy. Questions concerning the school Dress Code Policy should be referred first to the school principal or designee. Individuals who have further questions about a school's Dress Code Policy can contact the Central Office. Students may wear bullet resistant book sacks, as defined by ACT 523 of 2018.

PROCEDURES FOR CORRECTING INAPPROPRIATE ATTIRE:

All City of Baker School System's students who fail to comply with the mandatory uniform policy will be disciplined as follows:

Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action. School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire.

If the inappropriate attire cannot be corrected immediately, staff will take the following step:

Notify the parent/guardian and send a letter of notification (warning) from the principal or designee with the requirement that it is signed and returned the following day. The student will be placed in the Behavior Modification Center for the day or until the student is properly dressed in school uniform. Parents will be called to bring appropriate clothing if necessary.

No student enrolled in grades Pre-kindergarten through twelve shall be suspended or expelled from a school or suspended from riding a school bus for a uniform violation that is not tied to a willful disregard of school policy (**RS 17:416**)

Note: Prohibitive items that may cause harm will be collected by the school official and not

returned (e.g. Rattail combs, picks, etc.)

UNIFORM VENDOR INFORMATION

Approved Uniform Shirt Vendors

Burning Sands Unlimited, LLC.

7724 Plank Road
Baton Rouge, LA 70811
Cell: (225) 572-5878

Uniform Pants May Be Purchased at Walmart

14507 Plank Road
Baker, LA 70714
Phone: (225) 775-2050

VII. ORDERLY CLASSROOM

A. RIGHTS

Students have the right to promote the most effective means of receiving instruction.

B. RESPONSIBILITIES

Students shall follow the established classroom rules and regulations as provided by the teacher of each class.

C. CLASSROOM DISCIPLINE

1. A student

- (1) whose behavior prevents the orderly instruction of other students,
- (2) whose behavior poses an immediate threat to the safety or physical well-being of any student or teacher, or
- (3) who exhibits disrespectful behavior toward the teacher by use of foul or abusive language shall be immediately removed from the classroom and placed into the custody of the principal or principal's designee. A student removed from the classroom for these reasons shall not receive credit for schoolwork missed. If the student is subsequently assigned to an alternative program, the student will be provided with assignments to be completed for appropriate credit. Disciplinary action can be taken.

2. The principal or designee will counsel any student removed from the classroom. A student in grades K-5 who is removed from the classroom will not be permitted to return to the classroom for at least 30 minutes unless agreed to by the teacher initiating the disciplinary action. A student in grades 6-12 removed from the classroom will not be permitted to return to the classroom during the same class period unless agreed to by the teacher initiating the disciplinary action.

3. Upon the student being removed from class and sent to the principal's office, the principal or designee shall conduct a counseling session with the student to discuss the particular misconduct. Once removed, the student shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

- a. In-school suspension

- b. Detention
- c. Suspension
- d. Requiring the completion of all assigned school and homework which would have been assigned and completed by the student during the period of suspension.
- e. Initiation of expulsion hearings
- f. Assignment to an alternative school
- g. Any other disciplinary measure authorized by the principal with the concurrence of the teacher or building level committee.

VIII. FULL PARTICIPATION

A. RIGHTS

Students have the right to fully participate in all school organizations based upon their academic credentials and personal talent in accordance with School Board policy and guidelines that govern a particular activity.

B. RESPONSIBILITIES

Students have a responsibility to take part in all school activities that are designed to help develop them into fully functioning, self-reliant adults. Any student that has been suspended or expelled **CANNOT PARTICIPATE OR ATTEND ANY SCHOOL FUNCTIONS DURING THE TIME SPAN OF THE SUSPENSION/ EXPULSION.**

IX. ACCESS TO OUTSIDE PRESENTERS

A. RIGHTS

Recognized, approved student organizations have the right – with the approval of the sponsor and administrator – to present appropriate outside speakers, films, and other media that afford an opportunity for cultural development or academic accomplishment.

B. RESPONSIBILITIES

Students have the opportunity to petition for speakers through established procedures. Sponsors must inform the speaker of the school restrictions on such presentations and assemblies as outlined in writing by the principal or designee.

X. DECISION MAKING

A. RIGHTS

Students have the right to assist in decisions that affect their lives in school. This right includes decisions related to election of courses of study beyond the required curriculum, participation in activities, and representation in an active, student-government organization.

B. RESPONSIBILITIES

Students should take part in the student government process by running for office or voting for the candidate of their choice. They are responsible for reporting any problems known directly to the staff or through a student government representative.

XI. DUE PROCESS

A. RIGHTS

1. No student shall be punished for committing any offense except in accordance with law and School Board regulations, and every student shall be afforded due process of law. A copy of the Students' Rights and Responsibilities Handbook and Discipline Policy listing School Board Regulations requiring or prohibiting certain conduct and the ensuing punishments for violation shall be made available to all students.
2. Due Process shall include that the student be advised by the principal or a designee of misconduct of the regulation which has been violated and the detailed reasons for such accusation. The student must be asked to explain his or her version of the facts to the school principal or designee. A student accused of committing a battery on any school employee shall be suspended by the principal or designee from school immediately and the student shall be removed immediately from the school premises with the necessary notifications and other procedures to follow as soon as possible. For short-term suspension, the student has the right to appeal to the Superintendent or his designee. Should the offense call for long-term suspension, or expulsion, the student shall be entitled to a hearing before the Superintendent or a designee and there may be an appeal to the School Board. Students are entitled to be represented by anyone they choose, including an attorney. The right of due process is more fully described in La. R.S. 14:416, et seq., of the laws of the State of Louisiana and in this handbook.
3. Students attending alternative schools and/or programs as a direct consequence of a hearing for long-term suspension and/or expulsion from their original school must be afforded due process of law. If behavior warranting expulsion occurs at the alternative school, an additional hearing is required.
4. Students with disabilities, who have been placed in an alternative setting through the Individualized Education Plan (IEP) process, must be provided due process at the alternative setting if behavior warranting expulsion occurs at the alternative setting.

XII. BUS SAFETY

A. RIGHTS

Riding the bus to and from school is a privilege, not a right. Students have the right to expect that the school bus will be a safe means of transportation. If a student should need to ride a bus that is not his/her original bus, written permission must be presented at the beginning of the school day to the principal or designee.

B. RESPONSIBILITIES

Students must follow school bus rules and regulations in order to ensure the safety of others; those who do not follow the rules and regulations will lose the privilege of riding the bus.

C. BUS DISCIPLINE

Discipline problems on the school bus will be handled by the principal or designee of the student's school responsible for the student in accordance with state laws and parish regulations. All schools shall be provided with the LDOE School Bus Behavior Report form, which shall be completed when a student's conduct on a bus is unsatisfactory. The bus operator will complete and sign the applicable portion of the report. The principal or a designee will take necessary action to ensure operational safety of the buses and furnish a copy of the completed form to the Transportation Department and parent/legal guardian of the student. Procedures for removing from the bus a student with disabilities are the same

as those used when a student with disabilities is suspended or expelled from school.

D. BUS REGULATIONS

1. Students shall:

- a. Cooperate with the school bus operator; follow the bus rules at all times.
- b. Be on time to the designated bus stop; the bus will not wait.
- c. Cross the street cautiously when approaching and leaving the bus.
- d. Follow the operator's instructions when loading and unloading.
- e. Remain quiet so as not to distract the school bus operator.
- f. Have written permission from parent or guardian and be authorized by the principal or designee, in advance, to exit at a stop other than their own.
- g. Be courteous and safety conscious in order to protect and enjoy their riding privilege.

2. Students shall not:

- a. Wear hoods covering their heads while on the bus.
- b. Stand when the bus is in motion or when a seat is available.
- c. Extend arms, head, or objects out of windows or doors.
- d. Throw objects inside the bus or out windows or doors.
- e. Open the emergency door except for emergencies.
- f. Eat or drink on the bus.
- g. Damage the bus in any way.
- h. Use the following items on the bus: tobacco, matches, cigarette lighters, obscene material.
- i. Fight on the bus.
- j. Board the bus at the incorrect stop.
- k. Leave the bus without permission.
- l. Show disrespect to the school bus operator.
- m. Commit an immoral or vicious act.
- n. Refuse to occupy an assigned seat.
- o. Use profane language.
- p. Disobey the school bus operator or the bus aide.
- q. Carry firearms, knives or other objects or implements which can be used as weapons.
- r. Use or possess alcoholic beverages or any controlled dangerous substance governed by the Uniformed Controlled Dangerous Substance Law in any form.
- s. Use electronic devices.

3. The following items are not allowed on the bus:

- a. Alcohol, drugs, tobacco, matches, or cigarette lighters
- b. Pets (cats, dogs, etc.)
- c. Glass objects (except eyeglasses)
- d. Weapons (including knives or objects or implements which may be used as weapons)
- e. Objects too large to be held in laps or placed under seats
- f. Items which are inappropriate at school shall not be allowed on the bus.

E. MINOR BUS INFRACTIONS: SHORT-TERM (1-3 DAYS) REMOVAL FROM THE BUS

1. Talking loudly
2. Refusal to obey a reasonable request
3. Pushing or tripping others
4. Rude or discourteous behavior
5. Eating or drinking on the bus
6. Littering the bus

7. Boarding or leaving the bus at the unofficial, incorrect bus stop
8. Refusal to sit in assigned seat
9. Throwing paper
10. Boarding with glass items, excluding eyewear
11. Boarding with large objects that have not been approved by the school bus operator.

**F. MAJOR BUS INFRACTIONS: LONG-TERM (4 OR MORE DAYS)
REMOVAL FROM THE BUS**

1. Being disrespectful and disobedient
2. Standing and/or walking while the bus is in motion
3. Extending any parts of the body out of the bus window (e.g. hands, feet, etc.)
4. Fighting, spitting, bullying or any behavior that injures others or may cause emotional injury or trauma of others
5. Committing an immoral or vicious act
6. Throwing objects
7. Using profanity/obscenities
8. Possessing obscene material(s)
9. Damaging the bus
10. Possessing or use of weapon (i.e. Of any kind or look alike; objects or instruments that may be used as a weapon)
11. Possessing or use of drugs, alcohol, firearms, explosives
12. Possessing or use of cigarettes, lighters, matches
13. Using cellular phones or other electronic devices
14. Using and/or disarming emergency equipment (except for emergencies)
15. Chasing the bus.

G. Consequences for minor infractions

1. **1ST Occurrence:** Talk to the student, state the misbehavior and contact the parent.
2. **2ND Occurrence:** Refer the student to the principal for disciplinary action.
3. **3RD Occurrence:** Refer the student to the principal for disciplinary action; conference with parent, student, principal, bus operator and supervisor of student support services.

H. CONSEQUENCES FOR MAJOR INFRACTIONS

1. Refer the student to the supervisor of student support services or his/her designee for disciplinary actions.

**XIII. SEARCHES: STUDENTS AND SCHOOL PROPERTY
(La. R.S. 17:416.3)**

The Board respects the civil rights of the students attending its schools. While the Board will uphold these rights, it will not tolerate violations of the law, Board Policy, or school rules. Searches, therefore, are used to ensure the safety of all individuals on campus.

Any teacher or principal may search any building, desk, locker, area, or grounds for evidence that the law, a school rule, or Board policy has been violated. Any teacher, or principal may search the person or personal effects of a student when reasonable grounds exist that the search will reveal evidence that the student has violated the law, a school rule, or a Board policy. Such a search will be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and the nature of the suspected offense. Random searches of students or their personal effects may be conducted at any time, provided the search is conducted without deliberate

touching of the student.

1. **RIGHTS**

1. Searches of students should be conducted outside the presence of other students, if possible.
2. Students should be asked to empty all pockets before a physical search is conducted.
3. If a “pat down” search will be conducted, that search should be done by a teacher, or principal of the same gender if at all possible.
4. No action taken by any teacher, principal, school resource officer, or administrator employed by the School Board shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.
5. Whenever any search is conducted on the person of any student based on individual suspicion of that student, a written record shall be made thereof by the person conducting the search and shall include the name or names of the persons involved and the circumstances leading to the search and the results of the same. This record shall be filed and maintained in the principal’s office and a copy forwarded to the parent of the student involved.
6. Specially trained dogs may be used only for searches of lockers, rooms, buildings, and parking lots, including vehicles. A dog may not be used for the search of students.
7. All searches shall be conducted in the presence of a third party as designated by the principal.

2. **RESPONSIBILITIES**

The School Board shall require students who bring vehicles on campus to register those vehicles and to provide the school authorities with consent to search vehicle signed by the student, parents and/or owner of the vehicle. Any vehicle parked on School Board property may be searched without consent at any time by a school administrator/designee when such school administrator/ designee has facts which lead the school administrator/designee to a reasonable belief that weapons, dangerous substances or elements, illegal drugs, alcohol, stolen goods, or other materials or objects the possession of which is a violation of the law, School Board policy or school regulations will be followed. Searches shall be conducted in the presence of the student whenever possible. If the student refuses to unlock the automobile, proper law enforcement officials shall be summoned, and the student shall be subject to disciplinary action. Any student not present during the search shall be informed of the search immediately thereafter.

Students who place their belongings in another student’s vehicle or locker may receive the same discipline as the owner of the vehicle or locker.

XIV. SEARCHES: PERSONS OTHER THAN STUDENTS

Any school principal, teacher or school resource officer may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student enrolled at the school or a school employee, while in any school building or on school grounds.

This search may be done randomly. When there is reasonable suspicion that such a person has weapons, illegal drugs, alcohol, stolen goods, or other materials or objects in violation of the School Board’s policy, a search may be conducted. If a “pat down” search will be conducted, that search should be done by a teacher, principal, or school resource officer of the same gender if at all possible.

XV. POSITIVE BEHAVIOR INTERVENTIONS SUPPORTS

City of Baker School System District Level PBIS Expectations:

Be Respectful Be Responsible Be Safe

A major initiative in ***Positive Behavior Intervention & Support (PBIS)***, which includes proactive strategies for defining, supporting, and teaching appropriate behaviors, is to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgments, support and interventions. (*Center for Positive Behavior Intervention Supports, University of Oregon*)

THREE LEVELS OF INTERVENTION

Level 1 – All Students

Includes: General curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

Level 2 – Selected Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Level 3 – Individualized Interventions

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the student’s social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

B. LEVELS OF CONSEQUENCES

Levels of Interventions and Consequences for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student’s actions constitute a violation of the Board policy and/or the ***Code of Student***

Conduct. The levels, shown in the Levels of Intervention diagram below, guide administrators to use ***Progressive Interventions*** to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this ***Code of Student Conduct***, the consequence may be expulsion from the City of Baker School System. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Levels of consequences and options for progressive interventions follow. **Repeated chronic or cumulative offenses may require higher levels of interventions/ consequences.** For serious violations, interventions/consequences may begin.

Starting at the beginning of each school year, staff shall implement disciplinary options/responses to a student in a progression beginning with the least severe disciplinary response. Disciplinary options/responses a teacher or employee may use include: Disciplinary Options/Responses a teacher or employee may use include:

- a. Implementation of PBIS Classroom Minor Behavior Tracking Form;

- b. Oral or written reprimand;
- c. Conduct a teacher-student conference;
- d. Contact parent by email, note or telephone call to parent;
- e. Written notification to parents of disruptive or unacceptable behavior with a copy provided to the principal;
- f. Impose other disciplinary measures approved by the principal and the faculty of the school and in compliance with School Board policy;
- g. Referral of the student to a social worker, or school counselor, or certified school psychologist; or family liaison
- h. When a student's behavior prevents the orderly instruction of other students or poses an immediate threat to the safety or physical wellbeing of any student or teacher or when a student violates the school's discipline policy, the teacher may have the student immediately removed from the teacher's classroom.

The Three Levels of Intervention

Interventions may include (but are not limited to) the examples below.



DISCIPLINE POLICY

It is the expressed policy of the City of Baker School Board to utilize alternatives to suspensions and expulsions and to reserve the use of suspensions and expulsions as the last step in progressive discipline based on the nature of the offense. Principals and school staff shall endeavor to address student behavior with a focus on evidence-based interventions and supports. Schools shall endeavor to prioritize classroom and school-based interventions in lieu of out-of-school disciplinary removals to address student misconduct in order to minimize the loss of academic instructional time. Expulsions shall be reserved for the major tier of behavioral infractions involving weapons or drugs, or when the safety of students and staff has been put in jeopardy. La. R.S. 17:416 (L).

The ultimate responsibility for student conduct rests with the parent or guardian. However, school personnel have the daily responsibility to ensure that no person interferes with the learning environment of other students. By preserving the proper atmosphere for teaching and learning, school system personnel demonstrate their concern for all students and ensures that all students have a right to a quality education.

It is the expressed policy of the state school board to utilize alternatives to suspensions and expulsions and to reserve the use of suspensions/expulsions as the last step in a progressive discipline plan based upon the nature of the offense.

These disciplinary measures are intended to be positive, constructive, and directed toward serving students' educational needs. The purpose of disciplinary action is to mold future behavior and to teach the student that education is a right with reasonable rules and regulations.

Under the law, every teacher is authorized to hold every student accountable for any disorderly conduct in school, on the school's playground, on any street or road that is part of the school campus, on the school bus going to or returning from school, during intermissions or recesses, or at any school-sponsored event. During the school day or at any school function, the principal or designee has final authority to maintain discipline.

Finally, suspensions and expulsions of students with disabilities shall be handled in accordance with state and federal law applicable to such students. Copies of these laws and regulations may be obtained from the Special Education Department.

I. MINOR OFFENSES AND DISCIPLINE

Applicable To All City of Baker School System Students

A. Minor Offenses

1. Cutting class
2. Unexcused tardies
3. Disobedience
4. Using Profanity.
5. Possession of inappropriate articles at school, such as trading cards, comic books, games, etc.
6. Possession of aerosol sprays.

7. Failing to use respectful terms as outlined in Section 5(B)(2) for students in kindergarten through sixth grade.

B. DISPOSITION OF MINOR OFFENSES

1. The teachers shall do one or more of the following:
 - a. Counsel/warn the student and contact the parent;
 - b. Administer constructive punish work;
 - c. Provide written notification to parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal;
 - d. Contact parent or guardian by phone or request a conference to be held at school
 - e. Refer student to administrator when necessary, using the proper referral procedure.
2. The administrator shall do one or more of the following:
 - a. Counsel/warn the student
 - b. Seek and encourage parent involvement
 - c. Refer the student to the guidance counselor
 - d. Refer the student to the Behavior Modification Center

An accumulation of offenses may result in severe disciplinary action such as short-term suspension or long-term suspension, except for any offense in A: 1-6.

II. MAJOR OFFENSES AND DISCIPLINE

Applicable To All City of Baker School System Students. **Depending on the severity of the action as determined by the Principal or Superintendent or his/her designee., any of the consequences (In-School Suspension, Out-of-School Suspension, or expulsion) may be applied to offenses in this section.**

1. **Abusive or Profane Language**
2. **Arson**
3. **Assault or battery upon a school teacher, instructor, administrator, bus driver, staff person or employee of the school system**
4. **Assault or battery upon a student**
5. **Breaking and entering school or private property on school grounds**
reimbursement for damages or theft is required.
6. **Cell Phones, beepers and other electronic devices** – these devices cannot be used or operated by a student unless authorized by the school principal or his/her designee.
7. **Bullying (physical, verbal or cyber)** NOTE: Follow procedure as implemented in pursuant to LA. R.S.17:416.13 to include investigation and reporting requirements;
8. **Cheating/plagiarism**
9. **Communicating false information of arson or bomb threats ;**
10. **Computer hacking & computer network violations including internet**—recommended expulsion. Network administrators and school personnel may review student e-mail messages or track student navigation of the World Wide Web. Any activity that violates local, state or federal law will be reported to the proper agency;
11. **Disrespect for authority or cursing school personnel failing to comply with reasonable requests of teacher of other school personnel and/or defiance of the authority of school personnel**
12. **Extortion or intimidation**
13. **Fighting: 1 on 1**

14. **Fighting: 2 or more on 1**
15. **Provoking a fight**
16. **Forgery of administrator's, teacher's or parent's name to a school document or note**
17. **Gambling**
18. **Hazing**
19. **Leaving campus**
20. **Major disturbances** – (inciting a major disturbance or participating in a major disturbance)
21. **Minor disturbances**
22. **Molesting a student, indecent behavior, sexual harassment, or possession of pornography** – (students should immediately report this behavior to a teacher, guidance counselor or administrator)
23. **Possession or distribution of counterfeit money** HB 41117:416(L)
24. **Possession or use of dangerous weapons** –
 - a. Possession of dangerous weapon(s), use of dangerous weapon(s) or use of an object as a weapon
 - b. Possession of a look-alike weapon(s)
25. **Possession or Use of explosive devices, fireworks, ammunition or look-alike devices**
26. **Smoking, using or possessing lighted cigar, cigarette, pipe or any other lighted tobacco product in any form, including but not limited to e-cigs, e-cigarettes, electronic cigarettes, advanced personal vaporizers, vape pens, vape mods, and any electronic nicotine delivery systems or any other device of instrument, whatever kind in nature that simulates the feeling or act of smoking**
27. **Stealing or theft**
28. **Tampering or destroying school records, roll books or school property**
29. **Tampering with fire alarms or causing a false fire alarm**
30. **Terrorizing**
31. **Threatening administrator, faculty or school personnel at school or school function**
32. **Threatening another student**
33. **Trespassing:**
 - a. Contact law enforcement of trespassers/students; notify parents if it is a City of Baker School System Student.
 - b. While trespassing, any offense committed by a student on another school campus carries the same disposition as if the offense had been committed on the student's own campus
34. **Truancy or hooky**
35. **Use of aerosol spray**
36. **Vandalism**

III. VIRTUAL OFFENSES AND DISCIPLINE

Applicable To All City of Baker School System Students

1. Antagonistic, harassing, or discriminatory language of any kind with regard to race, color, religion, sex, gender, intelligence, age, orientation, disability, socioeconomic status or any other legally protected characteristic or activity.
2. Bullying and/or cyberbullying
3. Use of obscene, degrading or profane language (written, verbal, pictures, drawings, audio, video)

4. Displaying pornography, nudity or images of nudity
5. Committing lewd or sexual acts
6. Handling or displaying weapons, including toy or facsimile weapons
7. Illegal posting, distribution, upload or download of copyrighted work of any kind
8. Sharing assignments, questions/answers, or any other action that would violate any expectations or rules relative to academic honesty
9. Posting personally identifiable information in any format other than via private message
10. Indecent dress or disrobing
11. Interference with the instructional audio or video
12. Use or display of illegal drugs, alcohol, tobacco or tobacco products, or vaping devices
13. Violations of the Board's/School's Acceptable Use Policy or Device Contract.

NOTE: If a school has rules in addition to those in this handbook, those rules shall be in writing and a copy shall be provided to the students. The rules shall not conflict with those in this handbook.

IV. FIGHTING POLICY

- a. Beginning in the 2023-2024 school year the City of Baker is instituting a new fighting policy. Students who are fighting on campus will be referred to an Alternative Learning Program (ALP) for 30 days. The student and their parent will be required to attend a conflict resolution class at the parent's expense. Completion of this class is required before the student may return to their campus. If the student returns to school and a second fight occurs, the student will be required to attend the ALC for 60 days and attend another Conflict Resolution Class. A third fight will be for the remainder of the semester.
- b. For fights involving students who are 14 years of age or older, school principals shall call the appropriate law enforcement authorities whenever one or more of the students suffers an injury requiring medical attention.
- c. Appropriate law enforcement authorities include assigned School Youth Resource Officers.
- d. If there are no assigned School Youth Resource Officers available, the local law enforcement authorities will be called at (225) 775-6000.
- e. The law enforcement authorities may investigate the fight and may recommend one of the following actions:
 - (1) Issuing the student, a misdemeanor summons;
 - (2) Releasing the student to a parent or guardian with the agreement that both will appear in juvenile court;
 - (3) Taking the student directly to the Juvenile Detention Facility;
 - (4) Arresting the student; or
 - (5) Counseling the student and releasing the student to the parent or guardian with a warning.
- f. Pushing and shoving are not considered fighting, but once a punch is thrown by a student to injure another person, a "fight" has occurred.
- g. Since pushing and shoving may lead to fighting, which is a violation of school policy, students may be subject to appropriate discipline procedures.
- h. Non-aggressive self-defense allows the student to defend himself against an attack but only to the point where the attacker backs off. No student will be disciplined in any manner under this policy for the use of force upon another person when it can be reasonably concluded that the use of such force—more probably than not—was committed solely for the purpose of preventing a forcible offense against the student or a forcible offense. The force used must be reasonable and apparently necessary to prevent such offense. A student who is the aggressor, or who brings on a difficulty, cannot claim the right to defend him or herself.

i. Counseling will include, at a minimum, anger management and conflict resolution. It will be provided and supervised by the City of Baker School System. Parents or guardians will be advised and encouraged to participate.

j. This Fighting Policy is in effect from the time the student leaves home for school until the time the student returns home from school. It is also in effect during all school-related or school-sponsored activities. It is the student's responsibility to alert a principal, teacher, coach, etc. to any hostile attempt directed to a student. Administrators are then required to take immediate action to prevent further hostile attempts.

