# TABLE OF CONTENTS

**INTRODUCTION** .......................................................................................................................................................... 4  
**EQUAL EDUCATIONAL OPPORTUNITIES** ........................................................................................................... 4  
**EXPLANATION OF CONTENTS OF STUDENT HANDBOOK** .............................................................................. 4  
**MESSAGE FROM THE ADMINISTRATION** ............................................................................................................. 5  
**STRATEGIC PLAN** .................................................................................................................................................. 6  
**BELIEFS** .................................................................................................................................................................. 6  
**MISSION STATEMENT** ........................................................................................................................................... 6  
**GOALS** .................................................................................................................................................................... 6  
**STRATEGIES** .......................................................................................................................................................... 6  
**SOCSD BOARD OF TRUSTEES** .............................................................................................................................. 8  
**ADMINISTRATION** ................................................................................................................................................ 8  
**SCHOOL AND DISTRICT CONTACT INFORMATION** .......................................................................................... 9  
**CALENDAR** .............................................................................................................................................................. 10  
**SCHOOL BEGINNING/ENDING TIMES** .................................................................................................................. 11  
  - Suduth Elementary (K-1) ...................................................................................................................................... 11  
  - Henderson Ward Stewart Elementary (2-4) ........................................................................................................... 11  
  - Overstreet Elementary (5) .................................................................................................................................... 11  
  - West Elementary (K-5) ........................................................................................................................................ 11  
  - Armstrong Middle School (6-8) ........................................................................................................................... 11  
  - Starkville High School/Millips (9-12) ................................................................................................................... 11  
  - The Learning Center ............................................................................................................................................. 11  
**DISMISSAL TIMES FOR 63% DAYS** ....................................................................................................................... 11  
**SCHOOL ADMISSION** .......................................................................................................................................... 12  
  - Enrollment Age ....................................................................................................................................................... 12  
  - General Eligibility .................................................................................................................................................... 13  
  - Residence Verification Procedure .......................................................................................................................... 16  
  - Students Living With Parent(s) or Guardian(s) ...................................................................................................... 16  
  - Homeless Children ................................................................................................................................................. 16  
  - Students Living With Adults Other Than Parent(s) or Legal Guardian(s) ................................................................. 16  
  - Emergency Contact Information .............................................................................................................................. 17  
**ATTENDANCE PROCEDURES** ................................................................................................................................. 18  
  - Attendance Records ................................................................................................................................................... 19  
  - 63% Rule (Policy JBD) ........................................................................................................................................... 19  
  - Excused Absences .................................................................................................................................................... 19  
  - Grades PK-12 .......................................................................................................................................................... 20  
  - School Related Activities ........................................................................................................................................ 21  
  - Late Check-in and Early Check-outs ........................................................................................................................ 21  
  - Make-up Work Opportunities ................................................................................................................................. 21  
**CURRICULUM AND INSTRUCTION** ............................................................................................................................ 21  
  - Instructional Goals .................................................................................................................................................... 21  
  - Dual Enrollment Credit (IDAG) ............................................................................................................................... 21  
  - Homework Policy (HIB) ........................................................................................................................................... 22  
  - Grading (HIA) .......................................................................................................................................................... 24  
  - Literacy Based Promotion (ICHI) ............................................................................................................................ 30  
  - Instructional Intervention (IEI) ............................................................................................................................... 32  
  - Promotion and Retention (IHE) .............................................................................................................................. 34  
**Eligibility Requirements for Athletes / Retention of Students for Extracurricular Activities** ............................... 35  
  - Scholastic Requirements ......................................................................................................................................... 35  
  - Junior High Middle School Scholastic Requirement .............................................................................................. 36  
  - Special Education Requirements .......................................................................................................................... 36  
  - Foreign Exchange Student Requirements ............................................................................................................ 36  
  - Retained In Same Grade ........................................................................................................................................ 36  
**Curriculum Development Planning** ....................................................................................................................... 37  
**Pre-Advanced and Advanced Placement Courses** ................................................................................................. 37  
**Graduation Requirements (IHF)** ............................................................................................................................. 44  
**Policies for Subject Area Testing** ........................................................................................................................... 51  
**Credit Recovery (IDCAB)** ....................................................................................................................................... 52  
**Academic Achievement (JF)** ............................................................................................................................... 53
POLICIES CONTAINED WITHIN THIS HANDBOOK ARE SUBJECT TO MODIFICATION BY THE SOCSD BOARD OF TRUSTEES AS DEEMED NECESSARY.
INTRODUCTION

By registration of your child (children) or any student in the Starkville Oktibbeha Consolidated School District (SOCSD), all parents, legal guardians, and students do hereby consent to and agree to obey and follow rules and regulations contained 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 Starkville Oktibbeha Consolidated School District at 401 Greensboro Street, Starkville, Mississippi, (Office of the Superintendent). Copies of all school board policies are also available on the school District's website, www.starkvillesd.com.

Further all parents, legal guardians, and students agree and are hereby informed that all students of the Starkville Oktibbeha Consolidated School District 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, or Chancery Court of the State of Mississippi

EQUAL EDUCATIONAL OPPORTUNITIES

The Starkville Oktibbeha Consolidated School District 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 Starkville Oktibbeha Consolidated School District Board of Education that equal educational opportunities are provided in any and all educational programs and activities.


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 Starkville Oktibbeha Consolidated School District Discipline Policy fully outlines the procedural policies for the entire school district and may override any policy contained in the student handbook, particularly in cases of acute importance or of a severe nature.

The administration of the Starkville Oktibbeha Consolidated School District 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

August 7, 2019

Dear Parents and Students,

Welcome to the Starkville Oktibbeha Consolidated School District! With a vision of excellence and a mission of helping our students discover and develop their passion, purpose, and potential, the Starkville Oktibbeha Consolidated School District sparks the flame of success for our students through creative and individualized learning experiences in every classroom.

Student achievement cannot take place without great teaching, and the heart of the SOCS D is the strength of our teachers. We attract and retain enthusiastic and ambitious teachers and educational staff. We rank among the top districts in Mississippi in the number of teachers who earn National Board Certification. More than half of our teachers hold advance degrees, and they are recognized year after year for their innovative teaching earning numerous awards, honors and accolades.

As we begin a new year, I encourage you to sign up to receive The Spark, our enewsletter. It contains information about news and events around the district, and it also highlights our students, teachers and administrators and their accomplishments. It's a great way to stay informed and connected. You may subscribe to our newsletter on our website at www.starkvillesd.com.

SOCSD also utilizes numerous mass communication systems and social media channels. Be sure you follow us on Twitter @StarkvilleSD and like us on Facebook at www.facebook.com/StarkvilleSD. Our social media channels are often the fastest way for us to share information. School Messenger is SOCS D’s mass messaging system for emails, text alerts, and phone calls. If you are not receiving this information, please contact your child’s school to make sure your contact information is correct in Power School, our student information database.

If you are new to the Starkville Oktibbeha Consolidated School District, welcome to the Yellow Jacket family! If you are beginning another year with SOCS D, welcome back! Thank you for sharing your children with the Starkville Oktibbeha Consolidated School District!

If you have questions, please do not hesitate to contact your school office or the central office. If we can be of service to you, please let us know and again, thank you for being a part of the Starkville Oktibbeha Consolidated School District.

Sincerely,

Eddie Peasant
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 life-long 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.

MISSION STATEMENT
The mission of the Starkville Oktibbeha School District 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.
- School Culture
  - We will foster and maintain inviting, equitable, 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.

STRATEGIES
- Student Achievement
  - We will maximize growth of all students through rigorous and meaningful instruction.
    - Kindergarten readiness
    - Internal and external communications and engagement
    - Ongoing professional development and learning opportunities for all
    - Collaboration with local, state, and national support organizations
    - Success of our low performing students
    - Improve students’ social and emotional behavior
    - Standards alignment
    - Data driven decisions
- School Culture
  - We will foster and maintain inviting, equitable, healthy learning environments that promote safety, engagement, and excellence.
    - Equity
    - Celebrate diversity
    - Adult behavior – collaborative responsibility
    - Customer service
    - Celebrations of excellence
    - Engaging school culture
    - Relationships
    - Seven habits infused into all of the above
    - Discipline and management (models, PBIS, etc.)
    - Classroom interruptions
    - Decrease time out of class
    - Safety procedures
    - Welcoming climate
    - Health and wellness promotion (students and staff)
    - Social emotional well-being
• Human Resources
  o We will recruit and retain a highly qualified, diverse workforce through an equitable process to ensure student achievement.
    ▪ Recruit highly qualified, diverse employees
    ▪ Selection process
    ▪ Mentor employees
    ▪ Provide professional development and coaching
    ▪ Provide professional growth opportunities
    ▪ Mid-term employee survey
    ▪ Exit interview action plans
    ▪ Employee recognition

• Community Collaboration
  o We will engage and partner with community stakeholders to foster greater student opportunities and build a more vibrant quality of life.
    ▪ Effectively communicate district goals, successes and need to various community groups
    ▪ Identify experiential education opportunities
    ▪ Outreach to families
    ▪ Develop mentors and student advocates
    ▪ Match school/student needs with resources/businesses
    ▪ Develop schools as community centers/get community members into schools
    ▪ Help businesses embrace relationship between better educational outcomes and qualified workforce

• Operational Effectiveness
  o We will maximize resources to ensure operational effectiveness.
    ▪ Fiscal responsibility
    ▪ Facilities/physical plant
    ▪ Transportation
    ▪ Technology
    ▪ Food Services
SOCSD BOARD OF TRUSTEES

John S. Brown, President
Dr. Debra Prince, Vice President
Sumner Davis, Secretary
Jamila Taylor, Assistant Secretary
Wes Gordon, Member

ADMINISTRATION

Dr. Eddie Peasant, Superintendent
David Baggett, Assistant Superintendent for Personnel and Operations
Anna Guntharp, Assistant Superintendent for Federal Programs and Student Support Services
Dr. Christy Maulding, Deputy Superintendent for Curriculum and Instruction K-12
Nicole Thomas, Public Information Officer
Timothy Bourne, Director, Accountability, Accreditation, and Assessment
Tammie McGarr, Chief Financial Officer
Julie Jones, Director, Student Support Services
David Hill, Director, Technology
Dr. Cheyenne Trussell, Athletic Director
Ginny Hill, Director, Child Nutrition
Kelvin Gibson, Director, Transportation
John Maulding, Director, Maintenance
Dr. Joan Butler, Director, Family Centered Programs (half-time)
SCHOOL AND DISTRICT CONTACT INFORMATION

Sudduth Elementary School (grades PreK-1)
Morgan Abraham, Principal
101 Greenfield Drive
Starkville, MS 39759
Phone: 662-324-4150
Fax: 662-324-6137

Henderson Ward Stewart Elementary (grades 2-4)
Julie Fancher, Principal
200 Dr. Martin Luther King, Jr. Drive West
Starkville, MS 39759
Phone: 662-324-4160
Fax: 662-324-6957

Overstreet Elementary (grade 5)
Cynthia Milons, Principal
307 South Jackson Street
Starkville, MS 39759
Phone: 662-324-4193
Fax: 662-324-6914

West Elementary School (grades K-5)
Gabrielle Mills, Principal
127 Sturgis-Maben Road
Sturgis, MS 39769
Phone: 662-465-6470
Fax: 662-465-6470

