

I AM THE #STARKVILLESPARK



STARKVILLE
OKTIBBEHA
SCHOOL DISTRICT

STUDENT HANDBOOK

23|24

EXPECT
EXCELLENCE
EVERY DAY

THESE ARE THE POLICIES AND PROCEDURES THAT GOVERN OUR DISTRICT. BE AWARE THAT AS WE RECEIVE GUIDANCE FROM THE NATION, STATE AND DEPARTMENT OF EDUCATION, POLICY AND PROCEDURE ARE SUBJECT TO CHANGE. POLICIES CONTAINED WITHIN THIS HANDBOOK ARE SUBJECT TO MODIFICATION BY THE STARKVILLE OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT (SOCSD) BOARD OF TRUSTEES AS DEEMED NECESSARY.

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I N T R O D U C T I O N

By registration of your child (children) or any student in the SOCS D, all parents, legal guardians, and students do hereby consent to and agree to obey and follow rules and regulations obtained in this handbook and such other oral directions of school administrators or teachers as may be necessary or desirable to carry out the orderly educational process of the school. Further, such parents, legal guardians, and students agree to abide by and follow all rules or school board policies as are obtained in the official policy handbook located at the administrative offices of the SOCS D at 401 Greensboro Street, Starkville, Mississippi, (Office of the Superintendent). Copies of all school board policies are also available on the SOCS D's website, www.starkvillesd.com.

Further, all parents, legal guardians, and students agree and are hereby informed that all students of the SOCS D are subject to questioning or being taken into official custody while at school by any appropriately appointed law enforcement official or department of human services, agent investigating an official case upon oral or written court order of the Oktibbeha County Youth Court, County Court, Circuit Court, Chancery Court of the State of Mississippi, or Oktibbeha County Court Judge.

Equal Educational Opportunities

The SOCS D grants equal educational opportunities to all qualified persons regardless of race, creed, color, sex, national origin, marital status, religion or disability.

It is the intent and desire of the SOCS D Board of Trustees that equal educational opportunities are provided in any and all educational programs and activities.

Legal reference: MS Code 37-15-35; 1972 Educational Amendments, Title IX; 1964 Civil Rights Act, Title VI; 1973 Rehabilitation Act, Section 503 & 504; 45 CFR Part 84 and Part 86; Brown vs. Board of Education, 347 U.S. 483 (1954); Mississippi Public School Accountability Standards

Explanation of Contents of Student Handbook

The contents of this student handbook are an abbreviated outline of the minimum expectations of the students with respect to attendance, discipline, and procedural policy.

The administration of the SOCS D reserves the right to make alterations and changes in policy when deemed necessary, pending adequate notice to parents and students regarding these policy adjustments.

Message from the Administration

Dear Parents and Students,

Welcome to the Starkville Oktibbeha Consolidated School District! We believe excellent public schools are the heart of a thriving community. It is our mission to achieve excellence by the discovery and development of every student's passion, purpose, and potential. We believe diversity is a strength that should be embraced, recognized, and celebrated. Our desire is to create students who problem solve and think critically, while cultivating creative, lifelong learners.

As we begin a new year, I encourage you to connect with us! SOCSO utilizes numerous mass communication systems and social media channels. Be sure to follow us on Twitter and Instagram @ Starkville SD and like us on Facebook at www.facebook.com/StarkvilleSD.

The Starkville Oktibbeha Consolidated School District recognizes student health and wellness are foundational to success. District plans will continue to be updated as needed in response to Covid-19 throughout the school year. We take great pride in providing safe, welcoming, respectful learning environments for all students and staff.

If you are a returning member to the Yellow Jacket Family, we are excited about having another year with you, and we look forward to watching you ignite the Spark of Learning. If you are a new member to our district, I welcome you and look forward to watching you discover your passion, purpose, and potential. We believe quality education fosters leadership and develops good citizens and students.

Thank you, parents, for sharing your children with us. I look forward to connecting with you to learn about your vision for the Starkville Oktibbeha Consolidated School District. Our commitment to every student, every day, is to find the spark within each of them, fuel it, and watch it spread. I am excited to learn more about the fire in each of you as we begin a new year full of possibilities!

If you have any questions or concerns, please do not hesitate to contact your school office or the central office. We look forward to serving your family for the 2023-2024 school year!

Sincerely,

Tony McGee
Superintendent

STRATEGIC PLAN

BELIEFS

- We believe excellent public schools are the heart of a thriving community.
- We believe excellent teachers are essential for student success.
- We believe diversity is a strength and shall be embraced, recognized, and celebrated.
- We believe problem solving, critical thinking, and creativity cultivate lifelong learners.
- We believe quality education fosters leadership and develops good citizens.
- We believe our schools must be safe, welcoming, and respectful to all.
- We believe engaging our families and community is vital to ensuring each student's growth.
- We believe that health and wellness are foundational to success.

MISSION STATEMENT

The mission of the SOCSO is to achieve excellence by facilitating the discovery and development of each student's passion, purpose, and potential.

GOALS

- Student Achievement
 - We will maximize growth of all students through rigorous and meaningful instruction.
- Health, Wellness & School Culture
 - We will foster and maintain inviting, equitable, and healthy learning environments that promote safety, engagement, and excellence.
- Human Resources
 - We will recruit and retain a highly qualified, diverse workforce through an equitable process to ensure student achievement.
- Community Collaboration
 - We will engage and partner with community stakeholders to foster greater student opportunities and build a more vibrant quality of life.
- Operational Effectiveness
 - We will maximize resources to ensure operational effectiveness.

S O C S D B O A R D O F T R U S T E E S

Jamila Taylor, President
Dr. Debra Prince, Vice President
Cassandra Palmer, Secretary
Sumner Davis, Assistant Secretary
Wes Gordon, Member

A D M I N I S T R A T I O N

Dr. Tony McGee, Superintendent
Dr. Vernita Wilson, Assistant Superintendent
Anna Guntharp, Assistant Superintendent
Timothy Bourne, Director, Accountability, Accreditation, and Assessment
Dr. Lenora Hogan, Director, Career and Technical Education
Tammie McGarr, Chief Financial Officer
Ginny Hill, Director, Child Nutrition
Haley Montgomery, Director, Communications
Dr. Brandi Burton, Director, Educational Enhancement & Innovative Research/SOCS Discovery Center
Sha'Carla Petty, Director, Human Resources/ IX Officer
Dr. Leanne Long, Director, Instructional Technology and Distance Learning
John Maulding, Director, Maintenance
Julie Jones, Director, Student Support Services
Willie Mays, Director, Transportation

SCHOOL & DISTRICT
CONTACT
INFORMATION

Sudduth Elementary (PK-1st)

Morgan Abraham, Principal
101 Greenfield Drive
Starkville, MS 39759
Phone: 662-324-4150
Fax: 662-324-6137

Henderson Ward Stewart Elementary (2nd-4th)

Julie Fancher, Principal
200 Dr. Martin Luther King, Jr. Drive West
Starkville, MS 39759
Phone: 662-324-4160
Fax: 662-324-6957

Overstreet Elementary (5th)

Julie Kennedy, Principal
307 South Jackson Street
Starkville, MS 39759
Phone: 662-324-4193
Fax: 662-324-6914

West Elementary (PK-5th)

Gabrielle Mills, Principal
127 Sturgis-Maben Road
Sturgis, MS 39769
Phone: 662-465-7956
Fax: 662-465-6470

SOCSD/MSU Partnership School (6th-7th)

Jorine Neal, Principal
11200 MS Highway 182
Starkville, MS 39759
Phone: 662-324-4181
Fax: 662-324-4192

Armstrong Junior High School (8th)

Ra'mon Forbes, Principal
303 McKee Street
Starkville, MS 39759
Phone: 662-324-4070
Fax: 662-324-4075

Starkville High School (9th-12th)

Dr. Darein Spann, Principal
603 Yellow Jacket Drive
Starkville, MS 39759
Phone: 662-324-4130
Fax: 662-324-4128

The Learning Center

Dr. Watress Harris, Principal
2926 Sixteenth Section Road
Starkville, MS 39759
Phone: 662-323-1462
Fax: 662-324-8463

Career and Technical Education

Dr. Lenora Hogan, Director
401 Greensboro Street
Starkville, MS 39759
662-615-0045
Fax: 662-324-4068

Discovery Center (Pre-K)

Dr. Brandi Burton, Director
1504 Louisville St.
Starkville, MS 39759
Phone: 662-324-4155

**Superintendent,
Title VI**

Dr. Tony McGee
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Starkville, MS 39759
Phone: 662-615-0013
Fax: 662-324-4068

**Assistant Superintendent, Curriculum &
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Fax: 662-324-4068

**Assistant Superintendent, Federal Programs &
Student Support Services**

Anna Guntharp
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0035
Fax: 662-324-4068

**Student Support Services,
Section 504 Officer**

Julie Jones, Director
Student Support Services
48 Lynn Lane, Suite C
Starkville, MS 39759
Phone: 662-615-0059
Fax: 662-615-0618

STARKVILLE OKTIBBEHA SCHOOL DISTRICT



23 | 24 ACADEMIC CALENDAR

JULY 2023							AUGUST 2023							SEPTEMBER 2023							OCTOBER 2023						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						1			1	2	3	4	5						1	2	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
30	31																										

NOVEMBER 2023							DECEMBER 2023							JANUARY 2024							FEBRUARY 2024						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
			1	2	3	4						1	2		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22		21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29		28	29	30	31				25	26	27	28	29		
							31																				

MARCH 2024							APRIL 2024							MAY 2024							JUNE 2024						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																											

COLOR KEY: ■ HOLIDAYS ■ NEW TEACHERS ONLY ■ 1ST NINE WEEKS ■ 3RD NINE WEEKS ■ FIRST DAY 9 WEEKS ■ ALL STUDENT 60% DAYS
■ TEACHERS ONLY ■ 2ND NINE WEEKS ■ 4TH NINE WEEKS ■ INTERSESSIONS ■ SECONDARY 60% DAYS (6th-12th grades only)

PLANNING FOR EXCELLENCE: IMPORTANT DATES

- HOLIDAYS:** All schools and offices closed.
 JUL 4: Independence Day
 SEP 4: Labor Day
 OCT 12-13: Fall Break
 NOV 20-24: Thanksgiving
 DEC 22 - JAN 4: Winter Break
 JAN 15: Martin Luther King Jr
 FEB 19: President's Day
 MAR 11-15: Spring Break
 MAR 29: Good Friday
 APR 1: Easter Monday
 MAY 27: Memorial Day
 JUN 19: Juneteenth
- INTERSESSIONS:** Only students participating in Intersections should report to school.
 FALL: October 2 - 11
 SPRING: March 18 - 22
- TEACHERS:** FIRST DAY: JULY 19, 2023
 LAST DAY: MAY 31, 2024
- STUDENTS:** FIRST DAY: JULY 25, 2023
 LAST DAY: MAY 30, 2024
 GRADUATION: MAY 24, 2024
- PARENTS:** CONFERENCE DAY: AUG 23, 2023

1	2	3	4
1st NINE WEEKS Starts: Jul 25 Ends: Sep 29 Progress Reports: Aug 24 Exams: Sept 26-29 Report Cards: Oct 24	2nd NINE WEEKS Starts: Oct 16 Ends: Dec 21 Progress Reports: Nov 16 9 Weeks Exams: Dec 18-21 Report Cards: Jan 11	3rd NINE WEEKS Starts: Jan 8 Ends: Mar 8 Progress Reports: Feb 8 9 Weeks Exams: Mar 5-8 Report Cards: Apr 2	4th NINE WEEKS Starts: Mar 25 Ends: May 30 Progress Reports: Apr 25 9 Weeks Exams: May 28-30 Report Cards: Jun 4

StarkvilleSD.com/academic-calendar

SCHOOL BEGINNING / ENDING TIMES

(Ending time means when class is over and students leave room to go to bus or carpool.)

SUDDUTH ELEMENTARY (PK-1)

Beginning	7:30
Ending	2:20

HENDERSON WARD STEWART ELEMENTARY (2-4)

Beginning	7:40
Ending	2:30

OVERSTREET ELEMENTARY (5)

Beginning	7:40
Ending	2:40

WEST ELEMENTARY (PK-5)

Beginning	7:40
Ending	2:30

SOCSD/MSU PARTNERSHIP SCHOOL (6-7)

Beginning	8:20
Ending	3:30

ARMSTRONG JUNIOR HIGH SCHOOL (8)

Beginning	8:40
Ending	3:55

STARKVILLE HIGH SCHOOL/MILLSAPS CAREER & TECHNICAL CENTER (9-12)

Beginning	8:40
Ending	3:55

THE LEARNING CENTER

Beginning	8:00
Ending	2:30

DISMISSAL TIMES FOR 60% DAYS (12/21/2023 & 5/30/2024)

Sudduth Elementary	12:00
Henderson Ward Stewart Elementary	12:10
Overstreet Elementary	12:15
West Elementary	12:10
Partnership Middle School	1:00
Armstrong Junior High School	1:20
Starkville High School	1:20
The Learning Center	12:00

ADDITIONAL SECONDARY 60% DAYS (see times above)

September 20, 2023

November 1, 2023

January 31, 2024

February 28, 2024

May 15, 2024

SCHOOL ADMISSION (J B C)

The term “minor” when used in any statute, shall include any person, male or female, under twenty-one years of age.

MS Code ‘1-3-27

ENROLLMENT AGE

To be eligible to register for the District’s PreK program, students must be four years old on or before September 1, 2023. Students who demonstrate a need for a preschool program are placed in the program first. Remaining slots are filled on a first come, first served basis.

Except as provided in subsection (2) and subject to the provisions of subsection (3) of MS Code ‘37-15-9, no child shall be enrolled or admitted to any kindergarten which is a part of a public school system during any school year unless such child will reach his fifth birthday on or before September 1 of said school year, and no child shall be enrolled or admitted to the first grade in any school during any school year unless such child will reach his sixth birthday on or before September 1 of said school year. No pupil shall be permanently enrolled in a public school in the State of Mississippi who formerly was enrolled in another public or private school within the state until the cumulative record of the pupil shall have been received from the school from which he transferred. Should such record become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record. ‘37-15-9 (1)

EVIDENCE OF AGE

It shall be the responsibility of the person in charge of each school to enforce the requirement for evidence of the age of each pupil before enrollment. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- A certified birth certificate;
- A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by a parent, grandparent, or custodian;
- An insurance policy on the child’s life which has been in force for at least two (2) years;
- A bona fide contemporary Bible record of the child’s birth accompanied by an affidavit sworn to by the parent, grandparent, or custodian;
- A passport or certificate of arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child’s school record at least four (4) years prior to application, stating date of birth; OR
- If none of these evidences can be produced, an affidavit of age sworn to by a parent, grandparent, or custodian. Any child enrolling in Kindergarten or Grade 1 shall present the required evidence of age upon enrollment. Any child in Grades 2 through 12 not in compliance at the end of sixty (60) days from enrollment shall be suspended until in compliance. ‘37-15-1 (2002)

PARENT, LEGAL GUARDIAN OR LEGAL CUSTODIAN

Whenever any minor child seeks or applies to enroll or gain entrance to any public school in this state, and the child is not accompanied by an adult or is accompanied by an adult who is not the child’s parent, guardian, if a legal guardian has been appointed for the child, or legal custodian, the school official or officials may delay consideration of the enrollment or enlistment of the minor child and require the child’s parent, legal guardian or legal custodian to accompany the child and apply for enrollment and admission into the school for and on behalf of the minor child. ‘37-15-11 (2002)

GENERAL ELIGIBILITY

1. The SOCSD shall admit into its free public schools all minor-age children (MS Code '1-3-27) and all compulsory school age children as defined by in MS Code '37-13-91 (2) (f).
2. Each minor child shall attend school in the school district of his/her residence unless legally transferred to another school district by the school board pursuant to MS Code '37-15-29.
3. Except for those students who have been legally transferred, each minor child seeking to enroll in SOCSD shall be a school district resident. All students shall register at the school they are assigned to attend. '37-15-29; '37-15-13
4. Any new student enrolling in SOCSD or any continuing student whose residence has changed shall be accompanied to enrollment by a parent, guardian, adult custodian or adult agent of a social service agency of the district who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall be required to verify his/her residence as herein provided as part of the registration process.
5. Subject to the provisions of MS Code 37-15-9 subsection (2), [see item 7 below] any child who transfers from an out-of-state public or private school in which that state's law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in this school district at the same grade level as their prior out-of-state enrollment, if:
 - a. The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring.
 - b. The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority.
 - c. Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
 - d. The superintendent of schools of this school district has determined that the child was making satisfactory educational progress in the previous state.
6. When any child applies for admission or enrollment in the SOCSD, the parent, legal guardian or child, in the absence of an accompanying parent or guardian, shall indicate on the school registration form if the enrolling child has been expelled from any public or private school or is currently a party to an expulsion proceeding. If it is determined from the child's cumulative record or application for admission or enrollment that the child has been expelled, the SOCSD may deny the student admission and enrollment until the superintendent of the school, or his designee, as the case may be, has reviewed the child's cumulative record and determined that the child has participated in successful rehabilitative efforts including, but not limited to, progress in an alternative school or similar program. If the child is a party to an expulsion proceeding, the child may be admitted to a public school pending final disposition of the expulsion proceeding. If the expulsion proceeding results in the expulsion of the child, the public school may revoke such admission to school. If the child was expelled or is a party to an expulsion proceeding for an act involving violence, weapons, alcohol, illegal drugs or other activity that may result in expulsion, the SOCSD shall not be required to grant admission or enrollment to the child before one (1) calendar year after the date of expulsion.
7. No child in grades PK through 12 shall be allowed to enroll in or attend any school without a valid immunization certificate. Valid certificates include:
 - a. Form 121 - Certificate of Compliance
 - b. Form 121-A - Medical Exemption Certificate
 - c. Form 121-T - Temporary Compliance Certificate
 - The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate, Form 121-T, or Medical Exemption Certificate, Form 121-A.

RESIDENCE VERIFICATION PROCEDURE

Definition of residence for school attendance purposes: The student physically resides full time weekly days/nights and weekends, at a place of abode located within the limits of this school district. Residency may be determined in the following manner:

STUDENTS LIVING WITH PARENT(S) OR GUARDIAN(S)

The parent(s) or legal guardian(s) of a student seeking to enroll must provide this school district with a minimum of one (1) document from each group below (Group 1 and Group 2) as verification of their address.

Group 1	Group 2
All bills must be current* (Dated within 30 days of student registration)	
	Driver's License/State Issued ID
Mortgage Statement	Utility bill
Property Tax Bill	Gas Bill
Filed Homestead Exemption Application	Garbage Bill
Apartment or Home Lease	Electric, Water, or Cable Bill
Filed Property or Warranty Deed	Certified Copy of Filed Petition for Guardianship/Final Guardianship Decree

If utilities are included in the Apartment or Home Lease, please use one of the following documents for the second proof of residency (dated within the last 30 days):

- Doctor, dentist or hospital bill (mailed)
- Credit card statement
- Insurance policy (Health)
- State or federal benefit check
- Salary check stub
- Government mailing (Social Security or Medicaid Determination letter, IRS, etc.)
- Bank statement

District Administration may approve other documentation that will objectively verify residency ONLY in circumstances that building level administrators deem extenuating circumstances.

Automobile registration and voter precinct identification are not acceptable proofs of residency.

HOMELESS CHILDREN

When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC Section 11431 (1), 11432 (e) and 11302 (a), this school district shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC 11432 (e)(3).

STUDENTS LIVING WITH ADULTS OTHER THAN PARENTS OR LEGAL GUARDIANS:

The non-parent(s) claiming district residency must meet the criteria above, required of a parent or legal guardian.

1. The adult must provide the school with legal guardianship or custodial papers and provide documentation fully explaining the reason(s) (other than school attendance zone or district

preference) for this arrangement. Guardians must provide a certified copy of filed petition for guardianship, if pending, and final decree, when granted. When a certified copy of the Court Decree (or petition, if pending) is received declaring the district resident to be the legal guardian of the student, such decree or petition must declare that the guardianship was formed for a purpose other than establishing residency for school district attendance purposes. The superintendent or his/her designee will make the necessary factual determinations as required under this policy. Examples of situations where guardianship authority of an adult will be recognized to establish residency of the minor include but are not limited to the following and proof must be provided.

- a) Death or serious illness of the child's parent(s) or guardian(s);
 - b) Abandonment of the child;
 - c) Child abuse or neglect;
 - d) Seriously unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a documented detrimental effect on the child;
 - e) Student enrolled in recognized exchange programs residing with host families;
 - f) Incarceration of parent.
2. Any person that has assumed responsibility for the care and custody of the child shall be expected to begin the process of seeking legal guardianship before enrollment of the child and an approximate completion date must be given.
 3. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by the SOCS D.
 4. SOCS D may require additional documentation and verification at any time.
 5. At the minimum, SOCS D shall maintain, in a file, a written instrument identifying the types of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.
 6. The provisions of this policy do not apply to students who reside outside the school district, but who have legally transferred into the school district through employment of the parent with SOCS D.

Any court ordered procedure shall take precedent over any procedure contained herein.

EMERGENCY CONTACT INFORMATION

Emergency information is included on the Registration/Enrollment form and is completed by the parent/guardian of every student enrolled in the SOCS D. It is the responsibility of the parent to notify the school if any information changes during the school year. Emergency info lists parents' home and work telephone numbers, doctors' names and numbers, and persons to contact in emergencies if parents cannot be reached. In medical emergencies, the school may only give first aid and must be able to contact someone who can make vital decisions about medical attention. When a child is sick or injured, it may be necessary to contact an adult other than his/her parent/guardian who can assume responsibility for your child. It is essential that this person be within a reasonable distance from the school and can pick up the child. Proof of identification will be required to check out a student.