V. **Alcohol and drug offenses**

1. **Possession of alcohol** – (including intent to distribute or under the influence of);
2. **Possession of drug paraphernalia**
3. **Possession of Illegal drugs** – (including under the influence of).
4. **Possession of prescription or non-prescription medication** (without a prescription or physician's order on file).
5. **Distribution of medication** (both prescription and non-prescription);
6. **Possession of medication with intent to distribute** (both prescription and non-prescription);
7. **Possession of inhalants (including nitrate-based inhalants)**
8. **Distribution of substances represented as illegal or counterfeit drugs** (including intent to distribute).

VI. **Major drug, firearm and knife violations**

A. If found guilty by a Hearing Officer, the Hearing Officer may not assign a lesser punishment for the following offenses:

- Any student, **sixteen 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, shall be expelled from school for a minimum of a period of twenty-four calendar months unless such student has agreed to participate and participates the full time in a juvenile drug court program operated by a court of this state as required for such student by the appropriate authority. Such students may be placed by the school system in an alternative education program for suspended and expelled students approved by the State Board of Elementary and Secondary Education (La. R.S. 14:416(C)(2)(a)(ii)). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941, et seq.); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities, Section 519B.
- Any student who is **under sixteen years of age and in grades six through twelve** who is 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 twelve calendar months unless such student has agreed to participate and participates full time in a juvenile drug court program operated by a court of this state as required for such student by the appropriate authority. Such student may be placed by the school system in an alternative education program for suspended and expelled students approved by the State Board of Elementary and Secondary Education. (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

(R.S. 17:1941, et seq.); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities, Section 519B.

- Any student in kindergarten through grade five found guilty of, or in possession of or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug or other controlled substances on school property, on a school bus or at a school- sponsored event, following a hearing, shall be referred to the City of Baker School Board through a recommendation for disciplinary action by the superintendent. (La. R.S. 17:416(C) (2)(c)(ii); Under the above circumstances, students with disabilities will be disciplined under 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 519B.
- Any student who is under sixteen years of age and in grades six (6) through twelve (12), 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, shall be expelled from school for a minimum period of twelve calendar months. The student 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, students with disabilities will be disciplined under 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 519B.

- Any student in kindergarten through grade five (5), 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, shall be expelled from school for a minimum period of twelve calendar months. The student 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, students with disabilities will be disciplined under 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 519B.
- Any student arrested for possession of, or intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property shall be referred by the school principal or his designee, within five days after such arrest, for testing or screening by a qualified medical professional for evidence of abuse of alcohol, illegal narcotics, drugs, or other controlled dangerous substances.
- If evidence of abuse is found, the student shall be referred to an alcohol and drug abuse treatment professional chosen by the student’s parent or tutor. If the student is found by the professional to be in need of treatment, and if the student agrees to cooperate in the recommended treatment, as certified in writing by the medical professional, such documentation may be used to initiate reopening the student’s case. The City of Baker School Board shall take into consideration the student’s agreement to receive treatment as a positive factor in the final decision relative to any final disciplinary action.

B. The parent, within five days after the decision is rendered, may request the City of

Baker School Board to review the findings of the Superintendent or his designee at a time set by the school board; otherwise the decision of the superintendent shall be final. If requested, as herein provided, and after reviewing the findings of the Superintendent or his designee, the school board may affirm, modify, or reverse the action previously taken.

C. The Baker Police Department shall be notified when a student is in possession of drugs, intending to distribute drugs or distributing drugs in a drug free zone, or is in possession of a knife, firearm or explosives.

D. Any student found possessing a knife with a blade less than two and one-half inches in length may be suspended by the school principal. In the discretion of the administration, the student, at a minimum, shall be placed in In- School Suspension. (La. R.S. 17:416(B) (1) (b) (ii) (bb)).

E. Any student found carrying or possessing a knife with a blade two and one-half or more inches in length shall be immediately suspended by the school principal. The principal shall immediately recommend that the student be expelled, except when the student is less than eleven years of age and in pre-kindergarten through grade five, in which case the principal may, but is not required to, recommend the student's expulsion. In either case, the student shall be entitled to a Hearing conducted by the superintendent or designee who will determine the facts of the case and make a finding of whether the student is guilty of conduct warranting a recommendation of expulsion. (La. R.S. 17:416(B) (1) (b) (ii) (cc)).

DISCIPLINE PROCEDURES

I. REMOVAL FROM SCHOOL CAN BE ONE OF THREE TYPES

Students may be removed from class under one of three types of discipline:

1. 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. **In school suspensions are for minor offenses. If a student continues their behavior in the BMC they may be required to finish their time in an ALP.**

2. "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. **The student will be required to attend an ALP. Failure to attend will count as an unexcused absence. Any Out-of-School suspension over 10 days must be determined by the Superintendent or his/her designee through a hearing.**

3. Expulsion – the removal of a student from **all** regular school settings for a period of not less than one school semester or longer. **The student will be required to attend an ALP. Failure to attend will count as an unexcused absence. Expulsions are determined by the Superintendent or his/her designee through a hearing.**

II. In-School Suspension Procedures

1. Before a student is suspended, the school principal or designee shall advise that student of the alleged misconduct and the basis for the accusation. The student shall be allowed to present an explanation- due process.
2. The parent or guardian will be notified of the removal and the student will be

removed from class and kept under supervision in the Behavior Modification Center until the end of the school day or until the parent or guardian arrives at the school.

3. Upon removal, the parent or guardian will be provided a written notice of the student's rights, which includes the right to contest the removal within five school days after receipt of written notice of the suspension. The request for a review shall be in writing and directed to the Superintendent.
4. The decision of the Superintendent or designee on an appeal of a short-term suspension shall be final, and there shall be no right to appeal such decision of the Superintendent or his designee to the Board.

III. Out-of-School Suspension Procedures

1. Before a student is suspended, the school principal or designee shall advise that student of the alleged misconduct and the basis for the accusation. The student shall be allowed to present an explanation- due process.
2. Any student recommended for long-term suspension shall be scheduled a hearing. **Until the hearing is scheduled the student will be required to attend an ALP. As long as they are present they will be counted as in attendance. If they do not it will be counted as an unexcused absence.**

IV. HEARINGS: Out-of-School Suspensions

1. The district shall notify the parent or guardian of the suspension hearing date and the action to be taken if the parent is not present. The hearing will take place no later than **five (5)** school days after the incident. HB 411
2. If suspension proceedings are conducted without the presence of a parent, written notification of the actions will be sent by certified mail to the parent or legal guardian no later than **three (3)** school days after the hearing.
3. The parent or guardian may appeal the suspension to the School Board within five (5) days after receiving the notification by certified mail. In so appealing, the parent or guardian shall provide a copy of the principal's or the designee's recommendation for a long-term suspension and the Superintendent's or designee's decision of that recommendation. The School Board will review the appeal and will notify the parent or guardian of its decision. In the absence of a timely appeal, the decision of the Superintendent or a designee shall become final.
4. After the third long-term suspension during the same school year, a student may be recommended for expulsion.
5. Upon the student's return to school, the principal or a designee shall schedule a conference to be attended by appropriate school personnel, the student, and the student's parent or guardian. Follow- up conferences should be planned as needed.

V. RE-ADMISSION AFTER SUSPENSION (MEETINGS BELOW ARE REQUIRED)

1. FIRST SUSPENSION

Before a student is allowed to return to school, the principal or designee the student, and the parents or guardian will have a conference to discuss the student's misbehavior, the reason for the suspension, and ways to avoid repeated misbehavior. At the discretion of the principal, the Superintendent or his/her designee. may attend the meeting.

2. SECOND SUSPENSION

The School Building Level Committee will meet with the principal or designee, counselor, teacher, student, and parent or guardian to discuss the student's misbehavior, the reason for the suspension, and ways to avoid repeated misbehavior.

3. THIRD SUSPENSION

Before a student is allowed to return to school following a third suspension, the student and parent or guardian, the Superintendent or his/her designee., and the School Building Level Committee Chairperson will meet to discuss the student's misbehavior, the reason for the suspension, and ways to avoid repeated misbehavior. The Family in Need of Services intake officer or the student's probation officer (if applicable) will also be invited to the meeting. The conference is scheduled by the principal or designee with the consent of the Superintendent or his/her designee..

If the meeting cannot occur before the student is set to return to school, the student may be readmitted to school under provisional admission until the conference occurs.

VI. REQUIRED RECOMMENDED EXPULSION HEARING

The following conduct requires a principal or designee to immediately suspend the student and to recommend expulsion. Upon conclusion of a hearing before a Disciplinary Hearing Officer and upon finding that a student is guilty of conduct warranting expulsion of any of the offenses described in this Subsection, the Disciplinary Hearing Officer shall determine whether such student shall be expelled from the school or if other corrective or disciplinary action shall be taken. La. R.S. 17:416(C)(1).

1. Battery, assault or making statements threatening physical harm to a school teacher, instructor, administrator, bus driver, staff person or employee of the school system. The student shall be immediately removed from the school premises without the benefit of the out-of-school suspension procedures; however the necessary notifications and other procedures shall be implemented as soon as practicable. The student shall not be readmitted to the school of the assaulted or battered or threatened employee until all hearings and appeals have been exhausted. If found guilty of violating La. R.S. 14:34.3 or 38.2 or both by competent Court or as a result of an expulsion hearing of committing a battery or an assault on any school employee or a threat to harm any school employee, the student shall **NOT** be assigned to attend or attend the school to which the assaulted, battered or threatened employee is assigned, unless the school system has no other school of suitable grade level for the pupil to attend or if the assaulted, battered or threatened employee agrees to allow the student to return to the same school.
2. Communicating false information of planned arson or bomb threats.
3. Inciting or participating in a major disturbance on campus.
4. Possession of alcoholic beverages.
5. Use of any object as a dangerous weapon.
6. Possession or use of an object as a weapon, such as mace, pepper spray, or a box cutter.
7. Possession or use of explosive devices/fireworks, and/or ammunition or look-alike devices, such as replicas of guns similar in appearance to a real gun.
8. Tampering or destroying school records, roll books, or school property.
9. Terrorizing.
10. Engaging in conduct that contains the elements of an offense relating to sniffing glue or spray paint, including possession, use, delivery to a minor, or possession of paraphernalia used with abusable glue or spray paint.
11. Engaging in conduct that contains the elements of an offense relating to use, possession, delivery to a minor, or possession of paraphernalia used with volatile chemicals.
12. Carrying or possession of BB guns, pellet guns, paint ball guns, air rifles or other

dangerous instrumentality.

13. The principal or designee shall immediately suspend a student who is found carrying or possessing a knife the blade of which equals or exceeds two and one-half inches in length. The principal shall immediately recommend the student's expulsion **except**, in the case of a student less than eleven years of age in pre-kindergarten through grade five who is found carrying or possessing a knife which exceeds two and one-half inches in length, the principal or designee may, but shall not be required to recommend the student's expulsion. La. R.S.

17:416(B)(1)(b)(ii)(cc).

14. Two (2) or more on one (1) fight or battery.

15. Sexual battery.

16. "Hacking" or other use of computers to gain unauthorized access to the School System or other data bases, including student, faculty, or district data files, without permission. In addition to any criminal penalties, students may have their computer privileges suspended.

17. Oral sex or any act of sodomy or sexual intercourse.

18. Making a "threat of violence". See La. R.S. 17:409.2(2) and Section Thirty-one

19. Making a "threat of terrorism.". See La. R.S. 17:409.2(3) and Section Thirty-one

20. Possessing or displaying laser pens, pointers or other laser devices.

For recommendations for expulsion, if found guilty by the Disciplinary Hearing Officer, the expulsion, except as otherwise provided in Required Expulsion (below) or by applicable law for students with disabilities, will be a removal from all regular school settings for a period of not less than one complete school semester and placement in an alternative school or setting. The Disciplinary Hearing Officer may determine that a long-term suspension is appropriate instead of an expulsion.

VII. CONVICTION OF A FELONY

1. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, which had it been committed by an adult would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board. The expulsion shall require the vote of two-thirds of the elected members of the school board. Further, the expulsion shall not be for a period of time longer than the student's period of adjudication as determined by the applicable court presiding over the student's criminal matter, and shall run concurrent to the student's period of disposition. If the student was serving an expulsion period when the student was incarcerated for a separate offense and the student completes the period of incarceration with time left in the expulsion period, the superintendent or his designee may require the student to serve the time left in the expulsion period.. See La. R.S. 17:416(D)(1). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.

2. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, whether said act is committed in this state or outside this state, which had it been committed by an adult would have constituted a felony in this state, may be sufficient cause for any public school system superintendent to refuse admission of said student to any school except upon review and approval of a majority of the elected members of the school board when request for admission is made to the board. La. R.S. 17:416(D)(2). Students with disabilities have certain rights under federal and state law which may affect determinations in these situations.

VIII. EXPULSION PROCEDURES

1. In addition to those offenses for which expulsion is warranted, a principal or a designee may initiate proceedings for expulsion when:
 - a. A student has received more than three long-term suspensions in one year;
 - b. When a student incurs a fourth long-term suspension, that student may be recommended for expulsion. **There are certain offenses in LA RS 17:416 that require an automatic expulsion to the next regular semester upon the fourth suspension.**
2. The parent or guardian will be provided a written notice of the specific reasons for the expulsion and a copy of the student's rights, which includes the right to a hearing before the Superintendent or a designee, the right to a review by the School Board, and the right to appeal the expulsion to the 19th Judicial District Court.
3. Pending the hearing, the student shall be placed in an alternative ~~in-school~~ setting.
4. A hearing will be held as soon as possible, but no later than 15 days after the student is removed from school. The parties may agree on an alternative date.
5. Before the hearing, a parent or guardian may view and copy any evidence that the School Board intends to present.
6. At the hearing, the principal or a designee will present the reason(s) for the proposed expulsion. The student's prior performance and attendance may be discussed. The student or a representative may produce witnesses or offer evidence in the student's behalf and may cross-examine any witnesses that are present at the hearing. This does not include the right to cross-examine students or other witnesses who have given statements only and who are not present at the hearing.
7. After the hearing, the Superintendent or designee shall determine whether the student is guilty of the charges and whether the student should be expelled from the school system or if other corrective or disciplinary action is necessary. If a finding and disposition are made at the conclusion of the hearing, the parent or guardian will be told immediately. Regardless, the Superintendent or designee shall mail (by certified mail, return receipt requested) or hand deliver to the parent or guardian, the Child Welfare and Attendance Supervisor, and to the principal a decision of the findings no later than seven (7) school days after the hearing if the parent or guardian was present or no later than three (3) school days after the hearing if the parent or guardian was not present.
8. If the Superintendent or a designee determines that a student should be expelled, the parent or guardian of the expelled student or the student (if the student is 18 years of age or older), may request a review of the expulsion decision by the School Board. The request for review must be requested by the parent or guardian of a minor student, by mail, and must be postmarked within **five (5)** days after receipt of written notification of the expulsion decision. The request for review may also be hand delivered to the School Board Office at 14750 Plank Road, Baker, Louisiana 70714, within **five (5)** days after receipt of written notification of the expulsion decision by the parent of the minor student. Requests for review which are not mailed within this time period shall not be processed unless extenuating circumstances can be demonstrated by the parent or guardian or the student.
9. The School Board will act as an appellate court in reviewing evidence from the expulsion hearing. At least two days before the hearing, the student's representative may provide the Board a written report stating the student's position. Any documents that the representative believes are important should be attached. The student, and a representative from the system, will be given 10 minutes to argue the case. Board Members may ask questions.
The Board will deliberate the case privately unless a request is made for an open

session. Following the deliberation, the Board will meet in an open session to affirm, modify, or reverse the action taken by the Superintendent or designee.

The student's parent or guardian (or the student if of legal standing) will be notified of the Board's decision by certified mail, return receipt requested or by hand delivery. The parent or guardian or the student may, within ten (10) calendar days, appeal a Board decision to the 19th Judicial District Court.

IX. STATUS AND REHABILITATION OF SUSPENDED AND EXPELLED STUDENTS

- a. Any student suspended or expelled is not allowed on School Board property without prior authorization. Also, the student can neither participate in nor attend extracurricular activities;
- b. A student who may be allowed to remain on campus pending a hearing by the Superintendent is considered on probation. However, a student suspended for allegedly committing a battery on any school employee shall not be allowed in school – even on probation – pending hearings and appeals;
- c. A student who commits additional violations while allowed to remain on campus will lose that attendance privilege;
- d. Students who are suspended shall receive an unexcused absence for each day of non-attendance during the suspension;
- e. Any student found guilty at a suspension hearing or expulsion hearing of battery of a school employee may not be assigned to attend the same school as the employee;
- f. The necessity to suspend or expel a student usually indicates that the student requires additional support and remedial services. The principal and professional staff has a responsibility to provide proper counseling and to make every effort to help students remain in school. In doing so, the principal and professional staff may use one of these methods of intervention:
 - g. Behavior Modification Center: the student is removed from the classroom, other students, and school activities and is placed into a supervised learning environment.
 - h. Behavior Clinics - Before School/After School: shall mean activities, assignments, or work held before the normal school day, after the normal school day, or on weekends. Failure or refusal by a student to participate in assigned clinic shall subject the student to immediate suspension. Assignments, activities, or work which may be assigned during clinic include, but are not limited to, counseling, homework assignments, behavior modification program, or other activities aimed at improving the character development of the student.
- i. In-school Suspension: the student is removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and there is no interruption of instructional services. (An alternative setting may be located on or off the school site, provided the student continues to receive instructional services and remains under the supervision of school personnel or their designees.) Students participating in in-school suspension shall receive credit for work performed during in-school suspension.

XXI. UNEXCUSED TARDIES (RS 17:233)

Any student who is a juvenile and who is habitually absent from school or is habitually **tardy** shall be reported by the Superintendent or his/her designee. to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title

VII of the Louisiana Children’s Code relative to families in need of services, there to be dealt with in such manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise.

XXII. OFFENSIVE STUDENT CONDUCT AT THE END OF SCHOOL YEAR

- a. Non-graduating students (K-11): any student who commits offenses during the last 10 days of school that results in a recommendation for suspension or expulsion shall have the recommendation extended into the next school year.
- b. Graduating students: any senior committing a major offense (as outlined in this handbook) after the last regular class period, and whose offense is upheld by the hearing officer upon the principal’s or designee’s recommendation, will be excluded from year-end activities and will not be allowed to participate in graduation exercises. Diplomas may be given to or mailed to the student at the end of the school year.

The School Board mandates that seniors be made aware of this rule prior to the end of school. Each senior is required to acknowledge in writing this regulation. In addition, parents or guardians will be sent a letter to inform them of this policy.

XXIII. ADDITIONAL DISCIPLINARY AUTHORITY SUSPENSION OF DRIVER’S LICENSE (La. R.S. 17:416.1(D))

Any student between the ages of 14 and 18 who is expelled or suspended from school for ten (10) or more consecutive school days or assigned to an alternative educational setting for ten (10) or more consecutive school days for infractions involving the sale or possession of drugs, alcohol, or any other illegal substance, the possession of a firearm or an infraction involving assault, a battery on a member of the school faculty or staff, or found to have engaged in bullying another student may have his or her driver’s license for the operation of a motor vehicle suspended for a period of one year, in accordance with the provisions of La. R.S. 32:431. The term “license” or “driver’s license” shall include a Class “E” learner’s license and intermediate license as provided for in La. R.S. 32:407. The principal of the school that the student attended at the time of the offense shall notify the Department of Public Safety and Corrections of any student expelled or suspended for ten (10) or more consecutive school days for the infractions or offenses stated above after the period for an appeal has expired. The notice shall include a copy of the student’s disciplinary determination and the student’s full name, address, date of birth, social security number, and, if available, driver’s license number and the name, address and telephone number of the student’s parent, guardian, or custodial parent.

Additional Disciplinary Actions-Loss of Driver’s License

In accordance with state Law, the City of Baker School Board reports student attendance to the OMV (Office of Motor Vehicles). Failure to meet attendance requirements or other requirements may result in denial or loss of driving privileges. See handbook II, section D (Attendance Reports for Student Drivers)

XXIV. SPECIAL EDUCATION DISCIPLINE PROCEDURES

All procedural safeguards afforded regular education students must be extended to students with disabilities and their parents. In addition, discipline procedures for students with disabilities must follow *Louisiana’s Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941 et seq.)*; *Title 28, Part XLIII, Bulletin 1706, Subpart 1 – Regulations for Students with Disabilities (Section 530 et seq.)*. With the

exception of acts that would require an immediate recommended expulsion, a special education student will receive no more than a two-day suspension for his/her first suspendable offense, no more than a two-day suspension for his/her second suspendable offense, no more than a two-day suspension for his/her third suspendable offense, and no more than a two-day suspension for his/her fourth suspendable offense along with a recommendation for expulsion. Also, the school will be required to provide some type of intervention after each offense.

When the student must be excluded for more than 10 consecutive school days, or when a pattern of exclusions has occurred totaling more than 10 school days in a school year, the following applies:

The student's Special Education teacher must convene a Discipline Individualized Education Program (IEP) Team meeting. A Discipline IEP Team meeting must be held to determine if the behavior in question is a manifestation of the student's disability via a manifestation determination review (MDR). The IEP Team meeting must be appropriately constituted with, at a minimum, the following individuals: Officially Designated Representative (City of Baker School System) (ODR) – usually the principal or assistant principal; the student's Special Education teacher; at least one of the student's Regular Education teachers; one or both parents of the student; the student (if appropriate); and an individual who can interpret the instructional implications of the student's evaluation results. This last individual may also be the Special Education teacher, Regular Education teacher, or ODR. Other individuals who have knowledge or special expertise regarding the student (e.g., related service personnel) may be included at the school system's or parent's discretion.

Note: If the parent does not attend the scheduled IEP Team meeting to participate in the MDR, the school will reschedule the meeting within three (3) school days. If the parent chooses not to attend or participate by phone in the rescheduled IEP Team meeting, the school personnel shall meet without the parent. Parents must be provided prior written notice of all IEP Team meetings.

If the IEP Team determines that the behavior which is the subject of the MDR is a manifestation of the student's disability, the student will not be suspended nor expelled. If the behavior is not a manifestation of the student's disability, the student may be subject to the disciplinary consequences of a student without disabilities; however, the student shall continue to be provided access to the general curriculum, receive a free appropriate public education (FAPE), and receive behavioral assessment and services designed to address the discipline policy violation.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting (IAES) for not more than 45 school days without regard for MDR determination, if the student: (1) carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the City of Baker School System; (2) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the City of Baker School System; OR (3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the City of Baker School System. "Serious bodily injury", "controlled substance", and "weapon" shall have the same meaning and the definitions provided under federal law. The student's IEP Team determines the IAES setting where services will be provided.

An Administrative Law Judge (ALJ) appointed by the Louisiana Division of Administrative Law (DAL) may order a change in placement of a student with a disability to an appropriate IAES for not more than 45 school days if the ALJ finds that maintaining the current placement of the student is substantially likely to result in injury to the student or others. The ALJ shall conduct an expedited due process hearing where the ALJ receives evidence from the City of Baker School System and the parent, conducts the hearing within 20 school days of the due process hearing request and renders a decision within 10 school days after the hearing.

EMERGENCY REMOVAL is used only when the student exhibits behavior which is deemed by school officials to pose a substantial danger to himself/herself or others. In no case can this removal last longer than nine (9) consecutive school days. During this removal period, school officials may initiate an IEP team meeting. School officials may also request an expedited due process hearing or seek an injunction from the courts, if the school officials believe that maintaining the student in the current placement would be substantially likely to result in injury to the student or others. Emergency removals count toward the change in placement procedural requirements and may trigger the need for a MDR and provision of FAPE if the removals accumulate to more than 10 school days in the school year.