Armstrong Middle School (grades 6-8)
Julie Kennedy, Principal
303 McKee Street
Starkville, MS 39759
Phone: 662-324-4070
Fax: 662-324-4075

Starkville High School (grades 9-12)
Sean McDonnall, Principal
603 Yellow Jacket Drive
Starkville, MS 39759
Phone: 662-324-4130
Fax: 662-324-4128

Millsaps Career & Technology Center
Dr. Lenora Hogan, Principal
803 Louisville Street
Starkville, MS 39759
Phone: 662-324-4170
Fax: 662-324-4103

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

Superintendent
Dr. Eddie Peasant
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0013
Fax: 662-324-4068

Assistant Superintendent, Federal Programs and Student Support Services
Anna Guntharp
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0035
Fax: 662-324-4068

Deputy Superintendent, Curriculum/Instruction K-12
Dr. Christy Maulding
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0045
Fax: 662-324-4068

Assistant Superintendent, Personnel & Operations
David Baggett
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0059
Fax:

Title VI and IX Officer
Dr. Eddie Peasant
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0013
Fax: 662-324-4068

Section 504 Officer / SPED Director
Julie Jones
Student Support Services
401 Greensboro Street
Starkville, MS 39759
Phone: 662-615-0059
# 2019-2020 Academic Year Calendar

## Notes

<table>
<thead>
<tr>
<th>July 19</th>
<th>August 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notes</strong></td>
<td><strong>Notes</strong></td>
</tr>
<tr>
<td>Jul. 4</td>
<td>Independence Day holiday</td>
</tr>
<tr>
<td>Jul. 30-31</td>
<td>New teacher orientation @ schools</td>
</tr>
<tr>
<td>Aug. 1</td>
<td>First day for teachers (at schools)</td>
</tr>
<tr>
<td>Aug. 1</td>
<td>Opening Convocation</td>
</tr>
<tr>
<td>Aug. 12, 5, 6</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Aug. 7</td>
<td>First day for students</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Late day/holiday</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Increased teacher days</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>End of 1st 9-wks (45 days)</td>
</tr>
<tr>
<td>Oct. 10-11</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Report cards</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Student Late Start/Parent Conferences</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Student Late Start/Prof. Dev./Progress reports</td>
</tr>
<tr>
<td>Nov. 25-29</td>
<td>Thanksgiving holidays</td>
</tr>
<tr>
<td>Dec. 18-20</td>
<td>Exams: 1st/3rd Dec.18/2nd/4th/Dec.19/5th Dec.20</td>
</tr>
<tr>
<td>Dec. 20</td>
<td>Early Release/End 2nd 9-wks (45 days)/End of year</td>
</tr>
<tr>
<td>Dec. 23-Jan. 3</td>
<td>Christmas/New Year’s Holidays</td>
</tr>
<tr>
<td>Jan. 6</td>
<td>Staff return</td>
</tr>
<tr>
<td>Jan. 7</td>
<td>Students return</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Report cards</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Student Late Start/Professional Development</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Progress reports</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Presidents’ Day Holiday</td>
</tr>
<tr>
<td>Mar. 6</td>
<td>End of 3rd 9-wks (42 days)</td>
</tr>
<tr>
<td>Mar. 9-10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Apr. 10</td>
<td>Good Friday holiday</td>
</tr>
<tr>
<td>Apr. 13</td>
<td>Inclement weather makeup day/holiday</td>
</tr>
<tr>
<td>Apr. 23</td>
<td>Progress reports</td>
</tr>
<tr>
<td>May 20-22</td>
<td>Exams: 1st/3rd May 20/2nd/4th/May 21/5th May 22</td>
</tr>
<tr>
<td>May 22</td>
<td>Early Release/End of year 9 weeks (46 days) End of year</td>
</tr>
<tr>
<td>May 22</td>
<td>SHS Graduation</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>May 26-27</td>
<td>Professional Development</td>
</tr>
<tr>
<td>May 27</td>
<td>Last day for teachers</td>
</tr>
</tbody>
</table>

## Academic Year Calendar

### New Teacher Orientation, Schools

- **July 16**: New Teacher Orientation, Schools

### Teacher days

- **August 1**: First day of semester for students

### 63% days for students

- **September 16**: First day for students

### Inclement weather makeup day/holiday

- **November 25-29**: Thanksgiving holidays

### Holidays (all schools/offices closed)

- **December 18-20**: Exams: 1st/3rd Dec.18/2nd/4th/Dec.19/5th Dec.20

### Month | Student Days | Teacher Days
--- | --- | ---
Aug | 18 | 22
Sep | 20 | 20
Oct | 21 | 21
Nov | 16 | 16
Dec | 15 | 15
Jan | 18 | 19
Feb | 19 | 19
Mar | 17 | 17
Apr | 20 | 20
May | 16 | 18

### Total Days

- **180**
- **187**
SCHOOL BEGINNING/ENDING TIMES

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

Sudduth Elementary (K-1)
Beginning ......................................... 7:30
Ending .............................................. 2:45

Henderson Ward Stewart Elementary (2-4)
Beginning ......................................... 7:30
Ending .............................................. 2:45

Overstreet Elementary (5)
Beginning ......................................... 7:35
Ending .............................................. 2:50

West Elementary (K-5)
Beginning ......................................... 7:30
Ending .............................................. 2:45

Armstrong Middle School (6-8)
Beginning ......................................... 8:20
Ending .............................................. 3:35

Starkville High School/Millsaps (9-12)
Beginning ......................................... 8:40
Ending .............................................. 3:55

The Learning Center
Beginning ......................................... 8:00
Ending .............................................. 2:30

DISMISSAL TIMES FOR 63% DAYS
Sudduth .............................................. 12:10
Henderson Ward Stewart ............... 12:10
Overstreet Elementary ................... 12:15
West Elementary ............................ 12:10
Armstrong ........................................ 1:00
Starkville High/Millsaps .................. 1:20
SCHOOL ADMISSION (JBC)
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
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 have 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:

1. A certified birth certificate;
2. 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;
3. An insurance policy on the child’s life which has been in force for at least two (2) years;
4. A bona fide contemporary Bible record of the child’s birth accompanied by an affidavit sworn to by the parent, grandparent, or custodian;
5. A passport or certificate of arrival in the United States showing the age of the child;
6. 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
7. 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 or teacher to whom the child applies or reports for enrollment or admission 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. SOCS Moore 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 SOCS Moore 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 SOCS Moore 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

   i. 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 a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 121-A.
RESIDENCE VERIFICATION PROCEDURE

Definition of residence for school attendance purposes: The student physically resides full time week 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:

A. 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 1 document from each group below (Group 1 and Group 2) as verification of their address.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>All documents must be current*</td>
<td>(Dated within 30 days of student registration)</td>
</tr>
<tr>
<td>Mortgage Statement</td>
<td>Utility Bill</td>
</tr>
<tr>
<td>Property Deed</td>
<td>Gas Bill</td>
</tr>
<tr>
<td>Field Homestead Exemption App.</td>
<td>Garbage Bill</td>
</tr>
<tr>
<td>Apartment or Home Lease</td>
<td>Electric, Water, or Cable Bill</td>
</tr>
<tr>
<td>Filed Property or Warranty Deed</td>
<td>Certified Copy of Filed Petition for Guardianship/Final Guardianship Decree</td>
</tr>
</tbody>
</table>

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):

1. Doctor, dentist or hospital bill (mailed)
2. Credit card statement
3. Insurance policy (Health)
4. State or federal benefit check
5. Salary check stub
6. Government mailing (Social Security or Medicaid Determination letter, IRS, etc.)
7. Bank Statement
8. Driver’s License

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.
B. 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).

C. 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.

i. 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. Students enrolled in recognized exchange programs residing with host families;
   f. Incarceration of parent.

ii. 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.
iii. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by the Starkville Oktibbeha Consolidated School District.

iv. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by the Starkville Oktibbeha Consolidated School District.

D. SOCSD may require additional documentation and verification at any time.

E. At the minimum, this school district 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.

F. 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 SOCSD. Any court ordered procedure shall take precedence 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 Starkville Oktibbeha Consolidated School District. It is the responsibility of the parent to notify the school if any information changes during the school year. Emergency info list 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 the child up. Proof of identification will be required to check out a student.

ATTENDANCE PROCEDURES (JBD)
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, SOCSD 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 § 37-1391)

(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 a 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 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.

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 2 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 the parent’s signature should be presented for administrative approval at least 2 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 Starkville Oktibbeha Consolidated School District 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 Assistant Superintendent of Curriculum and Instruction. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school
2. school-initiated and scheduled activities
3. athletic events requiring early dismissal from school
4. in-school suspension

Late Check-in and Early Check-outs
It is in the best interest of the student and the 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 and no longer than two days prior to the end of the grading period, with a reasonable penalty for late work. Students with any missing work will be ineligible for exemption.

CURRICULUM AND INSTRUCTION

Instructional Goals
The SOCSD school board 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.

Dual Enrollment Credit (IDAG)
Eligible students may participate in the dual enrollment program established by this school district. (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. (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 and who is receiving high school and college credit for postsecondary coursework. Please see board policy IDAG for more details.
Homework Policy (IHB)
The Starkville Oktibbeha Consolidated School District has an adopted policy which states in part: “Homework is any work done under the direction of the teacher outside of the classroom and related to class work. Children are most effectively educated when the resources of the home and community are utilized as well as those of the classroom itself.”

Homework activity should be designed to extend the learning experiences of the students beyond the classroom. Curriculum proficiencies and instructional practices employed by the teacher determine the nature of homework. Homework assignments in the Starkville Oktibbeha Consolidated School District are intended to help the students learn and use resources for individual development. Lifelong learning is a desired objective of the formal school experience.

Our educational program responds to the increased demands of a modern and complex society. In conjunction with this, students need to acquire and retain more knowledge of greater complexity. Therefore, the increased requirements made of the learner should be reflected in the scope of the homework assignments.

Homework in the Starkville Oktibbeha Consolidated School District is a necessary extension of the classroom experience. It is assigned with regularity and has a clear relationship to curriculum. The nature of the assignments varies with the needs of the student and the type and level of the lesson. In some programs it may be reinforcing of skills; in others, it involves exploring new or related subject matter. Homework assists the students in learning how to organize time, to work independently or in groups, to use good study skills, and to develop self-esteem.

Homework assignments are clearly defined. Students know what is expected of them and when the assignment is due. Assignments have specific relevance to curriculum and are not given as punishment. Teachers are careful to balance assignments, although in grade levels where several teachers are involved with each student, overall assignments are not easily balanced. Teachers are aware that homework should be systematically assigned over the marking period. Homework may be started in class so that teachers may ascertain if the assignment is understood. Overnight homework is reviewed the next day or shortly thereafter. Long-term assignments are checked and returned within an appropriate amount of time. Specific assignments over weekends and/or holidays will be at the discretion of the teacher. The length of time different students spend on the same assignment will vary depending on the comprehension and ability level of each student.

The Starkville Oktibbeha School Board recognizes the value of purposeful, well-planned, and properly motivated home assignments that are (1) appropriate to the grade level, age, and abilities of the student; (2) designed to stimulate initiative
and independence or to reinforce and enrich classroom instruction; (3) in complete accord with the goals established for the development of the school curriculum; (4) carefully planned so that home assignments are not so lengthy as to be self-defeating nor so complicated as to require assistance or resource materials not available to the student; and (5) an extension of class work that has already been introduced.

