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CURRICULUM DEVELOPMENT

The Morehouse Parish School Board is authorized to establish the curricula for the elementary and secondary schools of the parish. In so doing, the Board must abide by all regulations and requirements established by the State Board of Elementary and Secondary Education, the State Legislature and the State Constitution.

Each school's curricula should reflect emphasis upon the fundamentals necessary for a sound, basic education. The curricula should be well balanced to meet the needs of the students and the community.

The supervisors of curriculum will be involved in all areas of curriculum planning and development.

G-1.1

CURRICULUM PILOT PROJECTS

Experimental programs shall require the approval of the Board. They shall be established in accordance with procedures required by the State Education Department, as outlined in Bulletin 741, which are as follows:

Definition:

An experimental program is one which requires approval to deviate from established guidelines and will be carried out under controlled conditions. Elective courses as listed in each area of the program of studies are not synonymous with experimental programs.

Procedures:

In order to receive experimental status, the following procedures will be followed:

1. A letter of intent must be submitted to the Bureau of Experimental Programs, Louisiana Department of Education, at least 90 days prior to the anticipated date of implementation.

This letter should contain the following information:

- Address of school
- Name of local school district
- Name of superintendent
- Person preparing letter of intent
- Title of his position and his telephone number
- Proposed title of program
- Units of credit to be offered

A brief narrative report giving the following information must be attached:

- A. The exact guideline deviations necessary to implement the program (references required)

- B. Supportive rationale for the intended program (documentation required)
- C. Specific timelines for the planning and implementing phases of the program, including intended procedures
- D. The evaluation procedures to be used in determining the program's effectiveness (these procedures should spell out specific objectives that are hoped to be accomplished from the program)
- E. Approximate number of students to be involved in the project
- F. Qualifications or certification of instructional personnel
- G. Signature of chief administrative officer

Upon receipt of the letter of intent, the personnel in the State Department of Education will review the letter and formulate recommendations for its Experimental Programs Committee. This committee, composed of designated State Department of Education Personnel, will either approve or disapprove the application.

2. Provided experimental status is granted the local school district shall submit to the Bureau of Experimental Programs an end-of-the-year evaluation report referencing the specific objectives stated in the letter of intent. State approval will be granted on a yearly basis not to exceed three years, after which time permanent approval will be considered. If extension is desired, the end-of-the-year evaluation report must include a request for extension.

G-1.2

CURRICULUM ADOPTION

The Morehouse Parish School Board is ultimately responsible for the curriculum of the elementary and secondary schools of the parish.

The superintendent, as the chief administrative officer of the school system, is authorized to approve courses and programs, provided they meet the requirements and recommendations of the State Board of Elementary and Secondary Education, as set forth in Bulletin 741. However, the establishment of a new instructional department, the deletion of an existing department, or any major change in a program shall require Board approval. Approval of the State Department of Education shall also be obtained for all new programs.

CURRICULUM DESIGN

Each school's curriculum should reflect emphasis upon the fundamentals necessary for a sound, basic education including all of the constructive learning experiences in which students engage under the direction of the school. These constructive learning experiences encompass things learned through classroom instruction, guidance services and extra class activities.

Changes or additions in the curriculum should be made with these things in mind.

G-2.1

BASIC INSTRUCTIONAL PROGRAM

The Basic Instructional Program of the schools of Morehouse Parish shall reflect emphasis upon the fundamentals for a sound, basic education and shall carry out the mandates of the State Legislature for instruction in specific subjects. The curriculum shall be well balanced to meet the needs of the students and the community.

The organization and scheduling of subjects in the curriculum shall conform to the requirements and recommendations of the State Board of Elementary and Secondary education as set forth in Bulletin 741, published by the State Department of Education.

G-2.2

PUPIL PROGRESSION PLAN

The Pupil Progression Plan for Morehouse Parish is a document prepared under separate cover in order that its information may be easily accessible to those employees of the Morehouse Parish School Board who are involved in its implementation. The Plan contains Board policy as to procedures to be followed in connection with matters relating to pupil progression under the following headings, according to guidelines established by the State Department of Education in its Guidelines for Pupil Progression, Bulletin 1566.

HIGH SCHOOL ELECTIVE COURSES

In an effort to allow for individual differences and to promote variable experiences in many subject-matter fields, an extensive variety of elective courses providing one-half or one unit of credit shall be made available at the high school level.

Insofar as possible, prerequisites and attainment of certain grade levels will be eliminated for such courses. Whether a student takes an elective course will be based on a determination that the offering will contribute to his educational goals and that he will be able to meet the course objectives. His enrollment in a particular course should be the mutual decision of the student, his parents, the teacher, counselor, and school administrator.

The superintendent is granted authority to approve elective courses offered in the school system, provided requirements of the State Board of Education are met.

Legal Reference: Bulletin #741, State Department of Education

HEALTH EDUCATION

The Board is committed to a sound, comprehensive Health and Physical Education program and feels such a program should be an integral part of each student's general education.

While students may be exempted from requirements in Health and Physical Education for medical reasons, the minimum number of units of credit required for graduation shall.

La. State Department of Education-Bulletin 741 - Handbook for School Administrators

G-3.1

DRUG EDUCATION

The State Board of Education shall include in the curricula of all public schools of this state a course of study on the evil and injurious effects on the human system of the use of alcohol and narcotics as stated in R.S. 17:154.

G-3.2

INSTRUCTION IN SELF-EXAMINATION

The Board authorizes, in accordance with Act 789 of the 1980 legislature (see below) instructions to all junior and senior high school girls in proper breast self-examination and the need for an annual Pap test for cervical cancer. No student shall be required to take such instruction if her parent or guardian submits a written statement to the school indicating that such instruction conflicts with religious beliefs of the student.

The film "Something Very Special" distributed by the American Cancer Society, may be used in the instruction required by Act 789. Any other film used must first be approved by the Board or the Board's designee before being used in this program.

ACT 789 READS AS FOLLOWS:

All public school junior and senior high schools shall provide instruction to all female students in the proper procedure for breast self-examination and the need for an annual Pap test for cervical cancer. Such instruction may be provided in the context of courses in the study of health, physical education or such other appropriate curriculum or instruction period as may be taught by a school nurse, physician, or competent medical instructor. The local school board shall adopt rules and regulations necessary for the implementation of this program of instruction. No student shall be required to take such instruction if his parent or tutor submits a written statement indicating that such instruction conflicts with the religious beliefs of the student.

EXTENDED PROGRAMS

It will be the responsibility of school administrators to provide for and work in cooperation with colleges and other agencies in setting up extended programs that will be beneficial to their students. Administrators will become familiar with and follow guidelines as outlined in each program.

Extended programs for eligible exceptional students will be conducted under the direction of the Supervisor of Special Educational Services of the Morehouse Parish School Board.

Eligible students are those whose handicap is of such severity that they will experience significant loss of educational skills unless instruction is provided in excess of 180 days.

G-4.1

SUMMER SCHOOLS AND PRIVATE INSTRUCTION

The following regulations, as outlined in Bulletin 741, published by the State Department of Education, govern the operation of approved summer schools and schools conducted by private teachers.

SUMMER SCHOOLS

Summer schools for high school and elementary students may be conducted to enable students to schedule courses which would tend to enrich their experiences, to enable students to take new subjects, or to enable students who have failed in subjects to remove deficiencies, with the exception of students who were not in good standing at the close of the school year.

A summer school must be organized and operated under the administrative and supervisory control of the chief administrative officer of the school system. Summer school must be conducted in an approved school building.

G-4.2

CORRESPONDENCE STUDY COURSES

Credit toward high school graduation may be earned through correspondence work. An application for correspondence study courses must be approved by the high school principal. This is the only method by which correspondence study credits, acceptable to the Department of Education, may be earned.

ADVANCED COLLEGE PLACEMENT

The Advanced College Placement Program was established by the College Entrance Examination Board in 1952. It provides that after graduation from high school students who make a satisfactory score on these examinations may be admitted to a cooperating college with advanced standing in the subject fields in which they were examined.

Principals and counselors will become familiar with the Advanced College Placement Program and make these facts known to their students.

EARLY COLLEGE ADMISSIONS

Prior to graduation from high school, students of high ability may be admitted to a college on a full-time basis provided that ~~the following conditions are met:~~ they meet the requirements of the State Department of Education and the college/university to which the student applies.

WORK STUDY PROGRAMS

All work-study programs must be approved by the State Department of Education and the Parish Superintendent.

SPECIAL PROGRAMS

To achieve the objectives as set forth by the Morehouse Parish School board, special programs will be established to provide an appropriate balance in the educational program that will provide stimulation and development of the useful talents of all children.

G-5.1

HOMEBOUND AND HOSPITAL INSTRUCTION

Regulations for carrying out the above shall be in conformity with the latest directives supplied by the state department or other supervising agency.

G-5.2

DRIVER EDUCATION AND TRAINING

The opportunity to participate in a program of driver education and training may be offered to all students through private instruction.

G-5.3

SPECIAL EDUCATION

The Board shall provide educational and training facilities and opportunities for exceptional children.

No child shall be placed in a special education class until he has been evaluated, staffed, and recommended for placement through the procedure approved by the State Department of Education. Parental consent is required before a child is placed in a special education class.

The Board shall provide a free and appropriate education to all identified handicapped/exceptional students in compliance with Individuals with Disabilities Education Act IDEA, Part B. The guaranteed policies and assurances can be found in the local application for IDEA Part B funds.

Compliance requirements of Section 504 of Public Law 93-112, the Rehabilitation Act of 1973:

"No otherwise qualified handicapped individual...shall, solely by the reason of his/her handicap, be excluded from the participation in, be denied the benefits or, or be subject to discrimination under any program or activity receiving Federal financial assistance."

