

Louisiana School for the Deaf (LSD)

2018-19 Student/Parent Handbook



Louisiana School for the Deaf (LSD)

STUDENT/PARENT HANDBOOK

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Baton Rouge, LA 70820

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Toll-free: (888) 769-8111

Fax: (225) 757-3424

Website: <http://www.lalsd.org>

 : facebook.com/louisianaschoolforthe deaf

 : @LASchoolDeaf

 : Laschooldeaf



In Case of Emergency

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

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

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

In case of inclement weather, school personnel will notify parents by phone, video phone, email, texting or in person if school will close due to inclement weather.

For questions, please contact the principal or dorm director.

****It is important that we have your most up-to-date information so we may contact you during case of emergency. Please let the school know as soon as possible.****

LSD History



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

been steadfast in its mission - to provide a nurturing environment in which students have the opportunity to achieve their potential.

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

Seventy years later, LSSD merged with the State School for Deaf Negroes (SSD) and they became known as "The Louisiana School for the Deaf (LSD)." Today the school is governed by the Louisiana Board of Elementary and Secondary Education (BESE).

In 2002, LSD celebrated its 150th year of providing excellence in education to the deaf and hard-of-hearing students of Louisiana. The school achieved another milestone that year by earning national accreditation by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). In 2009, Louisiana School for the Visually Impaired merged with LSD to become LSDVI. This year will be LSD's 166th year.

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



LSD Traditions

School Mascot: War Eagles

School Colors: Kelly Green and White

School Song: LSD Alma Mater

There is a school in our dear South that's beautiful to see
Let's sing a song to tell our love for dear old LSD.

For dear old LSD, for dear old LSD
We'll sing a song of gladness now, and love and loyalty.

When every Fall we leave our home, to LSD we go
It's like a loving mother, that is why we love it so.

For dear old LSD, for dear old LSD
We'll sing a song of gladness now, and love and loyalty.

Oh, with a yell of "Hold that line!" we'll cheer our Eagles true
For whether we're at work or play, we do our best for you.

For dear old LSD, for dear old LSD
We'll sing a song of gladness now, and love and loyalty.



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Letter from the Interim Director/Principal

Dear Parents and Students,

Welcome to the 2018-19 school year! We look forward to working with you and your child during this upcoming school year.

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

After reading through the entire student/parent handbook, please keep it as a reference during this school year. If you have any questions about any of the material in the student/parent handbook, please contact your teacher, counselor, assistant principal, residential staff or dorm director.

We are looking forward to having a great 2018-19 school year!

Ryan Gollner
Interim Director/Principal

LSDVI 2018-19 School Calendar

Louisiana Schools for the Deaf and Visually Impaired | 2018-2019

31 Professional Development Day

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 New Year's Break
18 Professional Development Day
21 M.L. King Day

1-3 Teacher In-service
5 Registration Day/ Open House
6 First Day for Students

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

3 Labor Day/Travel day

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 End of the 3rd 9wks
4-8 Mardi Gras Break

5 End of 1st 9wks
19 Professional Development Day
22 Fall Break

OCTOBER 2018						
S	M	T	W	Th	F	S
						1
					5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 Good Friday
22-26 Easter Break

19-23 Thanksgiving Break

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2019						
S	M	T	W	Th	F	S
				1	2	3
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23 End of the 4th 9wks
23 Last day for Students
24 Last day for Teachers

20 End of 2nd 9wks
21-31 Christmas Break

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Registration Day/ Open House
- Holidays ■ Professional Development Days
- End of the 9wks
- Semester Begins/Ends

177 Instructional Days


Ralph Thibodeaux, Superintendent

ASL/English Bilingual Vision

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

ASL/English Bilingual Mission

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

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

Why AEBE?

- Deaf and hard of hearing children need a strong first language in order to successfully learn a second language. For most of LSD's students, ASL is the primary language used to acquire English. Deaf children need to become proficient users of English, especially through reading and writing.
- It is important for deaf and hard of hearing to develop early linguistic competence.
- ASL and English are each developed, used, and equally valued.
- Deaf and hard of hearing children with varying degrees of hearing loss and varied use and benefit from listening technologies (hearing aids, cochlear implants) are educated together.
- Teams of deaf and hearing professionals work together to support the development and use of both ASL and English.

ASL/English Bilingual Guiding Principles

American Sign Language (ASL):

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

English:

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

Deaf Sensitivity/Cultural Awareness:

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



LSD Directory

Director's Office

	<u>Email</u>	<u>VP</u>	<u>Voice</u>
Ryan Gollner, Interim Director/Principal	rgollner@lsdvi.org	225-341-6548	N/A
Ebony Raby, Administrative Assistant	eraby@lsdvi.org	225-341-6536	225-757-3202
Kisha Landry, Administrative Assistant	klandry@lsdvi.org	225-341-6420	225-757-3273

Elementary School

Bernice Arboneaux, Assistant Principal-Academics	barboneaux@lsdvi.org	225-308-2606	225-757-3267
Kerry Benton, Administrative Assistant	kbenton@lsdvi.org	225-412-6133	225-757-3268
Rachel Schulbaum, Mental Health Counselor	rschulbaum@lsdvi.org	225-341-6531	225-757-3268

Secondary School

Jamia Green, Assistant Principal-Academics	jgreen@lsdvi.org	225-308-2606	225-757-3276
Natasha Aymami, Guidance Counselor	naymami@lsdvi.org	225-341-6420	225-757-3278
Kayla Fuller, School Counselor	kfuller@lsdvi.org	225-341-6510	225-757-3273
Kelly Landry, Transition Coordinator	kalandry@lsdvi.org	225-308-4156	225-757-3361

School Support Staff

Christopher Patterson, Assistant Principal-Discipline	cpatterson@lsdvi.org	225-341-6511	N/A
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Residential Life

Laurie Self, Dorm Director	lself@lsdvi.org	225-341-6550	225-757-3240
Rhonda Fung, Licensed Counselor	rfung@lsdvi.org	225-341-6500	N/A
Rhonda Flack, Evening Team Leader	rflack@lsdvi.org	225-341-6544	N/A
Jessica Medero, Night Team Leader	jmedero@lsdvi.org	225-341-6543	N/A