As in the assignment of in-school work, homework assignments must be left to the sound professional judgment of the teacher, who will be expected to interpret the needs and assess the abilities and interests of each student.

All teachers in the Starkville Oktibbeha School District will be expected to follow the guidelines listed below in regard to their handling of homework assignments.

**Time Element of Homework**
Teachers must always consider that students in departmentalized situations have more than one (1) class and that it is possible for students to be overloaded with homework on a given night. Teachers should not regularly assign homework over weekends or holidays.

It is expected that written homework will be checked for understanding and mastery. The teacher should indicate errors or weaknesses so that the student may benefit from home activities. Although it is not necessary that all homework be graded and/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.

**An Overview of Homework/Failure to Complete Homework Assignments**
Homework assignments should be meaningful -- not busy work or punishment. Using part of the class period to begin work which is to be continued outside the classroom (when the teacher is available to answer questions) should be considered by the teacher. Homework assignments should be reasonable in terms of the age of the child, and home study or assignments should stem from classroom experiences and be an extension of class work previously introduced by the teacher.

A student's failure to complete assigned homework may result in the student's being required to make up the homework assignment either before or after school, at the discretion of the teacher and/or building administrator. A student required to make up homework he/she failed to do or failed to complete must be informed at least one day in advance. The teacher and/or the building administrator shall have the authority to set the time for make-up work and the length of time required for the student to attend make-up work session.

**Time Allotment Guide**
Homework will increase gradually in amount, variety, and frequency as students progress from grade to grade. The following time allotment guide is the
recommended time for students to devote to homework assignments. It is important to note that these are suggested on task times:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUGGESTED TIME ON TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>70-80</td>
</tr>
<tr>
<td>9 through 12</td>
<td>90-120</td>
</tr>
</tbody>
</table>

**Grading System (IHA)**

This grading scale shall be applied when calculating grade point averages for all students beginning July 1, 2019.

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

*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**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Excellent; can work independently with 90-100% accuracy; exceeding the standard</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory; can work independently with at least 70% accuracy; learning is at appropriate pace</td>
</tr>
<tr>
<td>N</td>
<td>Needs Improvement; learning, but not making appropriate progress, below average performance (69%-65% accuracy)</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory Progress; progress not adequate for age level; performance level in failing ranges (below 65% accuracy)</td>
</tr>
</tbody>
</table>

*No numerical grades are given for students in Kindergarten and First Grade.*
Multiple criteria will be utilized to determine promotion/retention for Kindergarten students.

GRADES 2ND-12TH – GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>C</td>
<td>74-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
<td>C-</td>
<td>70-73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>D+</td>
<td>68-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D</td>
<td>66-67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>D-</td>
<td>65-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>F</td>
<td>59 and below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any student auditing a class and not requesting credit must take all tests, complete assignments and have grade recorded with proper notations. Same attendance requirements as for credit courses will prevail.

Grading Changes

1. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board 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.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED PLACEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Letter Grade</strong></td>
<td><strong>Numerical Grade</strong></td>
<td><strong>Weight</strong></td>
</tr>
<tr>
<td>A+</td>
<td>100-97</td>
<td>6.24</td>
</tr>
<tr>
<td>A</td>
<td>96-94</td>
<td>6.12</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
<td>6.00</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>5.24</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td>5.12</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
<td>5.00</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>4.24</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
<td>4.12</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
<td>4.00</td>
</tr>
<tr>
<td>D+</td>
<td>69-68</td>
<td>3.24</td>
</tr>
<tr>
<td>D</td>
<td>67-66</td>
<td>3.12</td>
</tr>
<tr>
<td>D-</td>
<td>65</td>
<td>3.00</td>
</tr>
</tbody>
</table>

| **HONORS, DUAL CREDIT** | | |
| **Letter Grade** | **Numerical Grade** | **Weight** |
| A+          | 100-97          | 6.24   |
| A           | 96-94           | 6.12   |
| A-          | 93-90           | 6.00   |
| B+          | 89-87           | 5.24   |
| B           | 86-84           | 5.12   |
| B-          | 83-80           | 5.00   |
| C+          | 79-77           | 4.24   |
| C           | 76-74           | 4.12   |
| C-          | 73-70           | 4.00   |
| D+          | 69-68           | 3.24   |
| D           | 67-66           | 3.12   |
| D-          | 65              | 3.00   |

| **REGULAR** | | |
| **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+          | 69-68           | 1.24   |
| D           | 67-66           | 1.12   |
| D-          | 65              | 1.00   |
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.
   
   A. 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.
   
   B. Grades shall be recorded weekly and shall be listed by standard with a description of the assignment/assessment.
   
   C. 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**

<table>
<thead>
<tr>
<th></th>
<th>Elementary School (K-5)</th>
<th>Middle/High School (6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Formative</td>
<td>40%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**TERM/ SEMESTER GRADES**

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

Grades 2-12: based on all assignments such as classwork, quizzes, process grades, writings, products and projects, and homework. For full credit courses, the 1st and 2nd nine-week final term grades are averaged together to determine the final grade. For half credit courses, the nine-week grade is the final grade.

**In each subject, the teacher will record a minimum of one formative grade per week for each student and at least 4 summative assessments for each nine weeks.**

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 receiving school provided that the courses taken are compatible with local and state regulations.

**Grade Calculations**

Students entering the ninth grade 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 grades for any course. 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 (12th grade only)**

This exemption policy was instituted by the faculty and student government of Starkville High School as a privilege to those students who have demonstrated exemplary behavior. Any student who meets the grade and attendance requirements listed below, who has not been suspended or assigned to in-school suspension, and who has the approval of his/her teacher, may choose to be exempt from final exams on testing days.
Field trips do not count as absences from school since the student is engaged in an educational activity; however, all other absences count in this total, i.e., medical/legal absences, parental absences, and unexcused absences.

A teacher may elect not to participate in the exemption program. Any teacher who chooses not to participate in the exemption program must present this fact to students in writing during the first week of the course. If a teacher elects to participate in the exemption program, he/she must notify the student of his/her exemption status at least two (2) school days prior to exams. Students who are not notified and eligible will automatically receive exemption privileges. At the teacher’s discretion, students who score proficient or above on the final common assessment in a Subject-Area Tested class may be granted 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-exempted blocks can do that by having their parents come to school for up to two (2) days in advance to check them out. This checkout 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 Starkville Oktibbeha Consolidated School District 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:

<table>
<thead>
<tr>
<th>Required Class Grade Average</th>
<th>Maximum Absences Prior Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th</td>
<td>12th</td>
</tr>
<tr>
<td>A+</td>
<td>3</td>
</tr>
<tr>
<td>(97-100)</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>(94-96)</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>1</td>
</tr>
<tr>
<td>(90-93)</td>
<td></td>
</tr>
</tbody>
</table>
• 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 in that time 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

NOTE: NO ADVANCED PLACEMENT (AP) CLASSES OR DUAL ENROLLMENT COURSES (OFFERED ON OUR CAMPUS) DROPPED AFTER JULY 1. TEACHER CHANGE REQUESTS WILL NOT BE HONORED, AND DROPPING COURSES TO BECOME WORK STUDY WILL NOT BE ALLOWED.

Literacy Based Promotion (ICHI)
In compliance with the “Literacy Based Promotion Act,” it is the intent of the Starkville Oktibbeha Consolidated School District SOCSD 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. SOCSD shall comply with all requirements of the Act, including, but not limited to:

Beginning in the 2018-2019 school year, 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.

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 Grade for a total of two
(2) years and have not met exceptional education criteria.

Any student who is promoted to Fourth grade with a good cause exemption shall be provided an IRP.

**Instructional Intervention (IEI)**

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) shall require 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.
   Interventions will be:
   a. designed to address the deficit areas;
   b. evidence based;
   c. implemented as designed by the TST;
   d. supported by data regarding the effectiveness of interventions.

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 of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
   a. performance on a reading screener approved or developed by the MDE, or
   b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
   c. through 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 reader, 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; OR
   d. A student scores at the lowest level on any part of the Grade
3 or Grade 7 statewide accountability assessment;
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-e stated above in Paragraph 6.

Promotion and Retention (IHE)

Promotion and retention shall be based upon the mastery of objectives.
Minimum requirements for 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 2-3
Promotion to grades 3 and 4 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 (ICH1).

Grade 3
Pass language arts and math with a 60 or above and exhibit an adequate level of
reading proficiency as measured on the state approved reading assessment. If either
of these is not passed, the student shall be retained unless a good cause exemption is
approved for the state reading assessment.

Grade 4-8
Promotion to grades 5, 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:
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 SOCSD school board policy IHF (Graduation Requirements).

Example: Grade 10 7 units
         Grade 11 15 units
         Grade 12 23 units

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 toward 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 not 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
  fine 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.

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 of “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 of “C” average at the end of the first semester.

6. A 2.0 or “C” average may be calculated in two ways:
   a. Grade point average: A=4, B=3, C=2, D=1, F=0
b. 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 inputs 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 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.

Curriculum Development Planning
It shall be the policy of the Starkville Oktibbeha Consolidated School District (SOCSD) to ascertain the extent to which students master specific learner objectives and to use such information in instructional planning and decision making. Each teacher shall use formative and summative tests which are congruent with instructional activities to evaluate the level to which specified learner objectives have been attained by students. Test results shall be accurately reported to students and parents in a timely manner.

The primary responsibility for determining each pupil’s level of classroom performance and ability to function at the next level shall be that of the classroom teacher with guidance from competency measures (i.e., Standards-based checklists, Mississippi Department of Education approved universal screeners, district selected diagnostic tests, Reading Progress Indicators, etc.) and subject to review and approval by the principal.

The SOCSD school board 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.

ACCELERATED COURSE PLACEMENT (ICB)

In order to ensure that each student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds and enhance their knowledge, 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. SOCSD offers additional accelerated courses, including some available through Mississippi Virtual Public School (MVPS), an appropriate alternative for the delivery of advanced placement courses.
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 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 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.
- Any new 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.