CO-CURRICULAR ACTIVITIES

In establishing and maintaining co-curricular activities, school administrators must see to it that these activities contribute to the educational growth and needs of all students. All co-curricular activities will be organized so as not to discriminate against any student on the basis of sex or race.

Title IX of the Educational Amendments of 1972 specifically states that, "no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

G-6.1

INTERSCHOLASTIC ATHLETICS

All interscholastic athletic offerings must meet the standards of the State Approved Regulations governed by the Louisiana High School Athletic Association.

Guidelines as set forth in Title IX, in regards to sex discrimination in athletics, will be followed.

If a school is placed on probation by the Louisiana High School Athletic Association, the principal and the coach will appear before the Board to explain such incident that caused them to be placed on probation.

ADULT EDUCATION

The adult education program shall be administered and conducted in accordance with the current laws and regulations of the State of Louisiana.

INSTRUCTIONAL ARRANGEMENTS

The Morehouse Parish School Board shall hold the administrative staff and the principal of each individual school responsible for the instructional arrangements in each individual school as they pertain to equitable distribution of work, class management, organization of materials, and method of instruction.

CLASS SIZE

Class size, whenever possible, shall be maintained at a level not to exceed the size recommended for the approval of schools by the Louisiana State Department of Education and by the Southern Association of Colleges and Schools.

SCHEDULING FOR INSTRUCTION

The scheduling of instruction at elementary and secondary levels shall conform with standards of the state Board of Education.

The scheduling of instruction and therapy in Special Educational Services will be according to federal and state regulations relating to P.L. 94-142 and Act 754 of the Louisiana Legislature.

INSTRUCTION MATERIALS

The State Board of Education shall exercise administrative control and supervision over the adoption, distribution, and use of free textbooks as provided by R.S. 17:351 through 17:353, and shall adopt such rules and regulations governing their use by schools, parish school board, and superintendents of education as may be necessary.

G-9.1

TEXTBOOK SELECTION AND ADOPTION

In accordance with the requirements of Louisiana law and recommendations of the State Department of Education, the Superintendent shall establish a pattern for selecting textbook committees. The formulation of the committee should occur only when new materials are adopted at the State level, and the local system will review which of the materials it will adopt for the Morehouse Parish School System.

Separate committees should be organized for different subjects or fields. The total composition of the committee should not exceed 15 members.

G-9.2

USE OF COPYRIGHTED MATERIALS

The Morehouse Parish School Board recognizes that copyrighted material is protected from copying without proper authorization and payment of fees to the owner of the copyright.

The Morehouse Parish School Board directs its administrative staff to advise all personnel to refrain from using equipment to make copies of copyrighted material without proper authorization, except in those cases where the law provides for the use of multiple copies for classroom use.

The Board further directs that each copy machine shall have posted on or near it, in a prominent place, the following sign:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE)
GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS
OF COPYRIGHTED MATERIALS. THE PERSON USING THIS EQUIPMENT
IS LIABLE FOR ANY INFRINGEMENT.

INSTRUCTIONAL SERVICES

The requests for instructional services by the staff are to be brought to the attention of the principal who will initiate the requests to the central office.

These include requests for special assistance requiring services of the central office; requests for referrals for special education services, including homebound instruction; requests concerning pupil services related to pupil absences.

G-10.1

LIBRARY SELECTION MATERIALS

The policy of selecting library materials shall be in accord with the philosophy as set forth in the School Library Bill of Rights which is endorsed by the American Association of School Libraries.

Principles of evaluation and selection to be followed are those developed by the library staff of the Morehouse Parish School Board as set forth in their "Library Materials Selection Policy," a copy of which should be developed for each school in the parish.

Considerations of objections to library materials are to follow the guidelines set forth in the "Library Materials" to be completed. (See Exhibit G-10.2a) Said form will be presented to the school principal.

REQUEST FOR CONSIDERATION OF LIBRARY MATERIAL

1. Request initiated by:

Name _____ Phone NO. _____

Address _____ Zip Code _____

2. Person making request represents: ___ himself; ___ group organization (give name:)

3. Do you have a child in Morehouse Parish schools?

___ yes ___ no If so, give name of child and school.

Name _____ School _____

4. Complete the following concerning the material you have objection to:

Type of material _____

Author _____

Title _____

Publisher _____

Date of publication _____

5. To what in the material do you object? (Cite pages if in a book)

6. Have you read the material in its entirety? ___ Yes ___ No

7. Are you aware of the judgement of this material by literary critics?

8. What do you feel might be harmful in reading this material?

9. What of value is there in this material?

10. What would you prefer the school do about this material?

- _____ Do not assign it to my child.
_____ Withdraw it from all readers
_____ Send it back to selector for reconsideration

Signature of Complainant

Date _____

USE OF VIDEOS, LIBRARY BOOKS AND OTHER INSTRUCTIONAL MATERIALS

All library books, videos and other instructional materials used in Morehouse Parish School System classrooms should meet the following criteria.

Statement of Policy

It is the policy of Morehouse Parish School Board to select materials that support the educational goals and objectives of the district. These materials are provided to enrich, enhance and support the educational program and in accordance with the following principles:

- ✓ Instructional materials are selected because they have learning value for the students. Materials should not be excluded because of race, nationality, religion or political views of the writer.
- ✓ Age-appropriate materials are selected.
- ✓ Materials are selected to enhance the emotional, cultural, spiritual and intellectual development of the students.
- ✓ When possible, materials that present many points of view about the problems of our time are selected.
- ✓ Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
- ✓ Selection is a continuing process which includes the removal of materials no longer useful or relevant as well as the replacement of lost or worn materials still of educational value.

Selection Objectives

The selection of books, videos and other instructional materials is made with consideration of the following objectives:

- ✓ To meet the established educational goals
- ✓ To support, enhance and enrich the curriculum
- ✓ To increase the intellectual, emotional, spiritual and cultural development of students
- ✓ To encourage lifetime reading habits
- ✓ To encourage educational excellence
- ✓ To provide materials representative of various religious, ethnic and cultural groups and their contribution to our society.

Library Bill of Rights

The Morehouse Parish School Board believes that ultimately public education is charged with developing free and reasoning human beings. Therefore, recognizing this responsibility, the Morehouse Parish School Board subscribes in principle to the nationally adopted statements of philosophy as expressed in the American Library Association's Library Bill of Rights, the American Association of School Librarians' statement on Access to Resources and Services in the School Library Media Program; an Interpretation of the Library Bill of Rights, the National Council of Teachers of English statement on The Students' Right to Read, and the Association for Educational Communications and Technology Statement on Intellectual Freedom.

Purchase of Materials

Responsibility for the purchase of library and instructional materials is vested legally in the Morehouse Parish School Board. The School Board delegates to the appropriate instructional staff the responsibility of developing final recommendations for purchase.

Use of Videotapes

All videotapes used in school settings should meet the same guidelines and objectives stated previously for library and instructional materials. In addition, the following policies apply.

- ✓ Is the subject suitable for video format?
- ✓ Is the content accurate, current and presented in an organized manner?
- ✓ Is the content honest, authentic and objective or slanted and biased?
- ✓ Does the video enhance and support the curriculum?
- ✓ How does the video directly relate to the objective stated in the lesson plan?

School personnel using videos in school settings must also complete a "Video Usage Form" and submit to the school principal or his/her designee in addition to including the video in their lesson plans. (See Appendix A)

School personnel using videos must also adhere to the following guidelines:

Buying the rights

When you purchase a video, you have the right to exhibit it under reasonable circumstances. It is permissible to show it to your class for educational purposes. You may not air it over public airwaves. If you have recorded or received a video but not purchased it, the law states that you may not exhibit it to a crowd other than your family. However, there are two exemptions to this law; the *fair use exemption* and the *face-to-face* exemption.

Fair Use Exemption

This allows segments of a video to be used legally as part of a greater product. As long as the portions of the work are not the most important part of the work, then the fair use doctrine covers using these clips.

Face-to-Face Exemption

You may use the entire video for class instruction as long as the following conditions are met. You must be instructing the students face-to-face. You must erase the video in a reasonable amount of time (usually 45 days).

The only legal way to build a permanent set of class videos is to buy them.

“Public Performance Restrictions”

Videos with these restrictions may be used in the classroom as long as no profit is made from admission charges.

“Home Use Only”

- ✓ They must be directly related to the instructional program of the classroom.
- ✓ They must be shown in the course of systematic instruction.
- ✓ They must be shown in a classroom setting or similar place of instruction such as a school library.
- ✓ They must be shown in a face-to-face setting and where the entire audience is in the same building.
- ✓ They may not be used for entertainment, incentives or rewards.
- ✓ A fee may not be charged.
- ✓ They may not be shown in a situation before an audience not confined to students and not a direct part of an instructional program, such as an awards program.

Instructors using rented or personal “home use only” programs must follow the same guidelines (see Appendix B).

Video Usage Form

Name of Teacher _____ School

Grade _____ Subject _____ Date

Class period/time

Name of video

Length of video _____ Rating of video

Objective

How does this video relate to your lesson?

Content standard/benchmark addressed?

Source of Video:

_____ Rental

_____ Parish Resource Center

_____ Owned by school/department/school library

_____ Personal

EXAMPLES OF ACCEPTABLE/UNACCEPTABLE VIDEO USAGE

Acceptable Performances

A teacher shows a library-owned video to his seventh grade science class to show the effects of air pollution as part of a lesson on ecology. This use is protected under the educational exemption because it meets all of the above criteria: it is presented by an instructor in face-to-face teaching in a classroom; the copy is legally owned by the library.

