

Panther Student Handbook

Addendum to the EBR Students Rights and Responsibilities Handbook



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2024-2025

BERNARD TERRACE ELEMENTARY SCHOOL
Student Handbook

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WELCOME TO BERNARD TERRACE ELEMENTARY
HOME OF THE PANTHERS!

**Colors:
Red and Blue**

Vision:

All students will achieve at high levels, develop a curiosity of learning, and discover their unique gifts and talents that they in turn will use to transform their community and impact the world.

Mission:

To provide a high quality, well-rounded education for each student. All stakeholders will **engage, equip, and empower** students to become critical thinkers who are productive members of society.

School Creed:

I can. You can. We can, together!

Theme:

Adventures in Learning: We're on the Move!

Dear Parent:

Welcome to Bernard Terrace Elementary. We are looking forward to working with you to make this an exciting and rewarding year of academic growth for your child(ren).

In an effort to keep parents informed, our handbook contains necessary and important information for the current year. Please make sure that you read the policies in this handbook as well as the EBR Students' Rights and Responsibilities Handbook and make your child aware of these policies. We encourage you to keep it available and refer to it during the year.

As parents, you are important and necessary components of the school family. Participating in regular conferences, P.T.A., and other school activities helps keep the communication line open between home and school. We urge all parents to be supportive of their child's educational program.

Sincerely,
Dr. Terri V. Wallis
Principal



OUR GOALS FOR STUDENTS

- A. All students will develop competencies in utilizing resources, exercising rights and responsibilities and decision-making strategies.
 - 1. All students will learn to engage in appropriate classroom, public, and school behavior.
 - 2. All students will learn to consider the viewpoints of others.
 - 3. All students will recognize that they are important to themselves and others.
 - 4. All students will learn to respect and show appreciation for their principal, teachers, staff, other students, property, and the educational process.
 - 5. All students will learn to value their unique characteristics and abilities.
 - 6. All students will develop and incorporate an understanding of how attitudes and values affect decisions and actions.
 - 7. All students will participate in drug awareness education.

- B. All students will develop competencies in the basic cognitive skills that are reflective of continued learning.
 - 1. All students will become functional readers.
 - 2. All students will become effective communicators through oral and written expression across the curriculum.
 - 3. All students will develop competencies through research, technology and inquiry.

Parental Involvement Policy

Bernard Terrace Elementary School recognizes that *parents are their children's first teachers and that parents function as educators throughout their children's lives. More than thirty years of research shows that student academic success and high self-esteem are closely related to parental engagement in education from pre-kindergarten through high school. Children whose families are involved in their education have higher grades, test scores, and better attendance. Children are more than likely to graduate from high school and attend college when parents are actively involved. In fact, the best predictor of a student's success in school is not the parent's socioeconomic status, but how much a student's family participates in his or her education.

The administration, faculty and staff of Bernard Terrace Elementary School is committed to establishing programs and practices** that create a climate of mutual trust and respect that support substantive parental involvement. The East Baton Rouge Parish School System supports having a PTA (Parent Teacher Association) in every school and provides for the formation of committees and organizations such as the School Improvement Team (SIT).

At Bernard Terrace Elementary School we also believe that the education of our children is a shared responsibility. The engagement of the school, the family, and the community creates a stronger educational system. This improves the quality of life for the students, their families, and the entire Bernard Terrace Elementary School community.

In order to build an effective home-school partnership, Bernard Terrace Elementary School will provide the following:

*****Communication**—Establish various forms of communication (school to home, home to school, central office to home and vice versa) that encourages regular discussion about school programs and children's academic progress and behavioral management.

*****Parenting**—Provide information that supports families as they create a home environment that values education and nurture children's curiosity for learning.

*****Student Learning at Home**—Share information with parents about how to provide learning activities at home, help students with homework, and plan for success in school.

*****Volunteering**—Encourage and recruit parents' participation in school activities inside and outside of the classroom and develop program ideas which respect the diverse needs of families.

*****School Decision & Making and Advocacy**—Recruit and develop parents as leaders in school-based decision making and advocating for the welfare of students.

*****Collaborating with the Community**—As a community continue to identify, enlist, and welcome community resources of all types. This will strengthen schools, families, and student learning.

Bernard Terrace Elementary School is committed to reaching out to all parents including those who may not have had a positive experience in school or for whom English is not their first spoken language. The school seeks, encourages, and develops relationships with community agencies and organizations that provide services to children in order to encourage them to invest in the lives of children.