Specific prerequisites are as follows:
### Armstrong Middle School

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated English 7</td>
<td>• Proficiency Level 4 or 5 on previous year MAAP State Assessment</td>
</tr>
<tr>
<td></td>
<td>• Proficiency on District Selected Universal Screener</td>
</tr>
<tr>
<td></td>
<td>• Final grade of at least 85 in English 6 and</td>
</tr>
<tr>
<td></td>
<td>• Teacher recommendation.</td>
</tr>
<tr>
<td>CC Compacted Math 7 (one credit)</td>
<td>• Proficiency Level 4 or 5 on previous year MAAP State Assessment</td>
</tr>
<tr>
<td></td>
<td>• Proficiency on District Selected Universal Screeners</td>
</tr>
<tr>
<td></td>
<td>• Final grade of at least 85 in CC Math 6 and</td>
</tr>
<tr>
<td></td>
<td>• Teacher recommendation.</td>
</tr>
<tr>
<td>Accelerated English 8</td>
<td>• Proficiency Level 4 or 5 on previous year MAAP State Assessment</td>
</tr>
<tr>
<td></td>
<td>• Proficiency on District Selected Universal Screener</td>
</tr>
<tr>
<td></td>
<td>• Final grade of at least 85 in Pre-AP Eng 7 and</td>
</tr>
<tr>
<td></td>
<td>• Teacher recommendation.</td>
</tr>
<tr>
<td>Algebra I (one credit)</td>
<td>• Proficiency Level 4 or 5 on previous year MAAP State Assessment</td>
</tr>
<tr>
<td></td>
<td>• Proficiency on District Selected Universal Screener</td>
</tr>
<tr>
<td></td>
<td>• Final grade of at least 85 in CC Compacted Math 7 and</td>
</tr>
<tr>
<td></td>
<td>• Teacher recommendation.</td>
</tr>
</tbody>
</table>

### Starkville High School

# Social Studies Progress Chart

Suggested paths for Social Studies—Must have these 3 ½ credits for traditional diploma: Unified, Miss. Studies, World History, US History, Government, Economics

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No History class or Miss. Studies (½ cr)</td>
<td>World History</td>
<td>AP World History</td>
</tr>
<tr>
<td>10th Grade</td>
<td>World History or Miss. Studies (½ cr) and Intro to World Geog (½ cr)</td>
<td>AP US History or Sociology (½ cr)</td>
<td>Sociology (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Psychology (½ cr)</td>
<td>Psychology (½ cr)</td>
<td>Sociology (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Global Studies (½ cr)</td>
<td>Global Studies (½ cr)</td>
<td>Psychology (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Law Related Ed (½ cr)</td>
<td>AP European History</td>
<td>Law Related Ed (½ cr)</td>
</tr>
<tr>
<td>11th Grade</td>
<td>US. History Sociology (½ cr)</td>
<td>Local Culture (½ cr)</td>
<td>Problems of Americ. Dem. (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Global Studies (½ cr)</td>
<td>Problems of Americ. Dem. (½ cr)</td>
<td>AP Psychology</td>
</tr>
<tr>
<td></td>
<td>Law Related Ed (½ cr)</td>
<td>Problems of Americ. Dem. (½ cr)</td>
<td>AP European History</td>
</tr>
<tr>
<td></td>
<td>Survey of World Rel (½ cr)</td>
<td>Problems of Americ. Dem. (½ cr)</td>
<td>AP Human Geography</td>
</tr>
<tr>
<td></td>
<td>Minority Studies (½ cr)</td>
<td>Problems of Americ. Dem. (½ cr)</td>
<td>Dual Enroll Western Civ</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Economics and US Gov't Sociology (½ cr)</td>
<td>AP Government</td>
<td>AP Government</td>
</tr>
<tr>
<td></td>
<td>Psychology (½ cr)</td>
<td>AP Microeconomics</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td></td>
<td>Global Studies (½ cr)</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Dual Enroll Western Civ</td>
</tr>
<tr>
<td></td>
<td>Law Related Ed (½ cr)</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Sociology (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Survey of World Rel (½ cr)</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Psychology (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Minority Studies (½ cr)</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Global Studies (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Local Culture (½ cr)</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Law Related Ed (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Problems of Americ. Dem. (½ cr)</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Survey of World Rel (½ cr)</td>
</tr>
<tr>
<td></td>
<td>Adv. World. Geog</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Minority Studies (½ cr)</td>
</tr>
<tr>
<td></td>
<td>AP Psychology</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Local Culture (½ cr)</td>
</tr>
<tr>
<td></td>
<td>AP US Gov't</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Problems of Americ. Dem. (½ cr)</td>
</tr>
<tr>
<td></td>
<td>AP Micro</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>Adv. World. Geog</td>
</tr>
<tr>
<td></td>
<td>Dual Enroll Western Civ</td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>AP Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Inequality and Diversity (½ cr)</td>
<td>AP European History</td>
</tr>
</tbody>
</table>

Required classes in **BOLD**; Elective classes are *italicized*
<table>
<thead>
<tr>
<th></th>
<th><strong>Option 1</strong></th>
<th><strong>Option 2</strong></th>
<th><strong>Option 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td>No Science Class</td>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td><strong>10th Grade</strong></td>
<td>Biology</td>
<td>Foundations of Science Literacy</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td>AP Biology</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>AP Chemistry</td>
<td>AP Environmental Science</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>AP Physics</td>
<td>Botany (½ cr)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Dual Enroll Biology</td>
<td>Environmental Science (½ cr)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Microbiology (½ cr)</td>
<td>Genetics (½ cr)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Human Anat. &amp; Physiology</td>
<td>Zoology I &amp; II (½ cr each)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Marine Aquatics I &amp; II (½ cr each)</td>
<td>Marine Aquatics I &amp; II (½ cr each)</td>
</tr>
<tr>
<td><strong>11th Grade</strong></td>
<td>Physical Science</td>
<td>AP Biology</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>AP Chemistry</td>
<td>AP Environmental Science</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>AP Physics</td>
<td>Botany (½ cr)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Dual Enroll Biology</td>
<td>Environmental Science (½ cr)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Microbiology (½ cr)</td>
<td>Genetics (½ cr)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Human Anat. &amp; Physiology</td>
<td>Zoology I &amp; II (½ cr each)</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Marine Aquatics I &amp; II (½ cr each)</td>
<td>Marine Aquatics I &amp; II (½ cr each)</td>
</tr>
</tbody>
</table>

Required classes in **BOLD**
Elective classes are *italicized*
## English Progress Chart

Suggested paths for English. Must have 4 credits for traditional diploma and students must take English I and English II.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td><strong>English I</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>English I paired with AP World History</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>Dual Enroll English Comp I</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
</tr>
<tr>
<td>10th</td>
<td><strong>English II</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>English II paired with AP US History</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>Dual Enroll English Comp I</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
</tr>
<tr>
<td>11th</td>
<td><strong>English III</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>AP Language Composition</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>Dual Enroll English Comp I</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
</tr>
<tr>
<td>12th</td>
<td><strong>English IV</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>AP Literature Composition or Dual Enroll English Comp I</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
<td><strong>Essentials for College Literacy or SREB Literacy Ready</strong>&lt;br&gt;Broadcast Journalism&lt;br&gt;Broadcast Print&lt;br&gt;Oral communications (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Debate (½ cr)&lt;br&gt;Survey of Afr. Amer. Writing (½ cr)&lt;br&gt;Creative Writing (½ cr)&lt;br&gt;Mississippi Writers (½ cr)&lt;br&gt;English Technical Writing (½ cr)</td>
</tr>
</tbody>
</table>

Required classes in **BOLD**; Elective classes are italicized.
## Math Progress Chart

Suggested paths for Math – Must have these 4 credits for traditional diploma and students must take Algebra I

<table>
<thead>
<tr>
<th>Grade</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Geometry &amp; Algebra II</td>
</tr>
</tbody>
</table>
| 10th  | Geometry  | Algebra II | Algebra III  
AP Stats |
| 11th  | Algebra II | Algebra III  
Dual Enroll College Algebra  
AP Stats | Dual Enroll College Algebra  
Calculus  
AP Calculus BC  
AP Stats  
Dual Enroll Trigonometry  
SREB Math  Essentials for College Algebra |
| 12th  | Algebra III | Calculus  
AP Calculus AB  
AP Calculus BC  
AP Statistics | Calculus  
AP Calculus AB  
AP Calculus BC  
AP Stats |

Required classes in **BOLD**
Elective classes are *italicized*
Graduation Requirements (IHF)

Students in the Starkville Oktibbeha Consolidated School District (SOCSD) 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. 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.
Mississippi Diploma Options

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

TRADITIONAL DIPLOMA OPTION

Requirements

- Students should identify an endorsement area prior to entering 9th grade. Endorsement requirements cannot 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). Alternatively, a student must meet all of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - Or trade to meet diploma requirements

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

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>2018-2019</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>Alternate English Elements w/</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>Alternate Math Elements w/</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Alternate Biology Elements</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Alternate Science Elements</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>Alternate Health Elements</td>
</tr>
<tr>
<td>Career Readiness</td>
<td>1</td>
<td>alternate Career Readiness Elements</td>
</tr>
<tr>
<td>Life Skills Development</td>
<td>1</td>
<td>Life Skills Development and Personal Care and Social</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>World History</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>U.S. Government</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CTE Endorsement</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Electives**

- Must complete a four-course sequential program of study.

**Total Units Required**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

**DISTINGUISHED ACADEMIC ENDORSEMENT**

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>World History</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>U.S. Government</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technology or Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CTE Endorsement</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Electives**

- Must complete a four-course sequential program of study.

**Total Units Required**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

**Additional Requirements**

- Earn an overall GPA of 2.5.
- Earn an average ACT WorkKeys score.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One CTE dual credit or an articulated credit in a high school CTE course
  - Work-Based Learning Experience or Career Pathway Experience
  - Earn a State Board of Education approved national credential.

**Admissions**

- Earn an overall GPA of 2.5.
- English
  - English I
  - English II
- Mathematics
  - Two additional math courses above Algebra I
- Science
  - Two additional science courses above World History
- Social Studies
  - World History
  - U.S. History
- Physical Education
  - Health
- Arts
- College and Career Readiness
- Work-Based Learning Experience or Career Pathway Experience
- Technology or Computer Science
- CTE Endorsement
- Must meet 2 advanced electives of the CPC requirements for MSILI.

**Total Units Required**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

**Additional Requirements**

- Earn a minimum GPA of 3.0.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- 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 IS course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a C or higher in the course

March 2018
The Starkville Oktibbeha Consolidated School District has established the following local graduation requirements. Each student graduating from Starkville High School will have earned at least two of the last four Carnegie units from Starkville High School.

SHS GRADUATION REQUIREMENTS
Students who attend Starkville High School in grades 9-12 have an opportunity to earn a total of 32 units.

Pathways

| As part of Designing High Schools for the 21st Century, all students receiving a diploma will be required to complete the following: |
|---|---|
| English I | Mississippi Studies |
| English II | World History -OR- European History |
| Algebra I | U.S. Government |
| Biology I | Health |
| U.S. History | STEM/IED |

Students will select a pathway of study to determine course selections for each of the diploma options offered in the Starkville Oktibbeha Consolidated School District.

DISTRICT REQUIREMENTS

<p>| REGULAR DIPLOMA for entrance into IHL |
|---|---|
| 26 Carnegie units |
| Meet State Requirements |
| Meet District Requirements |
| <strong>Total Graduation Units</strong> - | 26 |
| English | 4.0 |
| Mathematics | 4.0 |
| a. Algebra I | |
| b. Geometry | |
| Science | 4.0 |
| a. Biology I | |
| b. Physical Science lab-based course (Physical Science, Chemistry, AP Chemistry, Physics, |</p>
<table>
<thead>
<tr>
<th>AP Physics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>4.0</td>
</tr>
<tr>
<td>a. 1 – World History OR</td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td></td>
</tr>
<tr>
<td>b. 1 - U.S. History</td>
<td></td>
</tr>
<tr>
<td>c. ½ - Geography</td>
<td></td>
</tr>
<tr>
<td>d. ½ - U.S. Government</td>
<td></td>
</tr>
<tr>
<td>e. ½ - Economics</td>
<td></td>
</tr>
<tr>
<td>f. ½ - Mississippi Studies</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>PE</td>
<td>0.5</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>a. ½ - Cyber Foundations I &amp; ½ - Cyber Foundations II OR</td>
<td></td>
</tr>
<tr>
<td>b. ½ - Keyboarding and ½ - Computer Applications</td>
<td></td>
</tr>
<tr>
<td>c. ½ - ICT I &amp; ½ ICT II</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1.0</td>
</tr>
<tr>
<td>Intro to Engineering &amp; Design OR Computer Science</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**HONORS DIPLOMA – Class of 2020-2021**

32 Carnegie units
Meet State Requirements
Meet District Requirements
3.75 GPA

<table>
<thead>
<tr>
<th>All College Preparatory Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Accelerated (Honors or Higher)</td>
<td>4.0</td>
</tr>
<tr>
<td>Science (Accelerated)</td>
<td>4.0</td>
</tr>
<tr>
<td>Math (Accelerated)</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies (Accelerated)</td>
<td>4.0</td>
</tr>
<tr>
<td>AP Courses* (dual credit does NOT count as an AP course)</td>
<td>4.0</td>
</tr>
</tbody>
</table>

*If a student enrolls in an AP course, they must take the AP exam. If a student does not take an AP exam for a course they are enrolled in, they may not receive AP course weighted credit.