An English teacher's classes have been studying Romeo and Juliet. To conclude the unit, the teacher shows the English department's tape of the Zeffereilli version of the play in class, spreading the program over three class days. This use is also protected under the educational exemption. The teacher is showing the program; it is an integral portion of the lesson; the performance is taking place in the classroom; and the copy has been purchased by the English department.

Unacceptable Performances

The PTA shows a library-owned copy of The Little Mermaid to the children of members in a classroom while the officers have a meeting in the library. The copy is legally acquired, the performance takes place in a classroom, but it is not part of face-to-face teaching activities and would be considered entertainment. It would not be permitted without public performance rights.

On the last day of the semester, the history teacher shows a video about the assassination of President Kennedy so that he can calculate grades. The class is not currently studying this topic. This use is not acceptable because the face-to-face teaching requirement is not met. The topic is not covered under the lesson plan.

EDUCATIONAL TELEVISION

La. R.S. 17:2501 et.seq. provides that the Superintendent of Schools for the State of Louisiana is authorized to initiate a program and plan and sign such contracts as will result in the establishment of the necessary facilities for educational television broadcasts. He is also authorized to accept in the name of and for the State of Louisiana any grants-in-aid from recognized foundations, groups, or individuals which place no obligation upon the receiving of such grants except that they be used for non-commercial educational television work.

ACCESS TO ELECTRONIC INFORMATION, SERVICES, AND NETWORKS

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, Morehouse Parish School System considers its own stated educational mission, goals, and objectives.

Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The School System expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways which point students to those which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Students utilizing System-provided Internet access must first have the permission of and must be supervised by the School System's professional staff. Students utilizing school-

provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

The purpose of System-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the Morehouse Parish School Board. Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and insure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- A. To access, upload, download, or distribute pornographic, obscene or sexually explicit material
- B. To transmit obscene, abusive, or sexually explicit language
- C. To violate any local, state, or federal statute
- D. To vandalize, damage, or disable the property of another individual or organization
- E. To access another individual's materials, information, or files without permission
- F. To violate copyright or otherwise use the intellectual property of another individual or organization without permission

Any violation of School System policy and rules may result in loss of System-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

The Morehouse Parish School System makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The System will not be responsible for any damages users suffer, including--but not limited to--loss of data resulting from delays or interruptions in service. The System will not be responsible for the accuracy, nature, or quality of information stored on System diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through System-provided Internet access. The System will not be responsible for personal property used to access Systems computers or networks or for System-provided Internet access. The System will not be responsible for unauthorized financial obligations resulting from System-provided access to the Internet.

Parents of students in the Morehouse Parish shall be provided with the following information:

The Morehouse Parish School System is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for life-long learning.

Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligation for which a student's parent or guardian would be liable.

While the System's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even should the School System institute technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with the District's acceptable use policy. That notwithstanding, the School System believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Toward that end, the School System makes the District's complete Internet policy and procedures available on request for review by all parents, guardians, and other members of the community; and provides parents and guardians the option of requesting for their minor children alternative activities not requiring Internet use.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

COMMUNITY INSTRUCTIONAL RESOURCES

The Morehouse Parish School Board recognizes the fact that Morehouse Parish provides unlimited opportunities for offering educational experiences to children; classroom experiences can be enriched and be made meaningful by a skillful teacher when observations on site in the community are made. This may be done either by taking field trips or by having resource persons visit the classroom. The Board approves both of these under regulations established for parish schools.

G-11.1

FIELD TRIPS AND EXTRACURRICULAR ACTIVITIES

Only those pupils in good standing, in regular membership in a given school, shall be permitted to go on school-sponsored trips.

Within the parish: pupils under the supervision of a teacher are permitted to go on field trips with the parish with permission of the principal and the Morehouse Parish School Board.

Out of the parish: pupils with written permission from their parents, and under the supervision of a teacher, will be permitted to go on field trips out of the parish with the permission of the principal, subject to the approval of the Morehouse Parish School Board. School rules relative to student dress and behavior will prevail on all field trips.

All requests for school-sponsored field trips and extra trips requiring school buses are to be submitted to the Coordinator of Transportation. The destination, estimated departure time and estimated arrival at school on the return trip are to be included in the information submitted. The Coordinator of Transportation will assign the buses. Any cancellations must be made no later than five days in advance.

All principals and other sponsors, when planning field trips and out of school extracurricular activities, shall follow the rules and procedures set forth in the safety policy of the School Board.

In the event that a field trip or extracurricular activity requires that a travel agent or booking agent provides or arranges for transportation or lodging for excursions, the travel agent and booking agent shall be required to provide proof that the booking agent or travel agent is bonded. The insurance coverage advances as a result of nonperformance by the travel agent, booking agent, or a representative of the travel agent, booking agent, or a representative of the travel agent or booking agent.

No principal of a school and no sponsor of a field trip or extracurricular activity away from school shall approve any such student field trip or extracurricular activity promoted by any individual, organization or entity involving for hire transportation or lodging at a hotel or motel unless such arrangements are made in accordance with this policy requiring insurance coverage and bonding and proof of bond sufficient to insure recovery by the school and students in the event of nonperformance by the travel agent, booking agent, hired transportation or the lodging entity.

COMMUNITY RESOURCE PERSONS

The classroom use of resource persons from the community can be an invaluable educational instrument. Like field trips, resource speakers can help to eliminate artificial barriers which may exist between school and community. A resource person should not be indiscriminately selected, but rather should be brought in when there exists an actual need for his special contributions.

A resource speaker should be considered in preference to a field trip whenever he can offer the same experience in the classroom.

The Board wishes the professional staff to be concerned with locating and contacting people in various areas of interest and expertise who might serve as resource persons in particular units of study. All requests to use such resource persons should be cleared with the school principal.

Staff members utilizing the services of resource persons shall insure that these people are properly thanked for their contribution, either by means of student letters or a note from the teacher.

GUIDANCE PROGRAM

The Morehouse Parish School board looks upon guidance services as one of the most important functions in a school. The basic guidance program in the parish will include five major service areas. They are individual and group counseling, individual and group guidance, liaison services, referral, placement, and follow-up. School counselors are expected to work with other aspects of the school.

EDUCATIONAL OPPORTUNITIES

The Morehouse Parish School Board subscribes to the belief that public education is founded on the premise that equal educational opportunities should be open to all children--that teaching should be based on what is known about how children learn and grow. It is necessary for a school to operate with a conscientious and sustained effort on the part of its principal and faculty to keep informed about the finds in educational research related to the growth and development of children--the nature and elements of the learning process--and to give the leadership and service needed to develop a total program of education and training to meet the needs of the people where the school is established. (See statement coded F-2 and F-2 Exhibit as it pertains to this policy.)

G-13.1

GRADING SYSTEM

The grading system used in the parish shall be set forth in the Pupil Progression Plan.

G-13.2

REPORT CARDS

The type of progress reports sent to parents shall be devised by the professional staff and approved by the Board.

Report cards at all levels, mandated by the state, shall be issued every six weeks, except where otherwise stated in the Pupil Progression Plan.

G-13.3

PROMOTIONAL PRACTICES

The Pupil Progression Plan provides the guidelines for promotional practices in grades K-12.

G-13.4

PARENT CONFERENCES

Parent conferences with teachers should be encouraged by administrators. All parent conferences should be made by appointment with the knowledge and approval of the principal. Other parish-wide parent conferences may be adopted with the school calendar.

G-13.5

HOMEWORK

Homework should be for well-defined purposes and reasons which the teachers and students understand. It should be used as a teaching tool only, and should be of such nature that the student can be expected to accomplish it independently, or with little help from parents or siblings.

Homework should be clearly assigned and carefully evaluated for the students' benefit. It will not be given as busy work or as punishment.

G-13.6

HONOR ROLLS

Each school may determine the method it will use in recognizing students for outstanding academic achievement.

G-13.7

MAKE-UP OPPORTUNITIES

Credits earned by an elementary student who attends an elementary summer school may be accepted for promotional purposes. However, an elementary student may also attend such schools for remedial and enrichment purposes as may be established from time to time.

High school students shall be granted credit for satisfactory completion of state-approved correspondence courses and courses taken in state-approved summer schools and credit recovery programs.

G-13.8

CALCULATOR POLICY

Because the fundamentals of mathematics need to be taught and continuously reinforced, calculators are not to be used routinely in the basic mathematics classes. They may be used in the higher level classes such as algebra II, advanced math, and physics, with the teachers permission. In the elementary grades calculators will only be used during instructional units expressly designed for the purpose of teaching the use of calculators.

Adopted 11/1/1988

G-13.9

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Graduation requirements shall be those set forth by the State Department of Education in Bulletin 741, which details the various ways a high school diploma may be earned.

G-13.10

GRADUATION EXERCISES

Formal graduation exercises will be held only for graduating seniors (12th grade) during the week preceding the last week of the school term. Mid-term graduation exercises for graduating seniors may be held at the discretion of the principal during the second week in January.

A student completing his studies at mid-term may receive his diploma at that time, or may attend spring graduation exercises and be presented with his diploma during the exercise.

Suitable culminating activities may be prepared by a principal and his staff at the close of the school year for other levels of the school system, but these may not be in the nature of a formal graduation.

TESTING PROGRAM

The Morehouse Parish School Board shall adhere to Louisiana State testing requirements.

G.14.1

TEST SELECTION AND ADOPTION

Standardized test selection and adoption will be conducted through a joint effort of the Parishwide Testing Coordinator and the Curriculum Supervisory Staff.