XXV. EXCEPTIONAL STUDENT SERVICES GLOSSARY

1. Exceptional Student: A student is considered exceptional if he/she has been identified as having an exceptionality under Louisiana’s Bulletin 1508–Pupil Appraisal Handbook (Title 28, Part CI). Exceptionalities include disabilities and Gifted and Talented; however, disciplinary protections under this policy do not apply to students identified only as Gifted and/or Talented. Any student about whom the school system has a basis of knowledge, that the student is a student with a disability before the behavior that precipitated the disciplinary action occurred, may assert the discipline protections under IDEA and Bulletin 1706, Subpart 1.

2. Change in Placement because of Disciplinary Removals:

For a student with a disability, a “change in placement” occurs if:

- a. the removal is for more than ten (10) consecutive school days; OR
- b. the student has been subjected to a series of removals that constitute a pattern because:
 - i. the series of removals total more than ten (10) school days in a school year;
 - ii. the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals; and
 - iii. because of factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

XXVI. EXCEPTIONAL STUDENT SECLUSION AND RESTRAINT POLICY (La. R.S. 17:416.21)

The City of Baker School Board recognizes that, in order for students to receive a free appropriate public education, a safe learning environment needs to be provided. In doing so, the School Board also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing

with students with exceptionalities who pose an imminent risk of harm to self or others. These provisions do not apply to a student who has been deemed to be Gifted or Talented unless the student has also been identified as having a disability.

The School Board fully supports the use of positive behavior interventions and supports when addressing student behavior. The School Board reserves its right, however, to use physical restraint and/or seclusion consistent with state law to address the behavior of a student with a disability when school personnel reasonably believe the behavior poses an imminent risk of harm to the student or others. The School Board shall not preclude the use of physical restraint and/or seclusion performed consistent with the requirements of a student's Individualized Education Program (IEP) or behavior intervention/management plan. For the purposes of this policy:

1. Imminent risk of harm shall mean in immediate and impending threat of a person causing substantial physical injury to self or others.
2. Seclusion shall mean a procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others.
3. Seclusion room means a room or other confined area used as on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.
4. Mechanical restraint means application of any device or object used to limit a person's movement. Mechanical restraint does not include:
 - a. a protective or stabilizing device used in accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriate licensed healthcare provider; and
 - b. any device used by a duly licensed law enforcement officer in the execution of his/her official duties;
5. Physical restraint means bodily force used to limit a person's movement. Physical restraint does not include:
 - a. consensual, solicited or unintentional contact;
 - b. momentary blocking of a student's action if the student's if the student's action is likely to result in harm to the student or any other person (Act 522 of the Regular Session 2016);
 - c. holding of a student by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted;
 - d. minimal physical contact for the purpose of safely escorting a student from one area to another; or
 - e. minimal physical contact for the purpose of assisting the student in completing a task or response.
6. Positive behavior interventions and support means is a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve the school climate and culture.
7. School employee means the teacher, paraprofessional, administrator, support staff member or provider related services.

The parent or legal guardian of a student who has been placed in seclusion or

physical restraint shall be notified as soon as possible. The student's parents or legal guardian shall also be notified, in writing, within twenty-four (24) hours of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint and the names and titles of any school employee involved. The Supervisor of Special Education shall be notified any time a special education student is placed in seclusion or physical restraint.

A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident. Such report shall be submitted to the school principal no later than the school day immediately following the day of which the student was placed in seclusion or physically restrained, and a copy shall be provided to the student's parent or legal guardian. All instances where seclusion or physical restraint was used to address an exceptional students' behavior shall be reported to the Supervisor of Special Education, who will submit the report to the Louisiana Department of Education.

The Superintendent or his/her designee shall be responsible for conducting or obtaining an appropriate training program for school personnel designed to address the use of seclusion or restraint technique with students with disabilities. In addition, positive behavioral intervention strategies, crisis intervention and de-escalation, as well as other procedures may also be included in any training.

Following any situation resulting in the use of seclusion or restraint of a student, a Functional Behavioral Assessment (FBA) should be considered. If a student subject to the use of seclusion or physical restraint is involved in five (5) such incidents in the school year, the student's Individualized Education Program (IEP) Team shall review and revise the student's Behavior Intervention Plan (BIP) to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging

behavior continues or escalates requiring repeated use of seclusion or physical restraint practices, the Special Education Supervisor or designee shall review the student's plans at least once every three weeks. The School Board shall provide seclusion and restraint procedures to the Louisiana Department of Education, all school employees and every parent of a student with an exceptionality and shall post such procedures at each school and on each school's website. (Act 522 of Regular Session 2016).

XXVII. CORPORAL PUNISHMENT PROHIBITED

Corporal punishment in any form is prohibited in the City of Baker School System. The School Board does not authorize or condone the use of corporal punishment by any administrator, teacher or other employee as a means of maintaining order, discipline, or for any reason of the students in the schools. Corporal punishment is defined in the glossary. Corporal punishment does not include the use of reasonable and necessary physical restraint of a student to protect the student, or others, from bodily harm or obtain possession of a weapon or other dangerous object from a student. See La. R. S. 17:416.1B (1) (b). While corporal punishment is generally associated with spanking or paddling, the use of other means such as a hand, fist, stick or another instrument is prohibited.

XXVIII. THE REHABILITATION ACT OF 1973 OR "SECTION 504"

The City of Baker School System prohibits discrimination based on disability in its programs, services and activities and makes reasonable efforts to identify and locate students with disabilities residing within its jurisdiction. Qualified students with disabilities under Section 504 are provided equal access to the School System's programs and services and the opportunity to receive a free appropriate public education as may be necessary to meet individual student needs. As with students with disabilities under the Individuals with Disabilities Education Act (IDEA), students eligible under Section 504 may not be suspended or expelled for more than ten (10) school days in a school year for misconduct that is a manifestation of the student's disability. With the exception of acts that would require an immediate recommended expulsion, a 504 student will receive no more than a two-day suspension for his/her first suspendable offense, no more than a two-day suspension for his/her second suspendable offense, no more than a two-day suspension for his/her third suspendable offense, and no more than a two-day suspension for his/her fourth suspendable offense along with a recommendation for expulsion. Also, the school will be required to provide some type of intervention after each offense.

If the school system is considering a change in placement for a Section 504-eligible student, the School District must convene a group of knowledgeable people who meet the Section 504 requirements to conduct a re-evaluation and manifestation determination to decide whether the misconduct at issue is a manifestation of the student's disability. The School Building Level Committee (SBLC) is established to satisfy these requirements. If the student's misconduct is determined to be a manifestation of his/her disability, the SBLC shall meet to consider a functional behavioral assessment and interventions to address the behavior.

If the student's misconduct is determined not to be a manifestation of his/her disability, the student may be disciplined like a student without a disability, except that the student must continue to have access to the general curriculum and other services identified in the student's Section 504 Plan and must receive behavioral intervention services and modifications to address the behavior. Additional information may be obtained from the guidance counselor at each school, or the City of Baker School System Section 504 Coordinator.

XXIX. FEES, FINES AND CHARGES

The School Board may require parents and/or legal guardians to compensate the school district for lost, destroyed, or unnecessarily damaged books, materials, and for any books which are not returned to the proper schools at the end of each school year or upon withdrawal of their dependent child. Under no circumstances may a student of school age be held financially responsible for fees associated with textbook replacement.

The School Board shall post information regarding students' fees on the School Board's website and the website of each school. School fees, fines, and waiver applications are available on the School Board website at www.bakerschools.org.

The School Board may reduce or waive certain fees for economically disadvantaged students and students whose families are experiencing economic hardship or financially unable to pay. All requests for economic hardship waivers of student fees and any and all supporting documents used in considering the validity of such a request for waiver shall be confidential.

XXX. USE OF UNMANNED AIRCRAFT

The use of unmanned aircraft (drones) on or over the property of the City of Baker School Board, or any school, is strictly prohibited unless authorized in writing by the superintendent.

XXXI. STUDENT ACCEPTABLE TECHNOLOGY USE POLICY REVISED MAY 21, 2014 PROGRAM DEVELOPMENT

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will continue to review and evaluate technology resources for compliance with Board guidelines listed in Board Policy IFA governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum. Infractions will be dealt with according to the guidelines listed in Board Policy JD governing discipline. All students will be informed by staff of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group.

Students who use the Baker School System's Internet facilities will receive age appropriate training provided by the technology coordinator or designated representatives, i. E. Teachers and administrators. The training provided will be designed to promote the Baker School System's commitment to:

- i. The standards and acceptable use of Internet services as set forth in the Baker School Board's Internet Safety Policy;
- ii. Student safety with regard to:
 1. Safety on the internet;
 2. Appropriate behavior while online, on social networking websites and in chat rooms; and
 3. Cyberbullying awareness and response
- iii. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA"). Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

As much as possible, access to district information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Filtering software is in use to block access to materials that are inappropriate, offensive, obscene, or contain Pornography. However, no filtering system is capable of blocking 100% of the inappropriate material available on the Internet.

Network Usage

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research, complete assignments, and

communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will be always be private.

During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

The following are not permitted:

1. Risking personal safety and privacy such as:
 - Sending or displaying offensive messages or pictures;
 - Giving personal information when using the system, such as complete name, address, phone number and identifiable photo without permission from teacher and parent or guardian.
2. Inappropriate Language such as:
 - Using obscene, lewd, vulgar, inflammatory, or offensive language;
 - Harassing, insulting or attacking others.
3. Illegal Activities such as:
 - Using others' passwords or trying to gain unauthorized access to any computer system;
 - Trespassing in others' folders, work or files;
 - Damaging computers, computer systems or computer networks;
 - Hacking, vandalism and unauthorized access;
 - Intentionally attempting to disrupt or intentionally disrupting the computer; system or destroying data by spreading computer viruses or by any other means;
 - Using the network for commercial purposes, financial gain, illegal acts, such as drug sales, engaging in criminal gang activity, threatening the safety of a person, or fraud.
4. Violating Security
 - Giving others your password or access to your account;
 - Looking for security problems may be considered as an illegal attempt to gain access;
 - Intentionally wasting network resources.
5. Violating Copyright Laws
 - Unauthorized downloading and installation of software;
 - Taking the ideas or writings of others and present them as their own.

Students using proxy services to bypass / circumvent internet filtering are in violation of the intent of the acceptable use policy and will be dealt with as such by the principal. This violation will result in immediate loss of access.

Sanctions

- a) Violations may result in a loss of access. The range of sanctions is identified in the Discipline Policy;
- b) Additional disciplinary action may be determined at the building level in line

with existing practice regarding inappropriate language or behavior

c) When applicable, law enforcement agencies may be involved and may result in prosecution and/ or restitution for damages.

CELL PHONES, BEEPERS, AND OTHER ELECTRONIC DEVICES

Cell phones have been a disruption to the learning environment at CoBSS. Beginning in the 2023-2024 **No student cell phones will be allowed on campus.** Cell phones will be kept in the front office and returned to students at the end of the day. Cell phones will be confiscated by administration if they are in a student's possession on campus and returned to the parent of the student. Students may use the phone in the school office to contact parents and parents can leave a message for their student with the front office.

The parent or legal guardian must come to school to retrieve the electronic device of occurrence.

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

HARASSMENT OF A SCHOOL OR RECREATION ATHLETIC CONTEST OFFICIAL

A. No person shall engage in the harassment of a school athletic or recreation athletic contest official that occurs under either or the following circumstances:

(1) While the school athletic or recreation athletic contest official is actively engaged in conducting, supervising, refereeing, or officiating of a school-sanctioned interscholastic athletic contest or a sanctioned recreation athletic contest.

(2) In the immediate vicinity of a school-sanctioned interscholastic athletic contest or a sanctioned recreation athletic contest and is based on the official's performance in the conducting, supervising, refereeing, or officiating of a school-sanctioned interscholastic athletic contest or a sanctioned recreation athletic contest

B. For purposes of this Section:

(1) "Recreation athletic contest official" means any referee, umpire, coach, instructor, administrator, staff person, or recreation employee of any public or quasi-public recreation program.

(2) "School athletic contest official" means any referee, umpire, coach, instructor, administrator, staff person, or school or school board employee of any public or private elementary and secondary school.

C. Enter or Remain on Site

No person shall without authority go into or upon or remain in or upon, or attempt to go into or upon or remain in or upon, any immovable property or other site or location that belongs to another and that is used for any school athletic contest or recreation athletic contest, including any area in the immediate vicinity of the site or location of the athletic contest, after having been forbidden to do so, either orally, or in writing, by any owner, lessee, or custodian of the property or by any other authorized person.

Note: in addition to being a violation of school rules or policy, persons found in violation may be subject to criminal penalties established in R.S. 14:38.4 and R.S. 14:63.5

THREATS OF TERRORISM OR VIOLENCE

(1)The term “threat of violence” means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any intent to kill, maim. Or cause great bodily harm to a student, teacher, principal, or school employee on school property or at any school function.

(2)The term “threat of terrorism: means communication, whether oral, visual or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, teacher, principal, or school employee to be in sustain fear for his safety, cause the evacuation of a building, or cause other serious disruption to the operation of a school.

(3)The term “threat is credible and imminent” means that the available facts, when viewed in light of surrounding circumstances, would cause a reasonable person to believe that the person communicating the threat actually intends to carry out the threat in the near future or has the apparent ability to carry out the threat in the near future.

Mandatory Reporting

A. Any administrator, teacher, counselor, bus operator, or other school employee, whether full-time or part- time, who learns of a threat of violence or threat of terrorism, whether through oral communication, written communication or electronic communication, shall:

(1) Immediately report the threat to a local law enforcement agency if the threat is credible and imminent.

(2) Immediately report the threat to school administrators for further investigation, in compliance with the policy adopted pursuant to R.S. 17:409.4, if the threat does not meet the standard provided for in Paragraph (1) of this Subsection.

Threat Assessment

The school shall go through the policy of evaluating and investigating potential threats of violence or threats of terrorism that have been reported. Such investigation and assessment shall be conducted in accordance with school policy and State law.

Restrictions and Examination

If a law enforcement agency, based on its investigation as required by R.S. 17:409.4(b) (1) determines that a student’s threat is credible and imminent, it shall report it to the district attorney, who may file a petition no later than seven days after receiving such report with the appropriate judicial district court for medical, psychological and psychiatric examination as outlined in this Subsection. Where the district attorney, in his discretion, decides not to file the petition or doesn’t not file such petition during the requisite period, the student is who the subject of a complaint is and investigation shall be permitted to return to school. The school administration shall permit a student who is the subject of a complaint

and investigation to return to school if at any point prior to a hearing the threat is determined not to be credible after an investigation by the school administration, a law enforcement agency, or the district attorney or by order of the court after a hearing.

BULLYING AND HAZING

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

All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy.

Bullying shall mean:

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. Where the pattern of behavior as enumerated above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.
3. The pattern of behavior as provided above must 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 must 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.

Hazing shall mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school-sanctioned athletic program practice or event or military training program. Hazing shall include any of the acts listed in La. R.S. 14:40.8 CRIMINAL HAZING. Any act which may constitute criminal hazing shall be reported to the appropriate authority by school officials.

Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing shall be prohibited. The consent stated or implied, of the hazing victim shall not be a defense in determining disciplinary action.

NOTICE TO STUDENTS AND PARENTS

The School Board shall inform each student, orally and in writing, at the required orientation conducted at the beginning of each school year, of the prohibition against bullying, hazing, or similar behavior of a student by another student; the nature and consequences of such actions; including the potential criminal consequences and loss of driver's license, and the proper process and procedure for reporting any incidents involving such prohibited actions. A copy of the written notice shall also be delivered to each student's parent or legal guardian.

REPORTING

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

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

Students and Parents

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

School Personnel

Any school employee, whether full- or part-time, and any parent/volunteer chaperoning or

supervising a school function or activity, who witnesses or learns of bullying, hazing, or similar behavior from a student or parent, shall report the incident to the principal or his/her designee. Verbal reports shall be submitted by the employee or parent/volunteer on the same day as the employee or parent/volunteer witnessed or otherwise learned of the incident, and a written report shall be filed no later than two (2) days thereafter.

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

False Reports

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

INVESTIGATION PROCEDURE

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

1. Timing

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

2. Scope of Investigation

An investigation shall include documented interviews of the reporter, the alleged victim, the alleged bully or offender, and any witnesses, and shall include obtaining copies or photographs of any audio-visual evidence. Interviews must be conducted privately, separately, and confidentially. At no time shall the alleged offender and alleged victim be interviewed together.

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

3. Parental Notification

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

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

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

A. Separate meetings shall be held with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender.

B. Parents or legal guardians of the alleged victim and of the alleged offender shall be informed of the potential consequences, penalties, and counseling options.

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

4. Documentation

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

A. Prepare a written report containing the findings of the investigation, including input from students' parents or legal guardians, and the decision by the principal or his/her designee or school system official. The document shall be placed in the school records of both students.

B. Promptly notify the reporter/complainant of the findings of the investigation and whether remedial action has been taken, if such release of information does not violate the law.

C. Keep reports/complaints and investigative reports confidential, except where disclosure is required to be made by applicable federal laws, rules, or regulations or by state law.

D. Maintain reports/complaints and investigative reports for three (3) years.

E. As applicable, provide a copy of any reports and investigative documents to the School Board for disciplinary measures, or to the Louisiana Department of Education, as necessary.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the alleged victim, students, teachers, administrators or other school personnel pending completion of the investigation.

APPEAL

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

report is received by the School Board.

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

DISCIPLINARY ACTION

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

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

PARENTAL RELIEF

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

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

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

If no seat or other placement is made available within thirty (30) calendar days of the receipt of the request by the Superintendent, the parent or legal guardian may request a hearing with the School Board, which shall be public or private at the option of the parent or legal guardian. The Board shall grant the hearing at the next scheduled meeting or within sixty (60) calendar days, whichever is sooner. At the end of any school year, the parent or legal guardian may make a request to the School Board to transfer the student back to the original school. The School Board shall make a seat available at the original school that the student attended. No other schools shall qualify for transfer under this provision.

TRAINING

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

RETALIATION

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

CHILD ABUSE

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

Preventing dating violence

Dating violence can happen to any teen regardless of gender, race, socio-economic status, or whether or not they have experience with dating. According to the Center for Disease Control and Prevention, 1 in 4 adolescents experiences verbal, physical, emotional, or sexual abuse from a dating partner each year.

What is Dating Violence?

Dating violence includes any behavior that is used to manipulate, gain control, gain power, cause fear, or make a dating partner feel bad about himself or herself.

Consequences of Dating Violence

Young people who experience abuse are more likely to be in fights or bring weapons to school, have higher rate of drug and alcohol abuse, and engage in high-risk sexual behaviors.

How to Help Teens Dealing with Dating Violence

Teens who are in an abusive relationship may have a difficult time getting help.

- **Educators:** Dating violence has a particularly damaging effect on schools, students and the learning environment.
- **Advocates & community service providers:** You can play an important role in educating teens about dating violence.
- **Parents:** If you suspect dating violence, your son or daughter needs your support.
- Helpful Resources:
 - IRIS – Domestic Violence Center, www.stopdv.org or (225) 389-3001
 - Crisis Intervention Center <https://cicla.org> or (225) 924-3900
 - Louisiana Rape Crisis Centers, <http://www.ibiblio.org/rcip/la.html> or (800) 656-4673

Reporting procedures

Any student who believes he or she has been the victim of bullying, cyberbullying, intimidation, threatening behavior, harassment or hazing by a student, teacher, administrator or other school personnel, or by any other person who is participating in, observing or otherwise engaged in activities including sporting events and other extracurricular activities, under the auspices of the school district or a school within the school system, is encouraged to immediately report the alleged acts to any appropriate school district official.

Any teacher, administrator, or other school personnel who has or receives notice that a student has or may have been the victim of bullying, cyberbullying, intimidation, threatening behavior, harassment, or hazing at school or any school activity shall be required to immediately report the alleged acts to an appropriate school district official, utilizing the Louisiana Department of Education's behavior incidence checklist to document the details of each reported incident of harassment, intimidation, and bullying, including cyberbullying.

Any student, School Board employee, or school volunteer who in good faith reports an incident of harassment, intimidation, bullying or cyberbullying to the school administrator in accordance with appropriate procedures shall be immune from a right of action for damages arising from any failure to remedy the reported incident.

At the school building level

The principal shall be the person responsible at the school level for receiving written reports of bullying, cyberbullying, intimidation, threatening behavior, harassment, or hazing of a student. Any other school administrator, teacher, or other school personnel who receives a report of bullying, cyberbullying, intimidation, threatening behavior, harassment or hazing of a student shall immediately inform the principal, who shall notify the Superintendent or his/her designee.

Other sites

Building administrators designated by the Superintendent at each administrative, support, or maintenance site shall be responsible for receiving written reports of bullying, cyberbullying, intimidation, threatening behavior, harassment, or hazing of a student. Upon receipt of a report, the building administrator shall immediately notify the Superintendent or his/her designee.

Investigation of complaints and reports

The Superintendent or his/her designee shall immediately investigate or authorize the investigation of all reports and complaints involving alleged bullying, cyberbullying, intimidation, threatening behavior, harassment or hazing of students. Investigations may consist of personal interviews with the complainants or the individual, who is alleged to have been bullied, cyberbullied, intimidated, threatened, harassed or hazed, the individual or individuals against whom the complaint is made, witnesses, and any other persons who may have knowledge of the alleged incident or incidents or circumstances leading to or giving rise to the complaint. Other methods of investigation also may be used and pertinent documents may be examined by the investigator.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators or other school personnel pending completion of the investigation.

Investigations shall be completed as soon as practicable. A written report shall be prepared upon the completion of the investigation. If the complaint involves the Superintendent, the report shall be made and filed directly with the School Board. The written report shall

include determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

DISCIPLINARY ACTION

The school district shall take appropriate action in response to a report following an investigation of any alleged bullying, cyberbullying, intimidation, threatening behavior, harassment, or hazing of a student. When the report determines that the alleged act or conduct appears to be in violation of this policy, disciplinary action shall be taken as outlined in the Student Discipline Policy. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil being disciplined for alleged misconduct to notify them of the disciplinary action.

Whenever the act or conduct determined to be a violation of this policy may also constitute a violation of state or federal criminal statute, the appropriate law enforcement officer shall be promptly notified.

Disciplinary Action for Violation of the Policy

The school principal shall recommend the expulsion of any student who:

- Engages in hazing or bullying;
- Solicits, encourages, directs, aids or attempts to aid another student engaging in hazing or bullying;
- Intentionally or knowingly permits hazing or bullying to occur;
- Has firsthand knowledge of the planning of a specific hazing incident involving a student or has firsthand knowledge that a specific hazing or bullying incident has occurred, and knowingly fails.

Appeal

The parent of a student disciplined for violation of this policy may appeal to the Superintendent or his/her designee no later than five (5) days after being notified of the disciplinary action. The Superintendent or his/her designee shall review all documentation regarding the incident, and if determined to be necessary by the Superintendent or designee, conduct a hearing on the matter. The results of the review or hearing shall be sent to the parents or legal guardian within three (3) school days. The decision of the Superintendent shall be final, except for a student expulsion, which may be appealed to the School Board in accordance with statutory provisions.

NOTIFICATION

The School Board shall inform each student in writing within ten (10) days after enrolling in school of the prohibition against harassment, intimidation, and bullying, including cyberbullying, of a student by another student; the nature and consequences of such actions; and the proper process and procedure for reporting any incidents involving such prohibited actions.

COMMUNICATIONS WITH LANGUAGE-MINORITY

STUDENTS AND PARENTS

All schools with language minority students are obligated to provide written or verbal communications to these students and their parents or guardians in a language they can best understand. This handbook may be translated or interpreted to meet the Office of Civil rights (OCR) standards and the Equal Educational Opportunity Act (EEOA) Guidelines of 1974.

ADMINISTRATION OF MEDICATION

It is the policy of the City of Baker School Board that the administration of medication to students at school shall meet the following conditions and limitations. As used in this policy, the term *medication* shall include all prescription and non-prescription drugs.

1. WRITTEN ORDERS, APPROPRIATE CONTAINERS, LABELS, AND INFORMATION

A. Medication shall not be administered to any student without a completed *Medication Order* from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state, or any other authorized prescriber authorized in the state of Louisiana to prescribe medication or devices, **and** a letter of request and authorization from the student's parent or guardian. The following information shall be included:

- 1) the student's name
- 2) the name and signature of the physician/dentist/other authorized prescriber
- 3) physician's/dentist's/other authorized prescriber's business address, office phone number, and emergency phone numbers
- 4) student's diagnosis
- 5) name, amount of each school dose, time of school administration, route of medication, and reason for use 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 the parent/legal guardian 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, 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's/dentist's/other authorized prescriber's name

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

- 1) drug name
- 2) dosage form
- 3) strength

- 4) quantity
- 5) name of manufacturer and/or distributor
- 6) manufacturer's lot or batch number

2. ADMINISTRATION OF MEDICATION: GENERAL PROVISIONS

A. Once trained, the school employee who administers medication may not decline to perform such service at the time indicated, unless exempted in writing by the MD or RN.