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one of the following:</td>
<td>1.0</td>
</tr>
<tr>
<td>a. Advanced Computer Course</td>
<td></td>
</tr>
<tr>
<td>b. Upper level Fine Arts</td>
<td></td>
</tr>
<tr>
<td>c. Project Lead the Way</td>
<td></td>
</tr>
<tr>
<td>d. 2nd year vocational completion</td>
<td></td>
</tr>
</tbody>
</table>
### MISSISSIPPI SCHOLARS

#### ENGLISH LANGUAGE ARTS
4 credits must consist of:
- English I (1)
- English II (1)
- Two additional English credits above English II and approved for admission to IHL

#### SCIENCE
4 credits must consist of:
- Biology I (1)
- Chemistry (1)

#### MATHEMATICS
4 credits must consist of:
- Algebra I (1)
- Geometry (1)
- Algebra II (1)
- And one Carnegie Unit of comparable rigor and content may come from Mathematics courses approved for Mississippi Scholars Credit

#### SOCIAL STUDIES
4 credits must consist of:
- World Geography (1/2)
- Mississippi Studies (1/2)
- World History Studies (1)
- U.S. History (1)
- U.S. Government (1/2)
- Economics (1/2)

#### ARTS
1 credit of:
- One 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

#### ADVANCED ELECTIVES
2 credits must consist of:
- Two Foreign Languages or
- a 5th Math or 5th Science of higher rigor
- or Any 2 dual credit courses

#### ADDITIONAL REQUIREMENTS
40 hours of community or volunteer service during high school for seniors graduating in 2018-2021 (80 hours for seniors graduating in 2022 and later)
Minimum of 18 ACT Composite Score (Overall Score) for seniors graduating in 2016 and 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 TECH MASTER SCHOLARS

<table>
<thead>
<tr>
<th>English (4 credits)</th>
<th>Science (3 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1</td>
<td>Biology 1</td>
</tr>
<tr>
<td>2 courses above Biology 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math (3 credits)</th>
<th>Social Studies (3 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>American History</td>
</tr>
<tr>
<td>Math above Algebra 1</td>
<td>Government</td>
</tr>
<tr>
<td>(related to program of study)</td>
<td>MS Studies</td>
</tr>
<tr>
<td>Geometry Mandatory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer (1 credit)</th>
<th>Health or PE (1/2 credit)</th>
</tr>
</thead>
</table>

| Electives of your program of study (2.5) | CTE Credits in the same area of study (4 credits) |

Must have 21 minimum credits – students can go the 21 or 24 credit route allowing time for internship….....Non-negotiable

Additional Requirements for Recognition of Mississippi Scholars Tech Master Listed Below:
- Minimum of 18 ACT composite score (overall score) for seniors graduating in 2018-2021 (19 for seniors graduating in 2022 or later)
- 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.

Mississippi Scholars Tech Master must complete any remaining State-Mandated high school graduation requirements. Dual credit courses are acceptable.

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 Starkville Oktibbeha Consolidated School District 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 enrolled 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 Starkville Oktibbeha Consolidated School District such as music, band, athletics, driver education, and vocational education, if they meet course entrance 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 occupational diploma, or a special certificate. 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 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.

Occupational Diploma. This diploma is no longer offered for students entering 9th grade in 2018-2019 and beyond. Students who choose the Occupational diploma must have an approved portfolio containing a collection of evidence of the student’s knowledge, skills, and abilities related to the occupational core curriculum. Students must meet specific requirements as outlined by the Mississippi Occupational Diploma. The primary postgraduate goals for students enrolled in the occupational course of study are competitive employment.

Special Certificate. Students who choose the special certificate will have to complete the individually prescribed special education curriculum through the twelfth grade. Units from the regular high school curriculum will be graded by the regular classroom teacher, and the student will have to pass his or her regular classroom work in order to earn credit. The special certificate shall state “the student has successfully completed an Individualized Education Program”. Students on this route will still be required to take either the state-mandated assessments or the alternate assessment (for students with significant cognitive delays only.)

Age Consideration. Students with disabilities must turn 20 years of age on or before September 1 of the attending school year in order to receive special education services for that year.

Graduation Exercises. Participation in graduation exercises is based on completion of diploma or certificate requirements.

Policies for Subject Area Testing
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 a 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.)

<table>
<thead>
<tr>
<th>Assessment Options</th>
<th>Math</th>
<th>Science</th>
<th>English</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>17 (Math)</td>
<td>17 (Science)</td>
<td>17 (English)</td>
<td>17 (Reading)</td>
</tr>
<tr>
<td>Dual Credit / Dual Enrollment</td>
<td>C or higher in MAT credit-bearing course</td>
<td>C or higher in BIO credit-bearing course</td>
<td>C or higher in ENG credit-bearing course</td>
<td>C or higher in HIS credit-bearing course</td>
</tr>
<tr>
<td>ASVAB + MS-CPAS2 OR Industry Certification</td>
<td>ASVAB score of 36 plus one 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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT WorkKeys + MS-CPAS2 OR Industry Certification</td>
<td>WorkKeys Silver Level plus one 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</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Credit Recovery (IDCAB)
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, as assessment is made of the student’s strengths and weaknesses in regard to 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.

Definition of 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.

1. Admission to and removal from the Credit Recovery Program:
   a. Parental consent is required as part of the admission process for the Credit Recovery Program.
b. 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.

c. Students may not use Credit Recovery as a way of improving GPA.

d. A district review committee will determine the number of Credit Recovery Courses that a student can take at one time.

e. Students shall not remain in a Credit Recovery Course for more than one year.

f. To enter a credit recovery course a student must have a grade no lower than 50.

g. Students are screened by a review committee to determine admission based on motivation, aptitude, and need, and/or the reading level required for the computer-based program.

2. Instructional methodology:

a. Starkville Oktibbeha Consolidated School District will implement an online computer assisted instructional program for Credit Recovery.

b. Certified teachers help with the content and non-certified staff provide facilitation.

c. Certified teachers and non-certified staff will be trained through professional development to facilitate the online courses.

d. Credit Recovery Courses are scheduled to meet needs of individual students in computer lab or other designated classroom either after school, during school, or in the summer with designated facilitators.

3. Content and Curriculum:

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

4. Grades:

a. The student’s failing grade will be replaced with a 65 (D-) on the student’s transcript. This grade will replace the failing grade on the transcript.

b. The district flags the courses earned through credit recovery on the permanent record, but not the quarterly grade report.

c. MSIS is notified when a student earns credit through a credit recovery program.

d. The credit recovery course must be completed with 65 percent mastery.

Academic Achievement (JF)
Consistent recognition of student accomplishments promotes positive attitudes and motivates teaching and learning. The district'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 for Achievement

I. Honor Rolls

Honor rolls will be announced at the end of each nine-week period and released to the local news media by the principals of Starkville High School and Armstrong Middle School and the public relations officer for the Starkville Oktibbeha Consolidated School District.

A. Sudduth, Henderson Ward Stewart, Overstreet, West, Armstrong, and Starkville High academic course for the nine-week period being reported.

1. Superintendent’s List – A list of those students who have attained an “A” average in each academic course for the nine-week period being reported.

2. Principal’s List – A list of all students who have attained “A” or “B” averages in each academic course taken for the nine-week period being reported.

II. Graduate 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 graduating class will be recognized as valedictorian and salutatorian respectively.

2. Class rank will be based on cumulative weighted GPA’s for academic courses taken in
3. The valedictorian/salutatorian will be named based on the entire high school average excluding post-secondary courses.

4. 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.

5. If more than one student is ranked first or more than one student is ranked second, based on the cumulative weighted GPA, final determination will be made by manual computation based on the fifteen-point scale below.

6. If there is a tie on the fifteen-point scale evaluation, then both students will be recognized.

7. 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:
   a. leading the class in the procession
   b. being recognized by the awarding of a certificate and/or medal.

8. The Valedictorian and Salutatorian must be receiving an honors diploma.

Manual Computation Scale to be used for Breaking Ties

<table>
<thead>
<tr>
<th>Regular Courses</th>
<th>A+</th>
<th>12 pts.</th>
<th>A</th>
<th>11</th>
<th>A-</th>
<th>10</th>
<th>B+</th>
<th>9</th>
<th>B</th>
<th>8</th>
<th>B-</th>
<th>7</th>
<th>C+</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>5</td>
<td>C-</td>
<td>4</td>
<td>D+</td>
<td>3</td>
<td>D</td>
<td>2</td>
<td>D-</td>
<td>1</td>
<td>F</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Highest Honors
1. To graduate with highest honors, a student must have earned a cumulative weighted GPA of 4.0 or higher in academic courses taken in grades 9-12.
2. 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 grades which qualify them to graduate with highest honors. Senior class sponsors and the Starkville High School principal shall be responsible for seeing that students graduating with highest honors are appropriately designated on the commencement program. A special seal will be affixed to the student who graduates with highest honors indicating that the student has received said honor.

C. National Honor Society
1. Students who have been inducted into the National Honor Society will be given special notice on the commencement program, and they will be considered honor graduates of Starkville High School.
2. The Honor Society Seal will be affixed to the diploma of each Honor Society graduate.

III. Seniors of Distinction
Approximately twelve Seniors of Distinction will be recognized at the annual awards day ceremony at Starkville High School. They will be selected in the following manner:

A. A list of eligible seniors will be compiled by the senior counselor. To be eligible, a senior must:
   a. be graduating at the upcoming graduation
   b. have no terminal grade of F in courses taken from the 10th through 12th grades
   c. have a cumulative weighted grade point average greater than or equal to 2.6 following the first semester of the senior year
   d. have not been assigned to more than one day of ISS.
B. A list of rules and procedures will be distributed to students who are on the list of eligible seniors. These students will be required to complete a resumé, including required signatures, and turned in by a given deadline.

C. A voting ballot will be prepared from the information offered in item D. Each faculty member will be allowed ten votes.

D. Approximately twelve students receiving the most votes will be selected as a Senior of Distinction and recognized in an awards assembly in May.

FIELD TRIPS (IFCB)
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.

When requesting permission for a field trip, the teacher must state the source of payment for the field trip, the method of transportation, the beginning and ending time of the trip, the number and names of school chaperones that will be attending, the method of financing adult participation, the tie to the curriculum/lesson plans, and other pertinent information.

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 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.

LIBRARY/MEDIA MATERIALS (IJLB)

This board 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 Board, in keeping with the ideas expressed in the School Library Bill of Rights, asserts that the responsibility of District media specialist is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- 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.
- 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.

SPECIAL EDUCATION PROGRAMS (IDDF)

Special education programs shall be provided in accordance with provisions of the Mississippi Code, and with applicable federal legislation and regulations, including the 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 mandate free appropriate public educational services and equipment for exceptional children in the age range 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.