HOME SCHOOLING/TRANSFER STUDENT TESTING (JBAB)

A student transferring from a state or regionally accredited school will be enrolled at the grade level and with the course credits indicated by the records of the previous school. These students will not be required to pass any end-of-course tests for which the school accepts Carnegie units earned by the students as fulfilling requirements for a diploma.

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited by an institutional accrediting agency recognized by the U.S. Secretary of Education or a state board of education (or its designee) will be accepted for enrollment with temporary grade and class assignment comparable to that of the transfer school. Summative Assessments for content area courses will be

administered to determine appropriate classification of the student within 30 days after filing for transfer. Notice of the administering of such tests shall be given to the applicant not less than five days prior to the administration of the test(s). Student transferring from a private school that is not accredited regionally or by the State will be required to pass any end-of-course test in any course in which the school accepts Carnegie units earned by the student as fulfilling requirements for a diploma.

No transfer of a pupil shall be affected until the assessment has been given and the pupil is assigned according to the grade and class for which the test shows he/she is best suited.

No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon the superintendent of the SOCSO or the principal of the school to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made. ' 37-15-33

A T T E N D A N C E P R O C E D U R E S (J B D)

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of Mississippi requires that every child in the State abide by the Compulsory School Attendance law. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. The classroom teacher, principal, and MSIS data operator will maintain records. Attendance records will be used to enforce the Compulsory Attendance Law of Mississippi. Violations of the Compulsory Attendance Law will be reported pursuant to Mississippi Code SEC. 37-13-91.

63% RULE

In compliance with House Bill 1530's 63% attendance law, SOCSO will calculate an attendance percentage by dividing each student's actual minutes attended by his potential instructional minutes per day. If the percentage attended is at least 63% of the **potential**, the student will be counted present for the day.

Potential Instructional Minutes - the total number of minutes of all scheduled classes using the bell schedule in the automated student information system minus any lunch, or class change times.

Minutes attended - the sum of the bell schedule instructional minutes actually present (excluding time between class periods, lunch, and minutes for which the student is marked absent.) Examples of "not present" for a full academic day include if a student arrives late to school, leaves early, or leaves in the middle of the day and returns later, assuming the total minutes attended divided by the student's potential instructional minutes equate to less than 63%.

EXCUSED ABSENCES

Each of the following shall constitute a valid excuse for temporary nonattendance of a compulsory-school-age child enrolled in a public school, provided satisfactory evidence of the excuse is provided to the superintendent of the school district, or his designee. (MS Code 37-13-91)

- A. An absence is excused when the absence results from the compulsory-school-age child's attendance at an authorized school activity with the prior approval of the superintendent of the

school district, or his designee. These activities may include field trips, athletic contests, student conventions, musical festivals and any similar activity.

- B. An absence is excused when the absence results from illness or injury which prevents the compulsory-school-age child from being physically able to attend school.
- C. An absence is excused when isolation of a compulsory-school-age child is ordered by the county health officer, by the State Board of Health or appropriate school official.
- D. An absence is excused when it results from the death or serious illness of a member of the immediate family of a compulsory-school-age child. The immediate family members of a compulsory-school-age child shall include children, spouse, grandparents, parents, brothers and sisters, including stepbrothers and stepsisters.
- E. An absence is excused when it results from a medical or dental appointment of a compulsory-school-age child.
- F. An absence is excused when it results from the attendance of a compulsory-school-age child at the proceedings of a court or an administrative tribunal if the child is a party to the action or under subpoena as a witness.
- G. An absence may be excused if the religion to which the compulsory-school-age child or the child's parents adheres, requires or suggests the observance of religious event. The approval of the absence is within the discretion of the superintendent of the school district, or his designee, but approval should be granted unless the religion's observance is of such duration as to interfere with the education of the child.
- H. An absence may be excused when it is demonstrated to the satisfaction of the superintendent of the school district, or his designee, that the purpose of the absence is to take advantage of a valid educational opportunity such as travel, including vacations or other family travel. Approval of the absence must be gained from the superintendent of the school district, or his designee, before the absence, but the approval shall not be unreasonably withheld.
- I. An absence may be excused when it is demonstrated to the satisfaction of the superintendent of the school district, or his designee, that the conditions are sufficient to warrant the compulsory-school-age child's nonattendance. However, no absences shall be excused by the school district superintendent, or his designee, when any student suspensions or expulsions circumvent the intent and spirit of the compulsory attendance law.

NOTE: After a student has exceeded two (2) parental absences in a 9-week grading period, he/she must present a doctor's excuse or court document for each additional day missed no later than two school days from the day missed.

GRADES PK-12

When a student misses school, a parent/guardian must provide a written document to designated school officials within 48 hours (2 school days) for an excused absence to be granted. The school will code absences in accordance with state guidelines. All other absences will be considered **unexcused**.

Administrative Absence designation is used to cover special and unique situations, usually of an educational nature, and these excuses are issued in advance on an individual basis. Seniors are allowed to arrange for two (2) administrative absences during the school year to visit prospective college campuses or a military installation. Parents must come to the principal's office to request an Administrative Absence form. Signatures are required from a parent and an administrator in order for the Administrative Absence to be valid. Students are not allowed to acquire more than two Administrative Absences without special administrative approval. A completed Administrative Absence form from a parent/guardian containing the student's name, the date of the absence, and parent's signature should be presented for administrative approval at least two school days in advance of the absence. In addition, no Administrative Absence will be given final approval without documentation (verification of the college or military visit). Final approval for the Administrative Absence will not be recorded until all steps are completed.

SCHOOL RELATED ACTIVITIES

All planned classroom activities are important. It is the intention of the SOCS D that class absences are kept to an absolute minimum through close monitoring by the principal. School-related activities must be approved in advance by the principal and Deputy Superintendent of Curriculum and Instruction. The following school-related activities will not be counted as absences from either class or school:

- a. Field trips sponsored by the school
- b. School-initiated and scheduled activities
- c. Athletic events requiring early dismissal from school
- d. In-school suspension

LATE CHECK-IN AND EARLY CHECK-OUTS

It is in the best interest of the student and school's instructional program that all students are in class and ready to begin when the instructional day/period starts. Late check-ins should be avoided. Likewise, a student is expected to remain at school throughout the school day except in case of an emergency. To protect the integrity of the instructional program, appointments should be scheduled after the end of the school day, whenever possible. Building level administrators on each campus will develop and implement standard procedures in managing excessive tardiness and early checkouts. **For late check-ins, the parent must sign the student in at the office.**

MAKE-UP WORK OPPORTUNITIES

The student is responsible for assignments missed through excused absences. Students should be allowed a minimum of the number of days missed plus one to complete missed assignments without penalty. Students can turn in work up to two days prior to the end of the grading period. A reasonable penalty may be assessed for work submitted outside the allowable guidelines of days missed + one.

Students with any missing work will be ineligible for exemption.

PERFECT ATTENDANCE

Perfect Attendance shall be defined and observed as no absences, no tardiness to school and no early dismissal from school. Exceptions shall be school bus tardiness or school sponsored field trips only.

C U R R I C U L U M A N D I N S T R U C T I O N

INSTRUCTIONAL GOALS

The SOCS D Board of Trustees believes that all children can learn and is committed to high levels of performance for all students in the district. The following goals apply to the district's program of instruction:

- (1)Academic Goals
- (2)Vocational Goals
- (3)Social and Civic Goals

D U A L E N R O L L M E N T C R E D I T (I D A G)

Eligible students may participate in the dual enrollment program established by the SOCS D. (1) A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives a postsecondary credit for coursework. (2) A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online).

DUAL CREDIT PATHWAYS

College and Career Pathways (CCP)

1. A CCP allows a high school student to take courses aligned to a chosen program of study.
2. Students must work with their high school counselor to complete their Individual Success Plan (ISP) and choose a program of study that leads to:
 - a) An industry-recognized certificate
 - b) An AA/AS/AAS degree
 - c) A bachelor's degree
3. High school counselors are encouraged to utilize the Mississippi Articulation and Transfer Tool (MATT) to ensure students select dual enrollment/credit courses applicable to their program of study. <http://mattransfertool.com/about/default.aspx>
4. Students may change their program of study with the approval of the high school principal or his/her designee and parent or guardian written permission.

Academic Eligibility

To be eligible for enrollment, a high school student must meet the following criteria:

- a) Be classified as a junior or senior;
- b) Have a minimum overall high school GPA of 3.0 on a 4.0 scale; and
- c) Obtain an unconditional written recommendation from his/her high school counselor, principal, or principal's designee and parent or guardian written permission.

OR

- a) Have a minimum high school GPA of 3.0 on a 4.0 scale;
- b) Earned a minimum composite ACT score of 30 or the equivalent SAT score; and
- c) Obtain a written recommendation from his/her high school counselor or principal and parent or guardian written permission.

Career and Technical Education Eligibility

To be eligible for enrollment, a high school student must meet the following criteria:

- a) Have a minimum overall high school GPA of 2.0 on a 4.0 scale;
- b) May be classified as a sophomore; and
- c) Obtain a written recommendation from school administrator/ counselor or CTE instructor and parent or guardian written permission.

FEDERAL GUIDELINES PERTAINING TO DUAL ENROLLMENT AND DUAL CREDIT

1. It is important that all stakeholders understand the concept of academic control, responsibility, and Family Educational Rights and Privacy Act (FERPA) requirements. The Starkville High School is not the responsible party for monitoring the student's academic performance at the Community College/Institution of Higher Learning. Participating schools and institutions are encouraged to obtain permission to conduct correspondence with parents of dual enrolled students per FERPA agreement.
2. Starkville High School students with a disability wishing to participate in dual enrollment or dual credit must follow the postsecondary procedures for the Americans with Disabilities Act (ADA). Postsecondary institutions require students with a disability to identify themselves with the postsecondary institution and give adequate notice of the need. The student's notification should be provided to the appropriate postsecondary representative. Supporting test results and/or professional prescriptions may be required for documentation.

Course Enrollment & Withdrawal Procedures

1. Students must complete all enrollment application processes for the dual enrollment/credit program. The processes include completing both college and high school required documents.
2. SOCSO shall create a course withdrawal procedural checklist for students and parents utilizing the withdrawal procedures from their partnering postsecondary institutions.

Dual credit program allowances. A student may be granted credit delivered through the following means:

1. Examination preparation taught at a high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.
2. College or university courses taught at a high school or designated postsecondary site by a qualified teacher who is an employee of the school district and approved as an instructor by the collaborating college or university.
3. College or university courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating school district.
4. Online courses of any public university, community or junior college in Mississippi.

Admission criteria for dual enrollment in community and junior college or university programs. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated dual enrollment admission requirements.

Tuition and cost responsibility. Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program shall be the responsibility of the parents or legal guardians of the student. Payment for tuition and any other costs shall be made directly to the credit-granting institution.

Transportation responsibility. Any transportation required by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student unless cohort participation off campus allows for group transport by district.

School district average daily attendance credit. When dually enrolled, the student shall be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

High school student transcript transfer requirements. Grades and college credits earned by a student admitted to a dual credit program shall be recorded on the high school student record and on the college transcript at the university or community or junior college where the student attends classes.

Eligible courses for dual credit programs. Courses offered will be courses listed on the Statewide Academic Dual Credit Articulation Agreement that are also offered on partnering postsecondary campuses or courses that have been mutually approved by the IHL/CC and the Mississippi Department of Education.

High school Carnegie unit equivalency. One (1) three-hour university or community or junior college course is equal to one (1) high school Carnegie unit.

Maximum dual credits allowed. A qualified dually enrolled high school student shall be allowed to earn an unlimited number of college or university credits for dual credit.

The superintendent and/or designee shall develop procedures to support this policy.

H O M E W O R K P O L I C Y (I H B)

Homework assignments in the SOCS D should be designed as extensions of the learning experiences of students beyond the classroom. Homework should not be busy work or punishment. Assignments before vacations and weekends should be avoided when possible.

G R A D I N G (I H A)

The established grading system is to communicate to parents a periodic evaluation summarizing significant factors of the student’s adjustment in the total education program. The grading system is based upon student achievement and performance, bearing in mind that any system incorporates both subjective and objective considerations in student evaluation.

Objectives:

1. To motivate students to exert their best efforts in the learning process;
2. To provide a uniform technique for converting numerical values to letter grade;
3. To monitor each student’s progress

This grading scale shall be applied when calculating grade point averages for all students.

Grading System – to evaluate student performance for the purposes of promotion, retention, or alternative programs, the following values shall be used in determining letter grades.

KINDERGARTEN & FIRST GRADE

4	Exceeds Grade Level Standards; Can work independently
3	Mastery; Learning is at appropriate pace, can work independently
2	Developing; Learning, progressing toward standard
1	Beginning; progress not adequate for age level; below average performance

*No numerical grades are given for students in Kindergarten and First Grade.

Multiple criteria will be utilized to determine promotion/retention for Kindergarten and First Grade students.

GRADES 2nd – 12th – GRADING SCALE

A+	97-100		C	74-76
A	94-96		C-	70-73
A-	90-93		D+	67-69
B+	87-89		D	64-66
B	84-86		D-	60-63
B-	80-83		F	59 and below
C+	77-79			

GRADING CHANGES

1. No school board member, superintendent, assistant superintendent, principal, guidance counselor, other teacher, coach, or other administrative staff member of the school district shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his/her teacher, except as otherwise specifically allowed herein.
2. A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher except as allowed herein.
3. A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.
4. Any local school district or personnel employed by the school district who violates the provisions of the laws shall cause the local school district or school to be subject to losing its accreditation in the manner determined by the policies and procedures of the State Board of Education.

ADVANCED PLACEMENT, DUAL CREDIT & HONORS – Weighted Quality Point Scale

LETTER GRADE	NUMERICAL GRADE	WEIGHT	COURSE LIST
A+	100-97	5.24	ALL Dual Credit/Dual Enrollment Courses
A	96-94	5.12	ALL Advanced Placement Courses
A-	93-90	5.00	MSU Base Pair Honors Program
B+	89-87	4.24	
B	86-84	4.12	
B-	83-80	4.00	
C+	79-77	3.24	
C	76-74	3.12	
C-	73-70	3.00	
D+	69-67	2.24	
D	66-64	2.12	
D-	63-60	2.00	

REGULAR – Weighted Quality Point Scale

LETTER GRADE	NUMERICAL GRADE	WEIGHT
A+	100-97	4.24
A	96-94	4.12
A-	93-90	4.00
B+	89-87	3.24
B	86-84	3.12
B-	83-80	3.00
C+	79-77	2.24
C	76-74	2.12
C-	73-70	2.00
D+	69-67	1.24
D	66-64	1.12
D-	63-60	1.00

The grading system and courses that classify as honors shall be included in all student handbooks. The superintendent or designee shall establish procedures to support this policy.

GRADING PROCEDURES

I. Grading is based on consistent, predetermined grading procedures in the same courses and across grade levels for the MS College and Career Readiness Standards.

Grades shall be indicative of progress towards or degree of accomplishment relative to grade level standards and objectives of the subject and shall represent only quality of assignments completed or not completed.

Grades shall be recorded weekly and shall be listed by standard with a description of the assignment/assessment.

A record of assignments pursuant to evaluation of progress toward set standards may be recorded and filed for use in parent-student conferences. Actual grades should be recorded in the grade book for reference with parents at conferences, even if teachers maintain overall averages within an attainable passing range a curve will not be used in grading.

(Ex: Even if teachers choose to give a minimum grade of 50, actual grades should be recorded for documentation of progress and RTI purposes.)

II. Since learners only progress effectively when they complete work assigned, students are expected to complete all assignments. Hence, teachers shall pursue work not turned in prior to assigning term grades, exacting a reasonable penalty for late work when appropriate. When a student does not turn in an assignment prior to the end of a grading period (using calendar dates for progress report and end of term as indicators for grading periods), a grade of zero may become part of the average for that term.

III. Teachers are expected to reteach/reassess students according to substandard or failing formative and/or summative work with the exception of term/semester exams or Dual Enrollment/Advanced Placement courses that are considered college caliber courses and are guided by external institutions.

A. Principals shall work with grade levels or departments to develop consistency in redo procedures at the department/grade level.

B. Students must go through teacher prescribed remediation before being permitted to redo work. The opportunity to redo can be rescinded if a student abuses the opportunity.

IV. Teachers will use various types of quality, rigorous, and relevant formative and summative assessments. Teachers will differentiate assessment materials by student readiness, multiple intelligence, and student interest. Grades should be based on individual performance only.

EVALUATING PROGRESS AND REPORTING TO PARENTS

Assignments of term, semester, and final grades shall be made as follows. Teachers shall adhere to district or school prescribed weighting for competency areas.

GRADING CATEGORY WEIGHTS

Elementary School (K-5)

Summative: 60%

Formative: 40%

Middle/High School (6-12)

Summative: 30%

Formative: 50%

Comprehensive Exam: 20%

TERM/SEMESTER GRADES

Grade K & 1: based on standards-based report card requirements

Grade 2-12: based on all assignments such as classwork, quizzes, process grades, writings, products and projects, and homework for full year credit courses, the first and second semester grades are averaged together to determine the final grade. For semester credit (or half credit) courses, the two term grades within the semester are averaged together to determine the final grade.

In each subject, the teacher will record a minimum of nine (9) grades each term for each student. A minimum of 3 of these grades must be summative assessments.

According to the Homework policy (IHB)... although it is not necessary that all homework be graded or recorded, all homework that is recorded, will, at the end of the grading period, be averaged into one formative grade for that grading period.

RECORDING OF GRADES

Grades will be given to each student on a nine-week basis. Transfer grades shall be accepted by the SOCSD's schools provided that the courses taken are compatible with local and state regulations.

GRADE CALCULATIONS

Students entering the seventh grade and each following year shall be advised of the method of calculating class rank and grade-point average during spring orientation of scheduling sessions. Grades used to determine class rank shall be the final grade for all courses. Special education students in self-contained programs shall not be included in class rank. Teachers shall maintain accurate records which show how they determined grades.

EXEMPTION POLICY

Any student, in grades 6-12, who meets the grade and attendance requirements listed below, who has not been suspended or assigned to in-school suspensions, may be exempt from end of course exams.

Required Class Grade Average	Maximum Absences Prior to Exam
A+ (97-100)	3
A (94-96)	2
A- (90-93)	1

Teachers must notify the student of his/her exemption status at least two (2) school days prior to exam. Students who are not notified and eligible will automatically receive exemption privileges. Students who are exempt will be granted an administrative exemption absence for exempted exam blocks only. Students planning to check out for non-exempt blocks can do that by having their parents come to school for up to two (2) days in advance to check them out. This check out policy is only in effect for exam days.

SCHEDULE ADJUSTMENTS

Schedule adjustments must be initiated within the first seven days of the semester by obtaining a Schedule Change Request form from the counselor, completing, and returning to the counselor. Students will be notified of the status of their requests as soon as possible. Students are expected to follow their existing schedules until notified of any adjustment.

During the spring semester, students in the SOCS D are given an opportunity to select courses for the following year. The number of selections will be determined and course offerings will be based on the requests of the students. In order to stabilize class rolls and to achieve educational goals, adjustments to schedules must be kept to a minimum. The only changes that merit consideration are:

- Correcting schedule errors;
- Adding a class during the first 7 days of each semester, provided there is room in the section and student does not have a class already scheduled that period;
- Adding a course to meet a specific graduation requirement;
- Adjusting for students who attended summer school;
- Reducing an over-crowded class;
- Making changes deemed necessary by the principal

L I T E R A C Y B A S E D P R O M O T I O N (I C H I)

In compliance with the “Literacy Based Promotion Act,” it is the intent of the SOCS D to improve the reading skills of Kindergarten - Third Grade students so that every student completing the Third Grade is able to read at or above grade level.

If a student’s reading deficiency is not remedied by the end of the student’s Third Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

SOCS D shall comply with all requirements of the Act, including, but not limited to:

SOCIAL PROMOTION

A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

PUBLIC SCHOOL REQUIREMENTS

If a K – 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student’s deficit areas; as outlined in the student's Individual Reading Plan (IRP)
- Strategies for parents to use to help students at home;
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade; and,
- Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student Grades K-3 in an Individual Reading Plan (IRP), including, at a minimum, the following:

1. The student’s specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
2. The goals and benchmarks for growth;
3. How progress will be monitored and evaluated;
4. The type of additional instruction services and interventions the student will receive;
5. The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
6. The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency; and,
7. Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.

GOOD CAUSE EXEMPTIONS

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause. Good cause exemptions for promotion are limited to the following students:

1. Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
2. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
3. Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten or First, Second or Third grade;
4. Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
5. Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third for a total of two (2) years and have not met exceptional education criteria.

Any student who is promoted to Fourth grade with good cause exemption shall be provided an Individual Reading Plan (IRP).

I N S T R U C T I O N A L I N T E R V E N T I O N (I E I)

RESPONSE TO INTERVENTION (RTI)

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department of Education (MDE) requires every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students.
2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions

developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education.