Educational Support Services

Kelly Landry, Interim IEP Facilitator	kalandry@lsdvi.org	N/A	225-757-3261
Laura Kliebert, Technology Specialist	lkliebert@lsdvi.org	225-302-8540	225-757-3318
Deborah Toups, Curriculum Coordinator	dtoups@lsdvi.org	N/A	225-757-3335
Jennifer Barnes, ASL Facilitator	jbarnes@lsdvi.org	225-341-6529	N/A
Alla Tarasyuk, Sign Language Coordinator	atarasyuk@lsdvi.org	225-341-6528	N/A
Kattie Sheppard, Transportation Coordinator	ksheppard@lsdvi.org	N/A	225-757-3210
Sandy Charlet, Director Non-Acad. Services	scharlet@lsdvi.org	N/A	225-757-3310
Marie Henderson, Director Acad. Services	mhenderson@lsdvi.org	N/A	225-757-3327
Patricia Esnault, SHC Manager	pesnault@lsdvi.org	N/A	225-757-3246
Kathleen Carr, Admissions Coordinator	kcarr@lsdvi.org	N/A	225-757-3320
Christine Broussard, School Psychologist	cbroussard@lsdvi.org	N/A	225-757-3321
Wendy Adams, Audiologist	wadams@lsdvi.org	N/A	225-757-3325
Amanda Callihan, Occupational Therapist	acallihan@lsdvi.org	N/A	225-757-3328
Ben Cupit, Athletic Director	bcupit@lsdvi.org	N/A	225-757-3350
Louis Banks, Head of Security	lbanks@lsdvi.org	N/A	225-757-3224
Carolyn Bell, Nutritional Services Coordinator	cbell2@lsdvi.org	N/A	225-757-3232
Annette Chelette, Coord. of Data Services	achelette@lsdvi.org	N/A	225-757-3385
Donna Grice, Data Coordinator	dgrice@lsdvi.org	N/A	225-757-3331

E-mail addresses for LSD employees start with the first initial and last name (i.e., dalleman for Donna Alleman) followed by @lsdvi.org.

Please check the school website and the school calendar on the website regularly.

Attendance

School Hours

School hours are 8:00 AM – 3:15 PM on Mondays-Thursdays and 8:00 AM – 2:00 PM on Fridays.

Instructional Minutes

According to Bulletin 741, LSD shall adopt a calendar that includes a school year that is in accordance with applicable state regulations and includes a minimum of 370 minutes of instructional time per day.

Attendance

Daily attendance is vital to students' educational success. In accordance with state policy, students are required to attend a specified number of days in school unless their absences are excused. If a student must leave school early or stay home for any reason, the parent/guardian must notify the school department in advance. If the student is 18 years or older, the student is responsible for notifying the school department. We strongly encourage students to come to school every day.

Students may be excused for whole or partial day absences for the following reasons:

- Personal illness with verification by a licensed healthcare provider
- Serious illness in the student's immediate family
- Death in the student's immediate family
- Appearance in court required by a subpoena

We must have verification to count the absence as excused. Absences for other reasons, including suspension, are unexcused.

Students granted excused absences shall be permitted to make up any schoolwork that was missed. It is the student's responsibility to talk with their teacher(s) to get the work assignments that must be completed. Per each day absent, the students have one day to complete the missing assignments.

Students without excused absences, but with a written explanation of the reason for the absence from the parents/guardians, may be permitted to make up school work at the discretion of the Assistant Principal.

Written excuses must be submitted within 3 school days upon student's return to school. If an excuse is not received within 3 school days, the absence will be considered unexcused. The note must contain the student's full name, date(s) of absence and reason for the absence with a signature of either the doctor or the parent/legal guardian.

If the student is absent for half a day (4 or more periods), the student may not be permitted to participate in sports or extracurricular activities on that day at the discretion of the Assistant Principal.

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

Tardiness

If the student arrive to school late, the student is considered tardy and must be signed-in by the parent/legal guardian at the student's school department to receive a hall pass.

If the student have two (2) or more tardies for the same class, the student will receive a consequence. Consequences may include lunch and/or after school detention. Repeated tardy offenses will result in more serious disciplinary actions as determined by the assistant principal.

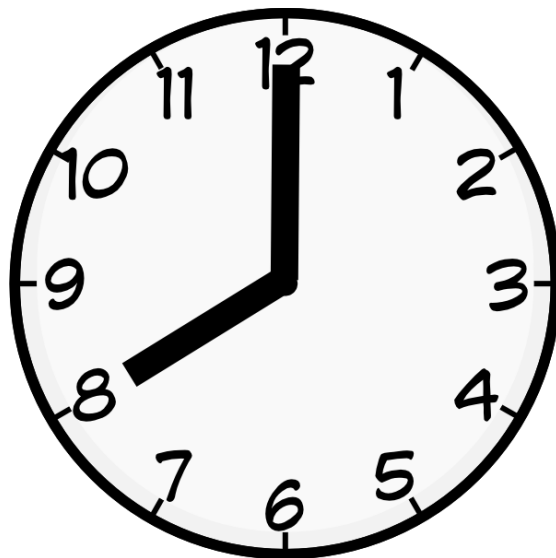
Parent/Guardian/Authorized Individual Pick-Up

Students are not allowed to check out during the school day without parental permission. The latest the student can be checked out is at 2:15 pm Mondays-Thursdays, and at 1 pm on Fridays.

The parent or other authorized individual approved in the school system must sign-in with the security guard at the gate as a campus visitor. After arrival, the individual must proceed to the school department entering the main doors of the building. The student will then be called to the school office to be signed out.

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

For pickups, if a parent or an authorized individual approved to pick up the student does not arrive to school by dismissal time, the student will be placed on the bus.



Academic Information

2018-19 Dates for Quarterly Report Cards

Quarter (Nine Weeks)	Quarter Begins	Interim Grades	Quarter Ends
First Quarter	August 6, 2018	September 5, 2018	October 5, 2018
Second Quarter	October 8, 2018	November 7, 2018	December 20, 2018
Third Quarter	January 7, 2019	February 6, 2019	March 1, 2019
Fourth Quarter	March 11, 2019	April 10, 2019	May 24, 2019

Grade Point Average (GPA)

Grading Scale (Grades 1-12)

Letter	Percentage		Points
A	93-100	Excellent	4
B	85-92	Above Average	3
C	75-84	Average	2
D	67-74	Below Average	1
F	00-66	Failing	0

Grades carry values that are calculated for your Grade Point Average (GPA), based on a 4.0 grading scale.