B. During the period when the medication is administered the person administering medication must be relieved of all other duties. This requirement does not include the observation period required in 2.-F below.

C. Except in the case of a trained unlicensed diabetes care assistant administering diabetes medications (if applicable) or in life-threatening situations, trained unlicensed school personnel may not administer injectable medications.

D. All medications must be stored in a secured locked area or locked drawer with limited access except by authorized trained school personnel.

E. Only oral, inhalant, topical ointment for diaper rash, and emergency medications may be administered at school by unlicensed, but trained, school personnel. Under special circumstances, other medications not mentioned above may be administered as necessary, as approved by the school nurse.

F. Each student must be observed by a school employee for a period of 45 minutes following the administration of medication. This observation may occur during instruction time.

G. School medication orders shall be limited to medication which cannot be administered before or after school hours.

3. PRINCIPAL

The principal shall designate at least two (2) employees to receive training and administer medications in each school.

4. TEACHER

The classroom teacher who is not otherwise previously contractually required shall not be assigned to administer medications to students. A teacher may request in writing to volunteer to administer medications to his/her own students. The administration of medications shall not be a condition of employment of teachers employed subsequent to July 1, 1994. A regular education teacher who is assigned an exceptional child shall not be required to administer medications.

5. SCHOOL NURSE

A. The school nurse, in collaboration with the principal, shall supervise the implementation of the school policies for the administration of medications in schools to ensure the safety, health and welfare of the students.

B. The school nurse shall be responsible for the training of non-medical personnel who have been designated by each principal to administer medications in each school. The training must be at least six (6) hours and include but not be limited to the following provisions:

- 1) Proper procedures for administration of medications including controlled substances
- 2) Storage and disposal of medications
- 3) Appropriate and correct record keeping
- 4) Appropriate actions when unusual circumstances or medication reactions occur
- 5) Appropriate use of resources

6. PARENT/LEGAL GUARDIAN

A. The parent/legal guardian who wishes medication administered to his/her child shall provide the following:

- 1) A letter of request and authorization that contains the following information:
 - a. the student's name;
 - b. clear instructions for school administration;
 - c. RX number, if any;
 - d. current date;
 - e. student's diagnosis;
 - f. name, amount of each school dose, time of school administration, route of medication, and reason for use of medication;
 - g. physician's/dentist's/another authorized prescriber's name;
 - h. the parent's/legal guardian's printed name and signature;
 - i. parent's/legal guardian's emergency phone number;
 - j. statement granting or withholding release of medical information;
- 2) A written order for each medication to be given at school, including annual renewals at the beginning of the school year. The new orders dated before July of that school year shall not be accepted. No corrections shall be accepted on the physician's *Medication Order* form. Alteration of this form in any way or falsification of the signature is grounds for prosecution. Orders for multiple medications on the same form, an incomplete form, or a form with a physician's/dentist's/other authorized prescriber's stamp shall not be accepted. Faxed orders may be accepted; original orders must be received within five (5) business days.
- 3) A prescription for all medications to be administered at school, including medications that might ordinarily be available over-the-counter. **Only** the physician/dentist/other authorized prescriber or his/her staff may write on the *Medication Order* form. This form must be signed by the physician/dentist/other authorized prescriber.
- 4) A list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/legal guardian or student.

- 5) A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent/legal guardian and licensed physician/dentist/other authorized prescriber.
- 6) Arrangements for the safe delivery of the medication to and from school in the properly labeled container as dispensed by the pharmacist; the medication must be delivered by a responsible adult. The parent/ legal guardian will need to get two (2) containers for each prescription from the pharmacist in order that the parent/legal guardian, as well as the school, will have a properly labeled container. If the medication is not properly labeled and does not match the physician's order exactly, it will not be given.
- 7) All aerosol medications shall be delivered to the school in pre-measured dosage.
- 8) Provide no more than a thirty-five (35) school day supply of medication in a properly labeled container to be kept at school.
- 9) The initial dose of a medication shall be administered by the student's parent/legal guardian outside the school jurisdiction with sufficient time for observation for adverse reactions.
- 10) The parent/legal guardian shall work with those personnel designated to administer medication as follows:
 - 11) Cooperate in counting the medication with the designated school personnel who receives it and sign the *Drug Receipt* form.
 - 12) Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions for liquids or foods to be given with the medication.
 - 13) Assist in the development of the emergency plan for each student.
 - 14) Comply with written and verbal communication regarding school policies.
 - 15) Grant permission for school nurse/physician/ dentist/another authorized prescriber consultation.
 - 16) Remove or give permission to destroy unused, contaminated, discontinued, or out-of- date medications according to the school guidelines.

7. STUDENT SELF-MEDICATION

Only those medical conditions which require immediate access to medications to prevent a life threatening or potentially debilitating situation shall be considered for self-administration of medication. Compliance with the school policy for a drug-free zone shall also be met if possible.

Asthma or the Use of Auto-Injectable Epinephrine

Self-administration of medications by a student with asthma or the use of auto-injectable epinephrine by a student at risk of anaphylaxis shall be permitted by the School Board, provided the student's parent or other legal guardian provides the school in which the student is enrolled with the following documentation:

- A. Written authorization for the student to carry and self-administer such prescribed medications.
- B. Written certification from a licensed medical physician or other authorized prescriber that the student:
 - 1) has asthma or is at risk of having anaphylaxis
 - 2) has received instruction in the proper method of self-administration of the student's prescribed medications to treat asthma or anaphylaxis
- C. A written treatment plan from the student's licensed physician or authorized prescriber for managing asthma or anaphylactic episodes. The treatment plan shall be signed by the student, the student's parent or other legal guardian, and the student's physician or other authorized prescriber. The treatment plan shall contain the following information:
 - 1) The name, purpose, and prescribed dosage of the medications to be self-administered.
 - 2) The time or times the medications are to be regularly administered and under what additional special circumstances the medications are to be administered.
 - 3) The length of time for which the medications are prescribed.
- D. Any other documentation required by the School Board.

The required documentation shall be maintained in the office of the school nurse or other designated school official.

The School Board shall inform the parent or other legal guardian of the student in writing that the school and its employees shall incur no liability as a result of any injury sustained by the student from the self-administration of medications used to treat asthma or anaphylaxis. The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against

any claims that may arise relating to the self-administration of medications used to treat asthma or anaphylaxis.

A student who has been granted permission to self-administer medication by the School Board shall be allowed to carry and store with the school nurse or other designated school official an inhaler or auto-injectable epinephrine, or both, at all times.

Permission for the self-administration of asthma medications or use of auto-injectable epinephrine by a student shall be effective only for the school year in

which permission is granted. Permission for self- administration of asthma medications or the use of auto- injectable epinephrine by a student shall be granted by the School Board each subsequent school year, provided all of the requirements of this part of the policy are fulfilled.

Upon obtaining permission to self-administer asthma medication or to use auto-injectable epinephrine, a student shall be permitted to possess and self-administer such prescribed medication at any time while on school property or while attending a school sponsored activity. A student who uses any medication permitted by this policy in a manner other than as prescribed shall be subject to disciplinary action; however, such disciplinary action shall not limit or restrict such student's immediate access to such prescribed medication.

Auto-injectable epinephrine means a medical device for the immediate self-administration of epinephrine by a person at risk for anaphylaxis.

Inhaler means a medical device that delivers a metered dose of medication to alleviate the symptoms of asthma.

Other Permitted Medications

Self-administration of other medications by a student may be permitted by the School Board, provided that:

- A. *Medication Order* from the physician or authorized prescriber and from the student's parent or guardian shall be on file and communication with the prescriber has been established.
- B. The school nurse has evaluated the situation and deemed it to be safe and appropriate, and has developed a medical administration plan for general supervision. The administration plan may include observation of the procedure, student health counseling and health instruction regarding the principles of self- care.
- C. The principal and appropriate staff are informed that the student is self-administering the prescribed medication.
- D. The medication is handled in a safe, appropriate manner.
- E. The school principal and the school employed registered nurse determine a safe place for storing the medication.

The medication must be accessible if the student's health needs require it; this information is included in the medication administration plan.

- F. Some medication should have a backup supply readily available. The student records the medication administration and reports unusual circumstances (as a general rule the student must record all dates and times he/she is self-medicating during school hours. The medication log shall be kept in the main

office where the student shall record this information unless otherwise noted on the student's *Individual Administration Plan*).

- G. The school employed registered nurse, and/or the designated employee monitors

the student.

8. ACCEPTABLE SCHOOL MEDICATIONS

School medication orders shall be limited to medication which cannot be administered before or after school hours. Parents may come to school and administer medication to their children at any time during the school day.

Medications which may be considered as acceptable under this policy:

- A. Medication to modify behavior (e.g., Ritalin, when the sustained action form of this medication is not effective.)
- B. Severe allergic reactions - must have specific written instructions from a physician.
- C. Anticonvulsive medication.
- D. Medication for asthma.
- E. Medication given in extenuating circumstances.
- F. Non-prescription (over-the-counter) drugs will only be given if medical certification of extenuating circumstances and prescription is obtained.
- G. Antibiotics and other short-term medications will not be given at school, unless so ordered by a physician, dentist, or authorized prescriber.
- H. The school nurse or trained school employee shall have the authority to administer auto- injectable epinephrine, as defined elsewhere in this policy, to a student who the school nurse or trained school employee believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine. At least one employee at each school shall receive training from a registered nurse or licensed medical physician in the administration of epinephrine.
- I. "Sunscreen" means a compound topically applied to prevent sunburn.
- J. Other specific illnesses that require medication.

9. DIABETES

Each student with diabetes who seeks care for his/her diabetes while at school or while participating in a school-related activity shall submit a diabetes management and treatment plan on an annual basis. Such plan shall be developed by a physician licensed in Louisiana or adjacent state, or other authorized health care prescriber licensed in Louisiana who is selected by the parent or legal guardian to be responsible for such student's diabetes treatment. *School-related activities* include, but are not limited to, extracurricular activities and sports.

A student's diabetes management and treatment plan shall be kept on file in the school in which the student is enrolled and shall contain:

- A. An evaluation of the student's level of understanding of his/her condition and his/her ability to manage his/her diabetes.
- B. The diabetes-related healthcare services the student may receive or self-administer at school or during a school-related activity.
- C. A timetable, including dosage instructions, of any diabetes medications to be administered to the student or self-administered by the student.
- D. The signature of the student (if age appropriate), the student's parent or legal guardian, and the physician or other authorized health care prescriber responsible for the student's diabetes treatment.

The parent or legal guardian of a student with diabetes shall annually submit a copy of the student's diabetes management and treatment plan to the principal or appropriately designated school personnel of the school where the student is enrolled. The plan shall be reviewed by appropriate school personnel either prior to or within five (5) days after the beginning of each school year, or upon enrollment if the student enrolls after the beginning of the school year or as soon as practicable following the student being diagnosed with diabetes, or as warranted by changes in the student's medical condition.

Upon receipt of the student's diabetes management and treatment plan, the school nurse shall conduct a nursing assessment of the student's condition and develop an *Individualized Healthcare Plan* (IHP). The school nurse shall be given not less than five (5) school days to develop the IHP and shall implement the IHP within ten (10) school days of receipt of the diabetes treatment plan. The school nurse must assess the stability of the student's diabetes both at home and in the school setting prior to the development of the IHP for care in the school setting.

The parent or legal guardian shall be responsible for all care related to the student's diabetes management and treatment plan until the IHP is developed, the parents or legal guardian have agreed to and signed the IHP, and the diabetes management and treatment plan is put into place by the school nurse.

The School Board may utilize an unlicensed diabetes care assistant to provide appropriate care to a diabetic student or assist a student with self-care of his/her diabetes, in accordance with the student's diabetes management and treatment plan, the student's IHP, and regulations contained in *Health and Safety*, Bulletin 135. An *unlicensed diabetes care assistant* is defined as a school employee who is not a healthcare professional, who is willing to complete training requirements established by BESE and is determined competent by the school nurse to provide care and treatment to students with diabetes.

In accordance with the student's diabetes management and treatment plan, the student shall be permitted to self-manage his/her diabetes care as outlined in the student's management and treatment plan.

With written permission of a student's parent or legal guardian, a school may provide a school employee with responsibility for providing transportation for a student with diabetes or supervising a student with diabetes with an off-campus activity. An information sheet with pertinent information about the student's condition and contact information in cases of emergency shall be provided the employee.

10. ADMINISTRATION OF MEDICATION ON FIELD TRIPS AND OTHER EXTRA-CURRICULAR ACTIVITIES

If a student with an identified medical need is to attend a field trip or other school-sponsored activity, the parents shall be notified to ascertain if any medication must be administered on the field trip or school-sponsored activity away from school. If so, the parent/legal guardian shall accompany the student to the activity to administer any medication.

If the parent/legal guardian cannot attend the field trip/activity with his/her child, the parent/legal guardian shall request in writing that the medication be administered on a pending field trip/activity by a non-School Board employee designated by the parent, or another trained person designated by the School Board. Such request shall include supporting documentation as outlined in this policy. The request shall state that the parent/legal guardian gives permission for the designee or another trained person to administer the medication. If the parent does not designate a non-School Board employee to attend the field trip/activity, once the proper documentation has been submitted, the School Board shall assign a trained Board employee to accompany the student on the field trip or other school-sponsored activity.

La. R.S. 17:436.1 L (1)-(4) allows a student to possess and self-apply sunscreen at school, on a school bus, or at a school-sponsored function or activity without parental consent or the authorization of a physician. If a student is unable to self - apply sunscreen, a school employee may apply the sunscreen to the student, only if the parent or legal guardian has provided written consent for the application, and neither a school employee nor the employer shall be held liable for any adverse reaction relating to the employee's application of sunscreen or the cessation of application.

11. EXTENDED DAY CARE

In the event that a student attends extended day care and requires medication outside school hours (before or after school), medication orders that include the dosage(s), time(s), and medication(s), shall be obtained from the physician/dentist/other authorized prescriber before any administration of medication may be administered by properly trained personnel.

12. STUDENT CONFIDENTIALITY

All student information shall be kept confidential. The parent/legal guardian shall be required to sign the *Authorization for Release of Confidential Information* form, so that health information can be shared between the School Board and health care providers, such as hospitals, physician, service agency, school nurse, and/or other health provider.

STUDENT COMMUNICABLE DISEASES

The City of Baker School Board recognizes the importance of protecting the health and welfare of students, teachers, and other employees of the educational system from the spread of communicable diseases, and follows current public health practices, rules and regulations governing the control and prevention of communicable diseases that are established by the Louisiana Department of Health.

A communicable disease shall be defined as a persistent or recurring infection which may be potentially transmitted to a susceptible person by contact with an infected individual.

When reliable evidence or information from a public health officer or physician confirms a student of the School Board has a communicable disease or infection that is known to be spread by any form of casual contact and is considered a health threat to the school population, the Superintendent may exclude such person from school for not more than five (5) days, or the amount of time required by state or local public health officials. Such student shall be excluded unless the public health officer approves school attendance, or the condition is no longer contagious.

When reliable evidence or information from a public health officer or physician confirms a student has a communicable disease or infection that is known not to be spread by casual contact, the decision as to whether or not the student will remain in school shall be addressed on a case-by- case basis by a Review Panel to ensure due process.

If the student's physician and/or a physician of the School Board's choice indicates that the health of the student does not allow his/her continued attendance in the regular education program, education services shall be provided in the setting appropriate to the health status of the child.

Students whose parent/guardian knowingly conceal their child's having a communicable disease shall, upon identification, be suspended from school on an excused absence status, with the opportunity to make-up assignments and graded activities, for a maximum of ten (10) school days, during which time the Superintendent shall determine the student's school attendance status.

Irrespective of the disease presence, routine procedures shall be used, and adequate sanitation facilities shall be available for handling blood or body fluids within the school setting or on school buses. School personnel shall be trained in the proper procedures for handling blood and body fluids and these procedures shall be strictly adhered to by all school personnel (see policy F-12.6b, Guidelines for Handling Body Fluids in Schools).

REVIEW PANEL

Communicable diseases that are known not to be spread by casual contact shall be addressed on a case-by-case basis by a Review Panel. Membership of the Review Panel,

procedures for convening the Review Panel, and the process used to review the case shall be as outlined in Health and Safety, Bulletin 135, Louisiana Department of Education.

The Superintendent shall provide a written decision to the affected party within three (3) operational days (i.e. a day when the School Board Central Office is open for business) after the Review Panel convenes. The written decision shall convey information brought out during the review process and include the rationale for the decision concerning school attendance by the student.

APPEALS

Appeals may be made by the parent or guardian in writing to the Superintendent and subsequently to the School Board as outlined in Health and Safety, Bulletin 135, Louisiana Department of Education. If the written decision of the Superintendent is contrary to the majority opinion of the Review Panel, a majority of the Review Panel has the right to appeal the decision in the same manner as outlined in Bulletin 135.

CONFIDENTIALITY

All persons involved in procedures to assess school attendance of a student with a communicable disease that is not spread by casual contact shall be required to treat all medical information about the student, proceedings, deliberations, and documents as confidential information. Records of the proceedings and the decisions shall be kept by the Superintendent in a sealed envelope with access limited to only those persons receiving the consent of the parent/guardian or infected person, in accordance with state or federal law.

Before any medical information is shared with anyone in the school setting, a “Need to Know” review shall be made which includes the parent/legal guardian, student if age 18 or over, unless the information is required to meet the mandates of federal or state law or regulation, or Louisiana Board of Elementary and Secondary Education (BESE) policy.

LICE,

It is the policy of the School Board to exclude from the City of Baker District Schools any student suspected of having symptoms of head lice, until satisfactory treatment has been given, or a statement from a medical source can be presented, stating treatment is not necessary. If treatment is necessary, the student shall be readmitted to school if a letter from the parent or guardian is presented stating treatment has been administered, and if lice and/or eggs are no longer present.

Revised: September 2015 Ref: La. Rev. Stat. Ann. §§17:81, 17:170; Health and Safety, Bulletin 135, Louisiana Department of Education.

SCABIES, & BED BUGS

It is the policy of the School Board to exclude from the City of Baker District Schools any student suspected of having symptoms of scabies, and/or bed bugs until satisfactory treatment has been given, or a statement from a medical source can be presented, stating treatment is not necessary. If treatment is necessary, the student shall be readmitted to school if a letter from the parent or guardian is presented stating treatment has been administered, and if scabies, and/or bed bugs are no longer present.

City of Baker School System Health and Wellness Policy 2021-2022 Purpose

The United States Department of Agriculture’s (USDA) Child Nutrition and Women,

Infant, and Children (WIC) Reauthorization Act of 2004 requires that each local educational agency (LEA) participating in the National School Lunch Program establish a local school Wellness Policy by July 1, 2006.

This Wellness Policy establishes a formal system of building a world-class school environment that is safe and healthy, thereby enhancing the potential for academic achievement among students. A healthy child in a nurturing and safe environment has a better attendance record and performs better in school than a child who is not. Whereas hunger in America still exists, obesity among children and adolescents has risen over the past 20 years and continues to be a concern. Few children eat a healthy diet consistent with recommendations established by health professionals. Students consume extra calories from foods and beverages that are high in sugar and fat and low in nutrients. Physical inactivity and excessive caloric intake are the main causes of obesity. Chronic diseases such as heart disease, cancer, and diabetes are responsible for a majority of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits and physical inactivity, often are established in childhood. Students need access to healthful foods and opportunities to be physically active in order to grow and learn.

Although school districts around the country are facing significant fiscal and scheduling constraints, schools and the community must collaborate to develop and implement successful school wellness policies that are dynamic and meet the needs of the students in the district. In addition to health and physical education, the school environment should provide a model of life skills related to healthful eating and physically active habits.

Thus, the City of Baker School System is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity habits.

The areas addressed in the Wellness Policy include: Nutrition Services, Nutrition Education, Physical Activity and Physical Education, Communication and Promotion of the Wellness Policy, and Monitoring Adherence and Evaluation and the Tobacco Policy.

Schools will provide nutrition and physical education to foster lifelong habits of healthy eating and physical activity and will coordinate CBSS Wellness Policy issues with classroom education, foods served on campus throughout the day, and with related community services.

Tobacco-free school Policy

It is important for school leaders to send a clear, consistent non-use message to their students, staff, and community by implementing a 100% Tobacco-Free policy. By implementing such a policy, school leaders will be countering the tobacco industry's influence with efforts to promote safe learning environments and healthy lifestyles.

Model Policy statement

Because tobacco is the leading cause of preventable death, disease, and disability, the City of Baker School System shall provide a 100% Tobacco-Free school environment. All tobacco products (e.g. Smoke, smokeless, spit, spitless, etc.) And smoking devices are prohibited on any school campus, school vehicle, or district school board property. School campus includes the elementary or secondary school building and buildings on that campus. School Board property shall include any portable buildings, field houses, stadiums, equipment storage areas, vacant land, or any property owned, operated, or leased by the

board. All tobacco products are also prohibited at school-sponsored functions away from school property. Tobacco advertising is also prohibited in school buildings, at school functions, and in school publications.

Compliance and enforcement

“Tobacco-Free” signs shall be displayed on school property. Notice of this policy shall be posted at the entrances to the grounds of each school and school building, and within school vehicles. Notice of this policy shall be given to students, all school staff, parents or families through dissemination of the student handbook every year and posted signage at each campus. The community shall be made aware of the policy by signage and handbooks as needed.

In addition to disciplinary action, those students who are found in violation of this policy, shall be referred to the school’s health provider (Nurse, Health Center, or Social Worker) for a tobacco intervention. The school’s health provider shall have the option of referring the student to the Fax to Quit Louisiana Program, coordinated by The Department of Health and Hospitals Tobacco Control Program, which refers the student to the Louisiana Quit-line, a free counseling service done over the phone for tobacco cessation. First offense will result in in-school suspension. Second offense will result in extended out of school suspension (days to be determined by the principal). Third offense is recommended expulsion.

School employees who violate the 100% Tobacco-Free School Policy shall, in addition to disciplinary action, also be referred to the Louisiana Quit-Line (1-800-quitnow) which is a free counseling service for tobacco cessation. First offense will require a written warning. Second offense will result in recommended suspension without pay (to be determined by the supervisor) and recommendation to the Fax to Quit Louisiana Program. Third offense will be a recommendation for disciplinary action before City of Baker School Board with a possible recommendation for termination.

Nutrition services

Foods and beverages sold or served at school will meet the nutrition requirements as outlined in *Bulletin 1196, Louisiana Food and Nutrition Programs, Policies of Operations*. Qualified Child Nutrition Program professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

School Meals

The City of Baker School System will:

1. Offer a school lunch program with menus that meet the meal patterns and nutrition standards established by the USDA Child Nutrition Program and the Louisiana Department of Education, Office of School and Community Support.
2. Provide school breakfast and snack programs (where approved and applicable) with menus that meet the meal patterns and nutrition standards established by USDA and the Louisiana Department of Education, Office of School and Community Support.
3. Encourage students, school staff, and families to participate in school meal programs. Nutrition and meal pamphlets will be available in the cafeteria for parent access.
4. Strive to operate all Child Nutrition Programs with school foodservice staff

- who are qualified according to current professional standards.
5. Provide professional development opportunities for food service staff.
 6. Ensure that food safety and sanitation are followed throughout the school, including providing facilities to wash hands before preparing and eating food.
 7. Ensure that the food service permit is current for the Food Service school site.
 8. Offer whole and enriched grain products that are high in fiber, low in added fats and sugars, and served in appropriate portion sizes that are consistent with the current USDA standards.
 9. Offer fresh, frozen, canned or dried fruits and vegetables using healthy food preparation techniques and 100 percent fruit or vegetable juice. Offer nonfat, reduced-fat, low-fat, plain and/or flavored dairy products.
 10. Offer whole-grain breads and cereals.
 11. Use healthy food preparation techniques for lean meat, poultry, and fish, such as baking.
 12. Ensure that all foods brought into the cafeteria meet the USD A Child Nutrition Guidelines.
 13. Ensure that school meals are accessible to all students with a variety of delivery strategies. Alternate eating sites will be encouraged to increase meal participation.
 14. Ensure that students receive adequate time to eat breakfast and lunch, encouraging the recommended 20 minute seat time for lunch.
 15. Provide a cafeteria atmosphere that is conducive to a positive dining experience, encouraging socializing among students and between students and adults; encouraging supervision of eating areas by adults who model proper conduct and voice level and who model healthy habits by eating with the students. Cafeterias will provide adequate supplies of hand washing soap, water and disposable towels for use at each facility.