Title I Parent & Family Engagement Policy

The East Baton Rouge Parish School System recognizes that schools that receive funding through Title I has specific criteria for parental engagement.

Provision for substantive parental engagement in these schools is established under ESSA. This provision mandates the following components:

Communication

Clear and consistent communication is the foundation of effective parental engagement. Schools must provide Title I information to parents in an understandable and uniform format. Upon request, information shall be provided in alternative formats, including providing auxiliary aids and giving information in a language which parents can understand.

Program Development

Families will be encouraged to become active participants in Title I program planning, decision making, and activities. Each Title I school will develop a school level plan for parental engagement. This plan will be updated annually. A written copy is distributed to parents.

Partners in Learning Compact

Each child shall have an individually devised partner in learning compact, which designates specific goals and objectives for the child, the school and the parents.

School Choice

Parents whose children attend a school that does not meet adequate yearly progress (as measured by the Louisiana Department of Education) within a specified time period, have the option of transferring their children to another designated school, under guidelines set by the East Baton Rouge Parish School System.

Teacher Certification

In keeping with the requirements of the ESSA Education Act, upon request, schools shall provide parents of children in Title I schools information about the certification status of their children's teacher.

Volunteering

Schools shall provide opportunities for parents to utilize their skills within and outside the classroom for nurturing their children's academic success.

Coordination and Support

Program coordination and technical assistance for Title I schools includes planning and implementing effective parental engagement activities. Parental engagement activities are provided through the efforts of the Title I Parental Engagement Coordinator and the EBRPSS Office of Federal Programs.

Working with school-based personnel, the Community Relations Coordinator will coordinate the use of annual Partners in Learning compacts and other on-going parental engagement activities. Additional school-based outreach activities are developed and implemented with a focus on increasing parent participation and continuing current activities that have been successful.

Building Capacity for Parental Engagement

Activities designed to build the capacity for strong and meaningful parental engagement in Title I schools shall include the use of Home School Liaisons to foster communication, parent participation on School Improvement Teams, school level Parent Advisory Council, and opportunities for volunteerism.

Parents of Title I students will be provided timely information about the Title I program and parental engagement requirements for schools under ESSA. Parents will receive information about Back to School Night, the curriculum, students' proficiency levels that they are expected to achieve, School Performance Scores and an explanation of the results, the school's plan to raise test scores, and opportunities for regular meetings as it relates to their children's education.

Parent Engagement Activities

Parents will be provided opportunities to add to their expertise so that they may continue to work with their children to improve student achievement. The types and extent of activities will vary depending upon the needs of the school and the community.

At convenient times, each Title I school will hold at least one parent workshop yearly to address topics of parents' interests.

Integration with Other Programs

The East Baton Rouge Parish School System's Title I Program will coordinate and integrate its parental engagement strategies with local, state, and federal programs such as the Head Start and Even Start Programs, through regularly scheduled meetings. Community groups will be encouraged to help schools to develop and implement programs that promote educational goals and support high academic achievement for all students.

Evaluation

Assessing the effectiveness of the parental engagement policy in improving the academic quality of the schools served under Title I. Evaluations will be conducted throughout the school year. These measures will include:

Family Night evaluations

Attendance at Family Night and other parental engagement activities

Annual program evaluation completed during the spring semester of each school year.

Results of school-based survey "Measure of School, Family, and Community Partnerships" by J.L. Epstein et al., ©2002 Corwin Press, Inc.

SCHEDULE

8:00a.m.	Students arrive/Breakfast begins
8:25a.m.	Tardy Bell Rings
8:30a.m.	The Adventures Begin
8:45a.m.	Cafeteria stops serving breakfast
2:45p.m.	Early Check Out Ends
3:15p.m.	Dismissal Begins
3:40p.m.	Teacher Day Ends

Please note: Students consistently dropped off before 8:00 a.m. or picked up after 3:40pm., will be automatically placed in the Extended Day Program. Parents will be responsible for paying fees associated with the program.

CHANGE OF ADDRESS, TELEPHONE/EMERGENCY NUMBERS

It is the **parent's responsibility** to keep the school informed of any change of address, telephone number or emergency number. It is important that we are able to reach you at all times in case of illness or accident.

TARDY POLICY

Procedure for checking in late:

A student who arrives late (after 8:29 a.m.) should be accompanied by an adult to the Office for a tardy slip from school check-in computer system. Only doctor's visits are considered an excused tardy. A doctor's excuse will be required upon check in as documentation.