Preschool, Kindergarten and LAA1 (Elem, MS, HS)

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Student Recognition	Grade Point Average	IEP Goals
Honor Roll	3.5 - 4.0 GPA	
Honorable Mention	3.0 - 3.49 GPA	
Most Valuable Progress		Achieve 80% of IEP goals

Academic Honesty

Students are expected to sustain the highest standards of academic honesty. This includes, not limited to, homework, projects, tests, and other assignments. Students should refrain from loaning their iPad to other students. If any student's work has been copied, there will be a consequence for all students involved. Any work or behavior that the teachers and/or administration believe is a violation of academic honesty will be subject to the consequence of the cheating or plagiarism.

Plagiarism is "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author." In simple language, it means to use the words, ideas or sentence of another person and to claim them as your own. With that said, students should always strive to do their best and not to take credit for the efforts of another student. Students' work, that is turned in, must be from their own writing, ideas, and thoughts, not from the work of another student.

General School Information

Positive Behavioral Interventions & Supports (PBIS)

Positive Behavioral Interventions & Supports (PBIS) programs are state-mandated for all schools in Louisiana. The PBIS Team has identified a set of behavioral traits considered important for the school community. Students are expected to be Obedient, Independent and Courteous (OIC) throughout the school day and in the after school program. Students will be “caught behaving well” and rewarded for appropriate behavior. LSD has established these expectations:

Obedient

- Follow directions
- Keep hands and feet to one’s self
- Respect others’ things

Independent

- Control your temper
- Come prepared for class
- Respect school property
- Arrive on time
- Use time wisely
- Keep all areas clean

Courteous

- Use polite language
- Take turns
- Walk everywhere quietly
- Respect others’ property
- Think of others’ feelings

During the school day, the counselors will work with the teachers to provide students with opportunities to earn rewards for meeting behavioral expectations.

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

At the beginning of the school year and throughout the school year, the staff will review these expectations with the students, using lesson plans which have been written specifically to help students better understand what LSD expects from them.

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

Student ID Badges (Middle and High School only)

All students will receive their ID badges at the beginning of school year. Students are responsible for their own ID badges.

Students' ID badge must be:

- worn and visible **at all times** during school hours;
- used for getting meals;
- in good condition (no cuts, defacing, folding, holes, etc.); and
- reported immediately if lost and be replaced as soon as possible.



Students who lose their ID badge will have to pay \$3 for a new one. Students who have a damaged ID badge can turn in their old one for a replacement. Students will also receive a lanyard at the beginning of the school year. Students who lose their lanyard or needs a new one will have to pay \$2.

Locker Policy

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

- Personal locks are not allowed. School will provide a lock for each student.
- All items, that are not necessary for classes, must be left in students' lockers, not in other places such as lobby areas, the Eagle's Nest, cafeteria, and auditorium.
- All lockers are subject to search and seizure procedures at any time by the administration.
- LSD is not responsible for any missing or stolen items from the students' lockers.
- Food and drinks are not allowed in the students' lockers with the exception of a bag lunch.
- All lockers must be cleared out at the end of each semester.
- Middle and High School Residential Students will be assigned a locker/closet that locks to secure valuables in the dormitory.

Security/Gate Access

LSD is a gated campus. There is a security guard on duty when the school is in session. All visitors that visit our campus will need to stop at the guard to sign in and get a visitor's pass.

School Library

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

Students are allowed to check out books based on their grade level as outlined below:

Pre K – 2nd grades are able to check out up to 2 books.

3rd – 5th grades are able to check out up to 3 books.

6th to 12th grades are able to check out up to 4 books.

Additional books may be checked out, but at the librarian's discretion.

Students may check out books for 2 weeks at a time. They can renew the book if they would like to. They only need to bring back the book and show the librarian the book to ensure that they still have the book.

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

At the end of the school year, the librarian will print out a list of books the students currently have checked out and give the students the list. This will give the students time to return the books, or if lost/damaged, settle the outstanding balance before leaving for the summer. Report cards and transcripts will not be mailed home until outstanding balances are paid in full.

Search and Seizure

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

Boundaries

A boundary is not only the physical and personal space that must be maintained at all times, but also includes emotional, physiological and cyberspace boundaries.

Between the student and another staff member:

- No visiting home of staff.
- No riding in staff automobiles on or off campus.
- No e-mail, texting, instant messaging, video phone, social media (such as Facebook, Twitter and Instagram, etc.), FaceTime or any form of electronic device contact allowed between students and staff unless authorized by administration (i.e., coaches)

Between the student and another student (during school hours):

- No excessive contact (such as, hugging, kissing, holding hands, etc.) .
- No e-mail, texting, instant messaging, video phone, social media (such as Facebook, Twitter and Instagram, etc.), FaceTime or any form of electronic device contact allowed between students that may be deemed inappropriate.

Drug, Alcohol and Tobacco Policy

LSD is an alcohol, tobacco and drug-free campus at ALL times.

Student Demographics Change Request

If the student moved or changed their phone number, parents are encouraged to write a letter and/or call the school department's administrative assistant to update current student demographics. This is crucial so we can contact parents in case of emergency.

Withdrawal Policy

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

- submit an official withdrawal form (can be obtained at Admissions and Records office).
- return all school materials such as textbooks, library materials, loaner hearing aids, sport equipment, etc. to the school.
- clear out his/her locker(s).
- pay all outstanding fines.

The Admissions Department will assist you with withdrawal procedures.

LSDVI Food Service Cafeteria Guidelines

The same general rules for behavior apply in the classroom are also required in the cafeteria.

- Students are to remain in line and keep hands to themselves.
- Students are not allowed to save places in line or at the tables.
- Microwaves are not available for student use; a teacher or para may use the microwave on behalf of a student.
- It is the responsibility of all students, when they have finished their lunches, to throw all papers in the containers and to return dishes, glasses, and silverware to places provided for them.
- NO FOOD OR DRINK MAY LEAVE THE CAFETERIA – NO EXCEPTIONS.
- In cooperation with the USDA Smart Snacks guidelines, no sodas will be allowed as a drink for breakfast or lunch. Parents, please do not send sodas for students to drink at breakfast or lunch.

Special Dietary Needs

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

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

No food or drink is allowed in classrooms, common areas, or halls. Any exceptions must be approved by administration.

Elementary School

Curriculum

Our Elementary School program serves students who receive services in special education from preschool through 5th Grade. We are a full-day program, providing language access through ASL for communication and English for reading, writing and speaking for all students. We use the Louisiana Student Standards (LSS) preparing students for future success in literacy and mathematics. Building on the best of existing state standards, the LSS provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.