Foods and beverages offered outside of the Child nutrition Programs

An effective Wellness Program addresses foods and beverages sold and served on campus outside of the USDA Child Nutrition Programs. Nutrition education is more effective if the foods and beverages sold and offered are healthful and consistent with what is taught in the classroom. Foods and beverages sold outside the USDA Child Nutrition Programs include vending machines, concession stores, school parties, fundraising events, and rewarding/bribing students with food.

Vending Machine and Concession Store Laws

Foods and beverages must meet specific nutritional criteria if on the grounds at any time during a period beginning one-half hour before the start of the school day and ending one-half hour after the end of the school day. These criteria were developed as a result of the approval of Senate Bill No. 146, Act 331 passed during the Louisiana Legislature's Regular Session in 2005.

1. < 150 calories
2. < 35% of total calories from fat
3. < 10% to total calories from saturated fat
4. < 30 grams of sugar
5. < 360 milligrams of sodium

A list of foods meeting these criteria is provided in the "Vending List for Schools", provided and maintained by Pennington Biomedical Center, www.pbrc.edu.

In addition, the criteria for beverages offered for sale in public high schools was amended because of the passage of HB 767 / Act 306 passed by the Louisiana Legislature during its 2009 Regular Session. Except for items sold as part of the school food program, the food and beverages must meet the following criteria per serving:

In high schools, beverages shall include:

1. Bottled water;
2. Non-calorie or low-calorie beverages that contain up to 10 calories per eight ounces;
3. Up to 12-ounce servings of beverages that contain 100% fruit juice with no added sweeteners and up to 120 calories per eight ounces;
4. Up to 12-ounce servings of any beverages that contains no more than 66 calories per eight ounces;
5. At least 50% of non-milk beverages shall be water and no-calorie or low-calorie options that contain up to 10 calories per eight ounces;
6. Low-fat milk, skim milk and non-dairy milk.

Food and Beverages Sold/Offered Outside of the School Cafeteria

The City of Baker School System will:

1. Follow the nutrition guidelines set by state law for vending machines and concession stands and stores;
2. Encourage the elimination use of foods and beverages as **rewards** for student accomplishment;
3. Encourage parents and school officials to provide healthful food and beverage choices at school **parties**. A list of healthy foods and beverages and non-food rewards and activities will be provided annually to administrators, students, teachers, and parents;
4. Promote school **fundraisers** that sell items other than food and beverages or only foods and beverages that are nutrient dense (low in calories and high in nutrients);
5. Encourage parents and school officials to provide nutritious and appealing food and beverage options (such as fruits, vegetables, reduced-fat milk, reduced fat-yogurt, reduced-fat cheese, 100% juice and water) whenever foods/beverages are sold or otherwise offered **before or after school** at sporting and academic events, celebrations, social events, before and after care programs, camps and other school functions.

Nutrition education

School-based nutrition education includes traditional classroom lessons and behavioral change programs based on social learning theory and marketing. Using all venues is recommended for optimal impact. Nutrition is not a stand-alone course. It is taught in health education and science classes and can be integrated into core content area of instruction across the curriculum. A planned, sequential curriculum where the lessons are aligned with standards, benchmarks, and grade-level expectations is essential to impact knowledge, attitude, and behavior. Behavior change can be enhanced through social learning theory and marketing, as well. Social learning theory may include a parent component for younger students and peer involvement for older students. School activities such as Family Nutrition Night can promote the social learning theory.

Additionally, the cafeteria can be used as part of the total educational system for modeling behavior.

The City of Baker School System will:

1. Provide a unit on nutrition to ensure that it is taught in the classroom during

the year;

2. Implement nutrition education programs that promote lifelong healthful eating practices that are research-based;
3. Use lessons that are age-appropriate, behaviorally focused content that is developmentally appropriate and culturally relevant;
4. Use curriculum and lessons that are sequential and are correlated with standards, benchmarks, and grade level expectations;
5. Provide hands-on activities that are fun and engaging;
6. Encourage opportunities for students to taste foods that are low in fat, sodium and added sugars and high in vitamins, minerals and fiber;
7. Promote positive aspects of healthful eating behaviors;
8. Promote social learning techniques such as role modeling, providing incentives, developing social resistance skills, overcoming barriers to behavioral changes and goal-setting;
9. Strive toward hiring qualified, certified health education teachers;
10. Provide nutrition education related staff development opportunities for teachers on an annual basis;
11. Encourage parent involvement in lessons taught and school activities;
12. Coordinate marketing activities with nutrition education classroom activities;
13. Encourage parents who come to eat lunch with their children by bringing their own meals to model good nutrition habits. Consumption of soft drinks and other non-nutritious food items brought from home or from a restaurant is discouraged.

Physical Education and Activity

Daily physical activity is essential to student welfare and academic performance. Federal Guidelines recommend that children and teenagers be physically active for an accumulation of at least 60 minutes daily. Since children spend the majority of their time at school during weekdays, it is imperative that schools provide students with the means to participate in physical activity. Districts and schools, including parents and communities, must offer additional opportunities and resources for physical activity outside physical education classes.

The City of Baker School System will:

1. Implement quality physical education programs that emphasize and promote participation in lifelong physical activities and reaching a health enhancing level of physical fitness among all students;
2. Align the physical education lessons with standards, benchmarks, and grade-level expectations;
3. Provide students in grades 6-10 with a minimum of 250 minutes per week of physical education;
4. Provide students in grades K-5 with planned, organized, and moderate to vigorous physical activity for a minimum of 150 minutes per week, 30 minutes minimum daily;
5. Ensure that enough age-appropriate and safe equipment is in place to guarantee that all students have the opportunity to be physically active during physical education classes;
6. Ensure that qualified, certified physical education teachers guide physical activity instruction in all elementary grades as well as in middle and high school physical education classes;
7. Provide staff development on standards implementation for physical education instructors;
8. Provide a variety of fitness training, motor skills, and team work modules in

- physical education required at the high school level for graduation;
9. Ensure that all high school students take one and a half units of physical education;
 10. Use a recognized instrument or program such as President's Fitness Challenge and the Louisiana Comprehensive Curriculum, to evaluate students' physical fitness;
 11. Encourage physical activity for elementary students during intramurals programs, clubs, and recess as well as in physical education programs;
 12. Integrate physical activity in the academic curriculum;
 13. Work with the community to create opportunities for students to walk, bike, skateboard, roller-skate, play basketball, play softball, play baseball, or participate in other physical activities in a safe location at times other than the school day;
 14. Provide opportunities for parents and guardians to support students' participation in physical activities, such as a Safe Routes to School Program, to be physically active role-models, and to include physical activities in family plans;
 15. Encourage school staff to participate in physical activities to serve as role models;
 16. Encourage that students are active for at least half of the class time;
 17. Develop students' self-confidence and eliminate practices that humiliate students.

Communication and Wellness Policy Promotion The City of Baker School System will:

1. Share a summary of the Wellness Policy with school staff and faculty, students, and parents. Updates to the Policy may be highlighted and discussed. Any special events or goals that the Wellness Policy Committee plans to sponsor or achieve will be shared with everyone affected and the School Health Advisory Council.
2. Encourage each school to establish a School Wellness Council and Student Wellness Council whose goals are to develop and promote a plan to promote staff and student wellness. The plan should include ways to encourage healthy eating, physical activity and other elements of a healthy lifestyle among school staff and students.

Monitoring and evaluation

The City of Baker School System will:

- Develop a plan of action for implementation;
- Use the Louisiana Department of Education's Wellness Policy Evaluation tool annually and be prepared to report results to the District School Health Advisory Council and the Department of Education by October 31 of each year;
- Report the status of the Wellness Policy in the district by developing a plan for monitoring adherence to the Wellness Policy Guidelines and establishing a means for corrective action;
- Evaluate the effectiveness of the Policy and amend it based on the results of the evaluation and the needs of the community.

CITY OF BAKER SCHOOL SYSTEM

Title 1, Part A

PARENTAL INVOLVEMENT POLICY 2021 - 2022

MISSION STATEMENT

The mission of the City of Baker School System is to provide a quality education for all students...empowering excellence.

Core Values: Strategic Quest to Excellence

1. **Equity:** Student equity means that all students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.
2. **Excellence:** Student excellence is a balance of rigorous academic, social, and career-readiness skills.
3. **Empowerment:** Empowerment is the opportunity for all stakeholders to be actively engaged with proactive involvement that leads to student success.

Strategic Quest to Excellence 2017-2022 City of Baker School District

STATEMENT OF PURPOSE

The City of Baker School System strives to have a partners-in-learning relationship with its parents. Further, system personnel fully understand that parental involvement is a strong pillar in the development of children and their academic success. The Title I Program is another vehicle that reinforces the local system's philosophy in encouraging greater involvement of parents in the education of their children through active engagement.

- Section 1118 of the No Child Left Behind Act (NCLB) of 2001 specifically states that a local educational agency will not receive funds unless the system implements programs, activities and procedures for the involvement of parents, and through this involvement, there must be meaningful consultation with parents of participating children.
- Each local system that receives Title I funds shall develop jointly with, agree upon, and distribute to parents of participating children, a written parental involvement plan establishing the expectations of parental involvement and describing how the local educational agency will involve parents in the joint development of the plan.

The City of Baker School System is committed to providing a high-quality education for every child in the system. Through a strong partnership between home and school, participating children will achieve academic success.

EXPECTATIONS FOR PARENTAL INVOLVEMENT

In keeping with the desire to build relationships with parents that will ultimately lead to partnerships, many opportunities are expended to promote parental involvement. Parents are encouraged to become involved in their children's education. NCLB mandates parental involvement in regular two-way and meaningful communication. Their communication must include student academic learning and information regarding school activities. All schools in the district are expected to maintain a parent-friendly environment and foster various ways that encourage parental involvement and engagement. Further, schools are expected to engage parents, as appropriate, in decision-making and serving on advisory committees. Research shows that children's performance improves when parents are actively engaged in the school.

- Activities that Foster Family Engagement:
- Monitoring their children completing homework and/or projects
- Serving as chaperones
- Monitoring in the cafeteria and/or in hallways
- Serving as room mothers or fathers
- Monitoring the playground
- Monitoring time children watch television
- Reading to children
- Serving as a resource in area of expertise
- Taking children to museums, planetariums or other places that reinforce school and provide enrichment
- Coordinating parent activities
- Sharing cultural background
- Organizing phone tree

PARENTS' INVOLVEMENT IN THE DEVELOPMENT OF THE DISTRICT'S PARENTAL INVOLVEMENT POLICY

A Title I parent survey will be administered to gain information from parents pertaining to the opportunities provided for parents to be involved in their child's school and/or school district. The survey will also provide an item for parents to indicate a willingness to serve on the district's Parent Advisory Council. Also, administrators will be asked to nominate at least two parents to participate on the district's Parent Advisory Council. Input from the survey and input from parent participants will be used to determine the goals and objectives of the Parental Involvement Policy. A Parent Advisory Council will be formed to assess and monitor the implementation of the goals and objectives established in the plan. The Parent Advisory Council will meet once per semester with the Supervisor of External/Federal Programs and the Parent Liaison.

DISTRICT'S ROLE IN SCHOOL IMPROVEMENT

The district leadership team informs the school administrators of the significant role of the parent on the School Improvement Team. Sign-in sheets, agendas, and minutes will be maintained as a record of parental participation. In the City of Baker School System, each school has at least one parent to serve on the School Improvement Team. The parents who serve on the School Improvement Team provide input on the strategies/activities implemented; expenditures identified; and expenditures processed. Each School Improvement Team meets monthly at a time convenient to all team members, including parents, to assess and monitor the implementation of the plan.

TECHNICAL ASSISTANCE PROVIDED TO TITLE I, PART A SCHOOLS

The City of Baker School System wholeheartedly provides support and adequate funding for schools in planning and implementing parental involvement activities. District leaders, specifically, the Professional Development Coordinator, will provide suggestions and recommendations during the School Improvement Plan process of effective parental involvement activities. Also, the district's professional development library has supportive materials and books that provide guidance for effective school leadership, including parental involvement. Additionally, the External/Federal Programs Supervisor provides opportunities for principals and instructional staff to attend professional development conferences, seminars, and/ or workshops that address, and promote parental involvement in the school.

ANNUAL EVALUATION OF PARENTAL INVOLVEMENT PLAN

The City of Baker School System conducts a meeting with parents in May for the annual review and evaluation of the content and effectiveness of the parental involvement policy and the overall academic quality of all Baker schools served With Title I, Part A funds, including: identifying barriers to participating in parental involvement activities and using the findings of the evaluation to design strategies for more effective parental involvement and revising the district's parental involvement policy, if warranted. The Title I Advisory Council comprised of parents of students in the Title I Program will be involved in the process of district review and improvement. The group's task will be to evaluate the schools in the district, using results of parent surveys, results of parent meetings, school performance data and any other available data. An annual Title I Parent Survey will be administered and the results thereof will be used to determine the effectiveness of the existing policy. If the results of the survey show barriers to family engagement, strategies will be employed to eradicate those barriers. Copies of the district's current Parental Involvement Policy are distributed to parents of students participating in the program. Parents are given opportunities to become involved in all aspects of the partnership on the school and district levels. The schools will build the capacity for strong parental involvement through:

- Parent-Teacher Organizations
- Parent-Teacher conferences
- Open House
- Parenting workshops
- Family Night activities
- Parent newsletter
- School calendar of events
- Telephone calls
- School marquee
- School programs
- School and system websites

UNDERSTANDING STATE TESTING AND ACCOUNTABILITY TOPICS

The district informs parents about state testing and accountability topics via newspaper, district website, district newsletter, and JCALL system. The CBSS, led by district instructional administrators, supervisors, and school principals will provide assistance to parents by providing materials and training to help parents work with their children to improve student achievement, such as literacy and numeracy in the home. The district will also provide training on the school level to address how to effectively educate parents and get parents to be involved. The website includes a calendar of events that incorporates parental involvement activities at each school. Information about test preparation, assessment requirements, and school status are provided during orientations, Open Houses, and content-focused family nights.

PARENT RESOURCE CENTERS

The City of Baker School System provides each school with materials to create a parent resource center. Training will be provided at the school level on how to effectively use the materials in the parent resource centers. Also, parents have access to computers and printers at each school to print websites of resources needed to help their children to improve their academic performance.

COMMUNICATING AND WORKING WITH PARENTS

Communication, one of the pillars of an effective school, is critical to the school's success. Two-way communication between home and school promotes building school capacity. Training sessions will be planned by the Parent Liaison and parents to enhance parents' knowledge of their children's schools. Efforts will be expended to encourage the core group of parents to invite other parents to become involved.

- The district will ensure that parents are made aware of allocation of Title I funds used for various parent activities. This notice will be posted in a prominent location in the parent resource center. This notice will reflect when, why and how these funds are used.
- Home Language surveys will be used to determine when written and verbal communication will be provided in the native language of parents.

The school uses the following avenues to communicate with parents:

- School Newsletter
- School Marquee
- School Website
- District Website
- Notes from teachers to parents
- Notes from parents to teachers
- JCAMPUS, an electronic system that has the capacity to reach each home via telephone.
- Parent-Teacher conferences
- Telephone calls to individual parents
- Progress Reports
- Report Cards
- Parent-Teacher Organization Meetings
- Open House
- Family Night
- Literacy Night
- Numeracy Night
- Fun Night
- Home Visits
- Back- to- School Orientation

COORDINATION AND INTEGRATION WITH OTHER PROGRAMS

The City of Baker School System has a Pre-Kindergarten Program at Baker Heights Elementary; currently the district has 2 LA4 Pre-Kindergarten classes at Baker Heights Elementary School. Parents at Baker Heights have numerous opportunities throughout the school year to be involved, beginning with parent orientation, followed by Open House. A parent log is maintained in each Pre-Kindergarten classroom and parents are encouraged to visit any time. The district informs parents about parental involvement opportunities via newspaper, district website, district newsletter, JCALL System and school websites.

SCHOOL-PARENT COMPACT

- Each Title I, Part A School must jointly develop, with the parents of the children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A Programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share responsibility for improved student academic achievement.
- The school will make a conscious effort to distribute a copy of the school-parent compact to every parent. If a parent has not received a copy, he or she should contact the school's principal and request a copy of the school-parent compact.
- Each school served under Title I, Part A must notify parents in its written parental involvement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language that the parents can understand. The school must make its written parental involvement policy available to the local community.

TYPES OF PARENTAL INVOLVEMENT

- Efforts are expended in a multiplicity of ways in encouraging and engaging parents in their child's education. Parents are involved in developing the school improvement plan and in district- wide and school meetings where information is disseminated. Other ways include sessions where state-mandated test data are interpreted, through the school newsletter, school marquee, and system and school websites. The school system values both at- home contributions and those that take place at school and in the community.
- Reading to children at home, talking with them at mealtime, providing an at-home study period making sure homework assignments are complete, and monitoring television programs are as important as volunteering at school or serving on committees. Parent workshops that provide training on the use of technology, the school improvement process, test-taking skills, and parenting skills are special ways in which parents may become involved.

FUNDING FOR PARENTAL INVOLVEMENT

- The City of Baker School System reserves one percent of its Title I, Part A allocation to carry out the provisions of Section 1118, including promoting family literacy, parenting workshops, childcare and transportation for parents attending the annual Title I Open House meeting.
- All school sites will conduct an annual meeting to provide parents with an opportunity to provide input on how to expend the 1% of parental involvement reservation of funding under Title I, Part A.

PARENTS' RIGHT-TO-KNOW PROVISIONS

As a parent or guardian of a child attending a school receiving Title I Part A funds, the parent has the right to know the professional qualifications of his/her child's teacher(s). The 2001 No Child Left Behind Act states that parents have the right to request and receive timely information on the professional qualifications of their child's classroom teacher(s) and paraprofessionals(s). If a child's teacher is not highly qualified (not certified in the area in which he or she is teaching), the parent should receive written notification.

PARENT COMPLAINT PROCEDURES

If the City of Baker School System's Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint. A "complaint" is a written, signed statement filed by an individual or an organization in accordance with The Louisiana Handbook for School Administrators. Parents may request a copy of this handbook by calling the Department of Education's toll-free number 1-877-453-2721. All complaints against the City of Baker School System must be sent, in writing, to Dr. Angela Domingue, Supervisor of Federal Programs at PO Box 680, Baker, Louisiana 70714.

PARENTAL RIGHTS AND OBLIGATIONS

STATEMENT OF COMPLIANCE: STUDENTS AND PARENTS (REQUIRED BY R.S. 17:235.2/TITLE 1)

- A. Each city and parish school board shall require each student in grades one through twelve in each school under the control of the board annually to sign a statement of compliance committing to do at least all of the following:
1. Attend school daily, except when absent for reasons due to illness or other excused absence.
 2. Arrive at school on time each day.
 3. Demonstrate significant effort toward completing all required homework assignments.
 4. Follow school and classroom rules.
- B. Each parent or guardian of each student in grades one through twelve in any public school in the state annually shall sign a statement of compliance to do at least all of the following:
1. Ensure that his or her child attends school daily except for reasons as specified in Paragraph A (1) of this Section.
 2. Ensure that his or her child arrives at school on time each day.
 3. Ensure that his or her child completes all required homework assignments.
 4. Attend all required parent and teacher or principal conferences.
- C. Prior to the signing by any student of the statement of compliance as required in this section, each homeroom teacher of students in grades one through twelve shall, on the first day of school each school year, provide information to and answer any questions from such students relative to the statement of compliance.
- D. Each city and parish school board shall adopt rules and regulations necessary for the implementation of this section. Such rules and regulations shall include the following:
1. Appropriate action to be taken against any student, parent, or guardian who fails to comply with the signed statement as required in this section.

PARENTAL VISITS TO THE SCHOOL

Any parent or visitor wishing to visit a school must report to the Principal's Office upon his/her arrival. Nonconformance with school policy will be considered trespassing and trespassers shall be subject to arrest. All visitations shall be governed by time (fifteen minutes unless more time is requested and approved by the Principal of the school), manner, and place guidelines that are related to the school's educational purpose. Parent volunteers must complete the volunteer program.

Class Parties – Class parties for holidays or other special occasions may be scheduled by the school or teacher. Siblings are not allowed to attend class parties or other school activities which occur during the course of the school day. Individual/personal student birthday parties will not be allowed at school.

CLASSROOM OBSERVATIONS

In order to avoid disruption, parents are generally requested to limit visits in instructional settings to 15 minutes or less. When a parent or other approved person requests a time to observe in an instructional environment where Special Education children are present or with a related service provider during an instructional period, the observer must sign and date a statement of non-disclosure based on current confidentiality laws.

A GUIDE FOR THE PARENT WITH QUESTIONS & GRIEVANCES

If it is about your **child**, call the school and make an appointment with the teacher or person directly involved with the specific concern.

If it is about the **school**, call the school secretary who will either answer your questions or direct you to the principal for a direct answer or an appointment.

If it is about the **school system** in general, or, if you feel that one of the departments listed is closely related to your problem, call the school board office at (225) 774-5795.

If there is still an unanswered complaint, you may want to contact the Superintendent. In case of suspensions, the Superintendent or designee's decision is final.

Notice of Non-Discrimination

The City of Baker School System (CBSS) states that CBSS does not discriminate on the basis of sex in its education programs and activities and, accordingly, requires its staff, teachers, employees and students to abide by the requirements of Title IX of the Educational Amendments of 1972 and its implementing regulations.

Contact Information for Family Engagement Activities

Candace Bailey, Supervisor of Federal Programs
Central Office
(225) 774-5795 ext. 730
cbailey@bakerschools.org

Jill Taylor, School Clerk
Baker High School
(225) 775-1259
jtaylor@bakerschools.org

Latonia Franklin, Executive School Secretary
Baker Middle School
(225) 775-0550
lfranklin@bakerschools.org

Janet Rhoddy, Executive School Secretary
Park Ridge Academic Magnet School
(225) 775-5924
jwilkinson@bakerschools.org

Jasity Braziel, Executive School Secretary
Baker Heights Elementary School
(225) 775-1493
jtbraziel@bakerschools.org

Antonia Caine, Associate Principal
Baker Alternative Learning Center
(225) 774-5795 ext. 737
acaine-royal@bakerschools.org

Tasha Elbert-McClain, Family Liaison
City of Baker School System
(225) 774-5795
telbert-mcClain@bakerschools.org

Glossary

As used in this handbook, these terms are defined as:

1. **Abusive language** – any verbal abuse or bullying of others, including but not limited to slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical or personal appearance, or sexual orientation.
2. **Arson** – the intentional damaging by any explosive substance or the setting fire to any property of another, without the consent of the owner.
3. **Assault** – an attempt to commit a battery, or the intentional placing of another in reasonable apprehension of receiving a battery.
4. **Assault of a school teacher** – an assault committed when the offender has reasonable grounds to believe the victim is a school teacher acting in the performance of employment duties.
5. **Battery** – the intentional use of force or violence upon the person of another; or the intentional administration of a poison or other noxious liquid or substance to another.
6. **Battery of a school teacher** – a battery committed when the offender has reasonable grounds to believe the victim is a school teacher acting in the performance of employment duties.
7. **Bullying** – the repeated exposure of an individual to negative actions on the part of others that involves harm, self-esteem or acceptance.
8. **Burglary** – the unauthorized entry of any school property with the intent to commit a felony or theft therein.
9. **Communicating of false information of planned arson** – the intentional impartation or conveyance, or causing the impartation or conveyance by the use of the mail, telephone, telegraph, word of mouth, or other means of communication, of any threat or false information knowing the same to be false, including bomb threats or threats involving fake explosive devices, concerning an attempt or alleged attempt being made, or to be made, to commit either aggravated or simple arson.
10. **Communicating of false information of planned bombing** – the communicating of false information of a bomb threat on school property, at a school-sponsored function, or in a firearm-free zone whether or not intentional; or the communicating by use of the mail, telephone, telegraph, word of mouth, or other means, of any such threat or false information knowing the information to be false.
11. **Computer hacking** – accessing or causing to be accessed any computer, computer system, computer network, or any part thereof with intent to view, alter, delete, or insert programs or data without authority.
12. **Corporal Punishment** – means using physical force to discipline a student, with or without an object. Corporal punishment includes hitting, paddling, striking,

spanking, or any other physical force that causes pain or physical discomfort. Corporal punishment is prohibited in the City of Baker School System. See La. R.S. 17 416. 1B. (1)(a)

13. **Disrespect for authority** – any unprovoked act of aggression that demonstrates a disregard or interference with authority or supervising personnel.
14. **Disturbance** –
 - a. A minor disturbance is any misconduct that disrupts the orderly process of educational activities or jeopardizes the safety of children in an area designated as a limited area (access to supervisory personnel).
 - b. A major disturbance is any misconduct that interrupts the orderly process of educational activities or jeopardizes the safety of children in an area not designated as a limited area.
15. **Drugs** – illegal narcotics or any controlled dangerous substance.
16. **Drug paraphernalia** – all equipment, products, and materials of any kind used for drug cultivation or drug use (e.g. Roach clips, rolling papers, pipes). See also La. R.S. 40:1021.
17. **Emergency** – an unexpected situation that requires prompt action.
18. **Excused tardy** – an acceptable reason for not being in class on time, including, but not limited to, accidents, illnesses, emergencies, or natural disasters.
19. **Explosive devices** – any instrument, device, chemical, or explosive substance that is arranged, manufactured, mixed or so made up as to be a device or substance which, when exposed to heat, humidity, air, or foreign elements, will after prolongation of time, burst into flames, ignite, caused to be ignited or explode. These include fireworks, bullets, bombs and incendiary devices.
20. **Extortion** – the communication of threats to another with the intention to obtain anything of value, or any a quittance, advantage, or immunity of any kind.
21. **Fighting** – the exchange of blows between two or more students with the intent to cause harm.
22. **Firearm**- any pistol, revolver, rifle, BB gun, shotgun, machine gun, submachine gun, black powder weapon, or assault rifle that is designed to fire or is capable of firing fixed cartridge ammunition or from which a shot or projectile is discharged by an explosive, carbon dioxide, or air.
23. **Gambling** – to play a game of chance where a reward is expected.
24. **Habitual offender** – a person who has committed several offenses, not necessarily of the same type.
25. **Indecent behavior** – any lewd or lascivious act or the transmission of an electronic textual communication or electronic visual communication depicting lewd or lascivious conduct.
26. **Individual education program (iep)** – a written statement for a student with disabilities that contains an overview of instructional needs, developed, reviewed, and revised in a meeting in accordance with C.F.R. 300.341-300.350, IDEA Regulations.
27. **Intimidation** – to make timid or fearful.
28. **Look-alike** – similar to; appear to be.