G-14.1a

**Morehouse Parish School Board
Inclusive of Board of Elementary and Secondary Education Policy
Test Security Policy
Revised August 2019**

The Board of Elementary and Secondary School Policy and the Morehouse Parish School Board Test Security Policy to be of utmost importance and deems any violation to test security to be serious. Any teacher, administrator, student, or other personnel who breaches test security or allows breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:81.6 et seq., R.S.416 et seq., and R.S. 441 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education and the Morehouse Parish School Board, and any and all laws that may be enacted by the Louisiana Legislature. **Any changes made by the Louisiana Board of Elementary and Secondary Education (BESE) and incorporated into Bulletin 118, Statewide Assessment Standards and Practices, Chapter 3, Test Security, will be considered as part of this policy and will be implemented by the Board.**

TEST SECURITY

1. Tests administered by or through the State Board of Elementary and Secondary Education shall include, but not be limited to:
 - a. all alternate assessments;
 - b. all criterion-referenced tests (CRTs and norm-referenced tests (NRTs));
2. It shall be a violation of test security for any person to do any of the following:
 - a. Administer tests in a manner that is inconsistent with the administrative instructions provided by the Louisiana Department of Education (LDE) that would give examinees an unfair advantage or disadvantage;
 - b. Give examinees access to test questions prior to testing;
 - c. Examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations);
 - d. At any time, copy, reproduce record, store electronically, discuss, or use at any time in a manner inconsistent with test regulations all or part of any secure test booklet, answer document, or supplementary secure materials (e.g., writing prompts, science tasks);
 - e. Coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;

- f. Provide answers to students in any manner during the test, including provisions of cues, clues, hints, and/or actual answers in any form, written printed, verbal, or nonverbal;
 - g. Administer published parallel, previously administered, or current forms of any statewide assessment e.g. [Louisiana Educational Assessment Program 2025 High School \(LEAP 2025 HS\)](#), [Louisiana Educational Assessment Program 2025 Grades 3-8 \(LEAP 2025 Grades 3-8\)](#), [English Language Proficiency Test \(ELPT\)](#), [LEAP Connect/Alternate Assessment, Level 1 \(LAA 1\)](#), [End of Course Tests \(EOCT\)](#) as a [practice test or study guide](#).
 - h. Fail to follow security regulations for distribution and return of secure test booklets, answer documents, supplementary secure materials (e.g., writing prompts, science tasks), as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;
 - i. Conduct testing in environments that differ from the usual classroom environment without prior written permission from the Louisiana Department of Education, Division of Student Standards and Assessments;
 - j. Conduct testing on dates other than those designated by the Louisiana Department of Education, Division of Standards, Assessment, and Accountability;
 - k. Fail to report any testing irregularities immediately to the District Test Coordinator (a testing irregularity is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the LDE, Division of Standards, Assessments, and Accountability;
 - l. Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section;
3. Morehouse Parish School Board’s District Test Security Policy, in compliance with the State Test Security Policy provides:
- a. a Statement of Assurance regarding the LEA’s test security policy from the superintendent will be submitted annually to the Louisiana Department of Education, Division of Standards, Assessments, and Accountability;
 - b. a signed Oath of Security Statement will be submitted by each Test Administrator and proctor to the School Test Coordinator to be kept on file for a period of not less than 3 years;
 - c. a signed Oath of Security Statement will be submitted by each School Test Coordinator and Principal to the District Test Coordinator to be kept on file for a period of not less than 3 years;
 - d. for the security of the test materials during testing, including test booklets, answer documents, supplementary secure materials (e.g., writing prompts, science tasks), video tapes, cassette tapes, CDs and completed observation sheets.
 - e. for the storage of all test materials, except district and school test coordinator manuals and test administration manuals, in a predetermined, secure, locked area before, during, and after testing; all secure materials, including any parallel forms of a test, must be kept in locked storage at both the district and school levels; secure materials must never be left in open areas or unattended;
 - f. a description and record of professional development on test security, test administration, and security procedures for individual student test data provided for all individuals with access to test materials or individual student test data (“access” to test materials by school personnel means any contact with or handling the materials but does not include reviewing test or analyzing test items, which are prohibited);
 - g. a list of personnel authorized to have access to the locked, secure storage area;
 - h. procedures for the investigating any testing irregularities, including violations in test security such as plagiarism and excessive wrong-to-right erasures identified through erasure analysis;

- i. procedures for the investigation of employees accused of irregularities or improprieties in the administration or standardized tests, as required by the amended R.S. 17:81.6 and/or other applicable provisions of law;
 - j. procedures for the investigation of any missing test booklets, answer documents, or supplementary secure materials (e.g., writing prompts, science tasks);
 - k. procedures for ensuring the security of individual student test data in electronic and paper formats-including encryption of student demographics in any email correspondence;
 - l. to the extent practicable, procedures to assign a different test administrator for a class rather than the teacher of record for the class, except for teachers testing students with accommodations and younger students, grades 3 through 6.
 - m. procedures for monitoring of test sites to ensure that appropriate test security procedures are being followed and to observe test administration procedures. District personnel will be assigned to monitor school sites. Any testing irregularities will be reported to school principal, school testing coordinator and district testing coordinator.
4. Procedures for investigating missing secure materials, any test irregularity (including cheating), and any employees accused of improprieties must, at a minimum, include the following:
- a. The district test coordinator shall initiate the investigation upon the district's determination of an irregularity or breach of security or upon notification by the State Department of Education. The District Test Coordinator and other central office staff as designated by the District Superintendent shall conduct the investigation;
 - b. The location of the predetermined locked, secure area for storage of materials shall be examined, and the individuals with access to secure materials shall be identified;
 - c. Interviews regarding testing administration and security procedures shall be conducted with the principal, school test coordinator(s), test administrator(s), and proctor(s) at the identified schools. All individuals who had access to the test materials at any time must be interviewed;
 - d. Interviews shall be conducted with students in the identified classes regarding testing procedures, layout of the classroom, access to test materials before the test, and access to unauthorized materials (during testing);
 - e. After completion of the investigation, the district shall provide a report of the investigation and a written plan of action to the State Superintendent within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witnesses to the occurrence. Officials from the Louisiana Department of Education are authorized to conduct additional investigations;
 - f. Any employee of the Morehouse Parish School Board who has cause to believe that irregularities or improprieties in the administration of standardized tests is occurring or has occurred may also report such information directly to the state Department of Education which may investigate the allegations.
 - g. No employee shall knowingly and willfully obstruct the procedures for receiving and investigating the report of irregularities or improprieties in the administration of standardized tests. No employee shall make a report of irregularities or improprieties in the administration of standardized tests knowing the information therein is false. No school administrator or school board member shall retaliate against an employee who in good faith participates in an investigation of irregularities or improprieties in the administration of standardized tests or reports such irregularities or improprieties to the state Department of Education or any public school administrator or the Morehouse Parish School Board.
5. All test administrators and proctors must sign the Oath of Security and return it to the School Test Coordinator to keep on file for three (3) years. The School Test Coordinator and the

- Principal must sign an Oath of Security and return it to the District Test Coordinator to be kept on file at the district for three (3) years.
6. Test materials, including all test booklets, answer documents, and supplementary secure materials (e.g., writing prompts, science tasks) containing secure test questions, shall be kept secure and accounted for in accordance with the procedures specified in the test administration manuals and other communications provided by the Louisiana Department of Education. Secure test materials include test booklets, answer documents and any supplementary secure materials (e.g., writing prompts, science tasks).
 7. Procedures described in the test manuals shall include, but are not limited to the following:
 - a. All test booklets, answer documents, and supplementary secure materials (e.g., writing prompts, science tasks) must be kept in a predetermined, secure, locked storage area prior to and after administration of any test;
 - i. test administrators are to be given access to the tests and any supplementary secure materials only on the day the test is to be administered, and these are to be retrieved immediately after testing is completed for the day and stored in a locked, secure location each day of testing.
 - b. All test booklets, answer documents, and supplementary secure materials (e.g., writing prompts, science tasks) must be accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned;
 - c. Any discrepancies noted in the serial numbers of test booklets, answer documents, and any supplementary secure materials (e.g., writing prompts, science tasks), or the quantity received from contractors must be reported to the Division of Standards, Assessments, and Accountability (LDE) by the designated institutional or school district personnel prior to the administration of the test;
 - d. In the event that the test booklets, answer documents, or supplementary secure materials (e.g., writing prompts, science tasks) are determined to be missing while in the possession of the school or school district or in the event of any other testing irregularities or breaches of security, the designated District Test Coordinator must immediately notify by telephone the Division of Standards, Assessments, and Accountability (LDE) and follow the detailed procedures for investigating and reporting specified in this policy;
 8. Only personnel trained in test security and administration shall be allowed to have access to or administer any standardized tests.
 9. Each district superintendent or institution must annually designate one individual in the district or institution as District Test Coordinator who is authorized to procure test materials that are utilized in testing programs administered by or through the State Board of Elementary and Secondary Education or the Louisiana Department of Education. The name of the individual designated must be provided in writing to the Division of Student Standards and Assessments (LDE) and included on the “Statement of Assurance...”
 10. If during the academic year the person appointed as district test coordinator changes, the district superintendent must notify the LDE, Division of Assessments and Accountability. The notification must be in writing and must be submitted within 15 days of the change in appointment.
 1. The former district test coordinator must inform the new district test coordinator of passwords for **Louisiana eDirect, PA Next (for ACT and WorkKeys) AIR Tide (for ELPT)**, location of placement tests, and location of “Old” testing materials.
 10. Testing shall be conducted in class-sized groups. *Bulletin 741 (913A)* states that K-3 classroom enrollment should be no more than 26 students, and in grades 4-12, no more than 33, except in certain activity types of classes in which the teaching approach and the materials and equipment are appropriate for large groups. For grades K-8, the maximum class size for Health and Physical Education classes may be no more than 40. Class size for exceptional students is

generally smaller (*Bulletin 741, 915*). Permission for testing in environments that differ from the usual classroom environment must be obtained in writing from the Louisiana Department of Education, Division of Standards, Assessments, and Accountability, at least thirty days prior to testing. If testing outside the usual classroom environment is approved by the Division of Standards, Assessments, and Accountability, the LEA must provide at least one proctor for every 30 students.