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

Our elementary classes use the Louisiana state approved assessments to monitor student progress for each grade. They also enjoy ASL classes, go to the computer lab, and play on the playground during their recess and PE times. If you have any questions about our elementary school program, please feel free to contact the elementary school assistant principal.

Assessments

Pre-K: Pre-K CLASS assessment; CPAA for progress monitoring

K-2: TS GOLD by My Teaching Strategies; NWEA Measure of Academic Performance (MAP); Louisiana Department of Education formative assessments

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

Middle & High Schools

Curriculum

In high school, Louisiana offers different tracks of graduation diplomas/certificates students may pursue:

Diploma (students may add either Academic or Career Endorsement to their diploma):

- TOPS University
- Jump Start TOPS Tech
- Career Diploma

JumpStart Pathways:

- Automotive Service
- ProStart
- Welding
- Information Technology
- Graphic Arts
- Hospitality, Tourism, Culinary and Retail

Certificate of Achievement will be granted for non-grading students who achieved 80% of their IEP objectives.

Assessments

Grades 6-8: LEAP assessment in each of the core subject areas ELA, Math, Science & Social Studies

Grade 11: ACT which students may retake during their senior year

Grade 12: WorkKeys (ACT product which assesses career skills) is not a required assessment

Grades 9-12: End-of-Course Exams (EOC) are high stakes tests in Algebra I, Geometry, English I and II, Biology, and U.S. History which are taken when students are enrolled in the course

In addition, LSD administers the NWEA MAP Assessment three times a year to students in grades 6-12 as a progress monitoring tool to identify skill gaps that may be affecting student's performance.

Academic Probation

Academic Probation I	Having one or more F's at the end of any 4½ week period	Attend an after school session (tutoring) for two hours a week for nine weeks.
Academic Probation II	Having one or more F's at the end of 4½ weeks consecutively	Attend an after school session (tutoring) for four hours a week for nine weeks. Eligibility for participating in organization, sports, or activities will be determined by the assistant principal.

Transition Services (8th-12th)

Transition services are provided to all students when you enter school. Beginning in middle school, students will work with the guidance counselor and the transition coordinator making plans for their future. These transition services will then continue through high school until the students graduate.

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

Other transition services that are provided to our students and families include:

- career counseling
- vocational assessments
- connecting with other appropriate support agencies
- parent counseling related to life goals and career choices
- college & career fair
- on-the-job training/internship (on campus or off campus)
- supportive employment
- community service

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

Transitional 9th Grade (T9)

Grade 8 Requirements: Students should score at least “Basic” in either ELA or Math and “Approaching Basic” in other subjects to be promoted to Grade 9. Students, who don’t meet this requirement, will be referred the SBLC committee for a decision on Transitional 9th grade in January. Parents/Guardians need to be part of this process so that they are aware of the summer school requirements.

ACT 833

Alternate Pathway – provides an alternate path to demonstrate proficiency other than EOCs and provides for alternate performance requirements for promotion and/or diploma.

Students may earn a diploma by:

- Completing at least 23 course credits in either applied courses or Carnegie Credit courses and meet the assessment component in both ELA and math in one of two ways:
 - Score “Exceeds Standards” or “Meets Standards” on the LAA1 assessment OR
 - Portfolio evidence of student achievement

Non-LAA1 students must earn 23-24 Carnegie Units as defined by Bulletin 741 to be eligible to earn a diploma through the alternate pathway, therefore it is necessary to place students in courses required for graduation when they enter 9th grade.

Per Act 833, IEP teams may establish individual performance requirements for a student that are aligned to the grade-level standards for the specific course(s) of enrollment and shall be incorporated by the teacher of record when awarding course credit. School Building Level Committee (SBLC) will meet to determine placement decisions.

Valedictorian

The student must be a student at LSD for at least three consecutive semesters. The student must have taken college preparatory coursework (TOPS University or JumpStart TOPS Tech). The student must not have received a grade lower than a B at any marking period during his/her senior year on the report card. The student must not have any suspensions during his/her senior year. The student who earned top GPA will be selected as the graduating class valedictorian. The selected student will be informed at the end of the 3rd quarter and will be announced at the middle of the 4th quarter.

Salutatorian

The student must be a student at LSD for at least three consecutive semesters. The student must have taken college preparatory coursework (TOPS University or JumpStart TOPS Tech.) The student must not have received a grade lower than a B at any marking period during his/her senior year on the report card. The student must not have any suspensions during his/her senior year. The student who earned 2nd highest GPA will be selected as the graduating class salutatorian. The selected student will be informed at the end of the 3rd quarter and will be announced at the middle of the 4th quarter. ***Note: If there is no Valedictorian and/or Salutatorian, the Senior Class President and/or the Senior Class Vice President may be asked to speak at Graduation.***

Talbot Fund Scholarship

The Talbot Fund Scholarship is available to the senior class valedictorian and salutatorian who enroll at a post-secondary institution. As funds are available, scholarships are awarded as follows:

Valedictorian - \$1,000

Salutatorian - \$500

Recipients must submit an enrollment verification letter (dated after the institution's final drop date for the semester) and a copy of the student's tuition bill (or similar document). Scholarships must be claimed by November 30th, two years following graduation. If not claimed, the funds will remain in the Talbot Fund.

Foreign Language Waiver

To qualify for a foreign language waiver, the student will need to take a test and pass it. If the student pass the test, we can waive the requirement. Please contact your school's guidance counselor for the waiver.

Transcripts

Students may request a transcript at any time. If transcripts are needed, please contact the guidance counselor to request a form. Make sure no money is owed to the school (i.e., library fees, senior fees, etc.). The guidance counselor will process the paperwork and mail, as needed.