29. **Molestation** – to make indecent advances by force, threat, or psychological intimidation.
30. **Pornography** – materials – such as books, writings or photographs – that show erotic behavior and is intended to cause sexual excitement.
31. **Probation** – a condition in which students are temporarily placed to assist them in adjusting to a normal school setting.
32. **Provoking a fight** – to purposely cause or invite, either verbally or physically, another to fight.
33. **Reasonable belief** – a suspicion founded upon circumstances sufficiently strong to warrant a belief by a reasonable person that something is true.
34. **Robbery** – taking anything of value that belongs to another by the use of force or intimidation.
35. **School building level committee (SBLC)** – a group of knowledgeable people comprised of school staff and parents who meet in response to a student’s needs.
36. **Self-Defense** – an act to protect oneself from an aggressor where the use of force is necessary to repel the aggressor.
37. **Serious bodily injury** – bodily injury which involves unconsciousness; extreme physical pain; protracted and obvious disfigurement; protracted loss or impairment of the function of a bodily member, organ, or mental faculty; or a substantial risk of death. For purposes of the crime of abuse of children (R.S.14:403), “serious bodily injury” shall also include injury resulting from starvation or malnutrition.
38. **Sexual harassment** – any unwelcomed sexual advance between students or students and staff, including a request for sexual favors or other inappropriate verbal, visual, written, or physical conduct of a sexual nature at school or at a school-sponsored event; may also include:
 - a. Verbal harassment or abuse;
 - b. Uninvited letters, telephone calls, or materials of a sexual nature;
 - c. Uninvited or inappropriate leaning over, cornering, patting or pinching;
 - d. Uninvited sexually suggestive looks or gestures;
 - e. Intentional brushing against a student’s or school employee’s body;
 - f. Uninvited pressure for dates;
 - g. Uninvited sexual teasing, jokes, remarks, or questions;
 - h. Any unwelcomed touching that is sexually motivated; or
 - i. Attempted or actual rape or sexual assault.
39. **Tardy** – a student’s failure to be in the proper classroom when the tardy bell rings.
40. **Terrorizing** – the intentional communication of information that the commission of a crime of violence is imminent or in progress or that a circumstance dangerous to human life exists or is about to exist, with the intent of causing members of the general public to be in sustained fear for their safety; or causing evacuation of a building, a public structure, or a facility of transportation; or causing other serious disruption to the general public.
41. **Theft** – taking another’s property without permission by stealing, fraud or trickery.
42. **Threat** – a communication in person, in writing, or through the use of the Internet to injure a person or to kill a person who is a teacher, an employee of the school system, or a student.

43. **Trespassing** – unauthorized entry on a school campus during schools hours (other than the one a student normally attends except when the student has been assigned to an alternative program).
44. **Truant or hooky** – a student who is absent from school without permission from a parent or guardian.
45. **Vandalism** – the defacing, damaging, or breaking of another’s property through willful misconduct.
46. **Weapon** – any object which, under the circumstances, may be used to inflict bodily injury or damage to property.
47. **Willful Disobedience** – the refusal to follow a reasonable request of a teacher, administrator, or an adult authority figure on campus.

NOTICE OF NON-DISCRIMINATION

The City of Baker School System does not discriminate on the basis of race, color, national origin, religion, handicap, disability, gender or sexual orientation. For any inquiries about the system’s non-discrimination policy, please contact:

HUMAN RESOURCES SUPERVISOR
P. O. Box 680 Baker, LA 70704-0680
(225) 774-5795
www.bakerschools.org



DISTRICT-WIDE PBIS CLASSROOM MINOR BEHAVIOR TRACKING FORM

School Personnel: We support problem-solving model aimed at encouraging appropriate student behavior and increase student achievement. We will teach, model, re-teach and acknowledge behavior.

Referring Teacher: _____ Date: _____ Class: _____
 Student Name: _____ Gender: M / F Grade: _____
 Student Number: _____ Age: _____ Race: _____

Provide incident location, if other than classroom:

1. Class/Lesson Disruption: Sounds, Drumming, Tapping, Excessive Talking	9. Refusing to Follow Directions/Assigned Work
2. Disrespect: Talking Back, Mocking, Gestures	10. Taking Other's Property
3. Dress Code/Uniform Violation	11. Tardy: Class/School
4. Inappropriate Language	12. Teasing/Name-calling/Harassment/Bullying
5. Out of Seat	13. Materials not brought to class
6. Disturbing Others: Pushing/Pulling/Shoving/Horseplay	14. Forgery/Cheating on assigned work
7. Possessing Prohibited Item(s)	15. Eating or drinking in class
8. Property/Equipment Misuse/Technology Devices	16. Other

Circle all that apply.

Possible Motivations:

- 1. Avoid Adult Attention 3. Obtain Peer Attention 5. Avoid Task 7. Do Not Know
- 2. Avoid Peer Attention 4. Obtain Adult Attention 6. Obtain Items 8. Other: _____

Others Involved:

- 1. None 3. Staff 5. Substitute 7. Other: _____
- 2. Avoid Peer Attention 4. Teacher 6. Unknown

Other Possible Interventions:

- 1. Student Conference 5. Phone Parent 9. Curricular Modification 13. Extra Time or Task
- 2. Student Contract 6. Time Out 10. Social Skills 14. Verbal Cues
- 3. Seating Change 7. Loss of Item/Privilege 11. Peer Mediation 15. Counselor Consult
- 4. Recovery in Room 8. Loss of Recess 12. Buddy Instruction

Date of Offense	Type of Offense	Suggested Intervention	Others Involved	Possible Motivation	Student Signature
		Verbal Warning			
		Model and re-teach expected behavior			
		Student/Teacher Conference			
		Self Reflection Sheet and Parental Contact via _____			
		Parental Contact			

_____ was contacted after the fourth offense on (date) _____ at (time) _____

Parent/Guardian

and informed that offense numbers five and six will result in an office referral with school based consequences such as Before/After School Clinic, TOR, In-School Suspension or Out-of-School Suspensions.

Office Discipline Referral: This Classroom behavior tracking form is to accompany the student to the office with the District Behavior Report.

*Parent(s)/Guardian: We respectfully request your support to resolve the problem behavior(s) indicated on this form. This form is used to document classroom behavior incidents. The student has been given warnings, re-taught the expectation(s) and specific rule(s) concerning the incidents. THIS IS NOT A REFERRAL. However, the continuation of the behavior may result in an office disciplinary referral.

The City of Baker School System does not discriminate on the basis of race, color, national origin, gender, age or qualified disability.

In accordance with R. S. 17:416(A) the purpose of this report is to inform parents/guardians of a behavior incident on the school campus, in the classroom, cafeteria, gymnasium, auditorium, elsewhere at the school or during school-related activities, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety, well-being or education of other students, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences.

Name of Student:	Phone:	Grade/Section:	
Name of Teacher/Staff:	Teacher/Staff/Location:		
Name of Principal:	School:		
Check One: <input type="checkbox"/> Regular Education <input type="checkbox"/> 504 <input type="checkbox"/> Special Education	Date of Incident:	Time:	Location:

Time Code:	01 Before School on Grounds, 02 During Class, 03 Between Classes, 04 After Normal School Hours & Supervised, 05 To/From School, 06 At Bus Stop or Transfer Station, 07 During School Extracurricular/Assembly Event, 08 Recess, Club, Free Time, 09 Homeroom, 10 Breakfast/Lunch
Location Code:	01 Classroom, 02 Restroom, 03 Lunchroom, 04 Hallway, 05 Playground, 07 At Bus Stop or Transfer Station, 08 Parking Lot, 09 Locker Room, 10 Cell Phone, 11 Internet, 12 To or From School, 13 School Sponsored Event, 14 Home, 98 Offsite Program, 99 Other _____

INFRACTION/REASON CODES (Check all that apply)

- | | | | |
|---|--|--|--|
| 01. <input type="checkbox"/> Willful disobedience | 11. <input type="checkbox"/> Cuts, defaces, or injures any part of public school buildings/vandalism | 17. <input type="checkbox"/> Violates traffic and safety regulations | 36. <input type="checkbox"/> Cyber Bullying (*complete Bullying Form) |
| 02. <input type="checkbox"/> Treats an authority with disrespect. | 12. <input type="checkbox"/> Writes profane and/or obscene language or draws obscene pictures. | 18. <input type="checkbox"/> Leaves school premises or classroom without permission | 37. <input type="checkbox"/> False Alarm/Bomb Threat |
| 03. <input type="checkbox"/> Makes an unfounded charge against authority | 13. <input type="checkbox"/> Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. *Use of code 13 requires additional submission of the Weapon Type code. | 19. <input type="checkbox"/> Is habitually tardy and/or absent | 38. <input type="checkbox"/> Forgery |
| 04. <input type="checkbox"/> Uses profane and/or obscene language | 14. <input type="checkbox"/> Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 1/2" - refer to code 31). | 20. <input type="checkbox"/> Takes another's property or possessions without permission | 39. <input type="checkbox"/> Gambling |
| 05. <input type="checkbox"/> Commits immoral or vicious practices | 15. <input type="checkbox"/> Throws missiles liable to injure others | 21. <input type="checkbox"/> Commits any other serious offense | 40. <input type="checkbox"/> Public Indecency |
| 06. <input type="checkbox"/> Conduct or habits injurious to his/her associates | 16. <input type="checkbox"/> Instigates or participates in fights while under school supervision | 30. <input type="checkbox"/> Discharge or use of weapon(s) prohibited by federal law | 41. <input type="checkbox"/> Obscene behavior or Possession of Obscene/Pornographic Material |
| 07. <input type="checkbox"/> Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form | | 31. <input type="checkbox"/> Possesses pocket knife or blade cutter with a blade length < 2 1/2" | 42. <input type="checkbox"/> Unauthorized use of Technology |
| 08. <input type="checkbox"/> Uses or possesses tobacco, lighter, or matches | | 33. <input type="checkbox"/> Use of OTC medication in a manner other than prescribed or authorized | 43. <input type="checkbox"/> Improper dress |
| 09. <input type="checkbox"/> Uses or possesses alcoholic beverages | | 34. <input type="checkbox"/> Possession of Body Armor | 44. <input type="checkbox"/> Academic dishonesty |
| 10. <input type="checkbox"/> Disturbs the school or habitually violates any rule | | 35. <input type="checkbox"/> Bullying/Harrassment (*complete Bullying Form) | 45. <input type="checkbox"/> Trespassing Violation |
| | | | 46. <input type="checkbox"/> Failure to Serve Assigned Consequence |
| | | | 47. <input type="checkbox"/> Misusing Internet/ Violates electronic/ technology policy |
| | | | 48. <input type="checkbox"/> Sexual Harassment |
| | | | 49. <input type="checkbox"/> False Report |
| | | | 50. <input type="checkbox"/> Crime of Violence (per R.S. 14:2B) |

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY TEACHER OR OTHER SCHOOL EMPLOYEE

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|--|---|---|
| 011 <input type="checkbox"/> Referred to Office | 022 <input type="checkbox"/> Therapeutic Removal | 030 <input type="checkbox"/> Restorative Practices Implemented |
| 012 <input type="checkbox"/> Referred to Counselor | 025 <input type="checkbox"/> Intervention Room | 173 <input type="checkbox"/> Conference with Parents or Guardians |
| 013 <input type="checkbox"/> Referred to Social Worker | 080 <input type="checkbox"/> Assigned Remedial Work | 175 <input type="checkbox"/> Conference with Principal |
| 014 <input type="checkbox"/> Referred to SBLC | 120 <input type="checkbox"/> Student Conference | 999 <input type="checkbox"/> Other Action _____ |
| 018 <input type="checkbox"/> Secondary Referral (PBIS) | 140 <input type="checkbox"/> Student Reprimand | |
| 019 <input type="checkbox"/> Tertiary Referral (PBIS) | 160 <input type="checkbox"/> Loss of Privileges | |

Contact Parent/Guardian? <input type="checkbox"/> Y <input type="checkbox"/> N	Date: _____	Time: _____	<input type="checkbox"/> Phone Call	<input type="checkbox"/> Letter	<input type="checkbox"/> Conference Date: _____	Time: _____
RECOMMENDATION(S) BY TEACHER OR OTHER SCHOOL EMPLOYEE:						
Signature of School Employee: _____						Date: _____

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|---|---|---|
| 000 <input type="checkbox"/> No Action – only use if no reportable action was taken | 014 <input type="checkbox"/> Referred to School Building Level Committee (SBLC) | 080 <input type="checkbox"/> Assigned Remedial Work |
| 001 <input type="checkbox"/> Expulsion Recommendation | 016 <input type="checkbox"/> Court Referral Date: _____ | 120 <input type="checkbox"/> Student Conference Date: _____ |
| 002 <input type="checkbox"/> Suspension Out of School from ___ to ___ | 017 <input type="checkbox"/> Enforcement Referral (Arrest Resulted Y N) | 140 <input type="checkbox"/> Student Reprimand |
| 004 <input type="checkbox"/> Suspension In School from ___ to ___ | 020 <input type="checkbox"/> TOR (Time Out Room) | 160 <input type="checkbox"/> Loss of Privileges |
| 006 <input type="checkbox"/> Suspension Alternative Site from ___ to ___ | 030 <input type="checkbox"/> Restorative Practices Implemented | 173 <input type="checkbox"/> Conference w/ Parents or Guardians on: _____ |
| 012 <input type="checkbox"/> Referred to Counselor | 040 <input type="checkbox"/> In School Detention from ___ to ___ | 175 <input type="checkbox"/> Conference w/ Principal on: _____ |
| 013 <input type="checkbox"/> Referral to Social Worker | 043 <input type="checkbox"/> After School Detention from ___ to ___ | 180 <input type="checkbox"/> Corporal Punishment (if checked, complete "Corporal Punishment" Incidence Checklist) |
| | 045 <input type="checkbox"/> Weekend Detention from ___ to ___ | 999 <input type="checkbox"/> Other Action(s): _____ |

Perpetrator: Serious Bodily Injury Y N **Medical Treatment:** Y N **Victim:** Serious Bodily Injury Y N **Medical Treatment:** Y N

Contact Parent/Guardian? <input type="checkbox"/> Y <input type="checkbox"/> N	Date: _____	Time: _____	<input type="checkbox"/> Phone Call	<input type="checkbox"/> Letter	<input type="checkbox"/> Conference Date: _____	Time: _____
SIS Primary Infraction/Reason Code Entered: _____			Signature of Principal: _____			Date: _____

COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN:

Signature of Student: _____	Signature of Parent/Guardian: _____	Current Date: _____
-----------------------------	-------------------------------------	---------------------

Check appropriate blocks as copies of the document are supplied:

- Parent/Guardian School's Pupil File Employee Filing this Report Principal

***NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding non-work days) of the time it was submitted to the principal.**

****Attachments:** Provide copies of all documents related to the behavior of the student named above and prepared by the employee submitting this referral.

14750 Plank Road, Baker, Louisiana 70714
P.O. Box 680, Baker, Louisiana 70704-
0680 Phone (225) 774-5795, Fax (225)
774-5797
www.bakerschools.org



**Suspension/Expulsion Recommendation Form
AP1/AP3**

INCIDENT INFORMATION

To the Parents of: _____ Grade: _____ Regular Education _____ Special Education _____
Address: _____ City: _____ State: _____ Zip: _____
Date parent was contacted by Principal/Designee: _____ Telephone: _____

Your child has been assigned to the Alternative Learning Center located on the Baker High School Campus.

Incident referred by: _____ Incident Time: _____ Incident Location: _____
Beginning Date: _____ Ending Date: _____ Number of Days: _____ Return to regular assigned school on: _____
(If recommended for Expulsion refer to Section AP3 below.)

THE STUDENT IS BEING REFERRED FOR THE FOLLOWING REASON(S):

Parents must accompany students to the Alternative Learning Center (ALC) on the first day of assignment. Your child should attend the ALC for all the days indicated above. The ALC opens at 6:50 a.m. Students must arrive no later than 7:30 a.m. each morning and must be picked up promptly at 2:30 p.m. each afternoon. Transportation must be provided by the parent. Students must behave appropriately while at the ALC and complete assignments as directed by their teacher and/or their moderator. If the student does not attend the ALC the days will be counted as unexcused absences.

AP1 - SUSPENSION ALTERNATIVE LEARNING CENTER (ALC)

If student is being recommended for Expulsion please complete AP3 section below and fax to Jasity Braziel @ 225-774-5797.

STUDENT JPAM ID #: _____ BEGINNING DATE: _____ RETURN DATE: _____
REFERRING SCHOOL NAME: _____ NUMBER OF DAYS: _____
LIST REASON CODE (01-47): _____ School Administrator: _____

AP3 - RECOMMENDATION FOR EXPULSION

Date Parent was contacted by Principal/Designee: _____ Method of contact: _____
Beginning date of suspension with recommendation for expulsion: _____ Ending date: Pending Hearing
Your child may return to school on a date designated by the Hearing Officer _____

We regret that it has been necessary to take disciplinary action. If you desire further information concerning this matter, you may contact the school at the following telephone number: _____. We are hopeful that our coordinated efforts will lead to better communication and a solution to the problem. Parents have the right to view all of the evidence presented by the school at the expulsion hearing. Your child's hearing will be held at the home school by the Supervisor of Child Welfare and Attendance.

Parent/Guardian Information

Name: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone: (Home) _____ (Cell) _____
Signatures: Principal/Asst. Principal _____ Parent/Guardian _____

LOUISIANA DEPARTMENT OF EDUCATION SCHOOL BUS BEHAVIOR REPORT

FORM "SB"

In accordance with R.S. 17:416, the purpose of this report is to inform parents/guardians of a behavioral incident on the school bus, at a bus stop or in the bus loading zone at the school, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety or well-being of the named student, the school bus driver or other persons, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences. Students and parents are reminded that bus riding privileges may be revoked at any time deemed necessary for the safety of school bus passengers or other citizens.

Name of Student _____ Phone _____ Grade _____
 Name of Bus Driver/Staff _____ Phone _____ Bus Number _____
 Name of Principal _____ School _____
 Check One: Regular Education 504 Special Education Date of Incident _____ Time _____ Location _____

Time Code: _____ 04 During School Activity Trip, 05 To/From School, 06 At Bus Stop or Transfer Station
 Location Code: _____ 05 On Bus, 06 At Bus Stop or Transfer Station, 15 Other

Primary Incident / Reason Codes. Check all that apply.