**SPEECH LANGUAGE SCREENING (IEB)**

Speech, Language Screening, Voice and Fluency Disorders

The Starkville Oktibbeha Consolidated School District (SOCSD) 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 school district, in its discretion, may refer to MTSS for interventions or refer to MET for consideration of a comprehensive evaluation to determine eligibility for special education services.

If a parent or a 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 school district 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. The provisions of this section shall not apply to homeschooled students.

STUDENT RECORDS – COMPLIANCE WITH FERPA (JRAB)
Education Records are identified as any item of information or record (in handwriting, print, computer media, video or audio tapes, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student. Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;
2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

NETWORK ACCEPTABLE USE POLICY FOR ELECTRONIC INFORMATION SYSTEMS (IJ)
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 SOCSD school board 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 SOCSD device or account is issued is 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: $50.00 deductible to cover damage
- Second Occurrence: $50.00 plus 50% cost of the repair cost
- Third 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 SOCSD.
- 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 District 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 District’s instructional and library media selection policy.
It is the belief of the Starkville Oktibbeha Consolidated School District (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.

Introduction
It is the policy of the SOCSD to: (a) prevent user access over its computer network to transmit or receive inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with CIPA. [(CIPA Pub. L. No. 106-554 and 47 USC 254 h)].

Definitions
Key terms as defined in CIPA.

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.

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.

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.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives. The SOCSD or designated representatives will provide age-appropriate training for students who use the SOCSD Internet facilities. The training provided will be 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 online, on social networking Web sites, and in chat rooms; and
   c. cyber bullying awareness and response.

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use 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.

TESTING AND STUDENT SURVEYS (IIA)
The board of education 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 education 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 education 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 education 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 education.

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.

STUDENT ACTIVITIES
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 Starkville Oktibbeha Consolidated School District extend and apply to all extracurricular programs.

AUTOMOBILE USE/PARKING REGULATIONS (JGFF)
The Board has the desire and the intent to provide for safe and managed parking facilities at the 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. To purchase a decal a student must show to school personnel (a) proof of in-force 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 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. I also
understand that the school will tow any car that is:
   a. not registered
   b. does not belong to the registered student
   c. does not have a current sticker, tag and 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 a 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 space 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.

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.

**PARTICIPATION IN SCHOOL SPONSORED EVENTS AT STARKVILLE
HIGH SCHOOL**

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
SOCSD 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 SOCS D 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.

STUDENT INSURANCE PROGRAM
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.

GIFTED STUDENT PROGRAM (IDE)
The Starkville Oktibbeha Consolidated School District (SOCSD) will identify and nurture exemplary talents by providing differentiated intellectual and artistic opportunities that enable learners to realize their fullest potential as contributing citizens of the world.

PROGRAM DESCRIPTION
The SOCS D has two gifted programs. Program for 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. State guidelines require districts to have an intellectually gifted program in grades 2-6. SOCS D uses Mississippi’s criteria for entry into the intellectually gifted program using formulation that encourages inclusion of under-represented student populations.
ELIGIBILITY
Copies of the Starkville Oktibbeha Consolidated School District board-adopted and Mississippi Board of Education approved criteria for eligibility are located at each Starkville elementary principal’s office, each gifted classroom, the Student Support Services office, online at the SOCSD website (www.starkvillesd.com/departments/studeSOCSD uses Mississippi’s criteria for entry into the intellectually gifted program using formulation that encourages inclusion of under-represented student populations.

REFERRALS AND ENROLLMENT
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.

BULLYING OR HARASSING BEHAVIOR
Bullying or harassing behavior will not be tolerated. See Policy JDDA

SEXUAL MISCONDUCT PROHIBITED
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)
HARASSMENT PROHIBITED
This school district 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, this school district 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.

SPECIAL EDUCATION STUDENTS
Special education students are responsible for adhering to the same rules of conduct as nondisabled 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."

STUDENT CONDUCT AND GRADES
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 C grades 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

Due Process (JCAA)

A student who has been suspended for more than ten (10) days or expelled has the right to due process. 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 school board. The following procedures provide notice and opportunity to be heard in such matters.

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

- a due process hearing,
- be represented by legal counsel, to present evidence and,
- 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.

All consideration of student disciplinary actions shall be conducted in accordance with standard board procedure. All decisions by the board shall be final.
Harassment/Cyberbullying/Sexual Harassment (JCBC)

I. GENERAL PURPOSE
It is the policy of the Starkville Oktibbeha Consolidated School District 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, or religion.

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 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, or religion and 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 or religion, 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.

In the district – The school board has designated the Superintendent of Schools 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 statues 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.

Notice of this policy shall appear in the student handbook.

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.
Unlawful or Violent Acts (JCBE)

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.

DISRUPTION TO THE EDUCATIONAL PROCESS

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 37-11-29, on the road to and from school, or at any school-related activity or event, 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.

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. 37-9-71

Possession of Weapons on School Property (JCDAE-2)

Guns

Any student who has in his/her possession any type of gun, operable or inoperable, while he/she is in school, on school property, on the school bus, on the way to and from school, or at any school function or activity will immediately be suspended and recommended for expulsion by the superintendent or principal of the school where the offending student is assigned.
Other Weapons - Use Of
Any student who uses or threatens to use any hard or sharp object, regardless of its original purpose, for a weapon while he/she is in school, on school property, on the school bus, on the way to and from school or any school function or activity will immediately be suspended and recommended for expulsion. Examples of such weapons, but not limited to, include knife, bully club, brass knuckles, ammunition, throwing stars, pipe club, brick, bat, chain, razors, box cutters, etc. Weapons used by or in the possession of students shall be seized and turned over to the local law enforcement or school district's school resource officer. Principals shall exercise their own discretion in each instance concerning the necessity of the notification of the appropriate law enforcement authorities.

Other Weapons - Possession Of
Possession by students of any hard or sharp object, regardless of its original purpose, that may be considered a weapon while he/she is in school, on school property, on the school bus, on the way to and from school or any school function or activity shall be considered in violation of this policy. Suspensions or other punishment for violation of this section of the policy shall be awarded by the principal who shall deal with each individual case based on the circumstances.

Imitation Firearms – Possession Of
Possession by students of an imitation firearm of any nature, a toy or imitation gun of any kind, an imitation or toy gun that fires any type of air-propelled pellets or any type of projectile, any firearm look-alike, any air-powered imitation gun, or any replica weapon, whether operable or inoperable, while he/she is in school, on school property, on the school bus, on the way to and from school or any school function or activity will immediately be suspended and recommended for expulsion by the superintendent or by principal of the school where the offending student is assigned. Principals shall exercise their own discretion in each instance concerning the necessity of the notification of the appropriate law enforcement authorities.

The superintendent, in an emergency situation, is hereby authorized to purchase, install and utilize metal detecting devices to enforce this policy. Students who violate this policy shall be afforded all due process rights and procedures provided by any and all policies of the school district. However, suspensions awarded by the provisions of this policy shall not be delayed or postponed because of tests and/or examinations. The school district may use video camera equipment in classrooms for the purpose of monitoring school disciplinary problems. This school board may authorize a reward of up to $500.00 to any person who provides information that leads to the confiscation by the school district or by a law enforcement agency of any illegal firearm on school property. The name of any person who provides such information leading to the confiscation of an illegal firearm shall remain confidential. The superintendent is charged with the responsibility of insuring that procedures are in place to maintain such confidentiality. §37-3-84 (1997)
Each building administrator and staff member 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**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Referring Staff:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time of Incident:</th>
<th>Homeroom Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Location of Incident:**
- Classroom
- Hallway
- Restroom
- Library
- Gym
- Arrival/Dismissal
- Playground
- Common Area

**Infraction (mark one):**
- Abusive Language
- Gang Affiliation
- Skip Class/Truancy
- Arson
- Harassment
- Technology Violation
- Bomb Threat
- Inappropriate Display of
- Use/possession of
- Defiance/Disrespect
- Affection
- Alcohol/Combustibles/
- Disruption
- Inappropriate Location
- Drugs/Tobacco/Contraband
- Dress Code
- Lying/Cheating
- Use/possession of Weapon
- Fighting
- Physical Aggression
- Multiple Minor Infractions
- Forgery/Theft
- Property Damage
- Other

**Extra Info (Previous Teacher Actions):**
- Parent Contact (Date/Time: )
- Note Sent Home (Date: )
- Administrator Visit (Date/Time: )
- Parent Conference (Date/Time: )
- Time Out (Date/Time: )
- Other: (Date/Time: )

**Possible Motivation:**
- Obtain peer attention
- Avoid peer
- None
- Paraprofessional
- Obtain adult attention
- Avoid adult
- None
- Substitute
- Obtain item/activity
- Avoid task/activity
- None
- Staff
- Unknown
- Other

**Others Involved in Incident:**
- None
- Paraprofessional
- Parent Contact/Conference
- Student Conference
- Expulsion
- Restitution
- Individualized Instruction
- Tier II Referral
- ISS ( hours/days)
- Tier III Referral
- Loss of Privilege
- Time Out
- OSS ( hours/days)
- Other

**Administrative Decision:**
- Bus Suspension ( dates)
- Parent Contact/Conference
- Detention ( dates)
- Student Conference
- Expulsion
- Restitution
- Individualized Instruction
- Tier II Referral
- ISS ( hours/days)
- Tier III Referral
- Loss of Privilege
- Time Out
- OSS ( hours/days)
- Other

**Comments:**

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrator Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ___________________________  Grade: _____  Date: ________________

Referring Staff: ___________________  Time of Incident: ________________

Others Involved:  No one  Peers  Teacher  Staff  Substitute  Unknown

Previous Teacher Actions Taken:  Reteach desired behavior  Parent Contact  ASR  Student

Other Check one-two behaviors as applicable. Circle the primary behavior if check more than one.

<table>
<thead>
<tr>
<th>Major Problem Behavior</th>
<th>Locations</th>
<th>Perceived Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Insubordination</td>
<td>Classrooms</td>
<td>Obtain Peer Attention</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Hall</td>
<td>Obtain Adult Attention</td>
</tr>
<tr>
<td>Threatening Behavior</td>
<td>Library/Lab</td>
<td>Obtain Items/Activities</td>
</tr>
<tr>
<td>Physical</td>
<td>Cafeteria</td>
<td>Avoid Peer(s)</td>
</tr>
<tr>
<td>Verbal Disruptive</td>
<td>Bathroom</td>
<td>Avoid Adult</td>
</tr>
<tr>
<td>Behavior Inappropriate</td>
<td>Bus Loading Zone</td>
<td>Avoid Task or Activity</td>
</tr>
<tr>
<td>Language/Gesture</td>
<td>Computer Labs</td>
<td>Don’t Know – please avoid</td>
</tr>
<tr>
<td>Academic</td>
<td>Gym</td>
<td>using whenever possible</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Assemblies</td>
<td>Other</td>
</tr>
<tr>
<td>Unauthorized area</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Public Display of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Altercation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Violation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Electronic Devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i.e. cell phone, gaming, music devices)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting Class/Leaving Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving Class w/o permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment/Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gang Activity (nonviolent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCI: MINOR classroom infractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting ASR (after school reflection)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption in ISS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Commentary: ________________________________________________________________

Administrative Action

<table>
<thead>
<tr>
<th>In School Detention</th>
<th>Administrative Discipline</th>
<th>Alternative School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Out of School Suspension</th>
<th>Days</th>
<th>Expulsion</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Signature: ______________________

Administration Comments: __________________ State

Infraction: __________________ MSIS Code: ____________
Starkville Oktibbeha Consolidated School District Discipline Codes

If a student violates, or provokes others to violate, any of the following Starkville Oktibbeha Consolidated School District 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. ORC = Overnight Required Conference OSS = Out of School Suspension.