3. Teachers should use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act, each public-school student who exhibits a substantial deficiency in reading prior to Grade 3, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3,must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful leader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first-grade year. The screening must include the following components:
 - a. phonological awareness and phonemic awareness;
 - b. sound symbol recognition;
 - c. alphabet knowledge;
 - d. decoding skills;
 - e. encoding skills; and
 - f. rapid naming (quickly naming objects, pictures, colors, or symbols [letters or digits] aloud).
7. All students in Kindergarten and Grades 1 through 3 may be administered a screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading.

In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur:

- a. Grades 1-3: A student has failed one (1) grade;
- b. Grades 4-12: A student has failed two (2) grades;
- c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
- d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; OR
- e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-d stated above in paragraph 6.

P R O M O T I O N A N D R E T E N T I O N (I H E)

Promotion and retention shall be based upon the mastery of objectives.
Minimum requirements of promotion:

Grade K-1

Promotion to grades 1 and 2 require passing 70% of the district objectives in language arts and math and an adequate level of reading proficiency as measured on a district selected, standardized reading instrument.

Grades 2-4

Promotion to grades 3, 4, and 5 require passing grades of 60 or above in reading /language arts and math and an adequate level of reading proficiency as measured on a district selected standardized reading instrument. In addition, the third-grade students must successfully complete the Third Grade Reading Summative Assessment as outlined on Senate Bill 2347 and the Literacy Based Promotion Act (ICHI).

Grades 5-8

Promotion to grades 6, 7 and 8 require passing reading/language arts, science, math and social studies with a grade of 60 or above.

Promotion in grades 9-12 is based on:

Promotion to Grade 9: Promotion to grade 9 requires a passing grade of 60 in Reading/Language Arts, Math, Science and Social Studies.

Promotion to Grade 10: Promotion to grade 10 requires a satisfactory minimum completion of six (6) Carnegie units.

Promotion to Grade 11: Promotion to grade 11 requires a satisfactory minimum completion of twelve (12) Carnegie units.

Promotion to Grade 12: Promotion to grade 12 requires a satisfactory minimum completion of seventeen (17) Carnegie units.

1. The accumulation of Carnegie units in accordance with the Mississippi Public School Accountability Standards and the Mississippi Department of Education Diploma Options.

2. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
3. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.

Graduation from Starkville High School is contingent upon meeting the requirements of the SOCSB policy IHF (Graduation Requirements).

The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. MS Code 37-16-7.

SPECIAL EDUCATION STUDENTS

The State Department of Education shall establish goals for the performance of students with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for students established by the State Department of Education. Performance indicators shall be used to assess progress toward achieving those goals that, at a minimum, address the performance of students with disabilities on assessments, drop-out rates, and graduation rates. Every two (2) years, the progress towards meeting the established performance goals shall be reported to the public. '37-23-133 and '37-23-1

Eligibility Requirements for Athletes/Retention of Students for Extracurricular Activities

All coaches must be knowledgeable of and comply with the Mississippi High School Activities Association (MHSAA) rules governing eligibility of student athletes, which require that a contestant must:

- Have enrolled no later than the 15th day of any semester of participation, carry four major subjects each semester (under the 4x4 block) and meet himself/herself as having a satisfactory standard of behavior.
- Not have become 19 years of age prior to August 1 (\$1,000 fined to the coach for this infraction).
- Not be a graduate from a four-year high school.
- Not have enrolled in college or junior college or participated in athletics beyond the high school level.
- Be a student whose parent(s) or legal guardian(s) are (1) bona fide residents of the district or (2) are instructional personnel or licensed employees of the district.
- Have a certified copy of his/her birth certificate on file with the school.

MHSAA Scholastic Requirements

1. The MHSAA requires students participating in MHSAA sanctioned competitions to make “satisfactory progress toward graduation.” Each school district shall determine the requirements for “satisfactory progress toward graduation” through its graduation requirements and shall interpret this rule according to its requirements.
2. According to Mississippi law, a student must maintain a grade point average of at least a 2.0 or “C” average in order to participate in interscholastic sports/activities. Grade point averages will be calculated at the conclusion of the first semester using the semester averages of all courses the student is taking. Students who do not have a 2.0 or “C” average for the first semester will be ineligible for the second semester.
3. At the end of the school year, each student’s grade point average for the year will be assessed. This assessment will reflect the average for the entire year using the **final** grades for each course. A student who does not have a grade point average of at least a 2.0 or “C” average, will be ineligible for fall semester.

4. High school eligibility begins when a student enters ninth grade. To be eligible for the fall semester, a student must be promoted to ninth grade with at least an overall 2.0 or “C” average of **all** eighth-grade courses.
5. A student may become eligible for the second semester only once during his/her high school career if he/she fails the year-end average the previous year, by achieving at least an overall 2.0 or “C” average at the end of the first semester.
6. A 2.0 or “C” average may be calculated in two ways:
 - g. Grade point average: A=4, B=3, C=2, D=1, F=0
 - h. Numerical average: place all semester or year-end averages in the local grading scale. If the overall average is a “C” or better, the student is eligible.

Students will not be allowed to attend extracurricular activities if they are serving a suspension or if they are currently enrolled in The Learning Center.

“Extracurricular” is defined as organization-sponsored student activities which require administrative provision and student involvement outside the time allocation for instruction. This would specifically apply to organized practice or competition which requires additional input of students’ time outside the normal school day. Extracurricular activities will be those activities presently governed by the Mississippi High School Activities Association.

Junior High/Middle School Scholastic Requirement

1. For participation on the junior high/middle school level, a student must be promoted (**if not promoted, they are ineligible for the entire year**) and have passed any four basic courses (any subject that meets the equivalent of at least 250 minutes per week or meets the State Department requirement) with a 2.0 or “C” average the previous semester (computed numerically or by GPA). The year-end average of four basic courses passed will be used to determine eligibility for the fall semester. The same guidelines apply at the end of the first semester for spring participation. Students must be on track to be promoted to be eligible.
2. A student on the junior high/middle school level, who was promoted but is not eligible at the beginning of the school year due to his/her academic average, may become eligible for the second semester only once during the student’s junior high/middle school career by passing four basic courses with an overall average of 2.0 at the end of the first semester.

Special Education Requirements

Special education students making satisfactory progress according to the committees reviewing their Individual Education Plans (IEP) shall be academically eligible. Special education students must maintain attendance according to district policy, be assigned a date entering ninth grade corresponding to other students of that age and be subject to all other rules and regulations of the MHSAA.

Foreign Exchange Student Requirements

1. A foreign exchange student participating in an established program accepted by the Council of Standards for International Education Travel (CSIET) shall be immediately eligible to participate in MHSAA sanctioned sports/activities in the school district in which the host family is a bona fide resident. Eligibility is granted for one year provided there is no evidence of recruitment of the student by the school or another entity.
2. A student who has established eligibility at a Mississippi school and participates in a Foreign Exchange Program sponsored by a CSIET approved program will be eligible for participation immediately upon his/her return to the same Mississippi school. The student shall meet all other requirements for eligibility of the MHSAA.

Retained in the Same Grade

A student who meets promotional requirements at the end of the school year but are retained in the same grade shall be ineligible for one (1) year. Students may not be retained for extracurricular purposes.

C U R R I C U L U M D E V E L O P M E N T P L A N N I N G (I C B)

The SOCSD Board of Trustees recognizes the need to foster a sense of community and collaboration within schools, and it recognizes the need to provide the opportunity for shared discussions among professional staff and for shared work through positive, open, cooperative relationships.

The SOCSD will engage in planning to review the educational status of the district and to address specific actions relative to accreditation and performance.

The SOCSD will implement an instructional management system that includes, at a minimum, the competencies required in the Mississippi College and Career Readiness Standards approved by the Mississippi Department of Education.

ACCELERATED COURSE PLACEMENT

SOCSD shall offer accelerated curriculum to prepare students for advanced placement course work.

SOCSD offers at least one (1) accelerated course in each of the four (4) core areas of math, English, science and social studies, for a total offering of no less than four (4) accelerated placement courses. Distance learning or Mississippi Online Course Application courses may be used to ensure access and enrollment opportunities.

The district administration and involved schools will periodically review prerequisites for all accelerated courses ensuring the prerequisites accurately reflect the preparation required for success in such courses. In addition, school-level counselors and principals at middle, junior high and high schools shall participate in annual professional development at the district level regarding implementation of advanced programs, with one counselor being in charge of implementation at his/her building. All teachers at middle, junior high and high schools shall receive annual professional development conducted by the team of counselors and principal regarding accelerated placement and course offerings. This professional development will include appropriate factors to consider when selecting students to recommend for enrollment in advanced courses, as well as how to encourage parents and students to participate. Agendas and minutes of these professional development sessions will be provided to the Deputy Superintendent for Curriculum and Instruction, who will be responsible for compliance with this policy.

At a minimum, the accelerated curriculum, as well as this policy, shall be promoted to students and parents through:

- Written notice in the district's student handbook at the beginning of each school year.
- Written notice in handouts provided prior to course registration for the following year (each semester at the high school).
- Updated and accurate information on the SOCSD website.
- Annual meetings to be held prior to course registration.
- Student orientation programs for students in grades 5-12.
- Upon the request of a student or his/her parent/guardian, the school and district will consider whether other relevant factors such as high motivation can serve as alternatives to academic prerequisites.

Notice shall include information on how to enroll in such courses, as well as academic prerequisites and alternatives to academic prerequisites where available, opportunities for students to transition into accelerated courses, and educational benefits for doing so, including potential academic credits for higher education.

COURSE	PREREQUISITES
CC Compacted Math 7 (<i>one (1) credit</i>)	<ul style="list-style-type: none"> - Proficiency Level 4 or 5 on previous year MAAP State Assessment - Proficiency on District Selected Universal Screeners - Final grade of at least 85 in <i>Math 6</i>
Algebra I (<i>one (1) credit</i>)	<ul style="list-style-type: none"> - Proficiency Level 5 on previous year MAAP State Assessment - Proficiency on District Selected Universal Screener - Final grade of at least 90 in CC Compacted Math 7

IDDI Advanced Placement Policy

ADVANCED GRADE PLACEMENT

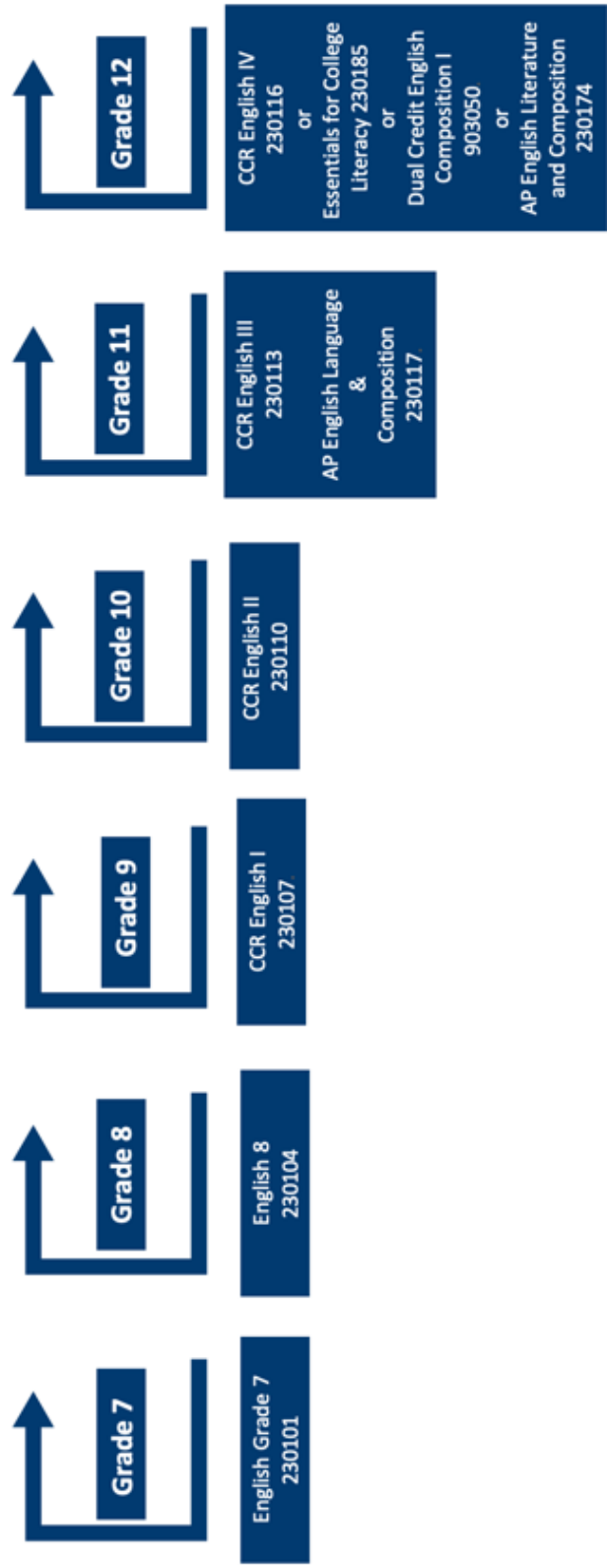
The SOCSB Board of Trustees recognizes that situations occur which prompt parents and/or teachers to believe that a student's needs may be best met by the student's skipping of a grade or course. While the SOCSB Board of Trustees does not unequivocally endorse such actions, it does acknowledge that in some instances the student will profit by the accelerated placement. In determining if a student may skip a grade, the following guidelines must be followed:

1. Each request may be brought in person by parent/guardian or by letter during the last nine weeks of the school year. The request will be considered by a committee composed of the child's teachers from the previous year and the current year, principals for both years, and a guidance counselor.
2. The age of the child in relation to the students in the proposed grade shall be considered.
3. The student must demonstrate exemplary performance with all A's in subjects during the current year and with 85% mastery of the subjects of the grade to be skipped, as determined by completion of a district selected end of course assessment.
4. The committee shall make a recommendation regarding the request. If the recommendation is to deny the request, the parents may still request the change. In such instances, the student must demonstrate mastery and past performance as stated. A student who does not demonstrate the required performance and mastery shall not be permitted to skip the grade.
5. A record containing the committee's recommendation and the results of the mastery tests shall be placed in the student's cumulative folder. If the recommendation of the committee is not to accelerate the student and parents still want to pursue acceleration, a letter from the parents stating the request and their knowledge of the committee's recommendation should also be placed in the cumulative folder.

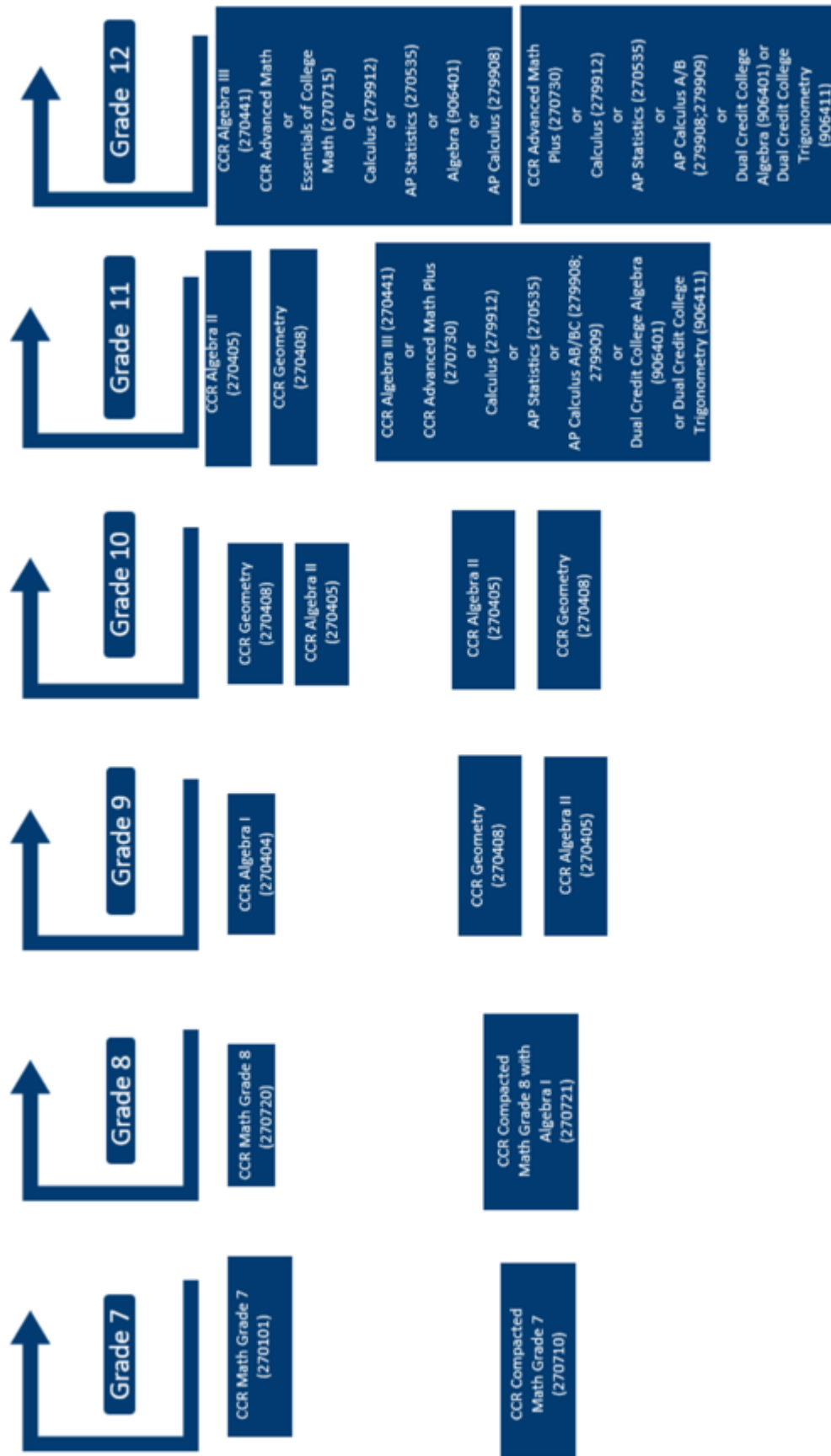
This policy does not apply to secondary courses where students earn Carnegie units nor does it permit a child who fails to meet the minimum age requirement to enroll in kindergarten and/or first grade. If the student is a transfer into the SOCSB, he or she should present documentation from the principal or superintendent of the district in which the student previously attended regarding support or lack thereof for the grade acceleration.

APPROVED COURSES FOR THE SECONDARY SCHOOLS OF MISSISSIPPI: ENGLISH LANGUAGE ARTS

Best Practices for CCR Sequencing in English Language Arts: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following course sequencing is recommended for English Language Arts. Any additional upper-level course sequencing is acceptable.

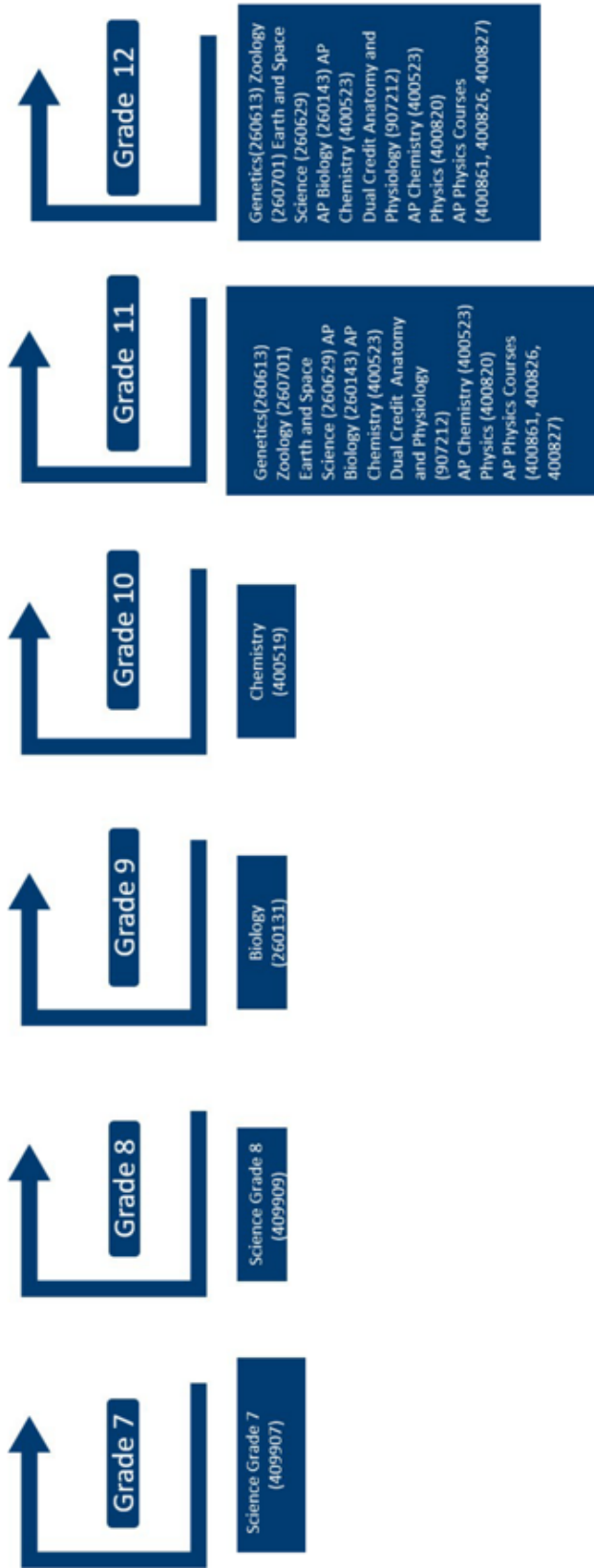


Best Practices for CCR Sequencing in Mathematics: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following courses sequencing is recommended for mathematics. Any additional upper-level course sequencing is acceptable.