On-the-Job Training (OJT)

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

High School Graduation Requirements

High School Course requirements/track of graduation diploma:

TOPS University Diploma	Jump Start TOPS Tech Diploma (career)	Career Diploma
English = 4 Units English I, II, III, and IV	English = 4 Units English I, II, III, and IV, Technical Writing, Business English	Applied English = 4 Units Applied English I, II, III, and IV
Math = 4 Units Algebra I, Geometry, Algebra II, Advanced Mathematics	Math = 4 Units Algebra I, Geometry, Algebra II, Financial Literacy, or Business Math	Applied Math = 4 Units Applied Math I, II, III and IV
Science = 4 Units Biology I, Chemistry I, Environmental Science, and Physical Science	Science = 2 Units Biology I and Environmental Science	Applied Science = 2 Units
Social Studies = 4 Units US History, Civics, World Geography, and World History	Social Studies = 2 Units US History and Civics	Applied Social Studies = 2 Units
Foreign Language = 2 Units American Sign Language I and American Sign Language II	None *American Sign Language I and II are strongly encouraged to be taken.	
Health/Physical Education = 2 Units Physical Education I, Physical Education II, and Health Education	Health/Physical Education = 2 Units Physical Education I, Physical Education II, and Health Education	Health/Physical Education = 2 Units
Electives = 3 Units Career Readiness I and II IBCA (Keyboarding) Theater	Jump Start (coursework) = 9 Units Automobile Service, Pro Start, Information Technology and Hospitality *These 9 credits can be taken in the students' elected pathway, as well as classes that count towards universal course credits.	Workforce Readiness or Career Courses = 7-9 Units 2-4 elective credits
Total = 24 Units	Total = 23 Units	Total = 23 Units

If students are pursuing the Jump Start TOPS Tech Pathway, students will be given a choice of which pathway they would like to pursue: Automobile Service, Pro Start, CompTIA+, Hospitality, Graphic Arts, and Welding. In addition to Jump Start Tops Tech Pathway, students are required to attain Jump Start statewide or regional credentials. To earn this, students will need to pass credentialing exams specific to their pathway.

Louisiana Alternate Assessment 1 (Career Diploma)

LAA 1 is used to process the performance of a student who tracks an instructional program that addresses state academic extended standards, plan a suitable educational program for that student, and meet requirements of federal and state laws.

LAA1 screening, which is done by the school psychologist, student's teacher(s), and parent, are required to attend an IEP meeting to determine if the child is qualified for LAA1 program/service.

LAA 1 is an assessment tool designed to assess the academic progress of students with significant cognitive disabilities.

Students, who take the LAA1 rotating class, may receive a career diploma through an alternate pathway or Certification of Achievement. Career Diploma Pathway for LAA 1 students will be required to complete at least 23 course credits in either applied course or Carnegie credit course:

- 4 courses in ELA
- 4 courses in Math
- 2 courses in Social Studies
- 2 courses in Science

Academic Focus

2-4 elective credits – at least 2 of these credits must be earned in electives.

7-9 career credits – at least 7 of these credits must be earned in workforce-readiness or career courses.

The career program and course sequence must include:

1. interest assessment
2. career-focused courses including, but not limited to, foundational workplace skills (transitional courses).
3. hands-on workplace experience appropriate to their interest (community-based).

School Dress Code

All students are required to follow the dress code during school hours (from 7am to 3:15 pm) as listed below. Exceptions will be determined by the administration, not by staff or students.

Tops

- Green, white, black, or grey
- Long- or short-sleeved
- Solid
- Tucked in at all times
- Polo, button-down shirts

Undershirt/turtleneck

- Green, white, black, or grey
- Long- or short-sleeved
- Tucked in at all times

Bottoms (slacks, skirt, shorts, capris, jumpers, skort)

- Solid-colored Khaki or Black (not jean material)
- Not tight or baggy
- No cargo pockets
- Not shorter than 5" above top of kneecap
- Must have shorts under skirts
- Must wear underwear

Shoes

- Tennis shoes-both shoes must match
- Socks required

Belts

- Required-must be plain and SOLID color (Not req. for Pre-K through 1st Grade)

Jackets

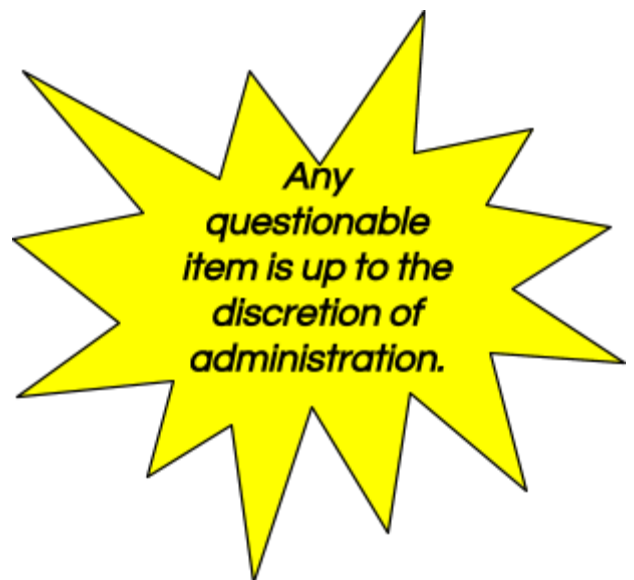
- Any color
- Solid
- Must have sleeves
- Hoodies are NOT permitted

Accessories

- Bracelets/watch (limit 2)
- Earrings (up to 2 on earlobes, no more than 1")
- Fingernails (no more than ¼" long)
- Rings (limit 1)
- Necklace (cannot be visible)
- Make-up (keep it simple)
- Tattoos (must be covered)

Free-Dress (admin-selected days)

- Blue jeans OR uniform
- No holes/rips in clothing
- No see-through shirts
- Shirts must have appropriate wording/pictures
- Shirts must have sleeves
- No sandals or flip-flops
- HS Professional Dress Days - no jackets



Secondary School "Dress for Success"

At Louisiana School for the Deaf, we believe that preparing our students for life beyond graduation which includes appropriate and reasonably professional dress. Once a month, 6th-12th grade students are required to "dress for success". The 2nd Monday of each month of the school year will be uniform dress-up day. Louisiana School for the Deaf expects our young men and women to be dressed for academic success. We believe that the appearance of students reflects their preparation for learning, their focus on study, and their desire to prepare themselves for adult life by conforming to a standard of dress and appearance which reflects their commitment to their education. The dress code is meant to teach discipline, to enhance self-esteem, to breakdown social economic barriers, and to prepare students for professional careers. The young men and women of Louisiana School for the Deaf must realize that they represent the values and education of our school in the public.

Dress-up Dates for 2018-19

August 20	January 14
September 10	February 11
October 24	March 18
November 12	April 8
December 10	May 16

*Other important dates may require dress-up uniform attire, awards programs, graduation, select off campus trips, etc.