NOTE: After four (4) Out-of-School Suspensions, student may be referred to The Learning Center

NOTE: The Starkville Oktibbeha Consolidated School District (SOCSD) Discipline Codes are not all-inclusive. SOCSD 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 school transportation.

### Grades

#### K-5

<table>
<thead>
<tr>
<th>INFRACTION</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dishonesty</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: 1 day ISD, retake exam 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 2 days ISD</td>
</tr>
<tr>
<td>Disregard of direction/command</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: 1 day ISD 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 2 days ISD 3&lt;sup&gt;rd&lt;/sup&gt; Offense: 1 day OSS *A day of OSS will be added for additional offenses.</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: 1 day ISD 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 2 days ISD 3&lt;sup&gt;rd&lt;/sup&gt; Offense: 1 day OSS *A day of OSS will be added for additional offenses.</td>
</tr>
<tr>
<td>Disruption in ISS</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: 1 day OSS 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 2 days OSS *A day of IS will be added for additional offenses.</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: 1 day ISD 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 2 days ISD 3&lt;sup&gt;rd&lt;/sup&gt; Offense: 1 day OSS *A day of OSS will be added for additional offenses.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: Call parent (parent will provide proper clothing in ISS for remainder of the day) 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 1 day ISD/parent will provide proper clothing *A day of ISS will be added for additional offenses. Parent will provide proper clothing.</td>
</tr>
<tr>
<td>Failure to accept disciplinary policy / defiant</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: 1 day ISD 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 2 days ISD 3&lt;sup&gt;rd&lt;/sup&gt; Offense: 1 day OSS *A day of OSS will be added for additional offenses.</td>
</tr>
<tr>
<td>Fighting**</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; 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.</td>
</tr>
<tr>
<td>Gang behavior – signs, symbols, gestures, handshakes or other actions that are non- threatening to others</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Offense: Adm./Student Conference (Contact parent) 2&lt;sup&gt;nd&lt;/sup&gt; Offense: 1 day ISD 3&lt;sup&gt;rd&lt;/sup&gt; Offense: 2 days ISD</td>
</tr>
<tr>
<td>INFRACTION</td>
<td>CONSEQUENCE</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4th Offense</td>
<td>1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>General Harassment</td>
<td>1st Offense: Adm./Student Conference (Contact parent)</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Multiple Minor Classroom Infractions</td>
<td>1st Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Physical Altercation</td>
<td>1st Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 3 days ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Pornography</td>
<td>1st Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 2 days OSS</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 3 days OSS</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 5-10 ISD; recommendation for expulsion</td>
</tr>
<tr>
<td>Possession of other’s property/stealing (An attempt for restitution will be made by administration)</td>
<td>1st Offense: Administrator/Student Conference (Contact parent) /restitution</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses /restitution</td>
</tr>
<tr>
<td>Profanity / Obscene Gestures</td>
<td>1st Offense: Adm./Student Conference (Contact parent)</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Provoking a fight [starting fight between others or between self and other(s)]</td>
<td>1st Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Public Display of Affection</td>
<td>1st Offense: Adm./Student Conference (Contact parent)</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>1st Offense: 1-3 days OSS and may be recommended for expulsion.</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Inappropriate Sexual Contact</td>
<td>1st Offense: Adm./Student Conference (Contact parent), Counselor Referral and may be assigned 1 day ISS</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days OSS</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Student in unauthorized area</td>
<td>1st Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 2 days OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
<tr>
<td>Technology Violation</td>
<td>1st Offense: Adm./Student Conference (Contact parent)</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: 1 day ISD</td>
</tr>
<tr>
<td></td>
<td>3rd Offense: 2 days ISD</td>
</tr>
<tr>
<td></td>
<td>4th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses</td>
</tr>
</tbody>
</table>
### Infraction Consequence

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threat</td>
<td>1st Offense: Threat Assessment, Counselor referral, Contract behavioral specialist and/or school psychologist, and may receive 1-5 days OSS</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: Administrative conference with student 3rd Offense: 1 day ISD 4th Offense: 2 days ISD 5th Offense: 1 day OSS</td>
</tr>
<tr>
<td>Verbal Altercation</td>
<td>1st Offense: Administrative conference with student 2nd Offense: 1 day ISD 3rd Offense: 2 days ISD 4th Offense: 1 day OSS 5th Offense: 1 day OSS</td>
</tr>
<tr>
<td></td>
<td>*A day of OSS will be added for additional offenses.</td>
</tr>
</tbody>
</table>

### Grades 6-12

**NOTE:** After four (4) ESA/OSS student may be referred to The Learning Center.

**NOTE:** The Starkville Oktibbeha Consolidated School District (SOCSD) Discipline Codes are not all-inclusive. SOCSD 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 school transportation.

### Discipline Steps, Infractions, and Dispositions

<table>
<thead>
<tr>
<th>In-School Detention Assignments</th>
<th>There is a maximum of 5 assignments to In-School-Detention (ISD) anywhere on the discipline levels ladder, any future infractions will result in Out-of-School-Suspension/Evening School (OSS/ES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-School Suspension/Evening School Assignments</td>
<td>On the 3rd OSS/ES assignment, students may be referred to 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.</td>
</tr>
<tr>
<td>Expulsion out of district</td>
<td></td>
</tr>
</tbody>
</table>
Disposition STEPS

STEP 1
Administration has the options of 1-3 days ISD and/or parent contact and/or admin absence the rest of the day.

STEP 2
Administration has the options of 4-6 days ISD and/or 1-3 days OSS/ES and/or loss of parking privileges.

STEP 3
Administration has the options of 4-9 days OSS/ES and/or loss of parking privileges.

STEP 4
Administration has the options of 5-10 days OSS/ES and/or possible recommendation to TLC (Day or Night) and/or arrest with transport to Juvenile Detention Center (JDC)

STEP 5
10 days OSS with recommendation for expulsion

Level 1 Infractions

- Academic Dishonesty
- Disrespectful Behavior
- Dress Code Violation
- Missing more than 10 minutes of Class
- Profanity/Obscene Gesture towards Student
- Public Display of Affection
- Technology Violation/Cell Phone
- Tardies

Consequence for Level 1 Infractions - Step 1 or 2
### Level 2 Infractions

- Cutting Class/Leaving Campus
- Disruption to Learning Environment
- Disruption in ISD
- Gang Behavior
- Failure to Accept Discipline
- Physical Altercation/Rough Housing
- Threat to Students
- Tobacco/Electronic Cigarettes/Vape/Contraband

**Consequence for Level 2 Infractions - Step 1, 2, or 3**

### Level 3 Infractions

- Disruption in Evening School Possession of
- Pornography Profanity/Obscene gestures
- towards Adults Provoking a fight
- Sexual/General Harassment
- Threat to Adult

**Consequence for Level 3 Infractions - Step 3, 4, or 5**
<table>
<thead>
<tr>
<th>Level 4 Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault to Adult</td>
</tr>
<tr>
<td>Distribution of Pornography</td>
</tr>
<tr>
<td>Fighting</td>
</tr>
<tr>
<td>Inappropriate Sexual Contact</td>
</tr>
<tr>
<td>Possession of Weapons</td>
</tr>
<tr>
<td>Possession of Alcohol/Drugs/Under the Influence</td>
</tr>
<tr>
<td>Sexual Assault</td>
</tr>
<tr>
<td>Selling Drugs</td>
</tr>
<tr>
<td>Stealing</td>
</tr>
<tr>
<td>Student with Felony Charges</td>
</tr>
</tbody>
</table>

**Consequence for Level 4 Infractions – Step 4 or 5**
Mississippi Student Information System (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.

<table>
<thead>
<tr>
<th>INCIDENT:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Homicide</td>
<td>Staff Assault</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault</td>
<td>Kidnapping</td>
<td>Theft</td>
</tr>
<tr>
<td>Trespassing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extortion</td>
<td>Firearms Possession</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Possession of Drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting **</td>
<td>Mayhem</td>
<td>Rape</td>
</tr>
<tr>
<td>Robbery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homicide</td>
<td>Disorderly Conduct</td>
<td>Sexual Battery</td>
</tr>
<tr>
<td>Weapon Possession *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Possession of any weapons other than a firearm
** Refer to Starkville Oktibbeha Consolidated School District Discipline

Corporal Punishment (JDB)
Corporal punishment of a student is not permitted in the Starkville Oktibbeha Consolidated School District.

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 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 Starkville Oktibbeha Consolidated School District prohibits bullying or harassing behavior of students, school employees, or volunteers. (HB 263- A) The Starkville Oktibbeha Consolidated School District 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.
1. Definitions 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:

(a) 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
(b) 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 District 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 Starkville Oktibbeha Consolidated School District 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 SOCSD School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors.

BULLYING OR HARASSING BEHAVIOR – REPORTING PROCEDURES (JDDA-P)

I. 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 school official shall complete a “Bullying/Harassing Behavior” complaint 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 District 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 District. 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 District 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 District 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. The following list of the types of counseling and support services are available to any victim of or a witness to bullying. This list is presented as a guide that by no means limits this school district from including other additional support services. (HB 263-E)
Report of a Bullying/Harassment Incident

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 (5) calendar days after the alleged act or acts occurred.

Person completing form: ___________________________ Date: ________________

Status of person filing complaint (check below):

_____ Victim (student) _____ Faculty Member _____ Student _____ Bus Driver _____ Witness

_____ Victim (staff member) _____ Parent/Guardian _____ Other

PLEASE PRINT BELOW

<table>
<thead>
<tr>
<th>VICTIM’S NAME (last, first, middle)</th>
<th>SEX</th>
<th>TEACHER/GRADE</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BULLY’S NAME (last, first, middle)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL/SITE

ADMINISTRATOR/PRINCIPAL/SUPERVISOR

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

2. Please describe, 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? ______________________________________

3. Witness(es) name(s) (if any): ________________________________
   Grade: ____________________________

4. How long has this been going on? ____________________________
5. In what way, if any, did you react to the incident?

6. Have you talked to anyone about this already? (Student, Teacher, Other Adult)
   ___Yes ___No   Name__________________________________________________

7. Who do you want to talk to about the problem?_________________________

8. 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:________________________________________________________

9. Is there an environment (place) that you feel unsafe?  Yes ___________ No  If
    yes, where?_____________________________________________________

Signature_________________________________________Date_______________(Person
    filing complaint)

Signature_________________________________________Date_______________(Person
    completing form)

**********ADMINISTRATOR FOLLOW UP************

_______Date I met with reporting student

_______Date of notification: parent, central office staff, other:______________

_______Date I followed up with person(s) doing the harassing

_______Date of parent notification of person doing the harassing.

Signature of Administrator ________________________ Date____________________

A staff person has met with me about the resolution of this incident.

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.
DISTRIBUTION OF DISCIPLINE PLAN

A copy of the Starkville Oktibbeha Consolidated School District's discipline plan shall be distributed to each student enrolled in the district, and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. The school board shall have its official discipline plan and code of student conduct legally audited on an annual basis to insure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

BUS RULES (JCDAD)

While Mississippi law requires the district 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 school bus driver is authorized and responsible to the school district to maintain student order and to insure 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 Transportation Supervisor.