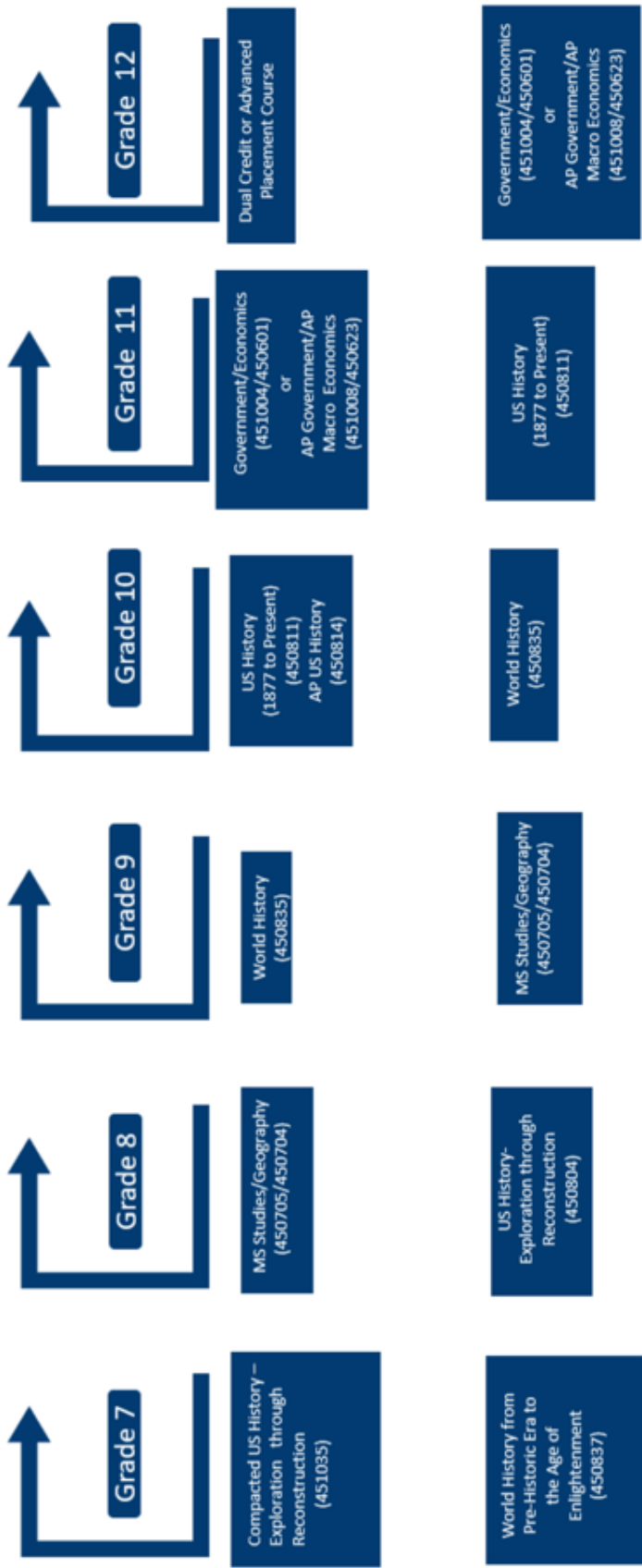


APPROVED COURSES FOR THE SECONDARY SCHOOLS OF MISSISSIPPI: SCIENCE

Best Practices for CCR Sequencing in Science: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following courses sequencing is recommended for science. Any additional upper-level course sequencing is acceptable.



Best Practices for CCR Sequencing in Social Studies: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following courses sequencing is recommended for social studies. Any additional upper-level course sequencing is acceptable.



GRADUATION REQUIREMENTS (IHF)

Students in the SOCSO shall meet or exceed the minimum requirements for graduation utilizing one Mississippi Department of Education (MDE) graduation option and by meeting all other requirements as defined by the Mississippi Department of Education. It is the policy of SOCSO that graduation/diploma options shall be listed in the student handbook.

Any person who has withdrawn from high school before graduation may be granted a diploma from the Mississippi public high school that the person last attended if the person has:

1. Completed all requisite graduation course work requirements and has achieved the equivalent requirements of a passing score on an assessment reasonably comparable to the respective assessments that would qualify the person for high school graduation that as such assessments existed at the time that the student would have graduated.
2. Made a request to the public high school district that the person last attended in Mississippi that includes relevant transcripts of course work completed.

The superintendent or designee shall establish procedures to support this policy.

The Mississippi Public School Accountability Standards for this policy are standards 14 and 21.

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	5 ½	
Total Units Required	24	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy OR another higher-level mathematics course and/or another higher-level English Language Arts course; or currently enrolled/earned credit for Comp. I and/or College Algebra

Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> Alternate English I-IV
Mathematics	4	<ul style="list-style-type: none"> Alternate Math I-III Alternate Algebra
Science	2	<ul style="list-style-type: none"> Alternate Biology Alternate Science II
Social Studies	2	<ul style="list-style-type: none"> Alternate History Alternate Social Studies
Physical Education	½	
Health	½	<ul style="list-style-type: none"> Alternate Health
The Arts	1	
Career Readiness	4	<ul style="list-style-type: none"> Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	<ul style="list-style-type: none"> Life Skills Development I-IV
Electives	2	
Total Units Required	24	

Requirements

- Students who have met the criteria of having a Significant Cognitive Disabilities (SCD) may participate in a program of study to earn the Alternate Diploma.
- Students are required to participate in the Mississippi Academic Assessment Program-Alternate Assessment (MAAP-A) and achieve a level of Passing or Proficient.
- The state defined Alternate Diploma is included in graduation rates in the same manner as a traditional diploma.
- Students with an Alternate Diploma must contact the postsecondary institution to determine eligibility for Ability to Benefit (ATB).

January 2023

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering 9th grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3%	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
CTE & Technical	4	• Must complete a four-course sequential program of study
Electives	3 ½	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One dual credit
 - Work-Based Learning
 - Earn a State Board of Education-approved national credential
 - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology + two (2) additional science courses above Biology
Social Studies	3%	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	7 ½	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Two (2) elective courses must meet MS IHL CPC requirements.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges or IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology + two (2) additional science courses above Biology
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	8	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	28	

Additional Requirements

- Earn an overall GPA of 3.0.
- Two (2) elective courses must meet MS IHL CPC recommended requirements.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore as defined by IHL.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - One AP course with a B or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - One dual credit course with a B or higher in the course

January 2023

Each student graduating from Starkville High School will have earned at least two of the last four Carnegie units from Starkville High School.

MISSISSIPPI SCHOLARS	
<p>ENGLISH LANGUAGE ARTS 4 credits must consist of:</p> <ol style="list-style-type: none"> English I (1) English II (1) Two additional English credits above English II and approved for admission to IHL 	<p>SCIENCE 4 credits must consist of:</p> <ol style="list-style-type: none"> Biology I (1) Chemistry (1) Any 2 Carnegie Units of comparable rigor and content above Biology I and Chemistry (Physics [1] preferred). Additionally, 1 Carnegie unit may come from a Career Technical Education course.
<p>MATHEMATICS 4 credits must consist of:</p> <ol style="list-style-type: none"> Algebra I (1) Geometry (1) Algebra II (1) And one Carnegie Unit of comparable rigor and content may come from Mathematics courses approved for the Mississippi Scholars Credit 	<p>SOCIAL STUDIES 4 credits must consist of:</p> <ol style="list-style-type: none"> World Geography (1/2) Mississippi Studies (1/2) World History Studies (1) U.S. History (1) U.S. Government (1/2) Economics (1/2)
<p>ARTS 1 credit of:</p> <ol style="list-style-type: none"> Carnegie Unit of visual and performing arts meeting the requirements for high school graduation OR Two units for completion of the 2-course sequence Computer Graphics Technology I&II 	<p>ADVANCED ELECTIVES 2 credits must consist of:</p> <ol style="list-style-type: none"> Two Foreign Languages OR A 5th Math or 5th Science of higher rigor OR Any 2 dual credit courses
<p>ADDITIONAL REQUIREMENTS</p> <ul style="list-style-type: none"> 80 hours of community or volunteer service during high school. Minimum of 19 ACT Composite Score (Overall Score) for seniors graduating in 2022 or later 2.5 cumulative high school GPA on a 4.0 scale Three letters of recommendation (one from each of the following - principal, guidance counselor and business/community leader for students with more than 4 in-school suspensions) 95% school attendance during 4 years of high school No out-of-school suspension 	

MISSISSIPPI SCHOLARS TECH MASTER	
ENGLISH (4 credits)	SCIENCE (3 credits) a. Biology I b. 2 courses above Biology I
MATH (3 credits) a. Algebra I a. Math above Algebra I (related to program of study) b. Geometry Mandatory	SOCIAL STUDIES (3 credits) a. American History b. Government c. MS Studies
OTHER: a. Computer (1 credit) b. Health or PE (1/2 credit)	ELECTIVES of your program of study (2.5 credits) a. 4 CTE Credits in the same area of study b. Must have 21 minimum credits - students can go the 21 or 24 credit route allowing time for internship ... NON-NEGOTIABLE
<p>ADDITIONAL REQUIREMENTS FOR RECOGNITION OF MISSISSIPPI SCHOLARS TECH MASTER LISTED BELOW:</p> <ul style="list-style-type: none"> • 80 hours of community or volunteer service during high school. • Minimum of 19 ACT composite score (overall score) OR Minimum 36 ASVAB (Armed Services Vocational Aptitude Battery Test) or Silver Level WorkKeys • 2.5 high school GPA • 95% school attendance during high school years • No out-of-school suspension • Must attain a passing score, as established by the Mississippi Department of Education (MDE), on the Mississippi Career Planning and Assessment System (CPAS2) or a passing score on an MDE approved industry certification assessment. <p>Mississippi Scholars Tech Master must complete any remaining State-Mandated high school graduation requirements. Dual credit courses are acceptable.</p>	

Optional Diploma to meet Minimum State Requirements

Students must meet criteria determined by the district and are required to go before a district review committee to determine the instructional plan to meet the student’s academic needs.

Special Education

All students who attend special education classes in the SOCSO will receive letter grades based on the district’s existing grading system. If an exceptional student attends a regular classroom, the regular classroom teacher will assign the grade for that class. If the student attends a resource room, the resource teacher will assign the grade for that class. Resource classes will be designated on progress reports. The resource room teacher and regular classroom teacher will work jointly in designing a program and grading the progress made by exceptional students participating in the program.

General Considerations

All students in special programs will have the same rights and privileges as students who are enrolled in the regular program. They will be afforded the opportunity to participate in all activities provided by the SOCSO such as music, band, athletics, driver education, and vocational education, if they meet course requirements.

Graduation and Certification Procedures

If the student has been ruled eligible for a special education program in the state of Mississippi, three options are available to him or her in the pursuit of education. The student may pursue a regular high school diploma, an alternate diploma, or a certificate of completion. The IEP committee must make this determination prior to the student's entry into grade nine. This choice may be reviewed and revised by the IEP committee.

Regular High School Diploma

Students who choose to work toward the regular high school diploma must earn the same number of units of prescribed curriculum with the same academic standards as those required of non-special education students in order to graduate. They will be graded by the regular teacher in these subjects. If the student is being resourced, he or she will also receive a grade in all non-credit special education classes taken.

Alternate Diploma

Students whose IEP Committee have determined them to have a Significant Cognitive Disability (SCD) are eligible to work toward an Alternate Diploma. They are required to participate in the Mississippi Academic Assessment Program-Alternate (MAAP-A) at the Passing Level and complete the Alternate Curriculum under State Board Policy, Chapter 78, Rule 78.1. The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.

Certificate of Completion

Students with IEPs may qualify to exit with a certificate of completion if they have completed the individually prescribed curriculum on his/her IEP, have attended high school for at least 4 years, and/or is at least 19 years of age. They must participate in MS Assessment program when enrolled in any tested classes. The Certificate of Completion is not the equivalent of a Traditional High School diploma. Students that exit with a Certificate of Completion will have limited access to post-secondary training opportunities, will not be allowed to enroll in the military, and may have limited employment opportunities.

G U I D E L I N E S F O R S U B J E C T A R E A T E S T I N G

1. Any student enrolled in a Mississippi public school who concurrently earns a Carnegie unit for any course which includes a required end-of-course Subject Area Testing Program (SATP) exam from a non-public school (to include, but not limited to: private school, parochial school, home school, virtual school, summer school, or independent study/correspondence program, etc.) must take and pass the SATP exam in order to earn a standard diploma.
2. Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a public school of another state as fulfilling the requirements for a Mississippi high school diploma. Effective with the 2011-2012 school year, students entering or enrolled in a Mississippi public school implementing an innovative program authorized by the State Board of Education who have earned credits in the Required Subjects for a diploma in the state of Mississippi and will have completed an end-of-course assessment or end-of-domain assessment, will be exempt from State Board Policy 3803 until the State Board of Education has adopted standards and cut-scores for the corresponding assessments.
3. Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma, provided the private school is accredited regionally or by the state of Mississippi.
4. Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school

as fulfilling the requirements for a Mississippi high school diploma if the private school is not accredited regionally or by the state of Mississippi.

5. Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in course for which the school accepts credit earned by the student through home schooling as fulfilling the requirements for a Mississippi high school diploma.
6. Passage of the required Subject Area Test (High School End of Course Assessment of End of Domain Assessments as appropriate) is a separate requirement for graduation for students prior to the 2014-15 school year. In accordance with Section 37-16-5 of the MS Code, innovative programs authorized by the State Board of Education, shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the State's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided to the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. Each district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when the State Department of Education certifies that such data is acceptable for the purposes of Section 37-16-3.

State Board of Education Policy: 3804
Mississippi Graduation Assessment Options

(Student must have failed a subject area test at least 1 time before this is an option.)

Assessment Options	Math	Science	English	Social Studies
ACT	17 (Math)	17 (Science)	17 (English)	17 (Reading)
Dual Credit/Dual Enrollment	C or higher in College Algebra	C or higher in College Biology and corresponding lab	C or higher in College English Comp I	C or higher in College American History II
ASVAB + MS-CPAS OR Industry Certification	ASVAB (PICAT prescreen scores are not allowable) score of 36 plus one (1) of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements OR 2. Earn approved Industry Certification specified in the Career Pathway’s Assessment Blueprint			
ACT WorkKeys + MS-CPAS OR Industry Certification	WorkKeys Silver Level plus one (1) of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements. OR 2. Earn approved Industry Certification specified in the Career Pathway’s Assessment Blueprint			

Notes: ACT sub-scores resulting from State-Allowed Accommodations can be used for graduation options, but the scores are non-college reportable.

C R E D I T R E C O V E R Y (I D C A B)

Credit Recovery allows a student to earn credit for a course for which they did not previously receive a passing grade. In a credit recovery program, an assessment is made of the student’s strengths and weaknesses regarding the course content. Based on this assessment, the student completes instruction only in the course objectives that have not been mastered. Upon successful demonstration of mastery for these objectives, the student receives credit for the course. A credit recovery course is tailored to the individual needs of each student and allows a student to earn credit in a few weeks or months rather than repeating the entire course. A credit recovery program can be an effective way of helping students get back on track toward graduation, and perhaps encourage students to stay in school.

Students must have a 50 or above average in the course in order to participate in the credit recovery program. Staff certified in the corresponding course being offered shall be used to facilitate online credit recovery.

Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit for graduation or earn promotion.

Admission to and removal from the Credit Recovery Program:

1. The student and parent/guardian will meet with their school counselor to determine if credit recovery is needed in order for the student to graduate high school. Parental consent is required as part of the admission process for the Credit Recovery Program. For credit recovery outside

of the regular academic year, tuition may be required. The rate of tuition will be set annually by Board order.

2. The student and parent/guardian will complete the credit recovery online learning enrollment form and return the completed form to the school counselor.
3. Once approved, the course needed for credit recovery will be created in the online learning portal and the counselor will be provided the student login for the system. The student will log into the program and complete the credit recovery online coursework at the student's pace and time.
4. The student and parent/guardian will be provided a start date and completion deadline for the course.
5. Students who have already received credit for a course but have not passed the end of course test(s) required for graduation are encouraged to participate in Credit Recovery for that course prior to the next subject area administration.
6. Students shall not remain in a Credit Recovery course for more than one year, during the regular academic school year.
7. Students are screened by the Multi-Tier System of Supports (MTSS) Team to determine admission based on motivation, aptitude, and need, and/or the reading level required for the computer-based program.
8. Students may not take more than one credit recovery course at a time.
9. The signed and approved credit recovery online learning enrollment form and the end of course grade report must be included in the student's cumulative folder.

Instructional methodology:

1. SOCSO will implement an online computer assisted instructional program for Credit Recovery.
2. Students enrolled in a credit recovery online learning course shall be monitored by a school facilitator and assistance will be provided as needed. It is the student's responsibility to complete the credit recovery online coursework by the end of course date and to request assistance when needed. Certified teachers will help with the content and non-certified staff may provide facilitation.
3. Certified teachers and non-certified staff will be trained through professional development to facilitate the online courses.
4. Credit Recovery courses are scheduled to meet needs of individual students virtually, in a designated classroom either after school, during school, or in the summer with designated facilitators.
5. Students are required to adhere to all district policies regarding acceptable use of the network and technology. Students are responsible for exercising appropriate and ethical behavior at school and home. Academic honesty is an important part of an online learning course. Cheating, plagiarism, or collaboration is not allowed when completing online learning. Students who violate the academic honesty or network usage policies will be dismissed from the online learning program.

Content and Curriculum:

Credit Recovery Curriculum shall be based on the Mississippi Standards competencies and objectives.

Grades:

1. When the student has mastered 100 percent of the required coursework standards within the online learning course, with the minimum passing grade, the student will receive a passing grade of 60 on the student transcript as mandated by the Mississippi Department of Education Rule 28.5 Credit Recovery Policy.
2. Students who do not complete the credit recovery online coursework prior to the assigned end date will receive a failing grade. They may re-enroll in the course at the principal's discretion.
3. MSIS is notified when a student earns credit through a credit recovery program.

ACADEMIC ACHIEVEMENT (JF)

The SOCSD's administrative staff shall develop and implement a system of recognition and rewards for students. Awards given by the school departments or curriculum areas must be granted based upon written guidelines by the department personnel. All written guidelines must be approved by the building principal and must be filed in the principal's office prior to the initiation of the process of selecting the award recipient.

AWARDS OF ACHIEVEMENT

I. HONOR ROLL

Honor rolls will be announced at the end of each nine-week period and released to the local news media by the building level administrator.

II. GRADUATION RECOGNITION

The categories of recognition at the high school graduation ceremony will be as follows:

A. Valedictorian and Salutatorian

1. Students ranking first and second in the graduation class will be recognized as valedictorian and salutatorian respectively. Class rank will be based on cumulative weighted GPA's for all Carnegie unit courses.
2. The valedictorian/salutatorian will be named based on all Carnegie unit coursework.
3. The valedictorian/salutatorian must have been a full-time student at Starkville High School for at least two years, one of which is the senior year.
4. If more than one student is ranked first or more than one student is ranked second, based on cumulative weighted GPA, final determination will be made by manual computation of quality points earned based on the thirteen-point scale below.
5. If there is a tie on the thirteen-point scale evaluation, then both students will be recognized.
6. It shall be the responsibility of the Starkville High School principal and the Starkville High School guidance counselor to identify those students who have earned the honor to be named valedictorian and salutatorian.
The students named valedictorian and salutatorian should be recognized at the commencement exercises by:
 - Leading the class in the procession
 - Being recognized by the awarding of a certificate and/or medal
7. The Valedictorian and Salutatorian must be receiving a Distinguished Endorsement diploma.

Manual Computation Scale to be Used for Breaking Ties

Letter Grade	Corresponding Quality Point
A+	12
A	11
A-	10
B+	9
B	8
B-	7
C+	6
C	5
C-	4
D+	3
D	2
D-	1
F	0

B. National Honor Society

1. Students who have been inducted into the National Honor Society will be given special notice on the commencement program
2. The Honor Society Seal will be affixed to the diploma of each Honor Society graduate.

III. SENIORS OF DISTINCTION

Seniors of Distinction will be recognized at the annual awards day ceremony at Starkville High School.

A list of eligible seniors will be compiled by the school counselors. To be eligible, a senior must:

1. Be graduating at the upcoming graduation
2. Have no terminal grade of F in courses taken from the 10th through 12th grades
3. Have a cumulative weighted grade point average greater than or equal to 2.6 following the first semester of the senior year
4. Have no more than 3 cumulative discipline infractions during 10th through 12th grade, (determined after 1st semester of Senior year). This excludes major infractions such as fighting, drugs, etc.

Students that meet these requirements will be required to submit recommendations from three high school teachers or administrators. These forms will be provided to students by their school counselor.

F I E L D T R I P S (I F C B)

The SOCSB Board of Trustees recognizes that field trips are intended to allow experiences that can provide insight, enrich, and enhance the instructional learning opportunities for students. Field trips of significant educational value are encouraged, while field trips of recreational value MAY be permitted at the discretion of the principal and district administration. Principals are expected to use discretion in authorizing trips, guarding against excessive travel, extended absence from school and excessive cost. Primary consideration shall be given to the safety and well-being of the students involved.