11. The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.
12. The Louisiana Department of Education shall establish procedures to identify:
 - a. Improbably achievement of test score gains in consecutive years;
 - b. Situations in which collaboration between or among individuals may occur during the testing process;
 - c. A verification of the number of all tests distributed and the number of tests returned;
 - d. Excessive wrong-to-right erasures for multiple-choice tests;
 - e. Any violation to written composition or open-ended responses that involves plagiarism;
 - f. Any other situation that may result in invalidation of test results;
13. In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met, but individuals will be allowed to retake the test at the next administration.
14. Individuals shall adhere to all procedures specified in all manuals that govern mandated testing programs.
15. Any individual who knowingly engages in any activity during testing that results in invalidation of scores derived from the **Louisiana Educational Assessment Program 2025 High School (LEAP 2025 HS), Louisiana Educational Assessment Program 2025 Grades 3-8 (LEAP 2025 Grades 3-8), English Language Proficiency Test (ELPT), LEAP Connect/Alternate Assessment, Level 1 (LAA 1), End of Course Tests (EOCT)** online assessments shall forfeit the test results but will be allowed to retake the test at the next test administration.
16. Anyone known to be involved in the presentation of forged, counterfeit, or altered identification for the purposes of obtaining admission to a test administration site for any test administered by or through the State Board of Elementary and Secondary Education or the Louisiana Department of Education shall have breached test security. Any individual who knowingly causes or allows the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site must forfeit all test scores but will be allowed to retake the test at the next test administration.
17. School districts must ensure that individual student test data are protected from unauthorized access and disclosure.
 - a. The Louisiana Department of Education's **eDirect is designed for the State, District, and School level personnel and contains confidential and private information, including, but not limited to, secure test materials, test scores and student demographic information. The system is password protected and requires a user name and password for access. The secure test materials are proprietary, confidential information of its owner(s) and are provided to those individuals who are legally bound to maintain the security of test in accordance with the Louisiana State Board of Elementary and Secondary Education's Bulletin 118. Bulletin 118 may be viewed at <http://doa.louisiana.gov/osr/lac/28v111/28v111.doc>**
The system is not for public use, and any student information from the system must not be disclosed to anyone except a state, district, or school official as permitted by the Family Educational Rights and Privacy Act of 1974 (FERPA) and Louisiana Revised Statute 17:3914. Personally-identifiable student information can only be disclosed to local school officials, as permitted by Louisiana Revised Statute 17:3914 and who also, under FERPA, have a legitimate educational purpose to review an educational record in

order to fulfill his/her professional responsibility.

State, district and school users who are granted permission to this system must read and abide by the Family Educational Rights and Privacy Act (FERPA) and Louisiana Revised Statute 17:3914. Disclosure of passwords to anyone unauthorized to use the system is prohibited. Disclosure of a student's data to his/her parent must be in accordance with FERPA. For more information on FERPA, see the U.S. Department of Education website at <http://www.ed.gov/offices/OM/fpco/ferpa/>. For more information about Louisiana Revised Statute 17:3914 see the Louisiana Department of Education website at [https://www.louisianabelieves.com/docs/default-source/data-management/2015-student-privacy-planning-guide-\(web\).pdf?sfvrsn=6](https://www.louisianabelieves.com/docs/default-source/data-management/2015-student-privacy-planning-guide-(web).pdf?sfvrsn=6)

- i. **eDirect**. Principals should contact their DTC or Backup DTC for assistance in training teachers. After training, all school users (e.g., teachers, counselors, test coordinators) must read and sign the security agreement and return it to the principal. Signed security agreements are valid until the DTC receives notification that the Security Agreement available online has been revised. A new security agreement should be signed by all users each year after the *new* password letters for schools and districts are automatically generated in August. If a breach in security occurs, principals should immediately contact the DTC or the backup DTC for a replacement password. Principals should always contact their DTC or backup DTC for assistance and training.
- b. The Louisiana Department of Education's **AIR Tide portal for ELPT** is designed for administrators only and contains students' private information, including state test scores and state identification numbers. The system is password protected and requires a user ID and an assigned password for access. The system is not for public use and any student information from the system must not be disclosed to anyone other than a state, district, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). A state, district, or school official is a person employed by the state, district, or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, and the principal's designated office staff. Such a user must have a legitimate educational purpose to review an educational record in order to fulfill his/her professional responsibility. District Test Coordinators and other authorized users of the **AIR Tide portal** must ensure the security of passwords, and disks or CDs with downloaded individual student test data and student-level test data open on a computer screen. Curiosity does not qualify as a right to know. State, district and school users who are granted a password to this system must abide by FERPA.. Disclosure of passwords to anyone other than those authorized is prohibited. Disclosure of a student's data to their parent or guardian must be in accordance with FERPA. For more information on FERPA, see the U. S. Department of Education Web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>.
- i. **AIR Tide Portal**. At the school level only principals (not teachers) and their designated school personnel (test coordinators, counselors, or office staff with whom the principal shares his/her PIN) should have access to the system and must sign a security agreement. Signed security agreements are valid until the DTC receives notification that the Security Agreement available online has been revised. A new security agreement should be signed by all users each year after the *new* password letters for schools and districts are automatically generated in August. If a breach in security occurs, principals should immediately contact the DTC or the backup DTC for a replacement password. Principals should always contact their DTC or backup DTC for assistance and training.
 - ii. Security agreements must also be signed by DTCs for the **AIR Tide** and returned to

the LDE.

- c. The Louisiana Department of Education's **ACT WorkKeys Online Testing Platform called Validus VTC** contains students' private information, including test scores and state identification numbers. Authorized users of the **Validus VTC** must ensure the security of passwords, and disks or CDs with downloaded individual student test data and student-level test data open on a computer screen. This system is password protected and requires a user ID and an assigned password for access. Any student information from the system must not be disclosed to anyone other than a state, district, or school official, or parent/guardian as defined by The Family Educational Rights and Privacy Act of 1974 (FERPA). For more information on FERPA, see the U. S. Department of Education Web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>. A state, district, or school official is a person employed by the state, district, or school as an administrator, supervisor, district test coordinator, school test coordinator, principal, teacher, or support staff member. This user has a legitimate educational purpose to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know. All users who are granted a password to this system must abide by FERPA law. Disclosure of passwords to anyone other than those authorized is prohibited.
 - i. **Validus VTC**. Principals should contact their district designee, DTC, Backup DTC, or District Curriculum Supervisor for assistance in training teachers. After teaching, all users (e.g., teachers, counselors, test coordinators) must read and sign the security agreement and return it to the principal. Signed security agreements are valid until the DTC receives notification that the Security Agreement available online has been revised. A new security agreement should be signed by all users each year after the *new* password letters for schools and districts are automatically generated in August. Keep copies signed by all school users on file at the school. If a breach in security occurs, principals should immediately contact the District Designee, District Test Coordinator, or the Backup District Designee for a replacement password. Principals should always contact their district designee, DTC, or backup DTC, or District Curriculum Supervisor for assistance and training.
 - d. All users who have access to these systems and leave their positions at a district or school site must not use or share the password. District Test Coordinators are responsible for providing training regarding the security and confidentiality of individual student test data (in paper and electronic format) and of aggregated data of fewer than ten students.
18. The Louisiana Department of Education staff will conduct site visits during testing to observe test administration procedures and to ensure that appropriate test security procedures are being followed. Schools with prior violations of test security or other testing irregularities will be identified for visits. Other schools will be randomly selected.
 19. Any teachers, other school personnel, or students who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education and any and all laws that may be enacted by the Louisiana Legislature.

Erasure Analysis

- A. To investigate erasures on student answer documents for the multiple-choice portions
- B. Of the state criterion-referenced and norm-referenced testing programs, the SBESE and the LDE have developed the following procedures.
 1. Scoring contractors scan every answer document for wrong-to-right erasures, and the state average and standard deviation are computed for each subject at each grade level.
 2. Students whose wrong-to-right erasures exceed the state average by more than four standard deviations are identified for further investigation. For each student with excessive erasures,

- the proportion of wrong-to-right erasures to the total number of erasures is considered.
3. Based on the criteria for excessive wrong-to-right erasures, scoring contractors produce the following reports:
 - a. District/School Erasure Analysis Report. This report identifies districts and schools within the districts whose answer documents have excessive wrong-to-right erasures.
 - b. Student Erasure Analysis Report. This report identifies individual students whose answer documents have excessive wrong-to-right erasures. The answer documents of students identified as having excessive wrong-to-right answers are available for review at the LDE upon request.
 4. Once districts, schools, and individual students have been identified, the state superintendent of education sends letters to district superintendents stating that students in those districts have been identified as having excessive wrong-to-right erasures. Copies of the District/School and Student Erasure Analysis reports are enclosed with the letters. Copies of the correspondence are provided to the deputy superintendent of education, the assistant superintendent of the Office of Student and School Performance, the director of the Division of Assessments and Accountability, and the district test coordinator.
 5. The local superintendent must investigate the case of the irregularity and provide a report of the investigation and a written plan of action of the state superintendent of education within 30 calendar days.
 6. A summary report of erasure analysis irregularities will be presented to the Louisiana Educational Assessment Testing Commission and the SBESE after each test administration.