"Dress for Success" days (Each 2nd Monday of the month)

Girls

- Black Skirt or Black Dress Pants
- White Oxford / Button Down Long Sleeve Shirt
- Green Skinny Necktie or Scarf (Provided by LSD)
- Skin Tone Stockings
- Black, Closed Toe, Closed Heel Dress Shoes (No higher than 2 inches)

Boys

- Black Dress Pants
- White Oxford / Button Down Long Sleeve Shirt
- Green Necktie (Provided by LSD)
- Black Dress Socks
- Black Dress Shoes

Bullying Policy

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

Bullying can have long lasting effects on the bully, the person who is bullied, and on the people who witness bullying. Bullying can hurt a student's grades, relationship, and even health. Students will be informed of the bullying policy and procedure at the beginning of the academic school year and will be given a copy of the bullying policy in the student handbook.

Definition of Bullying:

1. A pattern of one or more of the following:
 - a. Gestures, including but not limited to obscene gestures and making faces.
 - b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors.
 - c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - d. Repeatedly and purposefully shunning or excluding from activities.
2. The pattern of behavior is exhibited toward a student, more than once, by another student or group of students and occurs while on school property, at a school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity/event.
3. The pattern of behavior as provided above must have the effect of creating an intimidating/threatening educational environment, have the effect of interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Reporting

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

Investigative Procedure:

1. Investigation

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

2. Notification

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

3. Discipline

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

4. Follow Up

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

5. Documentation

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

Appeal:

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

Violations and Consequences

Class C and D consequences are the responsibility of the classroom teacher.

Class D Violations	Class D Consequences: Teacher-Administered
19 - habitual tardiness and/or absenteeism 25 - inappropriate eating or drinking, littering 32 - dress code violation 39 - not having proper materials, supplies and/or equipment for participation 47 - not dressed out for PE 49 - no homework 65 - ID violation	<p>Teacher will determine consequences following their classroom management plan. Student needs to see a counselor before being referred to Administration.</p> <p>Repeated offenses will be referred to Administration, along with evidence of consequences from classroom management plan implemented, as a Class C Violation.</p>
Class C Violations	Class C Consequences: Teacher-Administered
01 - willful disobedience 02 - treats an authority with disrespect 04 - use profane and/or obscene language 10 - disturbs the school environment or habitually violates school rules 12 - writes or draws obscenities or profanities 15 - throws missiles liable to injure others 22 - leaving bus without permission 23 - boarding bus at incorrect stop 30 - disturbance in the classroom or on campus 34 - use of inappropriate objects 35 - refusal to sit in assigned seats 36 - treats students with disrespect 37 - public display of affection (PDA) 40 - not participating in class 41 - dishonesty, such as forging a signature, forging grades or cheating 42 - horseplay 43 - violation of off-limits area 48 - sleeping in class 50 - talking in class 68 - indecent language	<p>Teacher will determine consequences following their classroom management plan. Student needs to see a counselor before being referred to Administration.</p> <p>Repeated offenses will be referred to Administration, along with evidence of consequences from classroom management plan implemented, as a Class B Violation.</p>

Class B Violations	Class B Consequences-Referred to Administration
<p>03 - unfounded charge against authority</p> <p>06 - conduct or habits injurious to others</p> <p>08 - use or possession of tobacco and/or lighter</p> <p>09 - use or possession of alcoholic beverage(s)</p> <p>11 - cutting, defacing, or vandalism to the school</p> <p>16 - instigating of or participation in fights</p> <p>17 - violation of traffic and safety regulations</p> <p>18 - leaving classroom, building, or school property without permission</p> <p>20 - stealing</p> <p>24 - defacing bus or destroying property</p> <p>26 - skipping class or school</p> <p>27 - threatening students or faculty</p> <p>28 - gambling</p> <p>29 - possession of or shooting fireworks</p> <p>31 - habitual violations of school/class rules</p> <p>33 - failure to attend detention or in-school suspension (ISS)</p> <p>38 - sexual harassment</p> <p>44 - cell phone violation</p> <p>45 - bullying (all forms)</p> <p>46 - inappropriate bodily contact</p> <p>51 - improper use of computer</p> <p>58 - use of any object or substance to harm, frighten and/or intimidate others</p> <p>59 - causing a false fire alarm or making bomb threats</p> <p>63 - group fight</p>	<p>Teacher must file Incident Report (IR) with Administration immediately.</p> <p>Administration will handle all Class B Violations.</p> <p>Investigation of the violation will occur immediately by Administration.</p> <p>Administration will contact the parent(s)/guardian(s) via phone, text and/or e-mail and document details of this conversation into JCAMPUS parent communication log.</p> <p>Administration will determine consequences as appropriate for the infraction, such as:</p> <ul style="list-style-type: none"> ● Assignment to ALC (for offenses committed by any student during school hours only) ● Assignment to ABC (for offenses committed by residential students before and after school only) ● Drop of level(s) on the dormitory system ● Loss of activity privileges ● Assignment to detention ● In School Suspension (ISS) ● Out of School Suspension (OSS) ● Expulsion (with Superintendent's approval) <p>Administration can file a report and/or charges with the student's local law enforcement agency and/or notify Department of Child & Family Services (DCFS).</p> <p>Administration can refer to the appropriate outside agency.</p>

Class A Violations	Class A Consequences-Referred to Administration
<p>05 - immoral or vicious practices (activities)</p> <p>07 - use or possession of controlled or dangerous substances</p> <p>13 - possession of weapons prohibited under federal law</p> <p>14 - possession of weapons, even if not federally prohibited</p> <p>21 - committing any other <u>serious</u> offense</p> <p>52 - physical assault without serious bodily injury to another person</p> <p>53 - physical assault with serious bodily injury to another person</p> <p>54 - aggravated assault to another student</p> <p>55 - aggravated assault on a school employee</p> <p>56 - rape, sexual assault, or sexual battery</p> <p>57 - arson (intentionally starting a fire)</p> <p>60 - extortion</p> <p>61 - burglary</p> <p>62 - robbery</p> <p>64 - probation violation</p> <p>66 - possession of over-the-counter (OTC) drugs or prescription drugs</p> <p>67 - possession of body armor</p> <p>69 - murder</p> <p>70 - assault and battery</p> <p>71 - kidnapping</p> <p>72 - criminal damage to property (school property or property of others)</p> <p>73 - misappropriation with violence to the person</p> <p>74 - illegal carrying and/or discharge of weapon(s)</p> <p>75 - serious bodily injury (to another person)</p>	<p>Teacher must file Incident Report (IR) with Administration immediately.</p> <p>Administration will handle all Class A Violations.</p> <p>Investigation of the violation will occur immediately by Administration.</p> <p>Administration will contact the parent(s)/guardian(s) via phone, text and/or e-mail and document details of this conversation into JCAMPUS parent communication log.</p> <p>Administration will determine consequences as appropriate for the infraction, such as:</p> <ul style="list-style-type: none"> ● Assignment to ALC (for offenses committed by any student during school hours only) ● Assignment to ABC (for offenses committed by residential students before and after school only) ● Drop of level(s) on the dormitory system ● Loss of activity privileges ● Assignment to detention ● In School Suspension (ISS) ● Out of School Suspension (OSS) ● Expulsion (with Superintendent's approval) <p>Administration can file a report and/or charges with the student's local law enforcement agency and/or notify Department of Child & Family Services (DCFS).</p> <p>Administration can refer to the appropriate outside agency.</p>