The following guidelines shall apply to all field trips and excursions:

1. The superintendent or designee, principal, and director of transportation must approve all field trips and excursions and accompanying lesson plans a MINIMUM OF two weeks in advance.
2. After approval, a letter shall be sent to parents regarding all specifics of the trip requesting permission for their child's participation. NO student may leave the school premises for a field trip unless a written parental permission form has been obtained. These signed forms must be kept on file at the school for the remainder of the school year.
3. No pre-school children or siblings from other classes are allowed to attend field trips with parents attending field trips as class chaperones.
4. When attending field trips, violations of school policies will result in disciplinary actions consistent with board policies.
5. Chaperones:
 - a) PK-4: A ratio of 1 adult to 6 students is required
 - b) 5-8: A ratio of 1 adult to 10 students is required
 - c) 9-12: A ratio of 1 adult to 15 students is required
6. Transportation for students must be provided for by a National Transportation Safety Board approved student transportation vehicle (school bus, charter bus, or school van).

7. Student attendance must be accounted for at all times. A list of all students who will be traveling and their home telephone numbers or other emergency numbers, will be submitted to the principal prior to departure. A copy should be retained by the administrator/teacher in charge of the trip.
8. Competitions associated with MHSAA will not be considered field trips.

L I B R A R Y / M E D I A M A T E R I A L S (I J L B)

The SOCSB Board of Trustees recognizes that school libraries are essential to academic development and high levels of student achievement. The primary objective of the district library material selection procedure is to provide students and teachers with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view. To this end, the school board, in keeping with the ideas expressed in School Library Bill of Rights, asserts that the responsibility of district media specialist is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of many religious, ethnic, and cultural groups and their contribution to our American heritage, thereby enabling students to develop an intellectual integrity in forming judgments.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive selection appropriate for the users of the library.

S P E C I A L E D U C A T I O N P R O G R A M S (I D D F)

The SOCSB Board of Trustees shall provide special education programs in accordance with provisions of the Mississippi Code, and with applicable federal legislation and regulations, including Individuals with Disabilities Education Act (IDEA) of 2004, the Rehabilitation Act (ADA) of 1973 and the Mississippi Department of Education policies for special education.

PURPOSE

Mississippi law mandates free appropriate public educational services and equipment for exceptional children in the age range of three (3) through twenty (20) for whom the regular school programs are not adequate and to provide, on a permissive basis, a free appropriate public education, as part of the state's early intervention system in accordance with regulations developed in collaboration with the agency designated as lead agency under Parts B and C of IDEA.

Children who are potentially in need of special education and related services must be considered for the services on an individual basis.

An exceptional child shall be defined as any child as herein defined, in the age range birth through twenty (20) years of age with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and, by reason thereof, needs special education and related services. Such children shall be determined

by competent professional persons in such disciplines as psychology, special education, and speech pathology. Such professional persons shall be approved by the State Department of Education.

The educational programs and services provided for exceptional children in state law shall be designed to provide individualized appropriate special education and related services that enable a child to reach his or her appropriate and uniquely designed goals for success.

As provided by law, educational services for children with disabilities who have been suspended more than 10 cumulative days in a school year or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

S P E E C H L A N G U A G E S C R E E N I N G (I E B)

The SOCSO ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of grade 1.

- If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
- If a student fails the screener, the SOCSO may refer to the Multi-Tiered System of Supports for interventions or to the multidisciplinary evaluation team (MET) for consideration of a comprehensive evaluation to determine eligibility for special education services.

If a parent or legal guardian of a student who fails the speech-language screener exercises the option to refer to the MET after which a comprehensive evaluation is recommended, such evaluation shall be administered by a 215 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the SOCSO for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school.

A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district.

S T U D E N T R E C O R D S - C O M P L I A N C E W I T H F E R P A (J R A B)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is intended to protect student and parent privacy rights and to create a binding legal obligation on schools not to disclose education records or personally identifying student information without permission from the parent/guardian or student who is over eighteen (18) years old (emancipated student). Improper disclosures subject the SOCSO to loss of federal funds and may subject the staff member who improperly discloses to personal liability for releasing information without proper authorization.

Under FERPA, the parents/guardians of a student under eighteen (18), or an emancipated student, have a right to inspect and review any and all official records, files and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system, specifically including, but not limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, psychological tests, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Records of this nature may not be disclosed without the permission of a

parent/guardian or eligible student. Student grading of classmates' tests, papers and/or assignments is permissible.

FERPA allows unrestricted release of directory information about students which may include the student's name, address, telephone number, picture, height and weight of athletes, extracurricular activities, awards, honor rolls, electronic listings, internet web pages, and other information which is typically found in school yearbooks, programs, bulletins and student newspapers.

Parents/guardians, you have the right to restrict release of directory information. If a parent/guardian is requesting a restriction from disclosure, the student's file will be clearly marked to avoid unintentional release of the information. The notice should be sent in writing to the school within the first 15 days of school.

There are certain conditions under which prior consent is not required to disclose personally identifiable information. These conditions include, but are not limited to, disclosure to school officials who have legitimate educational interests, health, or safety emergencies (imminent danger to student or others), and child abuse. If there are questions about whether a request for information falls within any of these exceptions, the school board attorney should be consulted prior to any disclosure.

NETWORK ACCEPTABLE USE POLICY FOR ELECTRONIC INFORMATION SYSTEMS (I J)

Students may use the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals, and to locate additional educational resources.

The SOCSB Board of Trustees expects that library media specialists and teachers shall work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. However, the Internet is a fluid, global environment in which information is constantly changing, thereby making it impossible to predict with certainty what information students might locate. Availability of information to students on the Internet does not imply endorsement by this school district.

Administrative guidelines for student exploration and use of electronic information resources shall address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of networks, and conditions of usage. In developing such guidelines, the administration will strive to preserve student rights to examine and use information to meet the educational goals and objectives of this school district.

The guidelines shall include language affirming that:

1. Students have the right to examine a broad range of opinions and ideas in the educational process, using and exchanging information and ideas on the Internet.
2. Students are responsible for the ethical and educational use of their own Internet accounts.
3. Students have a responsibility to respect the privacy of other Internet users.

Failure to abide by board policy and administrative regulation governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violation may result in disciplinary action up to and including suspension, expulsion and notification of law enforcement. Staff violation may also result in disciplinary action up to and including dismissal. Fees or other charges may be imposed.

Administrative Procedures for Use of District Electronic Information Systems

Individuals to whom a SOCS D device or account is issued are responsible, at all times, for its proper use. For damage that occurs to any district device (student and employee) there will be a required deductible to cover damage by incident. If the device is lost, stolen, or damaged as a result of irresponsible behavior, individuals responsible may be responsible for replacement costs. **A police report will be required for all stolen devices.** Any damage should be reported to the appropriate school authority immediately.

Seniors must clear all records and pay all fees before they shall be allowed to participate in commencement exercises.

Deductible for damaged devices:

- First Occurrence: \$25.00 deductible to cover damage
- Second Occurrence: \$50.00
- Third Occurrence: \$50.00 plus 50% of the repair cost
- Fourth Occurrence: Fair Market Value to replace the device

Handling and Care:

- Keep device free of any writing, drawing, stickers, or labels that are not applied by SOCS D.
- Use the device on a flat, stable surface.
- Do not place books on the device.
- Do not have food or drink around the device.
- Wipe/Clean surfaces with a clean, dry soft cloth.
- Avoid touching screens with pens or pencils.
- Do not leave the device exposed to direct sunlight or near any heat or moisture source for extended periods of time.
- Do not leave the device unattended in an unlocked classroom or during extracurricular activities.

All users are responsible for keeping backups of important data. If a device has to be repaired there may be a need to reset it to the original setting. The technology department will not be responsible for any user data that may be lost as a part of this process.

When an individual is using SOCS D's electronic information systems, the following behaviors are not permitted:

1. Sharing confidential information
2. Disclosing personal and/or private information about oneself or others over the network and/or Internet;
3. Sending or displaying offensive messages or pictures;
4. Engaging in political activity in violation of board policy;
5. Using obscene language;
6. Harassing, insulting, or attacking others;
7. Engaging in practices that threaten the systems (e.g., intentionally loading files that may introduce a virus);
8. Violating copyright laws (see Board Policy IJC);
9. Using others' passwords;
10. Trespassing in or destroying others' folders, documents, files, or computer systems;
11. Intentionally wasting limited resources;
12. Utilizing District electronic information systems for personal gain or for commercial purposes;
13. Violating regulations prescribed by electronic information systems providers;
14. Accessing, transmitting, or retransmitting threatening, harassing, or obscene material, pornographic material, and/or any other material that is inappropriate to minors;
15. Accessing, transmitting, or retransmitting any material protected by trade secret;

16. Accessing, transmitting, or retransmitting any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials;
17. Accessing, transmitting, or retransmitting any material in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local state or federal law or regulations; or
18. Engaging in any activity that is in violation of any other School Board policy.
19. Other violations that are in violation of SOCSD policy or law.

Technology resources will be selected in accordance with the SOCSD's instructional and library media selection policy.

C I P A – C H I L D R E N ' S I N T E R N E T P R O T E C T I O N A C T (I J B)

It is the belief of the SOCSD that the use of telecommunications, including the Internet, in instructional programs is an educational strategy which facilitates communication, innovation, resource sharing, and access to information. Use of the Internet must be in support of education and research and consistent with the educational mission, goals, and objectives of the school district.

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, other forms of electronic communications, and access to inappropriate information.

Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Instructional Technology and Distance Learning or designated representatives.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of the SOCSD online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by CIPA prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking', and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

STUDENT PURCHASE OF DISTRICT ISSUED TECHNOLOGY (IJBC)

The Starkville Oktibbeha Consolidated School District (SOCSD) Board of Trustees authorizes the sale of district issued computers, peripheral equipment and adaptive devices to students enrolled in Grade 12 that have satisfied all the requirements for graduation, to whom such devices and equipment have been issued during the course of the current academic school year as long as such sales are compliant with and not in contravention of existing state or federal law. If specific SOCSD devices currently issued to students are not allowed to be sold due to existing state or federal laws, a comparable device which can

be sold will be made available.

Graduating students who provide an official document of acceptance to any Mississippi or other two-year or four-year college or university, whether public or private, shall be required to pay one dollar (\$1.00) for the cost of the SOCSD issued computer device, peripheral equipment or adaptive device.

Students meeting the requirements of this section who cannot sufficiently verify acceptance to a Mississippi or other two-year or four-year college or university shall be required to pay seventy-five dollars (\$75.00) for the cost of the district issued computer device, peripheral equipment, or adaptive device.

All sales shall be final and without warranty of merchantability, given the prior and extended use of the computer, equipment or adaptive device by the purchasing student. All proceeds received from the sale of district issued computers, peripheral equipment and adaptive devices to students shall be deposited into the school maintenance fund. MS Code §37-7-457, MS HB 662

EDUCATION, SUPERVISION AND MONITORING

It shall be the responsibility of all members of the SOCSD's staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The SOCSD or designated representatives will provide age-appropriate training for students that is designed to promote compliance with the E-rate requirements of CIPA and the SOCSD's commitment to:

1. The standards and acceptable use of Internet services as set forth in the SOCSD's acceptable use policy;
2. Student safety with regard to:
 - a) safety on the Internet;
 - b) appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c) cyber bullying awareness and response. The student will acknowledge that he/she received the training, understood it, and will follow the provisions of the SOCSD-acceptable use policy. In order for a student to gain access to the Internet, the student and student's parent(s)/guardian(s) must sign an Internet Access Agreement.

T E S T I N G A N D S T U D E N T S U R V E Y S (I I A)

The SOCSD Board of Trustees recognizes surveys and research can be a valuable resource for schools and communities in determining student needs for educational services. Such collection of input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

USE OF SURVEYS

Administrators, teachers, other staff members, and the board of trustees may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of some possible

uses and not intended to be an all-inclusive listing. Administrative approval is required for all surveys. Responses will not be used in any identifying manner.

BOARD APPROVAL

Prior to administering a survey, the board of trustees must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without proper parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. Religious practices, affiliation, or beliefs of the student's parents.

PARENTAL RIGHTS

Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of trustees as to content and purpose. Research that focuses upon an identified need in the district will be favored. Survey administration should be conducted so as not to significantly impact the instructional time of the student. The results of such approved surveys must be shared with the board of trustees.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

PARENT/GUARDIAN NOTIFICATION

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - a) College or other post-secondary education recruitment, or military recruitment;

- b) Book clubs, magazines, and programs providing access to low-cost literary products;
 - c) Curriculum and instructional materials used in schools;
 - d) Test and assessments;
 - e) Student recognition programs; and
 - f) The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or
 3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

S T U D E N T A C T I V I T I E S

Student activities/athletics are governed by the bylaws of the Mississippi High School Activities Association (MHSAA). Students who participate in such activities must meet all the requirements set forth by the association. Rules, regulations, and codes of conduct for the SOCSO extend and apply to all extracurricular programs.

A U T O M O B I L E U S E / P A R K I N G R E G U L A T I O N S (J G F F)

The SOCSO Board of Trustees has the desire and the intent to provide for safe and managed parking facilities at Starkville High School. Recognizing the limited number of available spaces, the following rules and regulations shall apply:

1. Parking space will be made available to all students on a first come, first served basis starting with seniors during schedule pick-up.
2. Students must purchase a parking decal. To purchase a decal a student must show to school personnel (a) proof of in-force active insurance which lists the specific vehicle(s) for which the decal is being purchased, and (b) a valid Mississippi driver's license. Students without in-force active insurance or without a valid driver's license (including a suspended license) may not drive on the Starkville High School campus. No vehicle may be parked on campus without a decal.
3. A student will be given an identification number with the purchase of one (1) or more permit decals. The first decal will cost twenty-five dollars (\$25.00) and additional decals for other family vehicles (to be driven by that student) will cost five dollars (\$5.00). Each decal will have the identification number for the student's vehicle and is non-transferable. Students may buy as many decals as they wish (for other family vehicles), but only one vehicle may be driven to school each day. Upon payment of the designated fee and completion of the registration card that describes the vehicle, license tag number, identifies the vehicle owner and proof of insurance, a parking decal(s) will be issued for that vehicle(s).
4. Unauthorized or non-permit vehicles should not be brought on campus and may be towed away at the owner's expense. The school will not be responsible for any damage to vehicle resulting from towing. The school will have towed any car that is: (a) not registered (b) does not belong to the registered student (c) does not have a current sticker, tag or insurance.

Furthermore, a student who has an assigned parking decal does not have the right to give permission to another student to park using their decal. Violation will result in the loss of parking privilege.

5. The parking lot will be checked regularly by an SRO for parking stickers on vehicles.

6. All vehicles parked on school grounds/property are subject to be searched. Parking on school property constitutes consent to a search.
7. Items contained in student vehicles will be considered to be in the possession of the student who drove the vehicle on to the campus. Students are required to thoroughly search their vehicles prior to driving on to the campus.
8. Parking spaces will be reissued each year, with the color of parking permit decals changing annually.
9. Violations of parking rules or any other misconduct with a vehicle will be reported to the principal's office for disposition and/or fines and may result in loss of parking privileges.
10. Violation of the Code of Student Conduct may result in the revocation of a student's parking privilege for the remainder of the year.
11. Use of a student vehicle to leave campus without authorization may result in immediate and automatic forfeiture of their parking privilege.
12. Parking privileges will not be recognized for students at any of the other district school campuses.

Students should not purchase parking decals unless they intend to bring a vehicle to school on a regular basis. Students may not purchase parking decals for other students.

P A R T I C I P A T I O N I N S C H O O L S P O N S O R E D E V E N T S A T S T A R K V I L L E H I G H S C H O O L

The following policy applies, but is not limited to, the Starkville High School Prom, Homecoming activities, other dances, pageants, or events sponsored by Starkville High School which are not considered under the domain of the SOCSA Athletic Department.

Students will only be allowed to participate in events sponsored by Starkville High School if they are found to be in good standing by the administration of Starkville High School. Students participating in school sponsored activities are required to follow all regulations outlined in the SOCSA handbook. Additional factors considered to determine a student's good standing are not limited to, but are as follows:

1. Only CURRENTLY ENROLLED students in good standing at Starkville High School are allowed to participate in school sponsored events. Exception/Addition: In the case of the Starkville High School prom, 9th graders are NOT ELIGIBLE to attend, and graduates from the previous school year who finished in good standing are ELIGIBLE to attend.
2. A student must have a "zero" balance regarding their fees at Starkville High School, unless a prior approved payment plan has been approved by the building principal.
3. A student can have NO MORE than 3 assignments to In School Suspension during the school year.
4. A student SHALL be declared ineligible to attend school sponsored events due to an Out-of-School suspension.
5. A student who is not in academic good standing (failing one or more classes) may be prohibited from attending a school event.
6. A student with below an 85% attendance mark in any of their enrolled classes MAY be deemed ineligible to attend a school sponsored event. Status will be reviewed on a case-by-case basis.
7. The administration of Starkville High School reserves the right to deny admission to a school sponsored event due to the violation of any school policy.

S T U D E N T I N S U R A N C E P R O G R A M

School insurance is available to all students. Application forms are available from homeroom teachers. The school has no responsibility other than distributing and returning applications to the agent and providing claim forms in the event of an injury.

G I F T E D S T U D E N T P R O G R A M (I D E)

The SOCS D provides two gifted programs. Program of the Enrichment of Academic Knowledge (PEAK) is designed for students who meet state guidelines for the Intellectually Gifted and is taught in grades 2-6. Verbal Innovations and Visual Arts (VIVA) is designed for students who meet state guidelines for artistically gifted and is taught in grades 4-5. PEAK and VIVA are taught using the MDE Gifted Outcomes.

Copies of the SOCS D board adopted and Mississippi Board of Education approved criteria for eligibility are located at each elementary school principal's office, each gifted classroom, the Student Support Services office, and on the SOCS D website: (<https://www.starkvillesd.com/departments/student-support-services/peak-referral-process>) The state criteria is online at the Mississippi Department of Education website (www.mdek12.org). SOCS D uses Mississippi's criteria for entry into the intellectually gifted program using formulation that encourages inclusion of under-represented student populations.

A student may be referred to the gifted program at any time by anyone who has personal or professional knowledge to indicate that the student may be gifted (to include teacher, parent, and student).

Students may be enrolled in only one gifted class at a time. Students may not transfer from one gifted program to another after the third week of school.

S E X U A L M I S C O N D U C T P R O H I B I T E D (G B R)

If any person eighteen (18) years or older who is employed by any public school district or private school in this state is accused of fondling or having any type of sexual involvement with any child under the age of eighteen (18) years who is enrolled in such school, the principal of such school and the superintendent of such school district shall timely notify the district attorney with jurisdiction where the school is located of such accusation, the Mississippi Department of Education and the Department of Human Services, provided that such accusation is reported to the principal and to the school superintendent and that there is a reasonable basis to believe that such accusation is true.

Any superintendent, or his designee, who fails to make a report required by this section shall be subject to the penalties provided in Section 37-11-35. Any superintendent, principal, teacher or other school personnel participating in the making of a required report pursuant to this section or participating in any judicial proceeding resulting therefrom shall be presumed to be acting in good faith. Any person reporting in good faith shall be immune from any civil liability that might otherwise be incurred or imposed. '97-5-24

If any teacher and any pupil under eighteen (18) years of age of such teacher, not being married to each other, shall have sexual intercourse, each with the other, they shall, for every such offense, be fined in any sum, not more than five hundred dollars (\$500.00) each, and the teacher may be imprisoned not less than three (3) months nor more than six (6) months. '97-29-3 (1980)

H A R A S S M E N T P R O H I B I T E D (J B) (G B R)

SOCSD affirms employee protection provided under Title VII, and therefore "shall not tolerate verbal or physical conduct by any employee, male or female, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment."

Further, SOCSD prohibits sexual harassment of or by any student. This policy applies to conduct during and relating to school and school-sponsored activities. Sexual harassment is inappropriate behavior and offensive. Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

S P E C I A L E D U C A T I O N S T U D E N T S

Special education students are responsible for adhering to the same rules of conduct as non-disabled students. All special education students are entitled to a free appropriate public education, even those who have been suspended or expelled. Whenever a special education student is removed for disciplinary reasons from his/her current education setting and placed in an interim alternative setting, the setting must be one which enables the student to continue to participate in the general curriculum, to continue to receive those services and modifications described in the student's current IEP, and to receive services and modifications designed to address the student's behavior. The special education director/coordinator or designee should be contacted immediately when a special education student commits a violation of the rules of conduct which may result in the removal from the classroom by suspension or expulsion. All procedural safeguards described in the IDEA shall be followed whenever a special education student is disciplined.

As provided under 37-23-135, "Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations."

S T U D E N T C O N D U C T A N D G R A D E S

Criteria used in the evaluation process to determine a student's grade must be supported by rationale. The criteria must be in writing and must include the following:

1. Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides.
2. Methods of evaluation will reflect some combination of the areas listed below:
 - a) Class work
 - b) Homework
 - c) Test scores
 - d) Participation
 - e) Skill application
 - f) Preparation for class
3. The effect of absence on grades
4. Procedures for making up assigned work and tests
5. Other criteria as may be approved by the superintendent and school board

S U S P E N S I O N (J D D) S E E B O A R D B O O K F O R E N T I R E J D D P O L I C Y .

When unacceptable behavior cannot be corrected by the resources of the teacher or school administration, the board hereby authorizes the school principal or his designee to suspend any student for violation of any published rule or regulation or for any other act of misconduct or insubordination as

an effort to influence the student's future behavior.