Addressing Suspected Violations of Test Security and Troubling Content in Written Responses
(Constructed Responses, Short Answers, and Essays)

1. Violation by Student as Observed by Test Administrator
 - a. The test administrator must notify the school test coordinator about any suspected incident of cheating and provide a written account of the incident. Answer documents in such cases should be processed like all other answer documents.
 - b. The school test coordinator must then convene a school-level test security committee consisting at a minimum of the principal, the school test coordinator, and the test administrator to determine whether a test should be voided.
 - c. If it is deemed necessary to void the test, the school test coordinator must notify the district test coordinator of the void request in a letter written on school letterhead, signed by the school principal and the school test coordinator. The original account of the incident written by the test administrator must be enclosed.
 - d. The district test coordinator must then fax a completed void form to the LDE, Division of Assessments and Accountability, as directed in the District and School Test Coordinators Manual. The original Void Verification form, along with a copy of the school test coordinator's request for the void, must also be mailed to the LDE, Division of Assessments and Accountability, as directed in the manual.
2. Reported Violations by School Personnel or Other Person. All suspected instances of cheating should be reported directly to the school's district test coordinator for further investigation, and a report of the incident must be sent to LDE, Division of Assessments and Accountability. If it is deemed necessary to void tests, the DTC must fax a completed void form to the LDE, Division of Assessments and Accountability. The original Void Verification form along with a written report of the investigation carried out must be mailed to the LDE, Division of Assessments and Accountability.
3. Suspected Violations Discovered by Scoring Contractors
 - a. In addition to erasure analysis for multiple-choice items, possible incidents of the following violations may be discovered during the scoring process:

- i. Plagiarism. Responses contain exact or almost exact content, and/or words or phrases, and/or format;
 - ii. Use of unauthorized materials. Students brought unauthorized materials into the testing environment and used them to assist in written responses.
 - b. If possible incidents of violations are discovered in the scoring process, the scoring contractor notifies the LDE, Division of Assessments and Accountability, of suspect documents with a summary of its findings.
 - c. Professional assessment and related-content personnel from the Division of Assessments and Accountability review the suspect documents and determine whether the evidence supports voiding the responses.
 - d. If voiding is recommended, LDE mails the district superintendent a letter of what was observed during the scoring process that caused the alert and identifies the correspondence are provided to the deputy superintendent of education, the assistant superintendent of the Office of Student and School Performance, the director of the Division of Assessments and Accountability, and the local district test coordinator.
 - e. Within 30 calendar days of the receipt of such a letter, the district must investigate the incident and provide a written plan of action to the state superintendent of education. If the district and/or parent/guardian(s) wish to discuss the situation further or to examine the student responses, a meeting may be scheduled at the LDE offices between staff members from the Division of Assessments and Accountability district representatives, and parent/guardian(s).
4. Disturbing Content. If student responses with disturbing content are discovered during the scoring process, the scoring contractor will notify the appropriate staff member at the LDE, Division of Assessments and Accountability.
- a. Professional assessment personnel review the responses. If it is determined that disturbing content causes a compelling need to break confidentiality, LDE will contact the district superintendent by telephone to summarize findings and inform him or her that materials are being mailed regarding the alert.
 - b. Issues regarding troubling content are for the district's information to assist the student and do not require further communication with LDE.

Administrative Error

1. Administrative errors that result in questions regarding the security of the test or the accuracy of the test data are considered testing irregularities. If it is deemed necessary to void the test, the district test coordinator must **email** a completed void form to the LDE, Division of Standards, Assessments, and Accountability, as directed in the District and School Test Coordinators Manual. The original Void Verification form, along with a copy of the account of the incident, must also be mailed to the LDE, as directed in the manual.
2. If tests are voided by the district due to administrative error, the LEA superintendent, on behalf of individual students, may initiate a request to the state superintendent of education for an opportunity to retest prior to the next scheduled test administration on behalf of individual students.
3. If administrative errors result in a question of the accuracy of the test data but do not require the voiding of the tests, the LEA superintendent or the parent, or legal guardian of an affected student may initiate a request for an opportunity to retest prior to the next scheduled test administration. The LEA superintendent or parent must provide the state superintendent of education with school- and student-level documentation describing the administrative error.
4. If the LDE determines that an administrative error did occur that allows for a retest, it will notify the LEA of the determination and arrangements for the retest. The LEA must provide a corrective plan of action.
5. To offset costs involved in retesting, the vendor will assess the LEA a fee for each test.

6. The LDE will provide a report to the SBESE of retests due to administrative errors.
7. Administrative errors that result from failure to transfer answers from a test booklet onto an answer document require the following steps:
 - a. the LEA superintendent will place a request on behalf of individual students, which request must include a description of the administrative error and a corrective plan of action, to the state superintendent of education to have the testing vendor ends to the district the student's test booklet and a new answer document,
 - b. the DTC and STC will transfer only the answers not initially transferred from the test booklet onto the new answer document, and
 - c. the DTC will return all testing materials to the vendor, who will assess the LEA a fee for the service.
8. LEAs have the right to appeal to SBESE to replace the voided or invalid scores with the results from the administrative error retests for accountability purposes. The appeal must include a description of the testing irregularity; a summary of the LEA's investigation including who conducted the investigation; the findings of the investigation; and a corrective action plan. After review of the submitted documentation by LDOE, the State Superintendent will make a recommendation to SBESE.
9. When retests are available, LEAs may request that SPS calculations include retest through a waiver request to SBESE for accountability purposes. In such waiver request, the ELA shall demonstrate that it financed retests for all affected students and that it took appropriate corrective action as necessary to prevent a recurrence of the irregularity, including specific measures regarding any employee found to have willfully caused the irregularity.

Viewing Answer Documents

1. A parent, guardian, student, school, or district must place a request to view an answer document through the district test coordinator
2. The district test coordinator must send a written request to view the answer document to the LDE, Division of Assessments and Accountability. The request must include:
 - a. The student's name;
 - b. The student's state ID number or social security number;
 - c. The student's enrolled grade;
 - d. The type of assessment (i.e., **LEAP 2025, LEAP Connect/LAA 1, ELPT, ACT/WorKeys**) and the content area of the answer document or documents requested; and
 - e. The district name and code and school name and code where the student tested.
3. LDE will notify the testing contractor of the request; the testing contractor will send a copy of the requested answer document(s) to LDE.
4. Upon receipt of the requested answer document(s), LDE will contact the district test coordinator who placed the request to schedule an appointment to review the answer document(s)
5. The district test coordinator or his or her designee must accompany the school personnel, parent, guardian, and/or student to the appointment.
6. LDE will black out test items on answer documents prior to viewing. Only the student's responses may be observed.
7. LDE staff will remain in the room during the viewing of the answer document(s). Answer documents may not be copied or removed from the room. Written notes of student responses may not be made.

Emergencies During Testing

1. For emergencies (e.g., fire alarms, bomb threats) that require evacuation of the classroom during administration of statewide assessments, the following procedures should be followed.

2. If the room can be locked, the test administrator should direct the students to place the answer document inside the test booklet and leave both on the desk. Before students are allowed back into the room, the test administrator should return to the room, pick up the test booklets, answer documents, and other secure materials, and then distribute them individually to the students when they have returned to their desks.
3. If the room cannot be locked and if at all possible, the test administrators should direct students to place the answer document on top of the test booklet and hand both along with any other secure materials to the test administrators should carry the documents with them to their designated location outside the building. If return to the building is delayed, the school test coordinator should pick up and check in the materials from the test administrators.
4. If testing has not started prior to the emergency and the students have not yet opened their test booklets and answer documents, testing should start when students return to the room.
5. If students have opened their testing materials to begin testing and test security has been maintained, testing may continue after students return to the room.
6. If the test booklets have been opened and test security has been compromised, testing should not be continued. The answer documents should be sent to the testing company with the responses that were completed prior to the emergency.
7. As a precautionary measure, graduating seniors might be tested together in a single group or in several smaller groups so test security is easier to maintain if there is an emergency.
8. If test security has been compromised, the district test coordinator must notify the LDE, Division of Assessments and Accountability, as soon as possible.

Cell Phone Usage

If district and school policy allows for students and school personnel to carry cell phones or other similar technological devices such as **smart watches** with imaging or text-messaging capability, test administrators must make certain that the devices are in the off position while test booklets and answers documents are in the vicinity.

1. Except for devices required for approved accommodations or online assessments, if a student is in possession of and/or uses a cell phone or electronic device in any manner during the administration of a statewide test, the phone or electronic device will be confiscated until assurance can be evidenced that all traces of information, in print, image, or verbal form, have been removed from all local and cloud storage and that no such traces remain on the device.

2. If evidence exists on the cell phone or other electronic device that indicates the device was used during the test administration and/or test material was recorded and/or transmitted, the student's score is voided.

3. Violation of the no cell phone or electronic device rule may result in discipline by the district in accordance with local policy.

- a. The use of cell phones or **any smart devices** in the classroom or any other location in a school building is prohibited except as hereinafter provided. If the teacher or other school employee brings a cell phone to the classroom the phone must be turned off. The only exception may be if specific permission is given by the school principal in exceptional circumstances for a specific period of time. The use of cell phones will be allowed ONLY during the teacher's planning time.
- b. Any misuse of cell phones or **any smart devices** in the classroom may result in an exception sheet issued by the school principal. Student usage of cell phones is governed by policy H-3.4c-2., made a part hereof by reference.
- c. Notwithstanding the provisions hereinabove set forth, this policy shall not affect the conduct of law enforcement activities including the use of electronic detection devices, dogs or other means of conducting searches for weapons, drugs or other contraband in whatever manner is otherwise permitted by law and consist with local School Board policy.
- d. Nothing in this section shall prohibit the use and operation by any person, including

students, of any electronic telecommunication device in the event of an emergency. “Emergency” means an actual or imminent threat to public health or safety which may result in the loss of life, injury, or property damage.