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, JCB, JCBF, and JCDAD] 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:

A. 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 hand rail 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.

B. 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.
Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB-P, Students Complaints of Sexual Discrimination/Harassment - Title IX Procedures.

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 Infractons**

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 Starkville Oktibbeha Consolidated School District (SOCSD) Discipline Codes are not all-inclusive. SOCSD 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 Starkville Oktibbeha Consolidated School District does not have to follow due process when expelling students from the bus.

**PLAYGROUND RULES**

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.

**SECRET SOCIETIES (JHCAA)**

It shall be unlawful for any pupil attending the public schools of this state 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.

**USE OF ELECTRONIC DEVICES**

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 Starkville Oktibbeha Consolidated School District 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 6 – 12 grade discipline template for disciplinary consequences.  
The Starkville Oktibbeha Consolidated School District is not responsible for any electronic devices that are lost or stolen.  

**STUDENT DRESS CODE (JCDB)**  
Starkville Oktibbeha Consolidated School District students will adhere to a dress code as outlined in the Student Handbook.  

**Grades K-8**  
School Colors:  
Black, Gold/Yellow, White, Grey  
Appropriate shirt styles:  
Short-sleeve or long-sleeve collared shirts, including polo and button down styles and/or turtlenecks.  
SOCSD t-shirts may be worn any day.  
Optional clothing items:  
Sweater vests and/or fleece vests in the school colors will be allowed. Jumpers and dresses will also be allowed in school colors.  
Bottoms must be black or khaki. Black and/or khaki denim are allowed. No warm up pants, wind pants, cargo (multiple large pockets) pants or cargo shorts, biking shorts, stretch pants, pajama bottoms, or leggings are allowed as pants.  
Midriff must be covered, and clothing, as a single layer, may not be sheer or transparent. Clothing with inappropriate language, images, or slogans will not be allowed.  
Any sweater, sweatshirt, or pullover to be worn inside all day must follow the color combination selected by the school (black, gold/yellow, white, or grey). Outerwear may be of the parents’ or students’ choosing. Outerwear is defined as a jacket/coat that completely opens in front and is not worn inside all day.  

**Grades 9-12**  
Students in grades 9-12 will not be required to adhere to the school color, t-shirt style, and other clothing specific “student uniform” requirements above.
They are, however, required to adhere to ALL dress code requirements including FAQ’s below pertaining to length of shorts and skirts, shoes, etc.

Pants with belt loops will require that a belt be worn. 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/skorts that are no more than 3” above the knees.

Midriff must be covered, and clothing, as a single layer, may not be sheer or transparent. Clothing with inappropriate language, images, or slogans will not be allowed.

Dress Code FAQ’s

Can we wear shorts, skirts, and/or capris?
Yes, shorts can be worn in black or khaki. Length of shorts should be no more than 3” above the knees in grades K-5. Skirts should be no more than 3” above the knees. In grades 6-12, length of shorts should be no more than 3” above the knees. Skirts should be no more than 3” above the knees. Appropriate types of bottoms are pants, shorts, capris, and skirts in grades K-12. Skorts are allowed in grades K-5. Bottoms must be either black or khaki color. Pants with belt loops will require that a belt be worn. No warm up pants, wind pants, cargo (multiple large pockets) pants or cargo shorts, biking shorts, stretch pants, pajama bottoms, or leggings are allowed as pants. Leggings and tights must be worn with shirts or skirts/skorts that are no more than 3” above the knees. Denim pants in black or khaki color are allowed in grades K-12.

Can we wear long sleeve shirts in cooler weather months?
Yes, collared long sleeve shirts, such as a long sleeve polo or button down, are allowed. According to the policy, appropriate tops include collared shirts or blouses or turtle necks. All tops must have sleeves and be a length that overlaps the waistband of the pants, shorts, or skirt. Long sleeve t-shirts in the school colors may also be worn under collared shirts, including short sleeve polo style shirts.

Can we wear shoes of our choosing?
Yes, you may wear any style footwear designated. No particular style or color is required. However, high heels or skate shoes are not permitted in grades K-5. House shoes, shower shoes, and rubber flip flops are not permitted in grades K-12. All shoes must be properly tied or fastened.

Can we wear school sweatshirts?
Yes, school sweatshirts are allowed. They must be a designated school color, and they must be worn over a collared shirt or turtleneck.

General Exceptions:
General exceptions to part(s) of the policy will be taken into consideration and should be cleared with the principal of the student’s school. The exceptions may include but are not limited to:
- Clothing required by adherence to religious standards (scarves or other head covering)
- Allergies to dyes
- Eye condition requiring that a student wear dark lenses

In each school, the teachers and administrators are responsible for enforcing the dress code policy. The principal shall have authority to determine whether a student is meeting the dress code standards. Students will be subject to dispositions indicated in the discipline policy of each school for failure to comply with the dress code.

**ID BADGES**
Starkville Oktibbeha Consolidated School District students in grades 6-12 will be required to show identification (ID) badges at all times on school grounds if requested by school personnel. Failure to show an ID badge will be treated as a discipline offense. Students must adhere to the below listed information concerning ID badges.
1. ID badges are property of the Starkville Oktibbeha Consolidated School District 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 are required to 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.

**PUBLIC RELATIONS AND SERVICES**
**SOCSD’s Mass Messaging System is School Messenger**
Keeping parents and employees informed about events and happenings in the SOCSD is a top priority, and School Messenger is the mass messaging system that SOCSD uses to provide accurate, timely information. SOCSD 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. SOCSD will also use School Messenger to inform parents about any weather-related changes to the school day as well as other emergency situations. Please make sure you provide an accurate email address and contact number with your
child’s registration form in order 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 Starkville Oktibbeha Consolidated School District** Sign up to receive SOCSD’s e-newsletter, The Spark, at www.starkvillesd.com. As subscribers, you will be the first to receive information about our students and teachers and their many accomplishments and successes and much more!

The fastest way for SOCSD to share information regarding school delays and/or cancellations during inclement weather situations is through our text notification service and social media channels. To receive text messages and/or urgent alerts from SOCSD, text "STKOKT" TO 95577.

Be sure to follow the Starkville Oktibbeha Consolidated School District on Twitter @StarkvilleSD. Like our Facebook page: www.facebook.com/StarkvilleSD.

**EMERGENCY PROCEDURES**

**Emergency Closings**
The superintendent is hereby authorized to close schools and offices or dismiss them early in 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 event of emergency closings, early dismissals, or delayed start. Principals/directors are to notify the Superintendent’s office when after-school programs are being cancelled.

Information on closing and delays by the district will be announced on the district website, Blackboard, Facebook, Twitter, The Spark, and Remind Text Alerts before 6:00 a.m. No announcement means schools will operate on a normal schedule. To receive SEVERE WEATHER & EMERGENCY text alerts, text @Starkvi to 662-731-5215.

**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 administrators.

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 with regard to transportation during extreme weather conditions.

When school must be canceled due to severe weather or other emergency situation, announcements will be made on the district website, Blackboard Connect, Facebook, Twitter, The Spark, and Remind Text Alerts. If weather conditions make it necessary for the school to close during the day, your child needs to know what to do. You should have a plan to arrange for the care of your child once transported home. If you must pick your child up during an emergency situation, please bring identification, and sign your child out at the office. This reduces confusion and ensures the safety of all concerned.

**Reunification Sites**

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

- Sudduth Elementary
  - Calvary Baptist Church (Primary) / Starkville Sportsplex (Secondary)
  - Henderson Ward Stewart - Calvary Baptist Church (Primary) / Starkville Sportsplex (Secondary)
  - Overstreet Elementary - Calvary Baptist Church (Primary) / Starkville Sportsplex (Secondary)
  - West Elementary
  - Armstrong Middle School - Calvary Baptist Church (Primary) / Starkville Sportsplex (Secondary)
  - Starkville High School - Calvary Baptist Church (Secondary)
  - The Learning Center
  - Emerson
  - Sixteenth Section Missionary Baptist Church

**Emergency Procedures/Drills**

**Fire Drill**

The signal for fire is one (1) long ring of the bell. 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. A bell will signal that all is clear.

**Tornado Drill**

The signal for a tornado is three (3) short rings of the bell. 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. A bell will signal that all is clear.
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 rupture 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 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 off-site student release.
Unattached students should report to the nearest teacher. Teachers should report student additions to the principal.
The principal will make the decision for the students and other personnel to re-enter the building only after being advised to do so by the civil defense office and/or school architect/engineer.

Bomb Threat
The signal for a bomb threat is one (1) long ring of the bell followed by the code Red over the intercom. 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. A bell will signal that all is clear.

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. A bell will signal that all is clear.
COMMUNICABLE DISEASES
This school board has the power, authority and duty to exclude from schools 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 are required to make frequent decisions regarding 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 Starkville Oktibbeha Consolidated School District 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.

MEDICINE (EBB)
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.**

RELEASE OF STUDENTS
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.

SCHOOL SEARCHES
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.

STUDENT RESTRAINT AND SECLUSION POLICY
The Starkville Oktibbeha Consolidated School District 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.

ASBESTOS/AHERA REGULATIONS
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 the 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.

CHILD NUTRITION / CAFETERIA
The school cafeterias provide breakfast and lunch every day when school is in session. Breakfast is served from 7:00 a.m. – 7:40 a.m. in grades K-5 at Sudduth, Henderson Ward-Stewart, Overstreet and West Elementary. Breakfast is served from 7:45 a.m. – 8:15 a.m. in grades 6-12 (Armstrong and SHS). Breakfast and lunch may be prepaid daily, weekly or monthly. Payments may be made by using the electronic online prepayment system by visiting MySchoolBucks.com for all grades. Payments may also be made by sending a check written in blue or black ink only for grades K-8. Lunch money envelopes for prepayments may be obtained from your school cafeteria, teacher or the school office. The lunch money envelopes should be completed and turned in to the student’s homeroom teacher at the beginning of the school day in grades K-5. Students in grades 6-8 should complete the lunch money envelope and turn in at the appropriate drop sites before school starts. Students in grades 9-12 can only prepay for breakfast and lunch by using the online prepayment system or by paying as meals are purchased. Regular lunch prices for K-12 are $2.35. Reduced lunch price for K-12 is $.40. Regular breakfast prices for K-5 are $.40, 6-12 is $.45 and reduced breakfast price for K-12 is $.20. Continue to follow each school’s procedure for addressing students with no available funds. Students who bring his/her lunch from home may purchase milk or water on their account. Extra food sales (food and/or drinks) are allowed but must be paid for daily at cash register. Extra food sales cannot be deducted from student’s 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, parent 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 on the form.

CONFERENCES
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.

FUNDRAISING PROJECTS (JK)
The board 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 board has adopted the following regulations. It shall be the policy of the Board of the Starkville Oktibbeha Consolidated School District 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 fundraisings 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 Starkville Oktibbeha Consolidated School District. 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.

LOST AND FOUND
All items belonging to a student are the student’s responsibility. All found items are placed in the lost-and- found in the auditorium. The student’s name should be written on all items so identification is easier.

PARENT RESPONSIBILITIES
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

PTO
We have an exemplary 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.

VISITORS
Visitors are always welcome at each school. Visitors must report to the office, sign in and pick up a visitor’s pass upon arrival. Parents are encouraged to visit schools, get to know the teachers and become involved. Parent volunteers are always needed and appreciated. Please contact your child’s school if you would like to help.