Suspension is the denial of the privilege of attending school in the regular pattern and is imposed by the principal or his designee. Suspension is counted as an unexcused absence.

E X P U L S I O N (J D E)

Expulsion is the denial of school attendance for a specified minimum period of time. A student may be expelled for committing any of the offenses identified as expellable offenses in the discipline plan.

AUTHORITY TO EXPEL

As provided by statute, this superintendent has the power, authority and duty to delegate student disciplinary matters to appropriate school personnel. '37-9-14(r)

The superintendent and principal of a school shall have the power to suspend or expel a pupil for good cause, including misconduct in the school or on school property, as defined in Section 37-9-71, on the road to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or other than at a school-related activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be suspended, dismissed, or expelled by the school board under state or federal law or any rule, regulation or policy of the local school district.

For any suspension of more than ten (10) days or expulsions, a student shall have the right to a due process hearing, be represented by legal counsel, to present evidence and cross-examine witnesses presented by the district. After all other procedural steps have been followed, the student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence.

The parent or guardian of the child shall be advised of this right to a hearing by the superintendent or his designee and the proper form shall be provided for requesting such a hearing. ' 37-9-71

BOARD AUTHORITY

As provided by statute, this school board has the power, authority and duty:

1. To suspend or to expel a pupil or to change the placement of a pupil to the school district's alternative school or home-bound program for misconduct in the school or on school property, as defined in Section 37-11-29, on the road to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or other than at a school-related activity or event when such conduct by a pupil, in the determination of the school superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, and to delegate such authority to the appropriate officials of the school district. '37-7-301 (e)
2. To support, within reasonable limits, the superintendent, principal and teachers where necessary for the proper discipline of the school. ' 37-7-301 (g)

The board shall review and make a final decision on all recommendations of expulsion made by the superintendent or a principal.

NOTICE

The student handbooks shall include specific grounds for disciplinary action and procedures to be followed for acts requiring discipline. Students and legal guardians shall be required to provide the school with a written statement verifying that they have received notice of the discipline plan in accordance with Policy JDA.

DUE PROCESS

The due process hearing must be requested within two (2) school days of the effective date of the suspension. If such request for a hearing before the Superintendent is not returned to the school principal on or before 4:30 p.m. on the second school day following the effective date of the suspension, the right to request such an appeal shall lapse, and no further appeals on the suspension shall be had.

All expulsions shall be handled in accordance with the procedures in the student handbook

SPECIAL EDUCATION STUDENTS

As provided under 37-23- 135, Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

REPORTS

When a student is expelled, the parent, legal guardians or custodians must be notified immediately on a form provided by the superintendent for such purpose. When a student is expelled for the commission of a crime or other unlawful activity or violent act, the reporting requirements of Policies JCBF and JCBF-P are applicable.

The superintendent or his designee shall report all expulsions to the school attendance officer when they occur.

D U E P R O C E S S (J C A A)

In all cases of student discipline resulting in suspension for ten (10) days or less, the decision of the principal or his designee shall be final and not appealable except that the SOCSD Superintendent of Education or his designee shall have the discretion to review the record of the principal's (or designee) decision upon written request of the student, his/her parent or guardian setting forth the reason why the decision should be modified or reconsidered within 24-hours of such decision, excluding weekends and school holidays.

A student who has been suspended for more than ten (10) days or expelled has the right to a due process hearing. All aspects, circumstances and records of the student's case shall be confidential and available only to authorized school officials dealing directly with the student or to the student's parents, legal guardians or attorneys for the student or for the Board.

The superintendent of schools and the principal of a school shall have the power to suspend or expel a pupil for good cause, including misconduct in the school or on school property, as defined in the Mississippi Code of 1972 Section 37-11-29, on the road to and from school, or at any school-related

activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be suspended, dismissed or expelled by the school board under state or federal law or any rule, regulation or policy of the school district.

For any suspension of more than ten (10) days or expulsions, a student shall have the right to

1. a due process hearing,
2. be represented by legal counsel, to present evidence and,
3. cross-examine witnesses presented by the district.

The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence. The parent or guardian of the child shall be advised of this right to a hearing by the appropriate superintendent or principal and the proper form shall be provided for requesting such a hearing.

The due process hearing must be requested within two (2) school days of the effective date of the suspension. If such request is not returned to the school principal on or before 4:30 p.m. on the second school day following the effective date of the suspension, the right to request such a hearing shall lapse, and no further appeals on the suspension shall be had.

H A R A S S M E N T / C Y B E R B U L L Y I N G / S E X U A L H A R A S S M E N T (J C B C)

I. General Purpose

It is the policy of the SOCSO to maintain a learning and working environment that is free from any form of harassment due to an individual's race, color, national origin, sex, disability, age or religion. The Board of Trustees prohibits any and all forms of harassment because of race, color, sex, national origin, disability, age, religion, beliefs or attributes.

It shall be a violation of board policy for any student, teacher, administrator, or other school personnel to harass a student, teacher, administrator, or other school personnel through conduct of a sexual nature, or issues regarding race, color, national origin, disability, age, or religion as defined by this policy. It shall also be a violation of board policy for any teacher, administrator, or other board employee to tolerate sexual harassment or harassment because of a student's race, color, national origin, disability, age, or religion, as defined by this policy, by a student, teacher, administrator, or otherwise engaged in activities, including sporting events and other extracurricular activities sponsored or sanctioned by the board.

For the purpose of this policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the board.

The board will promptly investigate all complaints of harassment because of race, color, sex, national origin, disability, age, or religion and take appropriate action to protect individuals from further harassment. If the board determines that harassment has occurred, it will discipline any student, teacher, administrator or other school personnel who has violated this policy and/or take appropriate action reasonably calculated to end the harassment. Complaints of sexual harassment may also be investigated and dealt with under the separate board policy number GBR.

II. Definitions

“Harassment” means verbal or physical conduct based on actual or perceived race, color, national origin, sex, disability, age, religion, beliefs or attributes when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
- otherwise adversely affects an individual’s employment or academic opportunities.

Harassment can include any unwelcome verbal, written or physical conduct which offends or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, teasing, hazing, bullying, extorting or the display or circulation of written materials or pictures.

Sexual harassment can include unwelcome and unsolicited sexual advances, requests for sexual favors or sexually motivated physical conduct or other unwelcome and unsolicited verbal or physical conduct of a sexual nature.

III. Reporting Procedures

Any person who believes he or she has been the victim of harassment by a student, teacher, administrator, other school personnel, visitor to the district, or any other person with knowledge or belief of conduct which may constitute harassment toward a student, teacher, administrator, other school personnel, or any other person, shall report the alleged acts immediately to an appropriate school district official designated by this policy.

Any student who believes that he or she has been the victim of harassment because of his or her actual or perceived race, color, sex, national origin, disability, religion, beliefs or attributes, by a student, teacher, administrator or other school personnel should immediately report the alleged to the principal of the school that the student attends. The building principal is the person responsible for receiving oral or written reports of harassment at the building level. Any adult school district personnel who receives a report of any of the above shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the superintendent immediately, without screening or investigating the report. The principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the superintendent. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the superintendent. Failure to forward any harassment or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent by the reporting party or complainant.

The SOCSO Director of Human Resources is designated as the Title IX officer with the responsibility to identify, prevent, and remedy harassment. The Director of Student Support Services is the district officer for Section 504, a civil rights law that prohibits discrimination against individuals with disabilities.

All schools in the district shall conspicuously post the name of the Title IX officer and the Section 504 officer, including mailing address and telephone number.

Submission of a good faith complaint for report of harassment, threats, violence, or assaults will not affect the complainant or reporter's future employment, grades, or work assignments. A reporting for harassment form is available at all schools. Use of the formal reporting form is requested but not mandatory.

The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. Investigation

Upon receipt of a report or complaint alleging harassment, the superintendent shall immediately undertake or authorize an investigation. That investigation may be conducted by school district officials or by a third party designated by the school district.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations.

The investigation shall be completed no later than ten days from receipt of the report. A written report shall be given to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board.

V. School District Action

Upon receipt of a report that a violation has occurred, the school district will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include but are not limited to counseling, awareness training, parent-teacher conference, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy shall be consistent with the requirements of due process.

VI. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, other school personnel, or any other person who retaliates against any person who reports alleged harassment or any other person who retaliates against any person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such. Retaliation includes, but is not limited to, any form of intimidation, threat, reprisal, or harassment. Appropriate actions may include but are not limited to counseling, awareness training, parent-teacher conference, warning, suspension, exclusion, expulsion, transfer remediation, termination, or discharge. School district action taken for violation of this policy shall be consistent with the requirements of due process.

VII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Department of Human Services and/or law enforcement officials, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. Dissemination of Policy and Training

Notice of this policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

The school district will develop a method of discussing this policy with students and employees.

This policy shall be reviewed annually for compliance with state and federal law.

U N L A W F U L O R V I O L E N T A C T S (J C B E)

Any unlawful or violent act is absolutely prohibited on school property or during school-related activities.

The term firearm includes, but is not limited to, any weapon designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. The term destructive device means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any or the devices described herein.

DISCIPLINARY ACTION

A student shall be subject to automatic suspension and/or recommendation of expulsion by the superintendent or principal when there exists reasonable grounds to believe that a student has committed an unlawful or violent act on school property, during school-related activities or otherwise when the commission of the unlawful or violent act has or threatens a disruptive effect on the educational process or threatens the safety of the student or others. Such suspension pending expulsion shall take effect immediately subject to the procedures of due process stated in Policy JDE Expulsion.

Any student who possesses any controlled substance, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on school property shall be subject to automatic expulsion by the superintendent or principal of the school in which the student is enrolled. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

REPORTING

All school employees shall report unlawful activities and violent acts in accordance with Policies JCBF and JCBF-P.

DEFINITIONS

An "unlawful activity" means any of the following:

1. Possession or use of a deadly weapon;
2. Possession, sale or use of any controlled substance;
3. Aggravated assault;
4. Simple assault upon any school employee;
5. Rape;
6. Sexual battery;
7. Murder;
8. Kidnapping;
9. Fondling, touching, handling, etc. of a child for lustful purposes;
10. Any violent act.

A "violent act" is one which results in or is an attempt to cause death or physical harm of another person.

"School property" includes any school building, bus, campus, grounds, recreational area, athletic field or other property owned, used or operated by the District.

A. SEXUAL MISCONDUCT

When there is an allegation against an employee of sexual misconduct with a student:

1. WITHIN 5 DAYS OF THE OCCURRENCE OR KNOWLEDGE OF SUCH MISCONDUCT, a student, parent, employee or other person shall orally notify the principal, Title IX Coordinator or the superintendent of all allegations against the employee.
2. IMMEDIATELY UPON RECEIPT OF SUCH ALLEGATION(S), the principal or Title IX Coordinator shall orally notify the superintendent. It is recommended that law enforcement be notified immediately
3. SUCH ALLEGATIONS SHALL BE PROCESSED IN ACCORDANCE WITH THE TITLE IX GRIEVANCE PROCEDURE, POLICY 0330 – GENERAL HARASSMENT.
4. UPON CONCLUSION OF THE TITLE IX GRIEVANCE PROCESS, the Title IX Coordinator shall complete and submit a written report to the superintendent.
5. WITHIN 2 DAYS OF RECEIVING THE TITLE IX GRIEVANCE REPORT, the superintendent shall determine whether there exists a reasonable basis to believe that the accusation is true and, if so, shall as soon as possible thereafter orally notify the district attorney of such accusation.
6. Copies of all written reports shall be retained by the superintendent.

W E A P O N S (J C D A E)

No student, employee or visitor may possess a weapon in school, on school property, on the school bus, on the way to and from school, or at any school function or activity.

Prohibited weapons include, but may not be limited to, the following:

1. Gun, rifle, pistol, other firearm
2. Dynamite cartridge, bomb, grenade, mine or other explosive
3. BB gun, air rifle, air pistol
4. Bowie knife, dirk, dagger, switchblade, pocketknife or other knife
5. Slingshot
6. Leaded cane, blackjack
7. Metallic or other artificial knuckles
8. Razors, razor blades

9. Any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files and clips and tools used only to prepare food or for instruction and maintenance of school property)
10. Any instrument having the effect or appearance of a weapon (including utensils, imitation firearms or knives, etc.)

The superintendent or principal may give prior approval for weapons to be on or about campus under the following circumstances:

1. Students and employees may possess weapons on school grounds only when the weapons are used for valid educational purposes or school-sanctioned ceremonies, under the supervision of an adult whose supervision has been approved by the school authority.
2. Law enforcement officers and other government officials may carry weapons onto school grounds as permitted by law.

SCHOOL DISCIPLINE PLAN - STUDENT INFRACTION SHEET

Starkville Oktibbeha Consolidated School District
MULTIPLE INFRACTIONS



Student's Name			Contact Information
Teacher's Name	Contact #1		
Class/Period/Block	Contact #2		

Date of Infraction	Explanation of Infraction	Intervention by teacher	Type of Infraction (Infractions)	Contact with whom teacher spoke	Student's Signature
1			Safety Disrespect Disruptive Other: (List)		
2			Safety Disrespect Disruptive Other: (List)		
3			Safety Disrespect Disruptive Other: (List)		

- Each individual minor infraction must have a parent contact.
- After the 3rd parent contact, fill out an office referral and attach to this document.

Each building administrator and staff members will determine the specific classroom infractions to be included on this form. Each school administrator will use at their discretion.

STUDENT DISCIPLINE REFERRAL (GRADES K - 5)

Starkville Oktibbeha Consolidated School District
STUDENT DISCIPLINE REFERRAL (Grades K-5)



Student Name:		Grade:		Homeroom Teacher:	
Referring Staff:				Referral Date:	
Others Involved:	No one	Teacher	Staff	Substitute	Unknown
					Peer/Another Student

Infraction (mark one)						
Abusive Language	Physical Aggression	Forgery/Theft	Multiple Minor Infractions	Fighting	Use/Possession of Weapon	
Arson	Property Damage	Gang Affiliation	Lying/Cheating	Harassment	Inappropriate Location	
Bomb Threat	Disruption	Dress Code	Use/Possession of Alcohol/Combustibles/Drugs/Tobacco/Contraband	Disruption	Technology Violation	
Defiance/Disrespect	Skip Class/Truancy	Inappropriate Display of Affection	Other:			
Perceived Motivation			Locations			
Obtain Item/Activity	Obtain Peer Attention	Avoid Adult	Library/Computer Lab	Classroom	Restroom	
Avoid Task or Activity	Avoid Peer	Obtain Adult Attention	Common Area	Hallway	Arrival/Dismissal	
Don't Know	Other:		Other:	Gym	Playground	
Administrative Decision			Extra Information (Previous Teacher Actions)			
Parent Contact/Conference	Student Conference		Parent Contact Date/Time:	Time Out Date/Time:		
	Loss of Privilege		Note Sent Home	Date:		
Time Out	Restitution	Expulsion	Admin. Visit	Date/Time:		
Other			Parent Conference	Date/Time:		
ISS	Hours/Days:		Other:	Date/Time:		
OSS	Hours/Days:		Counselor Referral			
With Recommendation of alternative school placement at The Learning Center						
Administrator Signature:				Date:		

STUDENT DISCIPLINE REFERRAL (GRADES 6 - 12)

Starkville Oktibbeha Consolidated School District
STUDENT DISCIPLINE REFERRAL (Grades 6-12)



Student Name:				Grade:			Date:		
Referring Staff:			Time of Incident:						
Others Involved:		No one	Teacher	Staff	Substitute	Peer/Another Student	Unknown		
Previous Actions Taken by Teacher:		Student Conference	Parent Contact	ASR	Reteach desired behavior	Other:			
<i>Check one-two behaviors as applicable. Circle the primary behavior if more than one behavior is checked.</i>									
Major Problem Behavior									
Academic Dishonesty		Cutting Class (leaving campus)			Possession of Contraband				
Disrespectful Behavior		Disruption to Learning Environment			Inappropriate Use of Technology				
Dress Code Violation		Disruption in ISD			Property Damage				
Profanity/Obscene Gesture towards Student(s)		Defiance/Insubordination/Failure to Accept Discipline			Use/Possession of Tobacco/Electronic Cigarettes/Vaping Device				
Cutting Class (still on campus)		Gang Behavior/Group Affiliation			General Harassment				
Public Display of Affection		Physical Altercation/ Rough Housing			Verbal Altercation				
Use of Personal Electronic Device		Tardies			Threat to Student(s)				
Fighting		Bullying			Possession of Weapon				
Group Fight		Multiple Classroom Infractions (2 or more)			Locations				
Teacher Statement:					Classroom		Restroom		
					Hall		Bus Loading Zone		
					Library/Computer Lab		Gym		
					Cafeteria		Assemblies		
					Other:				
Administrative Action									
Administrative Decision		Out of School Suspension ____ Days			With Recommendation of alternative school placement at The Learning Center				
In School Detention ____ Days		Evening School ____ Days			Expulsion				
Administrator Signature:			Student Signature:			Parent Signature:			

S O C S D D I S C I P L I N E C O D E S

If a student violates, or provokes others to violate, any of the following SOCS D Discipline Codes and/or MSIS (Mississippi Student Information System) Incident Codes, he/she will be sent directly to the office. ESA= Evening School Assignment ISD = In-School Detention. OSS = Out of School Suspension. After-hours conferences may be required by the administration with any disciplinary action.

GRADES K-5

NOTE: After four (4) Out-of-School Suspensions, 2nd-5th grade students may be referred to alternative school placement at The Learning Center.

NOTE: The SOCS D Discipline Codes are not all-inclusive. SOCS D administrators reserve the right to assign the actions of any disciplinary consequences based on severity of the infraction.

NOTE: Overnight Required Conference may be required with any disciplinary action.

NOTE: Riding the bus is a privilege. Students have no due process rights in regard to school transportation.

INFRACTION	CONSEQUENCE	
Academic Dishonesty	1st Offense:	1 Day ISD, retake exam
	2nd Offense:	2 days ISD
Disregard of direction/command	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Disrespectful	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Disruption in ISD	1st Offense:	1 day OSS
	2nd Offense:	2 days OSS
	*A day of OSS will be added for additional offenses.	
Disruptive Behavior	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Dress Code	1st Offense:	Call parent (parent will provide proper clothing in ISD for remainder of day)
	2nd Offense:	1 day ISD/parent will provide proper clothing
Failure to accept disciplinary policy/defiant	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD

INFRACTION	CONSEQUENCE	
	3rd Offense:	1 day OSS
Fighting**	1st Offense:	1-5 days OSS
	*A day of OSS will be added for additional offenses. *Each offense will result in an Adm./Student/Parent conference.	
Gang Behavior -signs, symbols, gestures, handshakes or other actions that are non-threatening to others	1st Offense:	Adm./Student Conference (contact parent)
	2nd Offense:	1 day ISD
	3rd Offense:	2 days ISD
	4th Offense:	1 day OSS
General Harassment	1st Offense:	Adm./Student Conference (contact parent) and may be assigned 1-day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS and Complete Bully/Harassment Complaint Form
	*A day of OSS will be added for additional offenses.	
Multiple Minor Infractions (Infraction count will refresh at the start of second semester)	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Physical Altercation	1st Offense:	2 days ISD
	2nd Offense:	3 days ISD
	3rd Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Pornography	1st Offense:	1 day OSS
	2nd Offense:	2 days OSS
	3rd Offense:	3 days OSS
	4th Offense:	5-10 days OSS; recommendation for expulsion
Possession of other's property/theft (an attempt for restitution will be made by administration)	1st Offense:	Administrator/Student Conference (contact parent)/restitution
	2nd Offense:	1 day ISD
	3rd Offense:	2 days ISD
	4th Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Profanity/Obscene Gestures	1st Offense:	Adm./Student Conference (contact parent)
	2nd Offense:	1 day ISD

INFRACTION	CONSEQUENCE	
	3rd Offense:	2 days ISD
	4th Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Provoking a fight [starting fight between others or between self and other(s)]	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Public Display of Affection	1st Offense:	Adm./Student Conference (contact parent)
	2nd Offense:	1 day ISD
	3rd Offense:	2 days ISD
	4th Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	
Sexual Assault	5-10 days OSS with recommendation for expulsion	
Inappropriate Sexual Contact	1st Offense:	3-5 days OSS and possible recommendation for The Learning Center
	2 nd Offense:	5-10 days OSS and recommendation for The Learning Center
Sexual Harassment	1st Offense:	Adm./Student Conference (contact parent), Counselor Referral and may be assigned 1-day ISD
	2nd Offense:	1 day OSS and Complete Bully/Harassment Complaint Form
	3rd Offense:	2 days OSS
	*A day of OSS will be added for additional offenses.	
Student in unauthorized area	1st Offense:	1 day ISD
	2nd Offense:	2 days ISD
	3rd Offense:	1 day OSS
	4th Offense:	2 days OSS
	*A day of OSS will be added for additional offenses.	
Technology Violation	1st Offense:	Adm./Student Conference (contact parent)
	2nd Offense:	1 day ISD
	3rd Offense:	2 days ISD
	4th Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	

INFRACTION	CONSEQUENCE	
Threat	1st Offense:	Threat Assessment, Counselor referral, Contact behavioral specialist and/or school psychologist, and may receive 1-5 days OSS
	2 nd Offense	Threat Assessment, Counselor referral, contact behavior specialist and/or school psychologist, may receive 5-10 days OSS and may be recommended to alternative school at The Learning Center
Verbal Altercation	1st Offense:	Administrative conference with student
	2nd Offense:	1 day ISD
	3rd Offense:	2 days ISD
	4th Offense:	1 day OSS
	*A day of OSS will be added for additional offenses.	