If any provision of this policy shall be determined to be void by any court of competent jurisdiction, then such determination shall not affect any other provisions of this policy and all such provisions shall remain in full force and affect; and it is the intention that any provision of this policy is capable of two constructions, one of which would render the provision void and the other which would render the provision valid, then the provision shall have the meaning which renders it valid.

G-14.2

TEST ADMINISTRATION

Improper test administration can affect results. Test administration manuals are sent with the tests. If the directions in these manuals are strictly followed, no one should experience problems. It is the duty of the teacher administering the test to follow the guidelines for the administration of the particular test and to insure the following are complied with in the administration of the test:

1. Make sure the correct tests and all necessary materials are at hand
2. Read the test manual thoroughly
3. Read aloud only those things directed in the manual in a clear and concise manner.
4. Prevent interruptions during testing
5. Check all answer sheets for proper coding of names and identification numbers
6. Assemble and package answer sheets correctly
7. Work closely with the school test coordinator

G-14.3

USE AND DISSEMINATION OF TEST RESULTS

Use and Dissemination of Test Results

Before test results are used in the classroom, it is important to identify and understand the decisions that can be made on the basis of test scores. Judgments and actions that affect major components of a school's curriculum and instructional programs are the responsibility of a school administrator. The teacher is the primary person who can bring about the necessary changes in a student's cognitive growth. It is the teacher who, with able guidance of the school administrator, curriculum and instructional specialists, and counselors, arrives at the optimal relation between testing and instruction.

Communicating Test Results

Communication of the meaning of test results to parents and students is not an easy

task. A major purpose of the test manual is to provide teachers with enough information about test scores to allow him to interpret them accurately for students and parents. In communicating with parents, discussion should center around the growth the individual has made. Test results should be spoken of in terms of general levels of ability (i.e., average, above average, below average, etc.). Percentiles can be used.

G-15

MISCELLANEOUS

In the subcategories of this section will be found miscellaneous policies and procedures as they relate to the instructional phase of the school program.

G-15.1

CONTROVERSIAL AND POLITICAL ISSUES

While in the performance of his assigned school duties, whether it be in the classroom, in the school, or on the school grounds, a teacher in his presentations to students, or in his discussions or conversations with them, should handle all controversial and political issues in a strictly non-partisan manner. (See also G-3.1)

G-15.2

RESPECT FOR RELIGIOUS BELIEFS

It is the policy of the Morehouse Parish School Board to respect all religious beliefs and to encourage each student to practice any such religious beliefs as he is may be taught in his home or place of worship. School principals are encouraged to arrange school events so as to not interfere with evening religious activities of students as far as the scheduling of events is controlled by the local school system.

School principals may allow an opportunity at the start of each school day for those students and teachers desiring to do so to observe a brief time of silent meditation. The brief time of silent meditation shall not be intended or identified as a religious exercise and the implementation shall remain neutral toward religion.

G-15.3

FLAG DISPLAYS

All schools of the Parish shall fly the American flag and the Louisiana state flag every school day, as mandated by Act 42 of the 1966 Session of the Louisiana Legislature.

Principals are encouraged to have their students participate in the saying of the Pledge of Allegiance to the Flag in special weekly programs or as part of the regular school day.

ASSEMBLIES

The primary function of school assemblies shall be of an educational value to the students. In setting up assembly programs the following suggestions are made as to the types of assemblies that are considered worthwhile: (1) to supplement the educational experience of the classroom, (2) to develop good student morale and school spirit, (3) to aid in guidance, (4) to provide wholesome entertainment and, (5) to recognize student achievement.

All assemblies shall have the approval of the principal.

SCHOOL STORES (Vending Machines)

The operation of school stores or vending machines that sell foodstuffs (cold drinks, potato chips, candy, etc.) prior to or during the hours that lunch is being served is prohibited in all schools.

ACADEMIC FAIRS

Academic fairs encourage the development of intellectual skills in talented students and provide an opportunity for recognition of excellence; they are thus to be deemed of special importance in the educational process.

It is recommended that academic fairs be held annually at the parish level, paralleling in content those fairs established and sponsored at the state level.

Academic fairs will be organized by the subject-matter supervisors working in conjunction with teachers in the corresponding academic areas.

Fairs should be held each school year at a time no later than two weeks prior to the corresponding regional fair or, if no regional fair is held, state fair. Release time will be provided when necessary for those individuals who serve as judges within and without the parish.

A tentative budget to cover expected costs should be submitted by the subject-matter supervisors at the beginning of each fiscal year.

SUBSTITUTE TEACHING

All personnel serving as a substitute teacher will adhere to the following procedure:

1. An application form for substitute teaching will be completed by an applicant.
2. Verification of the highest education degree or diploma must be attached to the application, i.e., high-school diploma, college transcript, college diploma or teaching certificate. This is a requisite to employment. *
3. A training session for all substitute teachers will be scheduled and attended. This is an ANNUAL requisite to employment. **
4. The application, together with the other necessary records, is placed on file. Necessary records include a copy of diploma or certificate, verification of the training session attended and documentation of finger-printing completed. No authorization for pay purposes will be given without the proper records on file. Persons with proper records will be identified as "Approved Substitutes".
5. Approved substitutes will be granted permission to visit parish schools and notify principals of their application to substitute.
6. Only those substitutes deemed "approved" will be called by principals. If no approved substitutes are available for duty on a particular day, the principal must contact the Personnel Supervisor for assistance.
7. Principals will be provided a list of approved substitutes following each training session.
8. Substitute teachers will be paid in accordance with policy as outlined in F-9.10, "Professional Personnel Compensation Guides."

* Completion of a GED will be acceptable as minimum education to qualify as a substitute teacher provided that the GED certificate is issued by the Louisiana State Department of Education or the applicant can verify he/she attended an approved adult education program in another state. Under no circumstances, will a GED program completed "by mail" or "over the internet" be considered sufficient.

** The Supervisor of Personnel will structure a training session to be held at the beginning of each school year and periodically during the school year as determined by the need of the school district and applications on file.

LESSON PLANS

Teachers are expected to have lesson plans for daily classroom instruction. Daily lesson plans shall be prepared and available in the event that a substitute teacher has to take charge of the class. Principals will make periodic reviews of teachers' lesson plans.

Special education personnel will have an appropriate and up-dated Individual Education Plan (IEP) for each student identified as handicapped/exceptional receiving services.

INTERCOM SYSTEMS

In schools that have intercom systems it will be the responsibility of the principal to see that it is not misused. Intercom systems may be used for morning announcements and in some cases afternoon announcements if they cannot be held over until the next day. Classes are not to be interrupted by trivial announcements or bulletins. Its use during the course of the day aside from the times mentioned above will be for emergency announcements only.

USAGE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

The use of cell phones in the classroom or any other location in a school building is prohibited except as hereinafter provided. If the teacher or other school employee brings a cell phone to the classroom the phone must be turned off. The only exception may be if specific permission is given by the school principal in exceptional circumstances for a specific period of time. The use of cell phones will be allowed ONLY during the teacher's planning time.

Any misuse of cell phones in the classroom may result in an exception sheet issued by the school principal. Student usage of cell phones is governed by policy H-3.4c-2., made part hereof by reference.

Notwithstanding the provisions hereinabove set forth, this policy shall not affect the conduct of law enforcement activities including the use of electronic detection devices, dogs or other means of conducting searches for weapons, drugs or other contraband in whatever manner is otherwise permitted by law and consist with local School Board policy.

Nothing in this section shall prohibit the use and operation by any person, including students, of any electronic telecommunication device in the event of an emergency. "Emergency" means an actual or imminent threat to public health or safety which may result in the loss of life, injury, or property damage.

**MOREHOUSE PARISH SCHOOL BOARD
PROVIDED CELLULAR TELEPHONE USAGE POLICY**

The Morehouse Parish School Board provides cellular telephones to certain employees in order to aid in the efficient operations of the duties of the employee on behalf of the Morehouse Parish School Board. All cellular phones provided to employee for their use by the Morehouse Parish School Board are subject to the following rules and provisions:

1. The cellular phone may only be utilized only for School Board work related purposes.
2. The employee may not “download” any information into the cellular phone.
3. Text messaging with the cellular telephone is prohibited except for employees of the Morehouse Parish School Board employed in the Technology Department.
4. Any employee who possesses a cellular phone shall return it to the business manager upon the employee’s termination of employment, resignation, or retirement.
5. Any employee who is on leave for more than five (5) working days must return the cellular phone to his/her immediate supervisor while the employee is on leave.
6. If any charges are incurred through the use of the cellular phone in violation of this policy, the employee shall be subject to disciplinary action, up to and including termination.
7. Any charges incurred on the cellular phone in violation of this policy shall be reimbursed by the employee to the School Board within fifteen (15) days of the receipt of the charge by the School Board and notification to the employee. If the reimbursement is not made within the fifteen (15) day period, the reimbursable amount shall be withheld from the employee’s next pay check.
8. Any damage to the cellular phone through the fault of the employee or the loss of the cellular phone by the employee shall result in the employee being required to pay for the replacement or repair. The charges shall be paid in the same fashion as set forth in the immediate preceding section.
9. A copy of this policy shall be provided to each employee who is assigned a cellular phone. The employee will sign and date a copy of this policy acknowledging his/her receipt of the policy. The signed copy will be placed in the employee’s personnel file.