Extra-Curricular Activities

Athletics

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

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

Note: Students with cochlear implants, shunts, pacemakers, and other implanted medical devices will not be able to participate in sports until cleared by the student's healthcare provider and parent/guardian for safety reasons.

Organizations/Clubs

Students may join clubs and organizations on campus. Participation in clubs and organizations is a privilege, not a right. All activities will be under the supervision of Sponsors at all times. Other extracurricular activities may be added throughout the school year.

Clubs and organizations include but are not limited to:

- Academic Bowl (High School)
- Battle of the Books (Middle School)
- Dorm Council (Dorm)
- Drama Club (High School, elected Middle School)
- Eagletown Apartments (Dorm)
- Junior National Association of the Deaf (High School)

Residential Life

Eagletown Apartments

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

Residential Workshops

The dorm’s student development specialists and residential therapeutic specialist provide a variety of workshops to residential students.

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

LEAD workshops are provided to each dorm student to assist them in gaining valuable independent living skills in the after school program. Your parents will receive a progress report at the end of each 9-week period explaining your progress on each goal. Any questions about your independent living skills report can be referred to your student development specialist.

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

Throughout the school year, the dorm sponsors Red Ribbon Week, Cultural Diversity Week, and Anti-Bullying Week. During these weeks, students will be able to participate in informational workshops and activities.

Residential Behavior Programs

The Residential Program operates a Behavior/Level system for all students that provides an opportunity to earn privileges and develop responsibility. Residential students follow the behavior programs developed by their respective dormitories. For more information about your behavior program, please have your parents contact your student development specialist.

The After-school Behavior Center (ABC) works in conjunction with PATHS (Promoting Alternative Thinking Strategies) and the Residential Behavior Programs. If you have behavioral challenges and violate the dorm expectations, you will be referred to ABC, which will provide meaningful consequences, without the need to remove you from the regular after-school or residential program.

The after school program sponsors Random Act of Kindness (RAK) activities/incentives which focuses on the concept of catching you doing kind acts for others. The purpose of RAK is to motivate you to display compassion and empathy for others.

Living in the dorm is a privilege. You are expected to follow all dorm policies. Failure to do so may result in losing the privilege to participate in the residential program.

Residential Study Hour

The Residential Program will conduct a mandatory study hour for all dorm students from Monday through Thursday.

Technology Usage in Dormitories

All devices are collected and locked up just before bedtime. No devices are permitted after "lights out". Devices must be left at the dorm before leaving for school. Students in the High School dorm who achieve CLAWS level are allowed to keep their phone overnight.

Student Support Services

Counseling Services

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

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

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

Audiology Services

The Audiology Department provides the following services for our students:

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

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

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

Student Health Services

Licensed nurses, who are under the guidance of the Student Health Center (SHC) manager, staff the SHC. If students are ill or injured, they will be sent to the SHC as soon as possible. Nursing staff will notify the parents if the student is sick or has a serious injury. Parents may be called to pick the student up or brought to a local hospital.

No medication, herbal supplement, and remedies will be given to the students without proper orders written by a licensed physician, nurse practitioner, or dentist. A pharmacy label is NOT an order. They must be kept in SHC in an appropriate medication container with a pharmacy label attached.

If the students have any medications, they will come to the SHC daily to take their medications at the appropriate time(s) determined by their physician. If students have health conditions that must be addressed at school, the students must have Individualized Health Plan written by the SHC manager or a registered nurse. Students may be asked to come to the SHC periodically and meet with the nurses for health instruction or medication training.

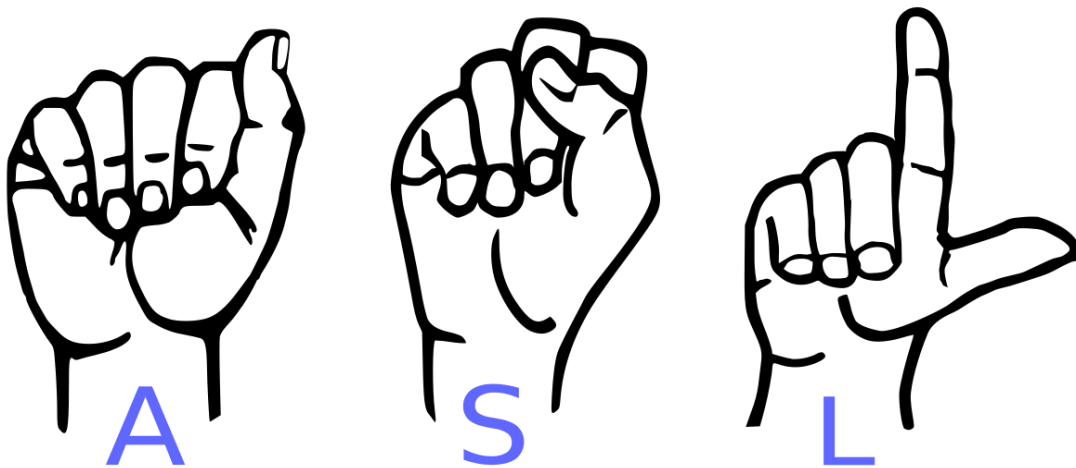
The goal of the SHC is to reduce health barriers to educational success so our students will be healthy, fit, and ready to learn.

Sign Language/Interpreting Services

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

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

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



Technology

Digital Devices Policy

Any digital device capable of internet access and/or camera (i.e., iPhone, Apple watch) are NOT permitted for use during school hours (7:15 AM-3:15 PM). All student digital device(s) will be withheld by an administrator during school hours and returned to the students at the end of the school day. If students are using any digital device during the day without permission, they will be subject to consequences.