GRADES 6-12

NOTE: After three (3) ESA/OSS student may be referred to alternative school placement at The Learning Center.

NOTE: The SOCSO Discipline Codes are not all-inclusive. SOCSO administrators reserve the right to assign the actions of any disciplinary consequences based on severity of the infraction.

NOTE: Riding the bus is a privilege. Students have no due process rights in regard to school transportation.

Discipline Steps, Infractions and Dispositions	
In-School Detention Assignments	There is a maximum of 5 assignments to In-School-Detention (ISD) anywhere on the discipline levels ladder, any further infractions will result in Out-of-School Suspension/ Evening School (OSS/ES)
Out-of-School Suspension/Evening School Assignments	On the 3rd OSS/ES assignment, students may be referred to alternative school placement at The Learning Center (TLC). Students must serve all assigned days before returning to regular classes. Students may not participate or attend any school functions during assigned days.
Expulsion out of the district	

DISPOSITION STEPS	
STEP 1	Administration has the option of parent contact and 1-3 days ISD OR admin absence the remainder of the day.
STEP 2	Administration has the options of 3 days ISD OR 1-3 days OSS/ES and/or loss of parking privileges.
STEP 3	Administration has the options of 3-5 days OSS/ES and/or loss of parking privileges.
STEP 4	Administration has the options of 5-11 days OSS/ES and/or possible recommendation to alternative school placement at TLC and/or arrest with transport to Juvenile Detention Center (JDC)
STEP 5	11 days OSS with recommendation for expulsion

LEVEL 1 INFRACTIONS
Academic Dishonesty
Dress Code Violation
Cutting Class (still on Campus)
Profanity/Obscene Gesture towards Student
Public Display of Affection
Use of Personal Electronic Device
Tardies
Multiple Classroom Infractions (2 or more)
Unauthorized Sell of Items
Consequences for Level 1 Infractions: Step 1 or 2
LEVEL 2 INFRACTIONS
Cutting Class (leaving Campus)
Disruption to Learning Environment (to include social media)
Disruption in ISD
Group Affiliation/Gang Behavior
Failure to Accept Discipline/Defiance/Insubordination
Verbal Altercation
Physical Altercation/ Rough Housing
General Harassment
Inappropriate Use of Technology
Threat to Student(s)
Possession of Contraband
Disrespectful Behavior
Use/Possession of Tobacco/Electronic Cigarettes
Consequences for Level 2 Infractions - Step 2 or 3
LEVEL 3 INFRACTIONS
Disruption in Evening School
Possession of Pornography
Profanity/ Obscene Gesture towards Adult
Provoking a Fight
Sexual Harassment
Bullying

LEVEL 3 INFRACTIONS		
Use of/Possession of Vaping Device	1 st Offense	5 days OSS
	2 nd Offense	10 days OSS
	3 rd Offense	10 days OSS with recommendation of alternative school placement at The Learning Center
Threat to Adult(s)		
Consequence for Level 3 Infractions - Step 3, 4, or 5		

LEVEL 4 INFRACTIONS		
Assault to Adult		
Distribution of Pornography		
Fighting	6th – 7th Grades	
	1 st Fight	3-5 days OSS/Evening School
	2 nd Fight	5-8 days OSS with recommendation of alternative school placement at The Learning Center
	3 rd Fight	11 days OSS with recommendation for expulsion
	**Group Fight – 11 days OSS AND may be recommended for alternative school placement at The Learning Center OR Expulsion depending upon severity	
	8th – 12th Grades	
	1 st Fight	5-7 days OSS with recommendation of alternative school placement at The Learning Center
	2 nd Fight	11 days OSS with recommendation for expulsion
	**Group Fight – 11 days OSS AND may be recommended for alternative school placement at The Learning Center OR expulsion depending upon severity	
	Inappropriate Sexual Contact	
Possession of Weapons (excluding Firearms)		
Possession of Firearm – Consequence – Step 5		
Use of/Possession of/Sell of Alcohol/ Drugs/ Under the Influence		
Sexual Assault		
Stealing/Theft		
Student with Felony Charges		
Consequences for Level 4 Infractions - Step 4 or 5		

**MISSISSIPPI STUDENT INFORMATION SYSTEMS
(MSIS) - MAJOR INFRACTIONS**

In compliance with State and Federal regulations as reported by Mississippi Student Information System (MSIS) that retrieves and tracks student data, the following offenses are required to be reported to the Mississippi Department of Education Office of Safe and Orderly Schools. These state codes are of a serious nature and are in violation of state and/or federal laws. All other offenses will be reported to the state as non-criminal offenses.

INCIDENT:			
Alcohol	Homicide	Staff Assault	Bomb Threat
Assault	Kidnapping	Theft	Trespassing
Extortion	Firearms Possession	Vandalism	Possession of Drugs
Fighting**	Mayhem	Rape	Robbery
Homicide	Disorderly Conduct	Sexual Battery	Weapon Possession*

*Possession of any weapons other than a firearm

**Refer to SOCS D Discipline

CORPORAL PUNISHMENT (JDB)

Corporal punishment of a student is not permitted in the SOCS D.

DETENTION OF STUDENTS (JDC)

Detention of students for disciplinary purposes is permissible. District personnel shall supervise all detention.

ASSEMBLIES

Assemblies are a regularly scheduled part of the curriculum and are designed to be educational as well as entertaining experiences. Assemblies provide opportunities to learn formal audience behavior. Regardless of the type of program, courtesy demands that the audience be respectful and appreciative. All school rules apply for assemblies.

BULLYING POLICY (JDDA)

The Board of Trustees of the SOCS D prohibits bullying or harassing behavior of students, school employees, or volunteers. (HB 263- A) The SOCS D will make every reasonable effort to ensure that no person or school employee is subjected to bullying or harassing behavior by other students or other school employees.

Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that:

1. places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or
2. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's education, including but not limited to educational performance, opportunities, or benefits.

A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The above conduct constitutes bullying if that conduct interferes with a student's education or substantially disrupts the operation of a school. (HB 263 - 6)

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence a disruption to the operation of the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

The SOCS D encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official. Retaliation or reprisal against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying or harassing behavior, is prohibited. (HB 263 – B)

The SOCS D recognizes the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.

"Reasonable action" includes, but is not limited to, promptly reporting the bullying or harassing behavior to a teacher, principal, counselor, or other school employee.

These procedures shall be appropriately placed in District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedure that deals with student or employee behavior.

The SOCS D Board of Trustees directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors.

PROCEDURES FOR REPORTING A COMPLAINT

- A. Any student, school employee, or volunteer who feels he/she has been a victim of bullying or harassing behavior or has witnessed or who has reliable information that a student, school employee, or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal, counselor, or other school official. The report shall be made promptly, but no later than five (5) calendar days after the alleged act or acts occurred. (HB 263- D)
- B. The reporting individual shall complete the SOCS D "Bullying/Harassing" form which shall include the name of the reporting person, the specific nature and date of the misconduct, the name(s) of the victim(s) of the misconduct, the name(s) of any witness(es) and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent, and complaints against the superintendent shall be made to the Board chairman. The complaint shall be investigated promptly. (HB 263-F)
- C. Parents or guardians will be notified of the nature of any complaint involving their student. The SOCS D official will arrange such meetings as may be necessary with all concerned parties

within five (5) working days after initial receipt of the complaint by the SOCSO. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The SOCSO official conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined. (HB 263 - C)

- D. If the victim is not satisfied with the decision of the SOCSO official, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.
- E. If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim's appearance before the Board.
- F. If, after an investigation, a student is found to be a victim of bullying, such student shall not face disciplinary action on the basis of that student's use of "reasonable self- defense was in response to the bullying." (HB 263-G & 2).
- G. If the victim of bullying is a student with disabilities, disciplinary action for the offender shall comply with the requirements of federal law including the Individuals with Disabilities Education Act (20 USCS Section 1400 et seq.) (HB 263-H) The school district shall maintain and make available a list of counseling services to any student who is a victim of or a witness to bullying, or who engages in bullying (HB 263-E).

BULLY/HARASSMENT COMPLAINT FORM
FOR USE BY STUDENTS, PARENTS, AND OTHER COMPLAINANTS

Any student, school employee or volunteer who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal counselor or other school official and complete bully/harassment complaint form. The report shall be made promptly but no later than (5) calendar days after the alleged act or acts occurred.

PERSON REPORTING INCIDENT:	
NAME: _____ <small>(Please Print)</small>	DATE: _____
Place an (X) in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Employee <input type="checkbox"/> Other	

Name of VICTIM: _____ School: _____
(Please Print)

BULLY'S NAME(s) (if known): _____
(Please Print)

Is anyone in immediate danger? ___ Yes ___ No. If yes, contact proper authorities such as law enforcement

Please describe the incident, in as much detail as possible, what happened (attach additional paper if necessary):

- a. Who is harassing/bullying you? _____
- b. What has happened? _____
- c. Where did it happen? _____
- d. When did it happen? _____
- e. How long has this been going on? _____
- f. In what way, if any, did you react to the incident? _____

Name of Witness(es): _____

Identify and attach copies of evidence, i.e., letters, photos, etc.: _____

Have you talked to anyone about this already? (Student, Teacher, Other Adult)

Yes ___ No ___ Name: _____

What do you want to happen now?

- a. ___ I just want someone to know
- b. ___ I want an adult to talk to the person who is harassing/bullying me.
- c. ___ I want an adult to help me and the person(s) doing the harassing/bullying to solve the problem.
- d. ___ I want an adult to try to stop the bullying/harassment
- e. ___ Other: _____

Is there an environment (place) that you feel unsafe? ___ Yes ___ No

If yes, where? _____

****I agree that all of the information on this form is accurate and true to the best of my knowledge****

Signature of person filing report: _____ Date: _____

School Officials ONLY
Received by: _____ Position: _____ Date: _____

BULLY/HARASSMENT COMPLAINT FORM
FOR USE BY STUDENTS, PARENTS, AND OTHER COMPLAINANTS

*****School Administrator ONLY*****

INVESTIGATION REPORT

Conference with alleged victim:	Date: _____
Parent/Guardian contacted?	<input type="checkbox"/> Yes [Date: _____] <input type="checkbox"/> No
Conference with alleged person bullying:	Date: _____
Parent/Guardian contacted?	<input type="checkbox"/> Yes [Date: _____] <input type="checkbox"/> No
Summary of investigation: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	
In the investigation of complaint, it was determined that (check appropriate response): <input type="checkbox"/> The administrator found grounds to substantiate the allegations <input type="checkbox"/> The administrator did not find grounds to substantiate the allegations <input type="checkbox"/> The administrator did not find enough information to make a judgment on the allegations	
Action(s) Taken (if necessary): _____ _____ _____	

Signature of Administrator: _____ Date: _____

**This report and follow-up will be kept on file in the above administrator's office and any disciplinary dispositions will be entered into MSIS

BUS RULES (JCDAD)

While Mississippi law requires the SOCS D to furnish transportation to its eligible students, parents have the responsibility of supervising the students until they board the bus in the morning and after they leave the bus at the end of the school day. Furthermore, students have the responsibility to obey all rules of conduct while waiting for, riding and leaving the bus.

The SOCS D school bus driver is authorized and responsible to the school district to maintain student order and to ensure safety at all times. Therefore, he/she is authorized to instruct and otherwise control students while they are on the bus.

The principal will be responsible for disciplining students reported to him/her by the driver. Questions and inquiries regarding discipline should be directed to the school principal. Questions and inquiries regarding stops, routes, and student eligibility must be directed to the Director of Transportation.

BUS INFRACTION PROCEDURES

Step 1: Contact the principal at the school that your child attends.

Step 2: The principal will contact the transportation director.

Step 3: The transportation director will only take meetings at the school where there is proper security.

A parent should not come to the transportation office to gain information about the discipline recommended by the school administrators.

Students who do not conduct themselves properly will not be allowed to ride the bus. Students may be subjected to disciplinary action provided by district policies, including but not limited to suspension and expulsion from school or from the bus for misconduct on the bus.

While riding a school bus, students must conform to all rules of conduct as established by Policies JCA-, JCBD, and JCBE and the student code of conduct adopted by their schools. The principal shall provide to each student eligible to ride a bus a list of rules, including but not necessarily limited to the following:

LOADING AND UNLOADING

1. Be at your assigned loading zone on time.
2. Exercise extreme caution in getting to and from your assigned bus stop.
3. Look in both directions before stepping from behind parked cars.
4. Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
5. Do not play on or near the road while waiting for the bus to arrive.
6. Look in both directions before crossing any roadway
7. Never walk on the road when there is a sidewalk or pathway.
8. Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
9. Wait until the bus comes to a complete stop before trying to load and unload.
10. Use the handrail while getting on and off the bus.
11. If possible, wear white or light-colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.
12. When you must cross the road to enter the bus, or after leaving the bus, always cross in front of the bus and walk approximately 10 feet ahead of the bumper.

RIDING THE BUS

1. Do not distract the driver's attention other than when necessary.
2. Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
3. Keep head, hands, and articles inside the bus.
4. Do not bring unauthorized articles on the bus (i.e., pets, combustibles, large articles, weapons).
5. Do not use profane language or make obscene gestures.
6. Do not fight or scuffle.
7. Be courteous to and follow the instructions of your bus driver and safety patrol.
8. Do not strike or threaten the bus driver.
9. Do not make excessive noise.
10. Do not throw objects inside or outside the bus.
11. Do not commit any other acts deemed improper by the student code of conduct or by the bus driver.
12. Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB, Students Complaints of Sexual Discrimination/Harassment - Title IX Procedures.
13. Tobacco products are prohibited on the school bus and on all educational property. Violation of the no-tobacco rule will be handled in accordance with the "Mississippi Adult Tobacco Use on Educational Property Act of 2000," §97-32-25 thru 97-32-29. (For details refer to sample policy JCB - Code of Conduct.)

BUS INFRACTIONS

- 1st Offense: Warning (Parent Contact)
- 2nd Offense: 1-3 days bus suspension
- 3rd Offense: 3-5 days bus suspension
- 4th Offense: 5-10 days bus suspension
- 5th Offense: 10-20 days bus suspension
- 6th Offense: suspension for the remainder of school year

Fighting on the bus will result in more severe disciplinary action.

1st offense for fighting is 30-90 days off of the bus.

2nd offense for fighting is suspension from the bus for the remainder of the year.

Fighting endangers EVERYONE and will not be tolerated.

Parents will be notified by telephone or by mail when a student is suspended from the bus. When a student is suspended from the bus, he/she is suspended from all school buses.

NOTE: The SOCS D Discipline Codes are not all-inclusive. SOCS D administrators reserve the right to assign the actions of any disciplinary consequences based on severity of the infraction. Riding the bus is a privilege. The SOCS D does not have to follow due process when expelling students from the bus.

Nathan's Law

Senate Bill 2472 or Nathan's Law was signed into law by then Governor Haley Barbour and went into effect on July 1, 2011. The legislation was named for Nathan Key, a 5-year-old who was killed in December 2009 when a vehicle illegally passed his school bus as he was unloading.

The following are major components of Nathan's Law:

Requires motorists to stop at least 10 feet from a school bus when the bus is loading or unloading children, and motorists must not proceed until all children have crossed the street to or from the school bus and the flashing red lights are no longer activated and the stop sign on the side of the bus is retracted.

Authorizes a charge of felony assault and a prison sentence of up to 20 years for motorists convicted of illegally passing a school bus that, in the process, results in injury or death.

Authorizes cameras be equipped on school bus stop arms to film perpetrators in the act.

Required the development of at least 10 questions relating to school bus safety on a driver's license test.

Established a School Bus Safety Task Force.

Prohibits school bus drivers from using cell phones, wireless communication devices, vehicle navigation systems or "personal digital assistants" while operating the bus, except in an emergency.

Increases the fine for passing a stopped school bus.

P L A Y G R O U N D R U L E S

1. Follow all directions.
2. Rough playing is not permitted.
3. Running or chasing games are not permitted.
4. Use the equipment correctly.
5. Stay in the playground area within the teacher's view.
6. Treat all adults and students with respect.

S E C R E T S O C I E T I E S (J H C A A)

It shall be unlawful for any pupil attending the SOCS D to become a member of or to belong to or participate in the activities of any high school fraternity, sorority, or secret society as defined in Section 37-11-37. Student behavior that harasses or threatens other students or school personnel will not be tolerated. This district shall treat hazing and stalking as serious offenses subject to criminal prosecution.

U S E O F E L E C T R O N I C D E V I C E S

The use of electronic devices is not permissible on campus during operating school hours, except for classroom use for instructional purposes with prior approval from the principal. This includes, but is not limited to, cell phones, mp3 players, etc. During operating school hours, all such devices must not be visible or turned on unless given permission by official SOCS D employees. If a student refuses to give administration requested electronic device(s), this will be viewed as failure to accept disciplinary policy/defiance and the appropriate consequence will apply. **No cell phones may be used during state testing.**

NOTE: Refer to the cell phone category of the 6th – 12th grade discipline template for disciplinary consequences.

The SOCS D is not responsible for any electronic devices that are lost or stolen.

S T U D E N T D R E S S C O D E (J C D B)

The SOCSB Board of Trustees encourages students to be dressed and groomed in a manner which reflects good taste, decency, and pride in appearance as this will contribute to the maintenance of a proper learning environment and will portray a favorable image of the individual and the school.

Minimum Dress Requirements

- No warm-up pants, wind pants, cargo (multiple large pockets) pants or cargo shorts, biking shorts, gym shorts, basketball shorts, stretch pants, pajama bottoms, or leggings are allowed as pants. Leggings and tights must be worn with shirts or skirts/skortos that are not more than 3” above the knees. Sagging pants will not be allowed.
- Clothing must cover from the top of the shoulder and extend down to mid-thigh.
- Rips or tears in clothing should be lower than mid-thigh.
- See-through or mesh garments must not be worn without clothing underneath that meet the minimum dress code requirements.
- Shoes must be worn and properly tied or fastened. House shoes and shower shoes are not permitted.

Additional Requirements

- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, or drugs.
- Clothing may not depict or imply pornography, nudity, or sexual acts.
- Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, religious affiliation, or any other protected classification.
- Apparel, jewelry, accessories, or any manner of grooming that by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates for illegal or disruptive behavior is prohibited.
- Midriff must be covered.
- Hoods may not be worn while in the school building.

Enforcement

- Principals must ensure that all staff are aware of and understand the dress code policy guidelines.
- Staff will use reasonable efforts to avoid addressing dress code violations in front of other students.
- Students shall not be removed from class as a consequence for wearing attire in violation of the dress code policy unless the attire creates a disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as harassment, intimidation, or bullying.
- The consequence for the first violation of the dress code will include a parent/guardian contact or conference and the directive to cover, change, or remove non-complying attire.
- Consequences for repeated violations of the dress code policy may include detention, in-school intervention, community service, or loss of driving privileges. The principal or his designee will notify a student’s parent/guardian of the school’s response to repeated violations of the student dress code policy.

The enforcement of the SOCS D Dress Code Policy is solely at the discretion of the school administrators.

I D B A D G E S

To limit surface contact for our students, ID badges will be used for purposes such as meal pick-up, library check-out, attendance, verification, etc. SOCS D students in grades 5-12 will be required to always wear identification (ID) badges while on school grounds if requested by school personnel. Students must adhere to the information below concerning ID badges.

1. ID badges are property of the SOCS D and must not be defaced. The badge will be confiscated, and the student must purchase a new ID if this occurs. Picture and information must be clearly visible.
2. Students must not wear an ID badge belonging to another student. These IDs will be confiscated.
3. Every student is issued an ID badge and lanyard at the beginning of the school year. If students misplace or lose their ID, a new one must be purchased (\$2.00 for each badge, \$1.00 for each lanyard).
4. Students must have their ID badge to check out books in the media center.
5. Students are required to have their ID badge for breakfast/lunch checkout.

P U B L I C R E L A T I O N S A N D S E R V I C E S

SOCS D's Mass Messaging System is School Messenger

Keeping parents and employees informed about events and happenings in the SOCS D is a top priority, and School Messenger is the mass messaging system that SOCS D uses to provide accurate, timely information. SOCS D will use School Messenger throughout the year to send primarily email messages to parents to remind you of important dates and events and to share information. SOCS D will also use School Messenger to inform parents about weather-related changes to the school day and other emergency situations. Please provide an accurate email address and contact number with your child's registration form to receive these messages. If your contact information changes, please contact your child's school directly to update your information. The district's website is www.starkvillesd.com.

Stay connected with SOCS D

Sign up to receive SOCS D community e-newsletter, The Spark, at www.starkvillesd.com. As subscribers, you will receive news and information about the accomplishments of our students and teachers as well as a glimpse into our excellent classroom experiences.

SOCS D will share information regarding school delays and/or cancellations during inclement weather situations through our School Messenger parent communication platform. School Messenger communications deliver to the email addresses, phone and mobile numbers of which parents submit when registering their students for school. If you are not receiving messages via School Messenger, please contact SOCS D Director of Communications, Haley Montgomery, at hmontgomery@starkvillesd.com or 662-615-0021. is through our text notification service and social media channels. To receive text messages and/or urgent alerts from SOCS D, text "STKOKT" TO 95577.

Be sure to follow the SOCS D on Twitter, Instagram, and Facebook at @StarkvilleSD. Visit the individual school pages on our website for links to social media channels available for each of our schools.