- | | | |
|--|---|---|
| 01. <input type="checkbox"/> Willful disobedience
02. <input type="checkbox"/> Treats an authority with disrespect
03. <input type="checkbox"/> Makes an unfounded charge against authority
04. <input type="checkbox"/> Uses profane and/or obscene language
05. <input type="checkbox"/> Is guilty of immoral or vicious practices
06. <input type="checkbox"/> Is guilty of conduct or habits injurious to his/her associates
07. <input type="checkbox"/> Uses or possesses in any form any controlled dangerous substance governed by the Uniform Controlled Substances Law
08. <input type="checkbox"/> Uses or possesses tobacco, lighter or matches
09. <input type="checkbox"/> Uses or possesses alcoholic beverages | 10. <input type="checkbox"/> Disturbs the school or habitually violates any rule
11. <input type="checkbox"/> Cuts, defaces, or injures any part of public school buildings/vandalism
12. <input type="checkbox"/> Writes profane and/or obscene language or draws obscene pictures
14. <input type="checkbox"/> Possesses firearms, knives or other implements that can be used as weapons
15. <input type="checkbox"/> Throws missiles liable to injure others
16. <input type="checkbox"/> Instigates or participates in fights while under school supervision
17. <input type="checkbox"/> Violates traffic and safety regulations
18. <input type="checkbox"/> Leaves school premises or classroom without permission | 19. <input type="checkbox"/> Is habitually tardy and/or absent
20. <input type="checkbox"/> Is guilty of stealing
21. <input type="checkbox"/> Commits any other serious offense
35. <input type="checkbox"/> Bullying/Harassment (*complete Bully form)
36. <input type="checkbox"/> Cyber Bullying/Cyber Harassment (*complete Bully form)
38. <input type="checkbox"/> Forgery
39. <input type="checkbox"/> Gambling
42. <input type="checkbox"/> Unauthorized use of Technology
43. <input type="checkbox"/> Improper dress |
|--|---|---|

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY SCHOOL BUS DRIVER

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other ___ cumulative behavioral referral(s). I have taken the following action(s):

011 Referred to Office 120 Discussed Behavior with Student 173 Discussed Behavior with Parent or Guardian
 175 Participated in Conference with School Administrator 999 Other
 Date of Referral: _____ Date of Contact: _____ Time: _____ Phone Call Letter Other (Describe): _____
 Response of Parent/Guardian: _____
 Date of Conference: _____ Describe: _____
 Signature of Bus Driver: _____ Date: _____

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other ___ cumulative behavioral referral(s). I have taken the following action(s):

011 No Action— only use if no reportable action was taken 160 Loss of Privileges/Bus Suspension: _____ days 020 TOR (Time Out Room)
 012 Referred to Counselor 014 Referred to School Building Level Committee (SBLC) 040 In School Detention from _____ to _____
 043 After School Detention from _____ to _____ 045 Weekend Detention from _____ to _____ 002 Suspension Out Of School from _____ to _____
 004 Suspension In School from _____ to _____ 006 Suspension Alternative Site from _____ to _____ 001 **Expulsion Recommendation**
 017 Enforcement Referral (Arrest Resulted Y N) 016 Court Referral Date _____ 013 Referral to Social Worker
 080 Assigned Remedial Work 999 Other Action(s): _____ 030 Restorative Practices Implemented
 140 Student Reprimand 120 Student Conference Date: _____ 173 Conference w/ Parents or Guardians on: _____
 175 Conference w/ Principal on: _____ 180 Corporal Punishment (if checked—complete "Corporal Punishment" Form)

Circle Yes or No: **Perpetrator:** Serious Bodily Injury Y N Medical Treatment Y N **Victim:** Serious Bodily Injury Y N Medical Treatment Y N
 Y N Contact Parent/Guardian Date: _____ Time: _____ Phone Call Letter Conference Date: _____ Time: _____
 SIS Primary Infraction/Reason Code Entered: _____ Signature of Principal: _____ Date: _____

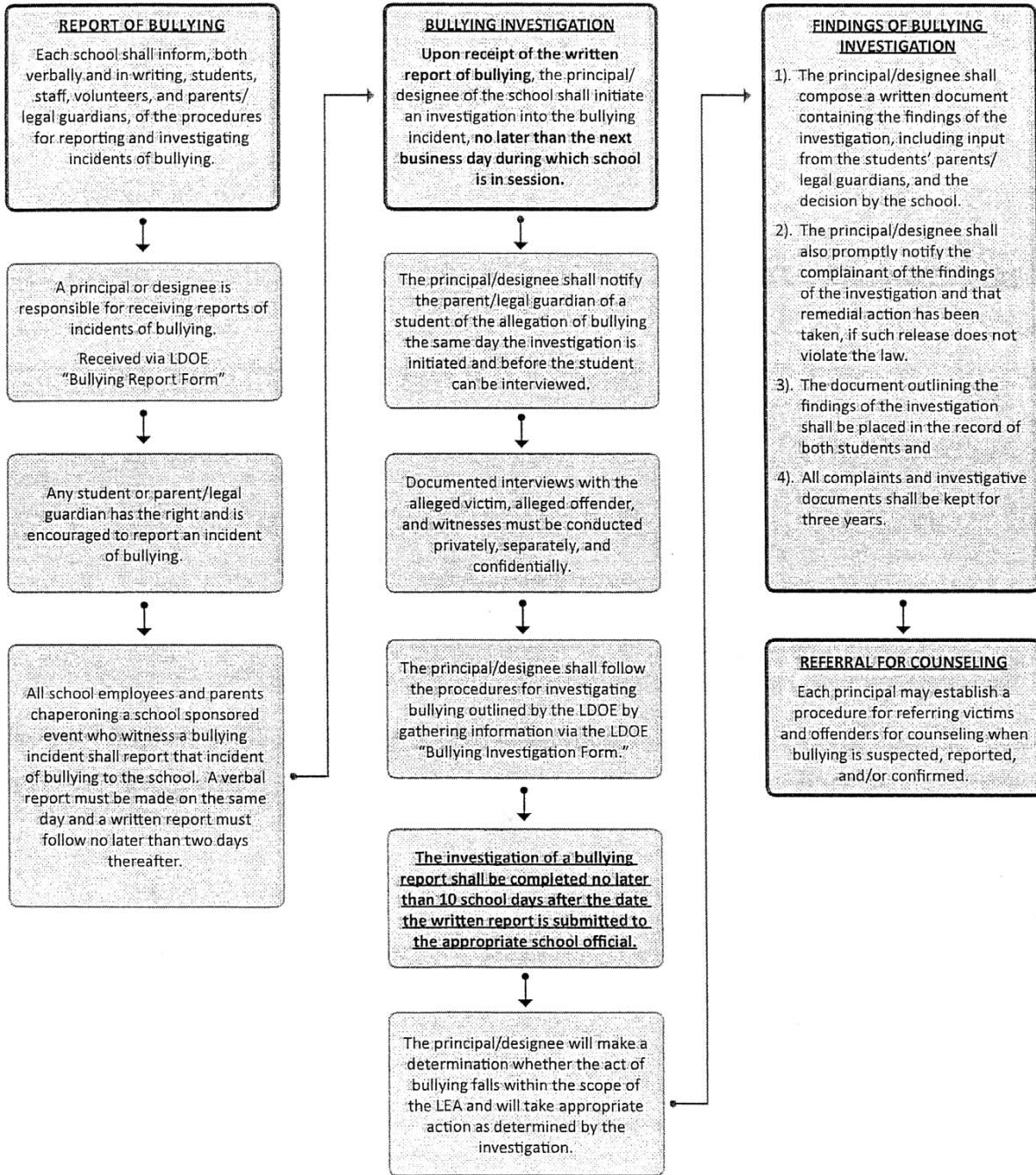
COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN: _____

Signature of Student: _____ Signature of Parent/Guardian: _____ Current Date: _____
 Check appropriate blocks as copies of the document are supplied: Parent/Guardian School's Pupil File Employee Filing this Report Principal

***NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding non-work days) of the time it was submitted to the principal.**

****Attachments:** Provide copies of all documents related to the behavior of the student named above and prepared by the employee submitting this referral.

PRINCIPAL/DESIGNEE RESPONSIBILITIES FLOWCHART
Procedures for Implementing Act 861 of 2012
Bullying Prevention (Disposition at the School Level)



Signature of Student: _____ Signature of Parent/Guardian: _____ Current Date: _____

Check appropriate blocks as copies of the document are supplied: Parent/Guardian School's Pupil File Employee Filing this Report Principal

***NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding non-work days) of the time it was submitted to the principal.**

****Attachments:** Provide copies of all documents related to the behavior of the student named above and prepared by the employee submitting this referral.

Louisiana Believes

Reporting and Investigating Incidences of Bullying

DEFINITION OF BULLYING: (AS PROVIDED IN ACT 861 OF 2012)

A **pattern** of one or more of the following:

- gestures, including but not limited to obscene gestures and making faces;
- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor;
- electronic communication including but 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;
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- repeatedly and purposefully shunning or excluding from activities;

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

The pattern of behavior must 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 must 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.

POLICY NOTIFICATION REQUIREMENTS

The LEA must review the student code of conduct and amend it as may be necessary to assure that the policy prohibits bullying to include (1) the definition of bullying; (2) specifically address behaviors constituting bullying; (3) the effect the behavior has on others, including bystanders; and; (4) the disciplinary and criminal consequences of bullying.

Each LEA must provide notice to students and parents of the policy prohibiting bullying of a student by another student, including the definition of bullying. The policy must be included in the student code of conduct.

OCTOBER 23, 2012

 DEPARTMENT of
EDUCATION
Louisiana Believes

Louisiana Believes

Each LEA must inform students orally and in writing at the orientation required under R.S. 17:416.20 of the prohibition against bullying, the nature and consequences of such action; including potential criminal consequences and loss of driver's license, and the proper process and procedure for reporting any incidents involving bullying. A written copy of the notice must also be delivered to each student's parent/legal guardian.

REPORTING AN ACT OF BULLYING

The principal/designee of each school in the LEA must establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying may be filed and how this report will be acted upon. The form developed by the LDE must be accepted as a report of bullying. The form may also be used to record a verbal report. All reports shall remain confidential.

The principal/designee is responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning or supervising school-sponsored functions and events are required to report alleged violations of this policy to the principal or the principal's designee. A verbal report must be reported on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter.

The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

Retaliation and False Reports

Retaliation against any person who reports bullying in good faith, who is thought to have reported bullying, who files a complaint, or who otherwise participates in an investigation or inquiry concerning an allegation of bullying is prohibited conduct and is subject to disciplinary measures. Intentionally making false reports about bullying to school officials is prohibited and will result in appropriate disciplinary measures.

INVESTIGATING AN ACT OF BULLYING

- The principal/designee of the school must initiate the investigation the next business day during which school is in session after the report is received by a school official. The investigation must be completed no later than ten school days after the date the written report was submitted.
- The investigation must include an interview of the reporter, victim, the alleged bully, and any witnesses, and include obtaining copies or photographs of any audio-visual evidence.
- The principal/designee must notify the parent or legal guardian of a student under the age of eighteen of the allegation of bullying before the student can be interviewed and inform them of the right to attend the interview with the student.
- Documented interviews of the victim, alleged offender, and witnesses must be conducted privately, separately, and confidentially. At no time will the alleged offender and victim be interviewed together.
- The investigator will collect and evaluate the facts using the form developed by the LDE.
- The principal/designee may (in accordance with Act 861 of 2012) file a complaint with the court of juvenile jurisdiction pursuant to Children's Code Article 730(8) and 731(1), or Children's Code Article 730(1), if the parent or legal guardian refuses to attend a conference or meeting regarding the student's behavior.

The highest level of confidentiality possible must be upheld regarding the submission of a complaint or a report of bullying and the investigative procedures that follow.

MEETINGS WITH PARENT OR LEGAL GUARDIAN OF THE VICTIM AND ALLEGED OFFENDER

- Meetings with the parents or legal guardians of the victim and meetings with the parents or legal guardians of the alleged offender must be separate.
- Parents or legal guardians of the victim and alleged offender must be informed of all of the available potential consequences, penalties, and counseling options at the initial meeting with school officials.

Notification to Parents/Legal Guardians of an Act of Bullying

The principal/designee will promptly notify the parents/legal guardians of all students involved of any incident of bullying as defined by this policy. Notification of the parent/legal guardian of all students involved must be made on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

RESOLUTION OF INVESTIGATION

The principal/designee shall compose a written document containing the findings of the bullying investigation, including input from the students' parents/legal guardians, and the decision of the school or school system official. The document will be placed in the record of both students.

The principal/designee shall promptly notify the complainant of the finding of the investigation and the remedial action taken, if the release of the information does not violate the law.

If the school has determined that the discipline code has been violated, the school official should take prompt and appropriate disciplinary action pursuant to LA R.S. 17:416 and 17:416.1 and report criminal conduct to law enforcement, if appropriate.

The LEA may establish a procedure for referring a victim and perpetrator for counseling when bullying is suspected or when a bullying incident is reported. The procedure may include, but not limited to:

- Counseling and support to address the needs of the victim(s) of bullying
- Research-based counseling/interventions to address the behavior of the students who bully or harass others (e.g., empathy training, anger management, social skills training, etc.)
- Research-based counseling/interventions which includes assistance and support for parents/legal guardians, if deemed necessary or appropriate

PROCEDURE FOR APPEAL

Failure to Act

A student, parent/legal guardian, or school employee may report a bullying incident to the LEA (city, parish, or local school board or local school governing authority) if the school official does not take timely and effective action to address the incident.

The LEA or governing authority must begin an investigation of any complaint of bullying that is properly reported the next business day in which school is in session.

If the governing authority does not take timely and effective action, the student, parent, or other school employee may report the bullying incident to the Louisiana Department of Education.

Parental Relief (Parents/Legal Guardians of a Victim of Bullying)

The parent/legal guardian of a bullied student may request a transfer to another school if a parent, legal guardian, teacher, or other school official has made four or more reports of separate instances of bullying and no investigation has occurred.

The LEA must make space available for the student at another public elementary or secondary school under its jurisdiction within ten school days of the transfer request.

If no other school that serves the bullied student's grade level is available within fifteen days of the transfer request, the superintendent or head of the LEA must facilitate the student's enrollment in a statewide virtual school or offer the student placement in a full-time virtual program or virtual school.

The LEA may enter into a memorandum of understanding with another LEA to secure placement and transfer for the bullied student.

If none of the options above are made available to the student within thirty days after the transfer request is made; the parent or legal guardian may request a hearing with the school's governing authority. The hearing must be granted for the next scheduled meeting or, within sixty calendar days, whichever is sooner.

The parent/legal guardian may request at the end of any school year that the student be transferred back to the school in which the student was enrolled when at least three of the bullying reports were made.

The district must make space available for the student at the school where the student was originally enrolled. No other school will qualify for the transfer back.

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Dual Credit MOU

Background Information:

In order for us to deliver Dual Credit classes at the High School, the board needs to approve the MOU with Southern University

Attached Items: MOU from Southern University

Possible Motion: Move to approve the MOU with Southern University for Dual Credit.



Southern University and A&M College
Office of Pre-College and Outreach Programs
Baton Rouge, Louisiana 70813

2022 APR 24 10:21 AM

Memorandum of Understanding (MOU) Dual Enrollment Credit Program

**Partnership Agreement between Southern University and A& M College and
City of Baker Schools**

This agreement is by and between **Southern University and A&M College** (hereinafter referred to as the “University”) and **City of Baker Schools** (hereinafter referred to as the “School District”) to participate in the Southern University Dual Enrollment Program during the 2023-24 academic year, approved by the Board of Regents for Higher Education and Board of Elementary and Secondary Education. The parties agree that the Dual Enrollment Program at the University allows high school students to enroll in courses for which they earn both high school and college credit. Dual Enrollment courses are college level courses, conducted on the University campus or jointly on the high school campus or online, that are applicable to established University academic degree programs and are also transferable to other universities.

Governance

The Dual Enrollment Program established under this agreement will be governed by the School District and subject to district, state, and federal policies and requirements. The Principal of the High School will report to the School District. Representatives from the University and School Districts will meet twice a semester or more to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration.

Provision of Courses

The University will give credit for courses for which course articulation agreements have been approved and have been evaluated and approved through the official University curriculum approval process. School District and University will meet and determine the courses that are approved for Dual Enrollment, prior to offering the courses to students.

Course Compliance

The University is responsible for involving full-time faculty teaching in the discipline and overseeing University course selection and implementation on the college campus or in the high schools to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation and assessment are applied in all venues where the University offers courses. The University will designate staff personnel to monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the University, and the School District.

Instructors

All instructors must meet the University's academic requirements. Instructors provided by the School District will be designated as a course facilitator. The University will provide an instructor for the Academic Dual Credit course conducted on the University campus, online, and the School District will provide an instructor for the Academic Dual Credit course conducted in the high school that has been approved by the University. The University will offer reduced tuition to the course facilitator who teaches a course on the high school campus. The School District will pay the salary of the course facilitator/teacher of record who teaches in the high school during school hours. A planning stipend is paid to those instructors by the University who meet University employment standards.

Facilities

Courses will be conducted at facilities provided by the University or School District. High school students and high school instructors will have access to instructional and non-instructional resources available on the campus of the University.

Tuition and Fees

The School District, or special funds from other services will be responsible for payment of tuition to participate in the program. The University based on the Course Articulation Agreement will invoice the School District the applicable fees associated with tuition and fees for Dual Enrollment. The cost breakdown is \$150.00 per three (3) hour credit course (\$50.00 dollars per one college credit hour), \$75 electronic textbook fee and a \$81.25 My Math Lab (when applicable). If a program is responsible for payment but does not make payment by due date, the School District shall be responsible and will pay for the amount due. Prior to the start of the semester, the School District and University shall agree on the number of students taking Dual Enrollment courses so that funds can be appropriately budgeted.

Books and Supplemental Materials

University approved textbooks, syllabi, and course outlines, applicable to the courses when taught at the University campus or other instructional venues shall apply to the courses, and all students

in the courses, when offered under the provisions of this agreement. All textbooks and supplemental materials required for classes, as determined by the Academic Department, will be the responsibility of the School District. The electronic textbook fee and MyMathLab fee are added to the student fee bill automatically.

Enrollment

The University will assist with enrollment at the School District one (1) time per semester for all students who are qualified and wish to enroll in academic dual credit courses.

Instructional Calendar

The University instructional calendar is to be used when University course/s are taken for credit on the University Campus. The University and District will coordinate the instructional calendar when the courses are taught on the High School Campus.

Conduct

Dual Enrollment High School students are required to adhere to University regulations regarding facilities and equipment usage, and University and School District codes of conduct, subject to appropriate action taken by the School District and University.

Safety

If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the University, the response to such incidents will be based upon operating University regulations, guidelines, and procedures.

Indemnification of University

To the extent authorized by law, in consideration of the performance by both parties of this agreement, each party does hereby agree to indemnify and hold harmless all agents, servants, and employees of the other party from and against any and all claims, debts, from either (1) claimed or actual defects in premises owned or controlled by the other party and used in the performance of this agreement; or (2) any negligent acts or omissions of the other party, its agents, servants, or employees, in the performance of this agreement; (3) any negligent acts or omissions of the School District or University, its agents, servants, or employees in the performance of this agreement.

Renewal and Termination of Agreement

This agreement may be amended by mutual written agreement of both parties. The Agreement will be in force for as long as both parties agree. The University and School District reserve the right to terminate this agreement upon written notice to the other party 90 days prior to such termination. In this event, the date of termination will be the day after the end of the University's semester in which the 90-day period expires.

Southern University Dual Enrollment Student Eligibility Criteria Framework

Student/High School Information

I. General criteria

1. Student must be currently enrolled in the 11th or 12th grade. Exceptions may be allowable by the University.
2. Students must maintain a minimum 2.5 high school GPA
3. Student must have baseline data to support course placement.
4. Student must be on track for completing the Regents/TOPS high school core.
5. Student must be in good standing as defined by the high school.
6. Student must have permission from the high school to participate.
7. Student must be enrolled in a course for which both college and high school credits are available.
8. To continue enrollment in subsequent semesters/terms through the Dual Enrollment Program, the student must have successfully completed prior Dual Enrollment Program courses. If the student fails, resigns or withdraws from a course, the student must receive permission from both the high school and college to continue enrollment in subsequent semesters/terms.
9. Students wishing to initiate their participation in dual enrollment for the first time during the 2023-24 academic year may be eligible to enroll in academic courses on the Master Articulation Matrix if they meet the above criteria (OR) receive a counselor recommendation based on overall student performance and grade trends in the subject. The Accuplacer may be required by the University to secure baseline testing data.
Board of Regents Approved: January 9, 2023

- #### II. Minimum eligibility criteria to enroll in a College Level, Degree Credit Course as outlined by the Board of Regents.

A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

A student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the following four criteria¹		
1. Success in high school		
2.5 cumulative high school GPA		
AND		
Subject-specific minimum scores on any assessment listed in Figure 1 (page 5).	OR	Counselor recommendation based on overall student performance and grade trends in the subject.
2. Success in subject area		
3.0 cumulative <u>high school</u> subject-area GPA, as determined by the postsecondary institution.	AND	Counselor recommendation based on grade trends in the subject.
3. Success in previous dual enrollment courses²		
2.5 cumulative <u>college</u> GPA, as demonstrated in prior dual enrollment participation.		
4. Meet the eligibility thresholds required by an approved Early College Academy.		

¹ Any of these three criteria qualify a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

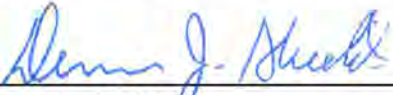
² Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

III. Eligibility criteria to enroll in an Enrichment/Developmental Course

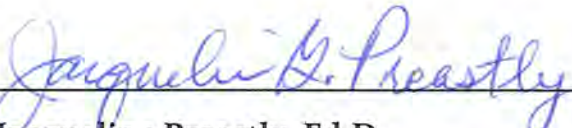
1. Enrichment/Developmental Course: An English or mathematics course that generates postsecondary institutional credit, but not degree credit, and is designed to prepare the student for college-level instruction.
2. Student must have a PLAN or ACT Composite score of at least 15.
3. Student must have a PLAN or ACT English sub-score of at least 15 to enroll in an English developmental course.
4. Student must have a PLAN or ACT mathematics sub-score of at least 15 to enroll in a mathematics developmental course.

IN WITNESS THEREOF, the parties have duly approved THIS AGREEMENT,
EXECUTED IN TWO original counterparts on this _____ date of _____.

Southern University and A&M College

By: 
Dennis J. Shields
President-Chancellor

By: 
Bijoy K. Sahoo, Ph.D.
Executive Vice Chancellor

By: 
Jacqueline Preastly, Ed.D.
Vice Chancellor for Enrollment Management and Student Success
Post Office Box 9251
Baton Rouge, Louisiana 70813
Phone: 225-771-2300

City of Baker Schools

By: _____
Mrs. Joyce Burges
City of Baker School Board President

By: _____
Mr. James Stroder
City of Baker School Superintendent
14750 Plank Road
Baker, LA 70714
Phone: (225) 774-5795

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: LSU STEM Pathways MOU

Background Information:

In order for us to deliver STEM classes in the district, the board needs to approve the MOU with LSU

Attached Items: MOU from LSU

Possible Motion: Move to approve the MOU with LSU for STEM pathways.

MEMORANDUM OF UNDERSTANDING: LSU STEM PATHWAY COURSES

I. Responsibilities

A. Teacher Responsibilities

1. Teachers must become approved to teach an LSU STEM Pathway course by completing the required training and successfully earning the certification. Teachers must have a certification for each LSU STEM Pathways course that they will be teaching in the 2023-24 school year.
 - a) If a teacher attends the training but fails to successfully earn the certification, teachers will be awarded a provisional certification. The teacher will be allowed to teach the course using a provisional certification but must agree to follow an individual action plan to earn the complete certification by the end of the current school year.
 - b) Teachers who have previously earned course certification(s) must attend a one-day refresher training session annually during the summer to renew each course certification; date and time to be determined for each course.
2. There will be a minimum of 20 hours of *Community of Practice Sessions* offered by LSU throughout the 2023-24 teaching cycle for each course, date and time TBA and varies by course. Participation in this Community of Practice is mandatory for teachers in their first year of implementation. If the teacher cannot attend a session, the teacher commits to working with the LSU course instructor individually. There will be no charge for these sessions; stipends for participating teachers will be determined and paid for by school districts.
3. The teacher will participate in virtual collaborations throughout the academic school year.
4. The teacher will work with the LSU Pathway Point-of-Contact to schedule in-person or virtual classroom observations (minimum 1 per course).
5. The teacher will facilitate the administration of course content, pre/post-test, and research instruments used for educational research purposes. The teacher will facilitate the signature of consent and assent forms from students/parents to be able to incorporate the student data for educational research purposes in accordance with all applicable laws and regulations.
6. The teacher will facilitate the signature of artifact release forms from students/parents to be able to incorporate the materials developed in their classrooms to the open-source Pathway curriculum.



7. The teacher agrees to share student work/data with LSU STEM Pathways Point-of-Contact for educational research purposes in accordance with all applicable laws and regulations.
8. The teacher will have all students enroll in the LSU STEM pathway course via the course registration portal (a link will be provided to the teacher on the first day of the school year). The teacher must formally verify all rosters by **Oct 1st, 2023** for Fall-only and full-year courses or by **February 1st, 2024** for Spring-only courses.
9. A minimum of 75% of the LSU course curriculum must be implemented in order for students to be eligible for certification. Students must also earn a passing grade to be eligible for certification. If a significant disruption of school services/class teaching time occurs, the teacher will contact the LSU STEM Pathway curriculum lead in order to adjust instruction. LSU will aid in the adjustment of course content, teaching alignment to virtual/online instruction, and providing guidance on instructional techniques to allow students to remain eligible for certification.

B. School and District Responsibilities

1. The school will provide a teacher to facilitate the LSU STEM Pathway course. The teacher must be certified in accordance with Section I.A.1 above. The school or district is responsible for the cost of training the teacher; training costs vary by course¹. If that teacher becomes unable to continue throughout the semester, the school will contact the LSU Pathways Point-of-Contact (see chart below) immediately to work out a solution to the problem.
2. The school will provide the required classroom supplies as listed on the individual course specification pages, including appropriate technology and access. Grants, such as the QSM Grant (www.lsu.edu/qsm), are available for teachers to apply for funding for classroom supplies.
3. The school will allow the LSU Pathway Point-of-Contact to schedule in-person or virtual classroom observations (minimum 1 per course).
4. The school agrees to share student work/data with LSU STEM Pathways Point-of-Contact for educational research purposes in accordance with all applicable laws and regulations.
5. The school agrees to help the teacher enroll students in the LSU STEM Pathways registration portal. Enrollment verification must take place by **October 1st, 2023** for Fall-only and full year courses and by **February 1st, 2024** for Spring only courses.
6. Administrative Course Fees (only applies to courses offered in 9th grade or above)

¹ Training costs for courses and modules are generally \$1,920 for a 12-day training and \$3,840 for a 24-day training. Training fees may be waived under certain circumstances, such as participation in certain grants.



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- a) LSU charges districts a \$80 administrative fee for each high school student for whom LSU issues a Pathway Certificate of Course Completion and for whom the school district is eligible to receive Career Development Funds/Career Technical Funds. This fee will not be charged for students receiving Dual Enrollment credit from LSU for taking a Pathway course. Invoices will be sent by **May 13th, 2024** to the person designated as the Invoice contact and will include a roster of students who are eligible to receive a certificate of course completion, pending passing grade in the course. Invoices must be paid by **June 30th, 2024**.
- b) To ensure the district receives the full funding per student per course in Career Development Funds/Career Technical Funds, the high school must submit student rosters to the district LEA using the approved LSU course codes **October 1st, 2023** for fall and **February 1st, 2024** for spring. The LSU course code list can be found on the Course Specifications page.