Reporting Procedures: Students with 8 or more tardies in a semester (2 grading periods) will be reported to Child Protection, and or the Office of Child Welfare, as required by law.

UNEXCUSED TARDY POLICY

The following procedure will be enforced as it relates to unexcused tardy:

1. Principal or designee will deal with first through third tardy offenses.

2. A student who accumulates four unexcused tardy offenses is assigned to recess detention. The parent/guardian is contacted by the principal or designee.
3. A student who accumulates an additional four unexcused tardy offenses, must have a parent/guardian conference with the principal/designee before the student will be allowed recess privileges.
4. If the parent/guardian does not come for a conference as requested, the student is officially suspended for two days and is assigned to the Discipline Center.
5. The procedure begins again.

ATTENDANCE POLICY

Students must be in attendance for 167 days.

1. Parent notes will be accepted by the school for **2 or fewer consecutive absences** for:
 - Personal illness
 - Serious illness in the student's immediate family
 - Death in the student's immediate family (not to exceed one week)
 - Recognized religious holidays of the student's own faith; or
 - Natural catastrophe and/or disasters
 - Visit with parent prior to parent's military deployment or during parent's military leave.

***** Parent notes must be submitted within five school days.**

2. The following circumstances are acceptable, provided that three or more days are missed and information can be **verified by a doctor:**
 - Extended personal or emotional illness
 - Extended hospital stay
 - Extended recuperation from an accident
 - Extended contagious disease within a family
 - Observance of special and recognized religious holidays
3. The East Baton Rouge Parish School System will only accept five parent notes per semester.
4. If a student is absent for three or more consecutive days, a student must present a doctor's note to the school.

ARRIVAL

- **Car Riders:** Parents should drop off students to the “car pool” area. The designated car pool area is Hanson Street side of the school near the cafeteria. Please do not turn around in the middle of the street, block intersections, or unload your child in the middle of the street. Students are not to be dropped off on Hatcher Street, on Edison Street in front of the school, or down the street. If a student is dropped off in an area other than the designated ‘car pool’ area, his/her recess privileges will be taken away.
- **Walkers:** Crossing guards are positioned to the corner of Edison Street/Hatcher Street and North Boulevard/Edison Street. Students should cross at these locations. Please do not drop off students at these locations.
- **Bus Riders:** Bus riders will be unloaded at the Hatcher Street circular drive.
- Students will proceed to the cafeteria for breakfast then to their classroom. Students are encouraged to use the restroom before entering class.
- **STUDENTS MAY NOT BE DROPPED OFF BEFORE 8:00 a.m. There is no one on duty to monitor children. Abuse of this policy will result in notification to the Department of Child Welfare and Attendance.**

CHECK-OUT PROCEDURES

- The parent or designated adult (18 years of age or older) listed on the “Check-out form” with a state issued identification must report to the office to check out a student.
- Sign the check-out book in the office and/or through the school check-in computer system.
- The clerical staff or administrator will call the student to the office.
- Written parental permission must be presented if someone other than the parent picks up a student. The office will contact you by phone to verify permission. Please leave a phone number where you can be contacted. This is for your child’s protection.
- All parents arriving after 2:45 p.m. will be directed to the carpool line. The student will be notified to report there for dismissal.
- **THERE WILL BE NO CHECK-OUTS AFTER 2:45 P.M.**
- **THERE WILL BE NO CHECK-OUTS AFTER 12: 00 P.M. ON EARLY DISMISSAL DAYS**

Picture Identification is required for all checkouts. Students will not be released to anyone not listed on the “Check-out form.”

DISMISSAL

- **Car Riders** depart at the cafeteria exit on Hanson Street. Cars should head west on Hanson Street going toward Edison. Please do not turn around in the middle of the street, block intersections, or attempt to cross your child in the middle or across the street. Please do not block driveways. Be courteous to our neighbors and teachers. Parents of students that are not at the carpool area when their names are called will be required to proceed to the end of the carpool line. This will make it possible for the carpool line to continue to flow smoothly and quickly. **Car riders not picked up by 3:45 p.m. will be sent to Extended Day. The Drop in Rate of \$15.00 will be accessed to the parent/guardian and must be paid when the child is picked up.**
- **Walkers** exit at the bus area on Hatcher Street. School Personnel escort them to the crossing guards. They cross at the designated crosswalk areas. Please do not pick up students in vehicles in front of the school. Walkers that are continually picked up in cars will automatically be sent to the carpool line after the third occurrence.
- **Bus Riders** load buses at the Hatcher Street circular drive.
- The principal or designee **must approve changes** in the student's normal dismissal procedure. Written notification should include a telephone number for contacting parents to verify the information. Written notification by parent or legal guardian must be made if a student is a bus rider. If a student is not a bus rider, the student may not ride a bus with a friend, etc. All special bus requests must be directed to the Transportation Department. They will notify the school of approvals. Written permission may be faxed to 338-0534. **Phone calls are not accepted.**
Students should report home immediately after school.