EMERGENCY PROCEDURES

Emergency Closings

The superintendent is hereby authorized to close schools and offices or dismiss them early in the event of natural disaster, inclement weather or other emergencies which threaten the safety or health of students or staff members. The superintendent will take such action only after consultation with transportation, emergency management, and weather authorities. The superintendent shall notify the school board of the decision to close the schools. Parents, students, and staff members shall be informed how they shall be notified in the event of emergency closings, early dismissals, or delayed start. Principals/directors are to notify the Superintendent's office when after-school programs are being canceled.

Information on district closings or altered schedules will be announced through our School Messenger parent communication platform via email, text message and/or phone call. We will also post notices on the district's social media accounts. No announcement means schools will operate on a normal schedule.

Extreme Weather Conditions

In cases of a severe weather alert, such as a tornado, hurricane, or snow/ice warning being issued by the National Weather Service, the superintendent of schools or designee shall notify each principal and necessary administrator.

Children will be retained in the school buildings until it is deemed safe to dismiss them, unless they are picked up by their parents. Pupils will not be allowed to use the telephone during severe weather alerts except in cases of emergency. Parents and their children should have an arrangement worked out in advance about transportation during extreme weather.

When school must be canceled due to severe weather or other emergency situations, announcements will be made through our School Messenger parent communication platform via email, text message and/or phone call. We will also post notices on the district's social media accounts.

Reunification Sites

If there is a need to evacuate a school building/campus, the following are our reunification sites.

Sudduth Elementary

- Bridgeway Church (Primary) / Starkville Sportsplex (Secondary)

Henderson Ward Stewart Elementary

- Bridgeway Church (Primary) / Starkville Sportsplex (Secondary)

Overstreet Elementary

- Bridgeway Church (Primary) / Starkville Sportsplex (Secondary)

West Elementary

- Sturgis Baptist Church

Armstrong Junior High School

- Starkville Sportsplex (Primary) / Bridgeway Church (Secondary)

SOCSD/MSU Partnership School

- First John Baptist Church (Primary)/Bridgeway Church (Secondary)

Starkville High School

- Starkville Sportsplex (Primary) / Bridgeway Church (Secondary)

The Learning Center

- Sixteenth Section Missionary Baptist Church/ First John Baptist Church (Secondary)

Emerson

- Starkville Sportsplex (Primary) / Bridgeway Church (Secondary)

EMERGENCY PROCEDURES / DRILLS

Fire Drill

Everyone must leave the building in a quiet and orderly manner following the procedures outlined for the specific classroom. Students must stay with their teachers. Students in special subjects will remain with the special subject teacher. The classroom teacher should join her students at the designated place.

Tornado Drill

Students will proceed to the hallways in an orderly manner. Students should stay with the teacher, remain quiet, sit with their backs to the wall, and cover their heads.

Earthquake

DEFINITION:

An earthquake is the oscillating movement of the earth's crust caused by the rupturing of great masses of rock miles beneath the surface of the earth. This generally takes the form of slipping or sliding along a ruptured plane (a weakness in the earth's crust) called a fault. There are three major types of earthquakes: Volcanic, Plutonic, and Tectonic. Tectonic is the most common and most destructive. Earthquakes can occur at any time with no advance warning. The onset of a large earthquake is initially signaled by a deep rumbling or by disturbed air making a rushing sound. Probably the most disheartening feature in the aftermath of a damaging earthquake is the reported occurrence of aftershocks.

- Students and staff should stay put until tremors stop.
- Students and staff should duck and cover until tremors stop.
- Students and staff should take cover under desks and tables, against inside walls, or under doorways.
- Students and staff should be alert for possible aftershocks.
- Shut off any electrical or gas operated appliances.
- Students and staff should evacuate the building through the nearest safe exit if instructed to do so. The earthquake evacuation signal is FIRE DRILL SIGNAL.
- Students should avoid overhead wires and utility poles.
- Teachers should call roll and report missing students to the principal.
- The secretarial staff will take enrollment cards and sign-out sheets for offsite student release.
- Unattached students should report to the nearest teacher. Teachers should report student additions to the principal.
- The principal will decide for the students and other personnel to re-enter the building only after being advised to by the civil defense office and/or school architect/engineer.

Bomb Threat

Students will exit the building by walking in a quiet and orderly manner and proceed to their designated areas. Students will stay with their class and teacher.

Lockdown

The signal for lockdown is known only to faculty and staff. At the direction of the teachers, students will move away from windows and doors and remain quiet.

COMMUNICABLE DISEASES (JGCC)

The SOCS D will work cooperatively with the Mississippi Health Department to prevent, control, and contain the spread of communicable and infectious diseases, including COVID-19, in schools.

The SOCS D Board of Trustees has the power, authority, and duty to exclude from school students with what appears to be infectious or contagious diseases; provided, however, such student may be allowed to return to school upon presenting a certificate from a public health officer, duly licensed physician, or nurse practitioner that the student is free from such disease. 37-7-301 (h). School administrators and teachers must make frequent decisions about when children with communicable diseases should be allowed to attend or return to school. We want children to be protected from these conditions, but it is also our desire that no child be excluded from school longer than necessary. The SOCS D will use the Mississippi Department of Health Guidelines in determining these decisions regarding contagious/communicable diseases. Students with a temperature of 100.0 or above (orally) will be sent home. To prevent the spread of a communicable disease, ill students must be symptom free and fever free WITHOUT the use of temperature reducing medications for 24 hours before returning to school.

The SOCS D will work cooperatively with the Mississippi Health Department to prevent, control, and contain the spread of communicable and infectious diseases, including COVID-19, in schools.

The superintendent or governing authority has the power, authority and duty, under the Mississippi State Board of Health Rules and Regulations Governing Reportable Diseases, to exclude a student from the school when reliable evidence or information from a qualified source confirms his/her having a communicable disease or infection that is known to spread by any form of casual contact and is considered a health threat to the school population. Such a student may be excluded unless a licensed physician, public health officer, or nurse practitioner approves school attendance, or the condition is no longer considered contagious.

All persons privileged with any medical information that pertains to students shall be required to treat all proceedings, discussions, and documents as confidential information. Before any medical information is shared with anyone in the school setting, a “Need to Know” review shall be made.

The SOCS D Board of Trustees authorizes the superintendent to establish administrative procedures in furtherance of this policy.

The following section, Administrative Procedures, is not part of the board policy.

Administrative Procedures

HEAD LICE (Pediculus)

This is an infestation of the scalp with “bugs” called lice. They formally attach egg sacs, called nits, to the hair. Primary symptoms are intense itching of the scalp. An infested child’s parent/guardian should be notified that the child has been found to have head lice and must receive the proper treatment before returning to school. This should be an approved medical treatment and not a home remedy. Evidence of treatment such as a note from the pharmacist, a receipt for purchase of lice shampoo or the empty container with the label intact must be presented to return to school. Care will be taken not to embarrass the child. It is not necessary to remove the infested child before the end of the school day. For any student who has had head lice on three (3) consecutive occasions during one (1) school year, the principal shall notify the county health department of the recurring problem of head lice with that student. The student shall not be allowed to attend school until proof of treatment is obtained. 41-79-21

IMPETIGO

This is a contagious disease characterized by spreading pustular lesions (sores with pus) and should receive medical treatment. The child may return to class 24 hours after treatment has started. Lesions that are still oozing and are on exposed skin surfaces should be covered.

PINK EYE (Conjunctivitis)

This is an infectious disease characterized by redness of the eye, excessive tearing, itching, pain and discharge. The parent should be notified to pick up the child. Children may return to school with a note from the physician or when symptoms have subsided.

RINGWORM (Skin)

When these lesions (red circular places with severe itching) are found, it is reasonable to send a note home with the child indicating the need for treatment. The child may return to school as soon as treatment with an appropriate anti-fungal ointment is started. A receipt for purchase should be presented to indicate treatment has begun.

RINGWORM (Scalp)

Ringworm of the scalp is characterized by inflammation, redness, hair loss and itching and does not respond to over-the-counter medications. Therefore, the student should see a physician and may return to school with physician's approval.

STREPTOCOCCAL PHARYNGITIS (Strep Throat)

Strep throat is characterized by severe sore throat, fever and usually swollen lymph nodes in the neck. The child should see a physician to obtain prescription medication. The student may return 24 hours after treatment has begun.

Students with a common cold, who are so ill that their classroom performance is affected, should remain at home until they improve.

ALLERGIC REACTIONS

If a child is known to have a severe allergy to stinging insects, food, etc. parents should notify school personnel and provide the school with necessary instructions and medications to handle such an emergency if it occurs. In severe allergic reactions, the student will be transported by emergency vehicle to the nearest emergency room.

IMPORTANT NOTICE

All staff shall use the following routine and standard procedure to clean up after a student has an accident or injury at school.

1. Blood or body fluids emanating from ANY student, including ones known to have a chronic infectious disease, shall be treated cautiously.
2. Rubber gloves shall be worn when cleaning up blood spills. These spills shall be disinfected with a solution of bleach and water (1-part bleach to 7 parts water) and people coming in contact with them shall wash their hands immediately.
3. Blood-soaked items shall be placed in leak-proof bags for washing or further disposition.

4. The same procedures shall be used for dealing with the vomit and bodily waste of ANY student.
5. Hand washing immediately after contact with a student is routinely recommended if physical contact has been made with the student's blood or bodily fluids, including saliva.

SOCSD shall provide gloves and other appropriate materials for use by the staff for compliance with this procedure.

The SOCSD realizes that emergency health problems will occur which are not specifically covered in these procedures. When such problems occur, school administrators or other professional personnel shall be authorized to respond by seeking professional medical advice and contacting the parent/guardian.

CORONAVIRUS

NOTE: The SOCSD follows guidance from the Mississippi Department of Health and the County Health Department.

Students/staff will be sent home and should stay home if they have tested positive for COVID-19. Students, teachers, and staff should stay home when they have signs of any infectious illness and see their healthcare provider for testing and care. The school nurse will be available to consult with students and their parents or guardians.

E D U C A T I N G S T U D E N T S W I T H C H R O N I C I N F E C T I O U S D I S E A S E S P O L I C Y (J G C C B)

The following shall be the policy of the SOCSD for educating students known to have a chronic infectious disease (persistent illness in the carrier state as compared to an acute short-term self-limiting illness) such as, but not limited to hepatitis B, herpes simplex, AIDS/ARC or cytomegalovirus.

A student with a chronic infectious disease shall be removed from the classroom temporarily and until the district's medical advisor in consultation with the student's physician determines whether the student's presence in the school poses a risk of transmission of such chronic infectious disease to others.

Should it be determined by the school's medical advisor that attendance poses no threat, the student shall be allowed to resume attendance at school subject to whatever restrictions or limitations, if any, that the school's medical advisor shall recommend. The student's school attendance shall be reviewed by the school's medical advisor in consultation with the student's physician at least once every month to determine if continued school attendance poses any risk of transmission of such chronic infectious disease to others.

Should it be determined by the school's medical adviser that attendance at school poses a risk of transmission of such chronic infectious disease to others, an appropriate alternative education program shall be established for that student which shall continue until the district's medical adviser determines that the risk of transmission to others has abated and normal school attendance can resume.

The decision of the district's medical adviser shall be final.

M E D I C I N E (J G C D)

If medicine needs to be administered to a student at school, the parent must bring the medicine to the counselor, teacher or the school nurse. The medicine will be checked in and kept in a locked cabinet. The name of the doctor, the name of the medication, and written instructions from the doctor or the pharmacist must be provided. DO NOT SEND MEDICINE TO SCHOOL WITH A STUDENT.

R E L E A S E O F S T U D E N T S

No student shall be suspended from school or school-sponsored activity prior to scheduled release time without first notifying parent/guardian. No student shall be released to the custody of an individual other than parent/guardian or person designated in the student's record. No student shall be allowed to withdraw from school or school-sponsored activity prior to scheduled release time. Students shall not be allowed to leave and return to school or to a school-sponsored activity to run personal errands, purchase supplies, parts or food. No student shall be released at the conclusion of any out-of-town school-sponsored activity to return home via alternate means without prior approval by school authorities of a written request from parent/guardian. No student shall be abandoned by a sponsor/director/chaperon at the completion of a school-sponsored activity to wait for a ride or to walk home.

S C H O O L S E A R C H E S

Circumstances may arise where searches of students' persons, possessions, lockers, desks, and vehicles will be necessary. Searches of a student's person or possessions may be conducted if a district employee has reasonable suspicion that a student has violated or is violating a district policy, school rules, or regulations or the law and that the search will result in discovery of evidence of such violation. Search of desks and other school property may be conducted at any time, with or without reasonable suspicion of a violation.

S T U D E N T R E S T R A I N T A N D S E C L U S I O N P O L I C Y

The SOCSB Board of Trustees supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, and improves student achievement for all students. In accordance with Miss. Code Ann. §§ 37-9-69 and 37-11-57, it is recognized that staff may intercede in situations wherein students are displaying physically violent behavior or are deemed to be a danger to themselves or others. The use of excessive force or cruel and unusual punishment regarding student management is prohibited. Restraint and/or seclusion shall not be utilized as a punitive measure. Only school personnel trained in the use of restraint and seclusion should be used to observe and monitor these students. Staff engaged in monitoring students shall have knowledge of effective restraint and seclusion procedures, emergency procedures, and knowledge of how to effectively debrief students after the use of restraint or seclusion. This policy in no way shall inhibit the right of staff to reasonable self-defense in accordance with the provisions of the 5th and 14th amendments to the Constitution of the United States, or the Constitution of Mississippi, nor negate the obligation of the district to provide a safe work environment. In any situation in which a student is a danger to himself/herself or others, and it becomes necessary to contact law enforcement or emergency medical personnel, nothing in this policy guidance shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

RESTRAINT

Physical restraint is considered to be an emergency response after all other verbal and non-verbal de-escalation measures have failed in effectiveness. When using physical restraint for students who are a danger to themselves or others, staff should take precautions necessary to ensure the safety of the student and the staff members engaged in restraining the student.

1. Physical restraints that restrict the flow of air are prohibited in all situations.
2. The use of mechanical restraints is prohibited, except by law enforcement.

SECLUSION

The use of seclusion occurs in a specially designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. The room or space used for seclusion may not be locked and staff shall be present to monitor the student. Seclusion shall cease once the student regains control of his or her behavior.

ADMINISTRATIVE PROCEDURES

This policy and the supporting procedures are designed to ensure the safety of all students, school personnel, and visitors. The following provisions shall be adhered to:

1. Staff and faculty shall be trained at least annually on the use of physical restraint and seclusion. Teachers and other district personnel shall be trained on how to collect and analyze student data to determine the effectiveness of these procedures in increasing appropriate behavior. Administrators shall document incidents of the use of physical restraint or seclusion by staff or faculty participating in or supervising the restraint or seclusion event.
2. A review of the use of a restraint and seclusion process shall be conducted by the school to determine if revisions of behavioral strategies are in place to address dangerous behavior or if positive behavioral strategies were not in place at the time of the restraint or seclusion.
3. The school board shall review this policy and incidents of seclusion and restraint data at a minimum, annually. At a minimum, the Superintendent shall make quarterly reports of incidents of restraint and/or seclusion to the school board. The school district shall report the incidents to Mississippi Department of Education annually.
4. This policy and supporting procedures shall be reviewed with all staff on an annual basis.
5. The superintendent or designee shall develop procedures for reporting the use of restraint or seclusion to the local board of education and to the Mississippi Department of Education.
6. After reviewing the district reports of incidents in which restraint and seclusion were used, if necessary, the superintendent shall make recommendations to the board for possible revisions to this policy. The review and/or revisions to this policy shall be documented on the school board meeting agenda and the subsequent minutes of the school board meeting. The school district or school shall maintain records of its review of and any resulting decisions or actions regarding the use of seclusion and restraint.

PARENTAL NOTIFICATION

1. All parents shall receive, at least annually, written information about the policies and procedures for restraint and seclusion issued by this school district. The written policies shall be included in the code of conduct, student handbook, school board policy manual, and any other appropriate school publication.
2. Parents or guardians shall be notified verbally or in writing on the day of the restraint or seclusion or no later than 48 hours following the incident. In the event a parent cannot be reached by telephone, a letter shall be sent informing the parent of the incident and the

person who can be contacted at the school to address any questions the parent may have. At the time the parent is notified, the school shall schedule a debriefing with the parent to discuss the incident.

3. The superintendent or designee shall develop procedures by which a parent may submit a complaint regarding the physical restraint or seclusion of their child; the procedures shall be printed in the Student Handbook.

The superintendent or designee shall establish and disseminate all procedures relevant to the implementation of this policy and the guidelines set forth by the Mississippi Department of Education.

A S B E S T O S / A H E R A R E G U L A T I O N S

In accordance with AHERA regulations, school districts are required to perform several activities with regard to Asbestos in schools. One of these requirements is to provide notification to all parents, teachers, and employees of our ongoing management of asbestos containing materials (ACM's). To provide continuing management of asbestos in our schools, all ACM's are inspected every six months by an environmental consulting firm from Jackson, Mississippi. Any changes in the ACM are being recorded in a surveillance report as part of the management plan. A copy of this surveillance report, along with a copy of the management plan and all supplementary information is located in the office at each school and at the central office. These documents are available for review at either of these locations.

C H I L D N U T R I T I O N / C A F E T E R I A

The school cafeterias provide breakfast and lunch every day while school is in session. Breakfast is served, free of charge, for all students PK-12 following these schedules at each school:

7:00 a.m. – 7:30 a.m.

Sudduth Elementary

7:10a.m. – 7:40 a.m.

Henderson Ward-Stewart Elementary

West Elementary

Overstreet Elementary

7:50 a.m. - 8:20 a.m.

Partnership Middle School

8:10 a.m. – 8:40 a.m.

Armstrong Junior High School

Starkville High School

Students who bring his/her lunch from home may purchase milk or water on his/her account. Extra food sales (food and/ or drinks) are allowed but must be paid for daily at the cash register. Extra food sales cannot be deducted from the students' account.

Refunds are made only when the child withdraws from school. All requests for refunds should be made to the Director of child nutrition pending board approval.

If a child has a food allergy, parents must contact the Director of child nutrition to complete a form. This form must be completed at the beginning of each school year by the child's physician with suitable substitutions listed.

C O N F E R E N C E S

Parent/Teacher conferences are encouraged, and parents are always welcome to visit the school. If you wish to meet with your child's teacher, you must make an appointment. Teachers will be glad to meet with parents for conferences scheduled in advance. Teachers have responsibilities during school hours and are not always available. Parents are encouraged to meet with their child's teachers if their child is experiencing a problem in the classroom or at school. Parent/Teacher conferences may be scheduled before or after school or during the teacher's planning time. Please contact your child's teacher(s) by note to set up a conference time. Parents may set up a conference with the principal by calling the school and making an appointment.

F U N D R A I S I N G P R O J E C T S (J K)

The SOCSD Board of Trustees recognizes that unappropriated funds are occasionally needed in order to allow student participation in special activities and travel. Therefore, in an effort to coordinate such fundraising activities and to avoid excessive fundraising projects, the SOCSD school board has adopted the following regulations. It shall be the policy of the Board of the SOCSD to review and act upon all recommended fundraising projects to be sponsored by recognized student organizations in the district. This policy shall apply to all areas of the academic programs, activities programs, and clubs and organizations which function during the normal operating school day. This policy shall not include fundraisers sponsored by activity booster clubs, PTOs, and other such organizations.

Upon receipt of fundraising activity proposals, the school principal shall review all proposals and recommend to the superintendent those which he/she deems to be acceptable. The superintendent shall recommend on or before the regular school board meeting in October or February of each year a list of all recommended fundraising projects to be sponsored by recognized student organizations in the schools operated by the SOCSD. The board shall consider and either approve, disapprove, or hold in abeyance each of the proposed projects.

The superintendent shall notify appropriate personnel of the board's decision no later than five (5) working days after the decision has been made.

No projects will be recommended to the board which require students to sell a certain number of products or to purchase any products not sold. Students will not be penalized for non-participation in a fundraising project. The school board prohibits door-to-door sales by students.

The board reserves the right to consider and act upon special fundraising request(s) which arise from special circumstances which school personnel could not foresee prior to the regular October board meeting.

Fundraisers must have board approval prior to initiating fundraiser activities. Students are not allowed to do individual fundraisers. They must have a sponsor.

L O S T A N D F O U N D

All items belonging to a student are the student's responsibility. All found items are placed in the lost-and-found in the auditorium or front office. The student's name should be written on all items so identification is easier.

P A R E N T R E S P O N S I B I L I T I E S

Parental support for the school sends an important message to students about the importance of education. The following basic responsibilities of parents are suggested to help your child become a successful learner:

- Be sure your child attends school regularly and arrives on time.
- Let the school know of any serious family problems.
- Attend Open House, parent-teacher conferences, Support Group meetings, special programs, and other school events throughout the year.
- Support the school's discipline policies and bus safety rules.
- Let the teacher know about your child's special interests and needs.
- Volunteer as a room mother/father, library helper, playground aide, tutor, reader, field trip chaperone, picture taker.
- Stay tuned in to what is happening at school and help your child with homework.
- If problems arise, try to resolve them by following the chain of responsibility below:
 - Classroom teacher
 - Principal
 - Superintendent of Schools

P T O

We have an exemplary Parent Teacher Organization (PTO) at each school and hope that you will become a member. Parents and families are encouraged to attend all activities. Become involved in your child's school by joining and attending PTO activities.