C. LSU Responsibilities

- 1. LSU will provide access to course curriculum, course training to teachers for the specific course, and Community of Practice Sessions throughout the teaching cycle of the course.
- 2. LSU will observe teachers during the year and provide feedback to the teachers.
- 3. LSU will have a Point of Contact (POC) for each pathway to assist with administration.
- 4. LSU will send high school administrative fee invoices to districts by **May 13th, 2024** for students who are eligible to receive a certificate of course completion, pending passing grade in the course.
- 5. LSU will send student Certification of Course Completion to schools by **May 13th, 2024**.

II. Summary of Dates

Event	Deadline
School returns signed MOU	June 1, 2023 (early: April 15)
School/District pays for summer training (if needed)	July 1, 2023
Teachers have students register for each course in the Pathways Portal for Fall 4x4 courses or Full Year courses	October 1, 2023
Teachers have students register for each course in the Pathways Portal for Spring 4x4 courses	February 1, 2024
LSU mails High School Student Certification Invoices for Fall 4x4,	May 13th, 2024



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Spring 4x4, and Full Year courses	
LSU mails Pathway Certificate of Course Completion for Fall 4x4, Spring 4x4, and Full Year courses	May 13th, 2024
School/District High School Student Certification Invoice Due Date	June 30th, 2024

III. LSU Point of Contact Information

Pathway	Name	Email
Program Director	Frank Neubrandner	fneubr1@lsu.edu stempathways@lsu.edu
Biomedical Sciences	Stephen Kampen Sharon Cilano	skampen1@lsu.edu scilan1@lsu.edu
Computing	Fernando Alegre Juana Moreno	falegre@lsu.edu moreno@brbytes.org
Digital Design and Emergent Media	Jesse Allison Scott Nelson	jtallison@lsu.edu snels45@lsu.edu
Elementary School	Nicole Foster	nfoster1@lsu.edu
Environmental Protection and Sustainability	Maud Walsh	evwals@lsu.edu
Middle School	Nicole Foster Fernando Alegre Juana Moreno	nfoster1@lsu.edu falegre@lsu.edu moreno@brbytes.org
Pre-Engineering	Vanessa Begat	vbegat@lsu.edu

IV. Signatures

The full details of this MOU can be found at the following URL:

<https://college-readiness.lsu.edu/api/mou/flow/ba042fa8-2a04-401d-8454-11d9aac3ccf1/sel>

SCHOOL

Name: Antonia Caine Royal (acaine-royal@bakerschools.org)

Title: Principal

School: Baker Middle School

District: City of Baker School District

As an authorized representative of Baker Middle School, I agree to the conditions of this MOU.

Signature _____ Date _____

DISTRICT

Name: Lisa Smothers (lsmothers@bakerschools.org)

Title: Other district admin / staff

District: City of Baker School District

As an authorized representative of City of Baker School District, I agree to the conditions of this MOU.

Signature _____ Date _____

LSU

Name: Dr. Frank Neubrandner (stempathways@lsu.edu)

Title: Executive Director of the Cain Center for STEM Literacy

Institution: Louisiana State University

As an authorized representative of Louisiana State University (A&M campus), I agree to the conditions of this MOU.

Signature _____ Date _____



Gordon A. Cain Center

Appendix: Current Selections

This list is subject to change. Please check the online version for updated information.

Code	Course	Teacher
061139	Introduction to STEM Pathways and Careers	Tory Williams
061179	Survey of Computer Science	Teacher TBD

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Rosebud CNA MOU

Background Information:

In order for us to deliver a CNA program at the High School, the board needs to approve the MOU with Rosebud.

Attached Items: MOU from Rosebud

Possible Motion: Move to approve the MOU with Rosebud for CNA Classes.

MEMORANDUM OF UNDERSTANDING

between

Rosebud Healthcare and Training, LLC

and

Baker High School

This Memorandum of Understanding (MOU) is undertaken to describe the partnership between the Rosebud Training Academy, LLC, hereafter referred to as RTA; and Baker High School of the City of Baker School System, hereafter referred to as BHS; to establish a collaboration to provide students with access to Certified Nurses Aide training in preparation to sit for the CNA exam and receive the related Louisiana diploma endorsement.

PURPOSE

RTA seeks to graduate competent, compassionate and caring healthcare providers to increase the number of properly trained and certified CNA professionals in the Baker/Baton Rouge community. Baker High school is committed to ensuring its students are properly prepared with marketable skills for both college and careers. The collaboration provides the opportunity for both partners to work together to achieve these aligned goals.

SCOPE OF SERVICES

RTA agrees to provide the following as part of this partnership:

- Provide healthcare focused training facility for students participating in the RTA-BHS CNA program.
- Provide 40 hours of classroom training to students enrolled in the RTA_BHS CNA program.
- Provide 40 hours of clinical training to students enrolled in the RTA_BHS CNA program.
- Provide students in the RTA_BHS CNA program with job placement advice upon their passage of the CNA exam.
- Work with BHS administration to develop classroom and clinical schedule for students

BHS agrees to provide the following as part of this partnership:

- Provide tuition, book and supply fees for students participating in the RTA-BHS CNA program - \$1,750.
- Provide transportation for students participating in the RTA-BHS CNA program from Baker High school to training facilities (classroom and clinical) and back to Baker High School for all sessions.
- Ensure the RTA-BHS CNA program meets
- Louisiana diploma endorsement requirements.
- Work with RTA administration to develop classroom and clinical schedules for students.

ADDITIONAL TERMS

- Students participating in the RTA-BHS CNA program must adhere to the City of Baker School System’s enrollment and attendance policies.
- Students will be issued a final grade upon completion of clinical training
- Students will have until the end of the first BHS grading period to withdraw

This MOU shall be effective _____ and may be terminated by either party with a 30-day written notice.

In WITNESS WHEREOF this MOU is signed and entered into by the parties below.

Signature:

Rosebud Training Academy, LLC

WITNESSES:

By: _____

Name: _____

Title: _____

Date: _____

Baker High School

By: _____

Name: _____

Title: _____

Date: _____

Contacts:

Vikki Wilbon

Rosebud Training Academy, LLC

(225) 333-9808

3207 Lavey Lane

Baker, LA 70714

Candace A Russell, PH.D.

Baker High School

225-775-1259

5903 Groom Road

Baker, LA 70714

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Action

Agenda Item: Interim Superintendent Contract

Background Information:

The Board needs to consider and approve an Interim Superintendent Contract to begin July 1.

Attached Items: Interim Superintendent Contract

Possible Motion: Move to approve the Interim Superintendent Contract to begin July 1, 2023.

**CITY OF BAKER SCHOOL SYSTEM
CONTRACT FOR INTERIM SUPERINTENDENT**

This contract is entered into on the _____ day of **2023**, between the City of Baker School System (hereinafter "School Board"), a political subdivision of the State of Louisiana, represented herein by its President, **Joyce Burges**, who is duly authorized to act herein by virtue of the action taken by the School Board at its meeting on March 14, 2023, and **James Stroder** (hereinafter "Appointee"). The terms of this contract are as follows:

I. POSITION AND TERM OF APPOINTMENT

The School Board hereby names Appointee to the position of **Interim Superintendent of Schools for the City of Baker School Board**, for the period commencing on **April _____, 2023** and ending on **October 1, 2023, or the employment of a permanent Superintendent** unless extended, renewed or terminated as provided herein below. Appointee accepts such appointment. Appointee shall not be eligible to earn tenure in the new position but shall retain any tenure or other rights he has as a teacher and under the terms of his existing contract on _____.

II. SALARY

In consideration for performance of the job responsibilities described herein below, Appointee shall receive from the School Board prorated annual salary of **One Hundred and Twenty Five Thousand Dollars and Zero Cents (\$125,000.00)** which shall be paid at the same time and in the same manner as other employees. This salary is subject to adjustment in accordance with any general salary adjustments adopted by the School Board. Appointee shall be entitled to participate in all benefits or plans available to other school district employees. The Board shall pay the total cost of health, dental and vision insurance premiums for the Interim CEO/Superintendent and his family, if requested.

Appointee shall be provided a vehicle allowance of **Six Hundred Dollars and Zero Cents (\$600)** per month for the use of ~~her~~his personal vehicle for in-district use. ~~SH~~he shall provide School board a copy of her liability insurance policy of said vehicle.

Appointee shall be provided a cellphone, laptop computer or portable device at School Board's expense.

III. PERFORMANCE RESPONSIBILITIES OF APPOINTEE

Appointee shall faithfully and fully discharge and perform all duties of the position to which she was appointed. She shall carry out the duties of the City of Baker School Board's Superintendent, and the Secretary to that Board. She shall maintain the daily operations of the Board and any specific objectives or task she may be given by the Board. ~~She~~He is vested by the Board with all authority granted by law to a school superintendent.

IV. SUPERVISION OF PERFORMANCE

Appointee’s performance shall be subject to assessment and evaluation by the School Board.

V. TRANSFER REASSIGNMENT OR TERMINATION

Appointee understands and agrees that the position of Interim Superintendent is a temporary position which is intended to expire on **October 1, 2023** or before. Appointee understands that at the expiration of the contract ~~she~~ will return to the position of Supervisor of Instruction (K-12) or such other position of equal dignity assigned to ~~her~~ by the Board. At the time of the expiration of this contract appointee shall reassume ~~her~~ duties under her contract as Supervisor of Instruction (K-12) or such other position at the rate of pay and other privileges and rights expressed therein.

This contract may be terminated by either party upon giving (10) days’ notice. If termination is by the Board for its convenience, Appointee shall be entitled to return to ~~her~~ previous position and paid at the Interim Superintendent salary through the term of this contract.

If terminated by the Board for cause Appointee shall be returned to ~~her~~ previous position at ~~her~~ previous salary immediately upon termination.

VI. SEVERABILITY CLAUSE

If any provision of this contract should be held to be illegal or unenforceable under the laws of the State of Louisiana or the United States, the remaining provisions herein still remain in full force and effect.

Approved by the Board on April _____, 2023 and signed by the parties on the _____ day of _____, 2023.

CITY OF BAKER SCHOOL BOARD

JAMES STRODER
APPOINTEE-INTERIM SUPERINTENDENT

JOYCE BURGESS
PRESIDENT

WITNESS

WITNESS

City of Baker School System
School Board Meeting
Tuesday, April 4, 2023

Type of Item: Information

Agenda Item: Superintendent's Report on Personnel

Background Information:

This is the monthly Personnel Report

Attached Items: Personnel Report

Possible Motion: None

SUPERINTENDENT'S REPORT
ADMINISTRATIVE, INSTRUCTIONAL, AND SUPPORT STAFF POSITIONS
TUESDAY, MAY 2, 2023, 6:00 P.M.

CERTIFICATED AND OTHER PROFESSIONAL PERSONNEL

PROMOTION(S):

1. Haynes, Kelly From 09 month Baker High School Science Teacher to 10 month Baker High School Instructional Coach (ESSER Budget Approved Position), Level Two Certificate General Science + Biology 6th-12th Grade Certification, effective 04/26/2023; hired 02/03/2005

APPOINTMENT(S):

1. Stelly, Cameron 09 month Non-Degreed Substitute Teacher (General Fund), effective 4/26/2023

LEAVE(S):

1. Moncriste, Brenda, Baker Heights Elementary School 5th Grade Math & Science Teacher, effective 3/26/2023 to 5/25/2023; hired 8/20/2021

RESIGNATION(S):

1. Spears-Carter, Tonja Acting 12 month Baker Learning Alternative Program Elementary Principal, effective 4/5/2023; hired 10/24/2022

NON-CERTIFICATED AND OTHER SUPPORT PERSONNEL

APPOINTMENT(S):

1. Scott, Christine 09 month Bus Operator (General Fund), Passenger & School Bus Endorsement CDL Licensure, 24 years experience, effective 04/26/2023

TRANSFER(S) AND/OR RE-ASSIGNMENT(S):

1. Knox, Eloise 09 month Baker Heights Elementary School Child-Specific Paraprofessional to 09 month Baker High Child Specific Paraprofessional, effective 3/30/2023; hired 8/7/2003
2. Weatherspoon 09 month Baker Middle School Exceptional Student Services Paraprofessional to 09 month Baker Heights Elementary School Child Specific Paraprofessional, effective 3/30/2023; hired 8/16/2021

City of Baker School System
School Board Meeting
Tuesday, May 2, 2023

Type of Item: Information

Agenda Item: Final Corrective Action Plan

Background Information:

Mrs Bailey will discuss the CAP for federal programs and Mrs. Hill will discuss the CAP for IDEA.

Attached Items: CAP for Federal Programs
CAP for IDEA

2022-2023 IDEA Corrective Action Plan (CAP)

SCHOOL SYSTEM	City of Baker School System		
DATE OF COMPLIANCE REVIEW	February 9 – 10, 2023	CAP DUE DATE	April 20, 2023
REGULATION REFERENCE(S)	§300.300 (a); §300.300(c)(1)(i); §300.324(a)(1); §300.320(a)(1)(i); §300.320 (a)(2)(i)(A)(B); §300.320(a)(4)		
FINDING(S):	<p>§300.300 (a) – Initial Evaluations - The public agency must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.</p> <p>§300.300(c)(1)(i) – Reevaluations - The public agency must obtain informed parental consent, in accordance with 300.300(a)(1), prior to conducting any reevaluation of a child with a disability.</p> <p>§300.324(a)(1) Development, review and revision of IEP – The IEP must consider the strengths of the child; the results of the initial or most recent evaluations of the child and the academic, developmental and functional needs of the child.</p> <p>§300.320(a)(1)(i): Definition of an Individualized Education Program - IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children).</p> <p>§300.320 (a)(2)(i)(A)(B): Definition of Individualized Education Program - A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p> <p>§300.320(a)(4)- Definition of an Individualized Education Program- The IEP contains a statement of special education and related services based on peer-reviewed research to the extent practicable to enable the child to advance appropriately toward making progress in the general curriculum and advance appropriately toward attaining annual goals.</p>		

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSONNEL RESPONSIBLE (NAME AND TITLE)	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DATE DOCUMENTATION DUE
<p>1.1 Correct all student-specific citations identified in the summary of findings report.</p> <p>NOTE: This activity represents an individual corrective action plan for providing remedies for all student-specific Individuals with Disabilities Education Act (IDEA) citations.</p>	March 23, 2023	Tammy Armant-Hill, Supervisor of SPED Tasha Elbert-McClain, IEP Facilitator	Digital copies of revised and/or new IEPs	May 12, 2023
<p>1.2 Provide professional development to special education (SPED) staff as it relates to <i>Bulletin 1508</i> and parental consent of initial evaluations and reevaluations.</p>	April 4, 5, 2023	Tammy Armant-Hill, Supervisor of SPED LaToya Belin, SER Specialist Tasha Elbert-McClain, IEP Facilitator	Agenda Sign-in sheets Handouts PowerPoint Presentation	April 24, 2023
<p>1.3 LEA will provide on-going job-embedded mandatory training and support in the following areas:</p> <ul style="list-style-type: none"> individual education program (IEP) writing to help make appropriate instructional, services, placement and program decisions to ensure students are provided services in the LRE (e.g., measurable goals and present level of academic achievement and functional performance (PLAAFP) statements; documentation of accommodations and modifications; documenting special education services; progress monitoring of student data, student's academic intervention needs, IEP revisions and data-driven-decision making (reviewing LEAP scores, class grades, report cards, progress reports, class schedules and evaluation results). 	May 22-25, 2023 July 24-27, 2023 (Boot Camp) August 8, 2023 Sept. 20, 2023 October 11, 2023 Nov. 15, 2023 January 9, 2023 February 8, 2024 March 13, 2024 April 11/2024 May 21-24, 2024	Tammy Armant-Hill, Supervisor of SPED	Agenda Sign-in sheets Handouts PowerPoint Presentation	May 30, 2023 July 31, 2023 August 11, 2023 September 22, 2023 October 13, 2023 November 17, 2023 January 12, 2024 March 15, 2024 April 15, 2024 May 29, 2024

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSONNEL RESPONSIBLE (NAME AND TITLE)	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DATE DOCUMENTATION DUE
<p>1.4 The SPED director and/or IEP Facilitator/SER Specialist will perform monthly consistency checks to ensure the IEP is written with fidelity by internally monitoring all IEPs before it becomes official in special education reporting (eSER) with a focus on:</p> <ul style="list-style-type: none"> • goals and objectives and PLAAFP statements using the IEP evaluation rubric; • IEP components (general student information (GSI), accommodations, program services and services/placement) using the IEP checklist; and • reviewing the student’s IEP folder to ensure prior notice letters are provided to parents prior to the IEP meeting; and • documentation of excusal letters for staff not participating in IEP meetings. 	<p>August 14, 2023 September 6, 2023 October 2, 2023 November 1, 2023 December 4, 2023 January 8, 2024 February 1, 2024</p>	<p>Tammy Armant-Hill, SPED Director Tasha Elbert-McClain, IEP Facilitator LaToya Belin, SER Specialist</p>	<p>Summary of monthly reviews MUST include:</p> <ul style="list-style-type: none"> • number of IEPs reviewed; • number of IEPs with goal(s) issues; • number of IEPs with objectives issues; • number of IEPs with PLAAFP issues; • number of IEPs with IEP component issue (specify the component area and issue); • actions taken to ensure staff make corrections; and • results of those actions 	<p>August 31, 2023 September 29, 2023 October 31, 2023 November 30, 2023 December 15, 2023 January 31, 2024 February 29, 2024</p>
<p>1.5 Provide training to related service providers on properly documenting provision of services to students. The training will include:</p> <ul style="list-style-type: none"> • documentation of services log; • documentation of the student’s progress on logs; and • documentation of the delivery of services provided. <p>The school will use the LDOE service log components to document provision of related services and the service log checklist to document log reviews.</p>	<p>August 9, 2023</p>	<p>Tammy Armant-Hill, Supervisor of SPED</p>	<p style="text-align: center;">Agenda Sign-in sheets Handouts PowerPoint Presentation</p>	<p>September 29, 2023</p>

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSONNEL RESPONSIBLE (NAME AND TITLE)	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DATE DOCUMENTATION DUE
<p>1.6 The SPED Supervisor and SER Specialist will perform monthly consistency checks to ensure related service provider logs are completed and written with fidelity.</p> <p>Related service logs will be monitored ensuring the provision of service times and frequency are included on the students IEP.</p> <p>The district will use the checklist provided by LDOE to document reviews.</p>	<p>August 14, 2023 September 6, 2023 October 2, 2023 November 1, 2023 December 4, 2023 January 8, 2024 February 1, 2024</p>	<p>Tammy Armant-Hill, Supervisor of SPED LaToya Belin, SER Specialist</p>	<p>Monthly submission of the checklist used for each related service provider.</p>	<p>August 31, 2023 September 29, 2023 October 31, 2023 November 30, 2023 December 15, 2023 January 31, 2024 February 29, 2024</p>
<p>1.7 Provide documentation of compensatory education and/or services to students that did not receive related services.</p>	<p>April 24, 2023</p>	<p>Tammy Armant-Hill, Supervisor of SPED</p>	<p>Copy of compensatory letters must be sent to parents notifying them that special education and/or related services are currently not being provided. The compensatory letter must indicate if the parent accepts or refuses services.</p> <p>Copy of amended IEP documenting compensatory education and or services offered indicating the time and frequency of services.</p> <p>Copy of all compensatory education and/or service provider logs that documents the student's attendance, date, time and number of minutes provided to the student during the session.</p>	<p>May 31, 2023</p>

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSONNEL RESPONSIBLE (NAME AND TITLE)	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DATE DOCUMENTATION DUE
<p>1.8 Provide a parent workshop to include the following:</p> <ul style="list-style-type: none"> • evaluation process; • IEP Process; and • procedural safeguards for students with disabilities <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p>	<p>August 24, 2023</p> <p>February 1, 2024</p>	<p>Tammy Armant-Hill, Supervisor of SPED</p>	<p>Agenda Sign-in sheets Handouts PowerPoint Presentation</p>	<p>October 31, 2023</p> <p>February 29, 2024</p>
<p>1.9 City of Baker School System must provide evidence of a job description and advertisement for a physical therapist and adaptive physical education teacher in any of the following:</p> <ul style="list-style-type: none"> • newspaper; • school's website; and • any employment platform. 	<p>March 23, 2023</p>			<p>April 5, 2023</p>

2022-2023 Corrective Action Plan (CAP)

SCHOOL SYSTEM: City of Baker School System PROGRAM: CLSD/SSAE

REVIEW PERIOD or TEST MONTH: March DATE OF COMPLIANCE REVIEW: Mar. 21-22, 2023 CAP DUE DATE: April 20, 2023

Authorized Representative: *Candace Bailey* Title: Federal Programs Supervisor Date: 4/20/2023
(Signature)

LDOE Program Approval: _____ Title: _____ Date: _____
(Signature)

CITATION/FINDING (Copy From Summary of Findings)	CORRECTIVE ACTION/ACTIVITIES (Must be targeted to the identified area of non-compliance and able to be monitored at a later date, if necessary)	DATE ACTIVITY BEGINS AND ENDS	PERSONNEL RESPONSIBLE (name and title)	DOCUMENTATION TO BE SUBMITTED TO MONITORING LEAD	DATE DOCUMENTATION IS DUE TO MONITORING LEAD
CLSD-01-2023: The school system did not submit timely reimbursements of the CLSD grant monies for the 9-12 grade span. The CLSD 9-12 grade span has 3/4 of the allocation left to drawdown.	Purchase and submit reimbursements in a timely manner. Draw down ½ of the allocation of CLSD grant monies by the 1 st quarter of the upcoming school year.	July 2023	Candace Bailey, Federal Programs Supervisor	PO, checks, invoices	October 2023
SSAE-01-2023: The school system did not provide any evidence of	Conduct a Title IV Part A Program meeting with parents, teachers, principals, school	May 2023- June 2024	Candace Bailey, Federal Programs Supervisor	Agenda Sign-in sheets	August 2023

CITATION/FINDING (Copy From Summary of Findings)	CORRECTIVE ACTION/ACTIVITIES (Must be targeted to the identified area of non-compliance and able to be monitored at a later date, if necessary)	DATE ACTIVITY BEGINS AND ENDS	PERSONNEL RESPONSIBLE (name and title)	DOCUMENTATION TO BE SUBMITTED TO MONITORING LEAD	DATE DOCUMENTATION IS DUE TO MONITORING LEAD
consultation with stakeholders.	leaders, community-based organizations, local government representatives. Meet monthly.				
SSAE-02-2023: While a needs assessment summary was provided, many of the indicators were not completed. There was no indication of how the results were used to create the Title IV application.	Conduct a needs assessment to allocate Title IV funds. <ul style="list-style-type: none"> • Committee will include: • Teachers • Students • Parents • Community-based organizations 	May 2023- June 2023	Candace Bailey, Federal Programs Supervisor	Agenda, Sign-in sheets, Needs Assessment template	June 2023
SSAE-03-2023: The school system provided a flyer for FAFSA Night. Neither the objectives, nor the budget indicated using these funds for this activity. There is also documentation of purchases of musical instruments. This is not part of the objective. The note on the purchase requisition indicated this is for PBIS. These are consumable supplies for PBIS. Musical instruments should not be purchased as a prize or gift for anyone.	Check documentation to ensure proper notation is completed on purchases/activities and ensure they align to the objectives.	April 2023 – June 2024	Candace Bailey, Federal Programs Supervisor	Newsletters, website, pictures, videos, agendas, etc.	October 2023

CITATION/FINDING (Copy From Summary of Findings)	CORRECTIVE ACTION/ACTIVITIES (Must be targeted to the identified area of non-compliance and able to be monitored at a later date, if necessary)	DATE ACTIVITY BEGINS AND ENDS	PERSONNEL RESPONSIBLE (name and title)	DOCUMENTATION TO BE SUBMITTED TO MONITORING LEAD	DATE DOCUMENTATION IS DUE TO MONITORING LEAD
Instruments are allowable if they are for the music class.					
SSAE-04-2023: The school system did not provide evidence of the process used for distributing these funds to schools.	Provide documentation of the process for distributing funds to the four schools. <ul style="list-style-type: none"> • CIR schools • Number of students 	July 2023	Candace Bailey, Federal Programs Supervisor	<ul style="list-style-type: none"> • Student count for each school • CIR label 	August 2023
SSAE-05-2023: There is some indication that purchases were made for well-rounded and safe/healthy student objectives. However, the POs, checks, and invoices for music supplies do not align with the approved budget.	Purchase items that support the objectives and provide PO, checks, and invoices that align to the appropriate budget.	July 2023	Candace Bailey, Federal Programs Supervisor	<ul style="list-style-type: none"> • PO • Checks • invoices 	October 2023