STUDENTS THAT ARE DROPPED OFF OR PICKED UP IN AN UNAUTHORIZED AREA WILL LOSE RECESS. STUDENTS BEING PICKED UP AFTER 3:35 P.M. WILL LOSE RECESS.

PROCEDURES FOR EMERGENCY SITUATIONS

Specific procedures are outlined for use when it becomes necessary to send students home at other than scheduled dismissal time (natural disaster, civil defense alert, extended bomb search, emergency shutdown of essential facilities, or fire emergency). The decision to close a school comes only from the Superintendent's office.

- **Carpool Release:** Students will be released to parents who arrive at school to pick them up. **NO CHILD WILL BE RELEASED TO ANY PERSON OTHER THAN HIS PARENT(S) DURING AN EMERGENCY WITHOUT WRITTEN PERMISSION FROM THE PARENT.** Parents must follow the school check-out procedure during emergency situations.
- **Bus Release:** Children who ride buses will be kept in a safe place until the buses arrive.
- Discuss with your child what he/she should do in the event of an emergency school closure.

STUDENT ACCIDENTS

All student accidents will be reported on the official student accident report and filed with our Risk Management Department. Parents will be notified of any accident requiring medical assistance from a health care worker.

PARENT VISITATION

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- **All visitors must report to the front office and be issued a Visitor's Pass before going to a classroom for any reason. The yellow "Visitor's Pass" must be worn at all times while on campus.**
- **If a parent wishes to observe in a classroom, please be guided by the following:**
 - Stop by the office first to see if it is convenient for the teacher and children to have a visitor. (In most cases, it will be. Sometimes tests are being administered and the class must not be disturbed.)
 - **DO NOT BRING SMALL PRE-SCHOOL CHILDREN OR OTHER SCHOOL AGE STUDENTS WHEN YOU COME TO OBSERVE IN THE CLASSROOM OR TO WORK AS A VOLUNTEER.**
 - Enter the classroom quietly. Proceed quickly and quietly to the rear of the room. The teacher will go on with the class as usual. Do not talk to your child or the teacher during class. You may observe for up to one hour.
 - Parents not dressed appropriately will be asked to reschedule the visit and will not be allowed in the classroom(s) or on school campus.

INSTRUCTIONAL SUPPLY FEE

An Instructional Supply Fee of \$20 is required by every student. This fee can be submitted to the classroom teachers at one time during the Fall Semester or \$10 per semester. Students may not be allowed to participate in field trips and/or school fundraiser activities if this fee isn't paid.

GRADING and REPORTING

Contact the Teacher to set up a conference to review the progress of your child should you have concerns (343-5769).

School Work Packet: Review your child's work in the School Work packet that will be sent home every two weeks. You are to sign and return this envelope immediately. If you do not receive the packet, please contact your child's teacher. You will also receive a monthly newsletter listing dates that the packets will go home.

Mid-Nine Week Progress Reports will be sent home once between report cards.

Report cards: will be sent home each nine weeks. Grading scale for students in grades 1-5 is followed:

A 93-100 **B** 85-92 **C** 75-84 **D** 67-74 **F** 0-66

Kindergarten Grading Scale is followed: **E** 93-100 **S** 80-92 **NI** 67-79 **U** 0-66

Promotion/Retention Regulations The state of Louisiana requires that specific standards be met by students to qualify for promotion to the next grade. The specifics are given in great detail in the Pupil Progression Plan Handbook located in every school. Teachers will discuss these regulations at Open House and during conferences. It is the responsibility of parents to be aware of their child's current academic standing and its relationship to the standards of promotion and retention.

PARENT-TEACHER CONFERENCES

In order to keep you informed of the progress of your child, we ask that you participate in parent teacher conferences throughout the year.

- Parent/Teacher Conferences are scheduled in October, January, and March. Conferences can be requested when you feel one is necessary.
- The office is very happy to arrange Parent-Teacher conferences. Arrangements for conferences can be made by calling the school between 8:00 a.m. and 3:30 p.m. at 343-5769.