Internet Safety

Network administrators and school personnel can review student online communications at any time and track their navigation of the world wide web (www). Before students are allowed access to the internet on school/dorm computers, parental consent must be secured (included in the annual *Student Registration Packet*) which is also available online. Failure to follow the *Student Internet and Network Guidelines* can result in loss of Internet/computer privileges, suspension from school, or criminal prosecution, depending upon the nature and severity of the act.

All the hardware, software, and technical equipment are provided as tools for learning. Students will use computers only under the direction and supervision of teachers/staff members.

Therefore, students will **NOT**:

- access inappropriate material through internet, email, instant messaging, apps, or other online communications;
- post any email, text message, comment, or other electronic or digital information that is considered cyberbullying (i.e., derogatory, threatening, abusive, offensive);
- post any electronic or digital information that is obscene, profane, sexually oriented, dangerous or illegal;
- post any personal information (last names, addresses, email address, telephone number, etc.) about themselves or any other person;
- forward someone else's personal email without permission from the sender/writer;
- try to "fix" something on the computer without teacher/staff member permission;
- abuse or waste network resources through frivolous and non-educational use or by sending unnecessary messages to individuals or to large numbers of people;
- plagiarize copyrighted material;
- make any purchases on the internet;
- enter into chat rooms or social media apps/websites during school hours;
- attempt to tamper with, hack into, interfere with, alter or destroy any LSD computer system or data files.

For any suspicious or wrongful use of school technology not listed above, the assistant principal will determine consequences.

Transportation

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

If the person is not listed in the school's records system, please contact the assistant principal to get more information before an arrangement is made. There will be a form for the parents to fill out. This request must be made by Tuesday through the assistant principal's office. Parents, or if you are 18 years old, will be required to fill out a form indicating if this is a temporary authorization (a one-time occurrence) or a permanent authorization (recurring).

Student Motor Vehicle Policy

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

Requirements for a Parking Permit

Student and his/her parents must sign the application for a parking permit (hang tag on rear view mirror). The application can be obtained from the assistant principal. Permission will become effective when the LSD director and the director of security sign the completed application. The LSD director has the authority to revoke the student's driving privileges at any time.

Regulations Governing the Vehicle

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

Regulations Governing Vehicle Use

- Students must yield the right of way to school buses and pedestrians at all times.
- Students may not drive off campus without written permission from their parents on file. Permission from LSD Staff is also required for each off-campus trip, with a destination and return time to be specified and agreed upon before departure. LSD staff may restrict off-campus driving due to inclement weather, previously schedule school activities, inappropriate destination etc.
- Students may not transport another student without written permission from both sets of parents.
- The vehicle is not to be driven to other locations on the campus.
- Students are not to be in the parking area or in the vehicle without permission.

- Violations of parking (handicapped zone, grassy area, etc.) could result in disciplinary action, including the vehicle being towed.
- Maintain a REACH Level 1 or above in Dormitory Residency Program.
- The car tag should always be displayed on the rearview mirror.
- Upon graduation, the car tag must be returned to the director of security.

Additionally, the following may be grounds for suspension or loss of driving privileges:

- allowing another student to drive the vehicle;
- tampering with or damaging any vehicle on campus;
- driving faster than 20 mph on school campus;
- breaking state motor vehicle laws;
- using the vehicle while breaking school rules.

Consequences for Violation of Vehicle Policy

Violations of the above or minor traffic regulations will result in disciplinary action being taken according the following schedule; however, the severity of the offense may result in additional disciplinary action upon review by the security director.

First Offense - Loss of driving privileges for 7 days

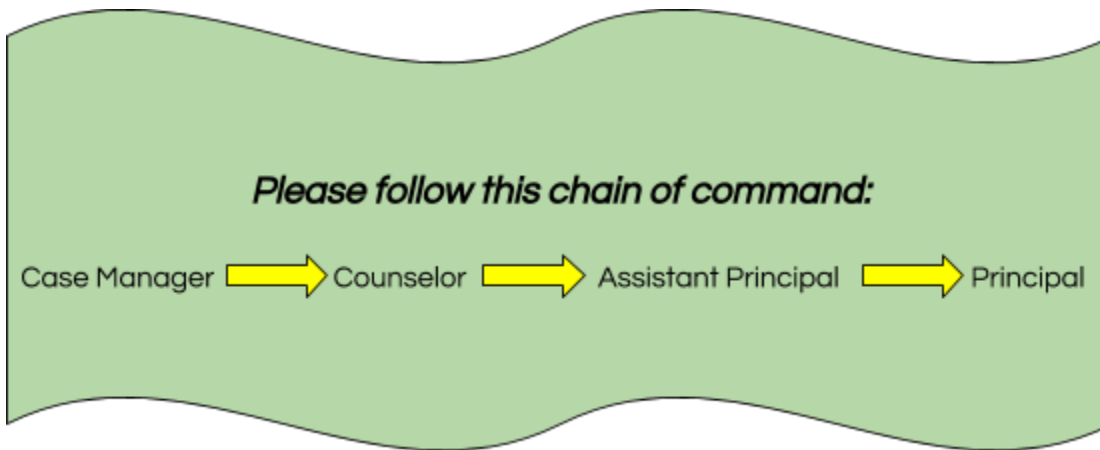
Second Offense -Loss of driving privileges for 30 days

Third Offense - Loss of driving privileges for 90 days

Parents Rights & Responsibilities

Parent/Teacher Conference

We believe in a collaborative approach among our staff, students, and families to resolve concerns. You have the right to express concerns, which will be addressed with the appropriate person as listed in the order below. Please request a parent/teacher conference in advance by making an appointment. If the concern remains unresolved, it will be moved to the next level of authority.



Unsolved concerns will be referred to LSD director for the final decision; the decision will be provided within ten (10) school days after referral to the director.

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

Parental involvement

Our school departments do love having parents come to visit the school and to help us in any way!

Parents will need to:

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

If parents would like to have lunch with their child, parents will need to purchase a lunch ticket at the administrative assistant's office before meal time.

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

Student/Parent Handbook Contract

I, _____, have received
(student name)

and read this Student/Parent Handbook. I have given this signature page to the assistant principal.

Student Signature

Parent Signature

Date

This form is due to the main office in your school's department by
Sunday, August 5, 2018.