CELL PHONE USAGE BY SCHOOL BUS OPERATORS

- A. No person shall engage in a call on a cellular radio telecommunication device while driving a school bus.
- B. For purposes of this Section, “cellular radio telecommunication device” shall mean a device capable of sending or receiving telephone communications without an access line for service and which requires the operator to dial numbers manually or by voice recognition. It does not include citizens band radios or citizens band radio hybrids.
- C. This Section does not apply to the use of a cellular telecommunication device for the purpose of communicating with any of the following regarding an emergency situation.
- D. For purposes of this Section, “cellular radio telecommunication device” shall mean a device capable of sending or receiving telephone communications without an access line for service and which requires the operator to dial numbers manually or by voice recognition. It does not include citizens band radios or citizens band radio hybrids.
- E. This Section does not apply to the use of a cellular telecommunication device for the purpose of communicating with any of the following regarding an emergency situation:
 - (1) An emergency system response operator, 911 public safety communications dispatcher, or school administrator,
 - (2) A hospital or emergency room,
 - (3) A physician’s office or health clinic,
 - (4) An ambulance or fire department rescue service,
 - (5) A fire department, fire protection district, or volunteer fire department,
 - (6) A law enforcement agency.

SCHOOL REPORTS

1. Annual School Reports

At the end of the first reporting period during the session, the principal shall forward a report, through the local superintendent's office, to the State Department of Education, on forms provided for that purpose. This must include the name, certification, achievement, and experience of each teacher employed; the daily schedule of classes; the registration of students in elementary grades; the high school subjects taught; and any other information which may be required. This report shall be signed by the principal and the local superintendent. One copy will be filed in the local superintendent's office and the other in the principal's office.

2. Report of High School Credit

Before a student may graduate from an approved high school, a Certificate of High School Credits shall be submitted to and approved by the director, Bureau of Secondary Education.

3. Reports to Local Superintendents

Student registration, gains, losses, enrollment, and attendance shall be recorded on report forms furnished by the State Department of Education. A completed form must be sent to the local superintendent's office and a copy filed in the principal's office. The principal shall send the session report to the local superintendent at the end of the school year. A copy of this report shall be filed in the principal's office.

4. Report of Pupil Progress

Reports covering the student's achievement and progress shall be made to parents or guardians periodically. These reports shall contain an evaluation of the pupil's scholastic achievement and deportment.

5. Other Reports

Any other reports that may be required by the State Board of Elementary and Secondary Education or the State Department of Education shall be submitted.

BASTROP HIGH SCHOOL SCHEDULING REQUIREMENTS

Notwithstanding any other provision of the Morehouse Parish School Board policy manual, the rules or handbook of Bastrop High School or other provisions of law, the following requirements shall apply to all students at Bastrop High School:

1. All seniors shall be required to attend a minimum of four classes each semester of their senior year.
2. No student shall be allowed to take more than one English class per year unless (1) he/she has previously failed one or more English classes or (2) he/she is classified as a senior.
3. Any exception to these requirements must be based upon extenuating circumstances unique to the individual student and must be approved in writing by both the principal and superintendent of schools.

PARENTAL ACCESS TO INSTRUCTIONAL MATERIALS

For the purposes of this policy, the following terms are defined:

(1) "Instructional materials" means content that covers the knowledge or skills of a subject in the school curriculum through a medium or a combination of media for conveying information to a student. It also includes any nonsecure test, nonsecure assessment, or survey administered to a student. The term also includes books, supplementary materials, teaching aids, computer software, magnetic media, DVD, CD-ROM, computer courseware, online material, information or services, or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process.

(2) "Parent" means the parent or legal guardian of a child.

(3) "Survey" means any evaluative instrument or questionnaire that is not an assessment of academic knowledge, skills or abilities, administered as part of a state, national, or international assessment or by itself.

Each school shall provide access so that a parent may review the instructional materials used by or administered to the parent's child. The instructional materials shall be provided for review upon request of a parent. If the parent requests a paper copy of material that can be readily copied using school equipment, such copies shall be provided at a cost of 10¢ per page. The school shall allow a parent to make his own copies on school premises via mobile or other device. A parent may have access to instructional materials to review between the times of 8:00 a.m. through 4:00 p.m. each regular school day which is not a day set aside for state testing.

A parent is entitled to review any survey before the survey is administered or distributed by a school to a student.

PARENTS' RIGHTS

- A. Parents of students enrolled in the Morehouse Parish School District shall have the following rights:
- (1) To examine the textbooks, curriculum, and supplements material used in their child's classroom.
 - (2) To inspect their child's school records, including all of the following:
 - (a) Academic records.
 - (b) Medical or health records.
 - (c) Records of any mental health counseling.
 - (d) Records of any vocational counseling.
 - (3) To be notified when medical services are being offered to their child, except where emergency medical treatment is required. In cases where emergency medical treatment is required, the parent shall be notified as soon as practicable after the treatment is rendered.
 - (4) To be notified if a criminal action is deemed to have been committed against their child or by their child.
 - (5) To be notified if law enforcement personnel questions their child, except in cases where the parent has been accused of abusing or neglecting the child.
 - (6) To be notified if their child is taken or removed from the school campus without parental permission.
 - (7) That the school shall not discriminate against their child based upon the sincerely held religious beliefs of the child's family.
 - (8) To receive written notice and the option to opt their child out of any surveys that include questions about any of the following:
 - (a) The student's sexual experiences or attractions.
 - (b) The student's family beliefs, morality, religion, or political affiliations.
 - (c) Any mental health or psychological problems of the student or a family member.
 - (9) To receive a written notice and have the option to opt their child out of instruction on topics associated with sexual activity.
- B. Notwithstanding anything to the contrary, a public school shall not be required to release any records or information regarding a student's medical or health records or mental health counseling records to a parent during the pendency of any investigation of child abuse or neglect conducted to any law enforcement agency or the Department of Children and Family Services where the parent is the target of the investigation, unless the parent has obtained a court order.

- C. By the end of the eighth (8th) grade, every student with the assistance of his/her parent or other legal custodian and school counselor, and for the student with an exceptionality, except a student identified as gifted or talented and who has no other exceptionality, the student's Individualized Education Program team, in conjunction with the student's parent or legal guardian, if applicable, shall begin to develop an Individualized Graduation Plan to guide future academic course work in order for the student to explore education and career possibilities. The plan shall be reviewed annually and revised as necessary to identify the courses to be taken each year until all required core courses are completed. Upon completion of the review, each student's Individualized Graduation Plan shall be signed by the student, the student's parent or other legal guardian, and the school counselor.

Prior to revising a student's individual plan, the school counselor shall meet with the student's parent or legal guardian either in person or virtually to explain the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any revisions to the student's plan shall be approved in writing by the student's parent or legal guardian.

G-15.14

LITTER PREVENTION AND AWARENESS INSTRUCTION

The Morehouse Parish School Board shall provide instruction in litter prevention and awareness to each public school student in kindergarten through grade 5. Such Instruction shall be integrated into the existing curriculum and may include instruction materials created and developed for students in Louisiana to assist such students in making environmentally sound decisions and understanding the Vital role they play in preserving the beauty of the state.

The elementary curriculum supervisor shall insure that such instruction is integrated into the Existing curriculum for students in kindergarten through grade 5.

Legal reference: La.R.S. 17:267

G-15.15

SPECIAL EDUCATION ADVISORY COUNCIL

The superintendent shall have placed on the school district website a notice requesting applications from parents and other educational stakeholders that wish to volunteer to serve on the Special Education Advisory Council. The superintendent shall cause an email to be delivered to each principal, certified special education teacher and full-time paraprofessional in the school district soliciting volunteers willing to serve on the Special Education Advisory Council.

Fifty percent of the membership of the Council shall be parents or legal guardians of students with and exceptionality, other than gifted and talented, who are enrolled in the Morehouse Parish School System. Twenty-five percent of the membership shall be teachers, principals and paraprofessionals. Twenty-five percent of the membership shall be other special education stakeholders. In selecting council members, an effort shall be made to include parents of students in elementary, middle and high school grades.

The number of council members and composition of the council shall be determined by the Superintendent. The Special Education Advisory Council is to provide advice and feedback regarding special education policies, procedures and resources. The council shall also engage in outreach activities to the community at large to increase the level of knowledge, support and collaboration with respect to special education.

In the event that there is, in the superintendent's determination, an insufficient pool of parent volunteers from which to make selections, the superintendent may direct the special education department and school principals to solicit volunteers from the parents of students with existing Individual Education Plans.

In the event there is, in the superintendent's determination, an insufficient pool of teacher, principal, or paraprofessional volunteers, the superintendent may assign a teacher, principal or paraprofessional to serve on the Special Education Advisory Council.

The superintendent shall notify each appointee as to their appointment in the manner determined by the superintendent. The superintendent shall designate one of the appointees as the chairperson and provide the chairperson with appropriate contact information for the remainder of the appointees.

The chairperson shall be responsible for calling meetings of the Special Education Advisory Council, including crafting and posting the agenda as required by the Open Meetings Law. The chairperson shall also be responsible to maintain minutes of those meetings, or designate another person to do so. The Council shall meet at least three (3) times each school year. Finally, the chairperson shall be responsible for delivering to the superintendent a report of the Council activities over the preceding school year on or around May 15th.

There shall be no liability or cause of action against the Morehouse Parish School Board/District

Or any public school, or any officer or employee thereof for any action taken by members of the Council

Legal Reference: La. R.S. 17:1944.1