PARENT VOLUNTEERS /(VIPS)

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- Check in at the front office, sign the VIPS log, and obtain a Visitor's pass. Wear this tag at all times while on campus.
- Dress appropriately.
- Report to the assigned work area – either the classroom or copy room.

PERSONAL ITEMS

Label personal items:

Please place your child's name on ALL school supplies, sweaters, coats, hats, gloves, raincoats, book sacks, etc. By doing this, items can be returned to your child and not the first person to claim it. All found items will be placed in the "Lost and Found" up to one month.

Loss of Non-Related School Items:

Students are discouraged from bringing extra clothing, handbags, athletic equipment, books, jewelry, musical instruments, games, software, trading cards, cell phones, electronics, unnecessary money, etc. because they are not covered by the school system's insurance. Any losses should be reported to law enforcement. Claimant recourse for loss of this type would be against the perpetrator, not the school system.

Confiscation of Non-Related School Items:

If a student is distracted by or allows personal items to interfere with the learning process, they will be taken from the student and **not returned**. For this reason, a student should not bring any of the above mentioned items to school.

LOST OR DAMAGE TO SCHOOL PROPERTY

Parents will be responsible for payment of any lost or damaged school property.

SNACKS

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- **Students are NOT to bring snacks to school. Chewing gum or foods of any kind on the bus or at school will not be permitted. Students may not sell candy or any other items on buses or the school campus.**

PARTIES

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- Each class will be allowed three class parties (Winter, Valentine's Day, and Spring) that require involvement of room mother planning and that are held during school time. **Student or teacher birthday parties, etc. cannot be held at school.** Younger brothers and sisters may not be involved in school parties.
- **NO HOMEMADE REFRESHMENTS CAN BE SERVED TO ANY STUDENTS AT ANY SCHOOL ACTIVITY OR PARTY.**

FIELD TRIP POLICY

- Students must have written permission from a parent or guardian to participate in a field trip. A form will be sent home to be completely filled out and signed by the parent.
- Students **MUST** ride the bus to and from all field trips.
- Children other than those students with permission to attend are not allowed on school field trips.
- Students missing school and attending field trips other than those planned specifically for them shall be reported to the Supervisor of Child Welfare and Attendance.
- **Any student with a behavior referral and/or below a "C" in conduct may be denied attendance on a field trip.**

MESSAGES

- If you must deliver a message or bring an item to your child, PLEASE REPORT TO THE OFFICE. Phone messages will not be granted.
- Office personnel, teachers, or health clinic staff ONLY will contact parents in cases of illness or emergency.
- Students will not be allowed to call home for books, homework, etc. Make sure your child is prepared as he/she leaves home.

READING PROGRAMS

ACCELERATED READER

Accelerated Reader (AR) is a program that increases student's comprehension and fosters a love for reading. At the same time, it also personalizes reading instruction for students who need extra help. Students will receive a Library grade based on AR and other library activities.

How does AR work?

1. **Student reads a book.** The student reads a library or textbook selection that he/she has chosen on grade-level.
2. **Student takes a quiz.** The student takes a quiz on the library or textbook selection that he or she has read.
3. **Student report is generated.** After a student takes a quiz, an easy-to-read report is printed that reports the reading level and comprehension skills of each student to guide instruction and help the student select more reading materials.
4. **Student earns points and rewards.** Students earn points for scores of 85% and above. There are also point rewards and reading incentives when students reach different levels.

Why does Bernard Terrace use AR?

Research. Research. Research. Students using Accelerated Reader significantly outperformed students not using the program on standardized reading comprehension assessments. Data analysis also shows that both student reading volume and percent on AR quizzes have a positive impact on teacher effectiveness as well as:

- Improve classroom management.
- Get students excited about books.
- Keep each student challenged.

- Obtain reliable, objective information.
- Help every student master standards.

HOMEWORK POLICY

Expect your child to have homework Monday-Thursday. The time required depends on the age of the child but should not take more than an hour at the upper grades or thirty minutes in the lower grades.

- Students with excused absences will be allowed to complete assignments. However, this work **MUST BE** completed within three school days.
- Students who repeatedly fail to complete homework assignments will lose: recess, field trips, class parties, and/or other school rewards.

STUDENT ASSESSMENTS

Dynamic Indicators of Basic Early Literacy Skills

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are short tests designed to measure early literacy development and to help in the early identification of students who are not progressing as expected.

ANET Benchmark Assessments

Benchmark assessments help schools administer district benchmark and classroom tests quickly and easily; delivers rapid results; improves the reliability of assessment programs; and connects assessment to instructional decisions.

LEAP 2025

This is a standardized test given in the Spring to third , fourth, and fifth graders that allow us to compare your child to all other children his/her age across the state. Tests are administered in subject areas of ELA, Math, Science, and Social Studies. Fourth and fifth grade students will be taking the LEAP on their Chromebooks. Students in third grade will be administered paper tests.

BUS POLICY

Parents/guardians should understand their responsibility in working with the bus driver and school system personnel for the welfare and safety of their children.

Responsibilities of parents/guardians are as follows:

- Be familiar with and follow local board and school level policies for school bus transportation. Have children ready and at their designated pickup points along the route.

- Cooperate with the school and bus driver in teaching children safety precautions and good manners and habits for school bus passengers.
- Assist when there are disciplinary actions.
- School bus rules and consequences outlined in the Students Rights and Responsibilities Handbook and Discipline Policy will be adhered to.

STUDENT DRESS CODE

GENERAL GUIDELINES THAT ALWAYS APPLY

The School Board requires all elementary school students to wear navy bottoms and burgundy uniform tops. Uniforms must follow the following guidelines:

- Navy blue uniform pants, uniform shorts, skirts, skorts, or jumpers that are not more than 5 inches above the knee. No jeans, biking shorts, tight-fitting stretch pants, sweat pants, or cargo pants.
- Burgundy shirts or blouses with a collar. Burgundy turtlenecks are acceptable in winter. No t-shirts.
- Sneakers or shoes with closed toes. No sandals, crocs, flip flops, or shoes without a back strap.
- Belts must be worn on clothing that has belt loops.
- Shirts and blouses must be tucked in.

Our School Improvement Team agreed on these additional guidelines for students:

- Hair must be neat and clean. No hair curlers should be worn at school.
- Sunglasses may be worn in class with a doctor's prescription. Documentation is required.
- Make-up will not be allowed.
- Only females may wear earrings only in their ears. For safety reasons, only stud earrings are allowed.

Loops and drop type earrings pose a safety hazard at recess and PE and are never allowed.

- No body piercing.
- No hats, caps, bandanas or do-rags may be worn in the building.
- No visible tattoos.
- Hair color must be natural.
- No haircuts that are distracting.
- Any item that promotes gang or drug activity is not permitted.
- No shoes with wheels.
- Traditional belts should be worn (no name plate, large buckles, skull heads, or personalized belts are permitted)
- Any dress code or grooming item not covered in the above list of dress code rules and regulations will be up to the discretion of the principal.

Students that do not adhere to the above mentioned policy will be disciplined as followed:

- First Offense: Telephone call by the principal or designee to the parent/guardian.
- Second Offense: Letter of warning sent to the parent with the requirement that it be signed and returned the following day.
- Third Offense: Parent/guardian will be required to attend a conference with the principal or designee.
- Fourth Offense: 1-2 day suspension with the requirement that the parent/guardian return to school with the student and participate in a conference with the principal or designee prior to the student's return to class.

FRIDAY DRESS DAY

Students may wear Bernard Terrace Spirit shirts with uniform bottoms on Fridays only. Spirit shirts may be purchased in the office at a cost of \$12.00 each.

DISCIPLINE

Students have a fundamental right to a free public education. They must also respect the rights of others and be active participants in maintaining a positive learning environment within the school.

The rules and regulations written in the EBR Parish Student's Rights and Responsibilities Handbook will assist in providing a safer, healthier and positive atmosphere for students to learn. This Handbook is sent home at the beginning of each school year. It may also be referenced on the EBR website at ebrschools.org. Parents are to read carefully through the book and then sign and return the form provided in the handbook.

Students are expected to behave in an orderly, courteous manner at all times and in all situations. No disruptive acts of any nature will be tolerated under any circumstances. All students will receive a weekly conduct grade.

POSITIVE BEHAVIOR SYSTEM - PBIS

- Bernard Terrace Elementary uses a school-wide Positive Behavior Intervention Support System (PBIS). We believe parent(s) have a major role in their children's educational success. We want you to know that we take great effort to "catch" and recognize children for doing the right thing. This means, first communicating our expectations of what a safe and positive learning environment looks like. The expectations for all Bernard Terrace Elementary school students will be taught and modeled to the students during the first two weeks of school and throughout the year as needed.

There will be school wide and classroom incentives for students with good behavior.