

Future Golden Tornadoes Future Golden Tornadoes

LAUREL ELEMENTARY SCHOOLS

Future Golden Tornadoes Future Golden Tornadoes



Student Handbook 2019-2020

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

Pursuant to Section 37-11-53 of the Mississippi Code, the Laurel School District through the medium of the Student Handbook has distributed to each student in the Laurel School District a copy of all the discipline policies and procedures followed by the Laurel School District.

By our signature, we the undersigned parent and student verify that I/we have received a copy of the Student Handbook which contains the discipline policies and procedures followed by the Laurel School District. I/we understand that any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, a 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.

I/we understand that possessing, using, or being under the influence of alcohol or drugs shall result in automatic expulsion.

(Parent)

Home Telephone Number

(Student)

(Date)

AN IMPORTANT NOTICE TO STUDENTS AND PARENTS ABOUT THIS HANDBOOK

The Laurel School District has made every effort to present in this handbook, student policies sufficient in depth and breadth to provide the necessary guidelines for effective school management. The inclusion of those policies and other important information in this handbook and its distribution to each student constitute “adequate notification” by this school district. It then becomes the responsibility of each student to become familiar with this handbook and seek an immediate clarification from school officials of anything not clearly understood.

Realizing that it is humanly impossible to develop student policies which address every matter arising in the daily operation of a school, it may become necessary from time to time to amend a portion of this handbook or develop new policies or administrative rules between printings.

Student notification of such changes may be written or oral, but in either case considered by this school district to be legally enforceable as long as school officials have “adequately notified” students of such changes or additions between printings.

Informal rules and policies of individual classroom teachers, some of which may be oral and in addition to, but not inconsistent with this handbook, are also considered by this district to be legally enforceable.

It is important for the reader of this handbook to keep in mind that even though an item or infraction is not covered specifically herein, it may be covered in a general statement and therefore legally enforceable.

The term “adequate notification” means in writing through general distribution of a handbook or other printed matter, or orally in a classroom or homeroom, or orally in general assembly by a staff person, or orally through individual counseling by teachers, counselors, or school administrators.

The term guardian as used throughout this handbook means a guardian of the person of a child, other than the parent, who is legally appointed by a court of competent jurisdiction.

The term custodian means any person having the present care or custody of a child, other than a parent, or guardian of said child.

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FOREWORD

The purpose of the handbook is to present our students and their parents with the rules and regulations of the elementary schools. We hope this handbook will make it easier for each pupil to enjoy a full program. If the handbook does not answer your questions, please feel free to ask your teacher or inquire at the principal's office for any additional information.

LAUREL SCHOOL DISTRICT MISSION STATEMENT

The mission of the Laurel School District is to build a community of lifelong learners by providing diverse educational opportunities.

Vision Statement

The vision of the Laurel School District is to provide all children with the skills to be lifelong learners upon graduation from the Laurel School District by cultivating a climate within each school in which students feel safe and learning is engaging and challenging.

BELIEFS

- ❖ All children can learn.
- ❖ Students learn best in a safe, orderly, and supportive learning environment that is conducive to learning and teaching.
- ❖ Increased parental and stakeholder communication and involvement will promote continuous improvement.
- ❖ Research-based innovative instructional strategies strengthen instruction and learning.

GOALS FOR 2019-2020:

- 1. We will increase student achievement at all schools yearly.**
- 2. We will maintain a safe school climate in every school.**
- 3. The district will maintain a sound financial fund balance of 7%.**

***EQUAL EDUCATIONAL OPPORTUNITY
SECTION 504/NONDISCRIMINATION ON BASIS OF DISABILITY***

Every pupil of the Laurel School District will have equal educational opportunities regardless of race, color, creed, sex, national origin, handicap, religion or marital status.

No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular activities.

The Laurel School District will not discriminate on the basis of disability in admission or access to, or treatment or employment in, its program and activities to the extent provided by law.

The following department has been designated as Section 504 and will handle inquiries regarding the Laurel School District's nondiscrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability.

Section 504 Coordinator
Laurel School District
Exceptional Education
303 West 8th Street
Laurel, MS 39440
Phone (601) 649-6391
Fax (601) 649-6398

***EQUAL EDUCATIONAL OPPORTUNITY
NONDISCRIMINATION***

The Laurel School District does not discriminate on the basis of sex, race, religion, age, disability, national origin, or veteran status. Candace Henderson has been designated to handle inquiries and complaints regarding the non-discrimination policies of the Laurel School District. She can be reached at 601-649-6391, Gardiner Administrative Building, 303 West 8th Street, Laurel, MS 39440.

El distrito escolar de Laurel no discrimina por razones de sexo, raza, religión, edad, discapacidad, origen nacional o condición de veterano. La Sra. Candace Henderson se ha encargado de tramitar las consultas y quejas con respecto a las políticas de no discriminación del distrito escolar de Laurel. Ella puede ser ubicada en 601-649-6391, Gardiner edificio administrativo, 303 West 8th Street, Laurel, MS 39440.

Title IX, (ADA) Americans with Disabilities Act Coordinator

LAUREL SCHOOL BOARD

Dr. James Johnson-Hill.....President
Mr. Jim Rasberry.....Vice President
Mr. Jeremy Adams Secretary
Ms. Doncella MiltonMember
Mrs. Nancy BrelandMember

DISTRICT ADMINISTRATION

Dr. Toy L. Watts.....Superintendent
Dr. Kenitra Ezi Assistant Superintendent
Major James Howard.....Director of Operations

ELEMENTARY SCHOOL PRINCIPALS

Laurel Upper Elementary SchoolGrades 4-5
Phone: 601- 426-6437
Fax: 601- 649-2954
Principal: Dr. Tiffany Ridgeway

Mason Elementary School.....Grades 4K-3
Phone: 601- 428-0393
Fax: 601- 649-2751
Principal: Mrs. Christie Beeker

Laurel Magnet School of the Arts Grades 4K-5
Phone: 601- 428-7782
Fax: 601- 425-3692
Principal: Dr. Kiana Pendleton

Oak Park Elementary School.....Grades 4K-3
Phone: 601- 428-5046
Fax: 601- 649-6342
Principal: Mrs. Trystal Watson

LAUREL SCHOOL DISTRICT / 2019-2020 CALENDAR Approved April 9, 2019

3-5 4th of July Holiday
 9 Eleven Month Employees Report to Work
 19 Ten Month Employees Report to Work
 17 Secretaries Return
 22-23 Student Registration

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

JANUARY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	07	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 Christmas Break
 6 Teacher Work Day
 7 Students Return
 7 3rd Nine Weeks Begins
 7 2nd semester Begins
 9 Report Cards sent home
 14 School Board Meeting
 20 M. L. King Holiday

2 Professional Development
 5-6 Teacher Work Day
 7 1st Day of School
 7 1st Nine Weeks Begins
 13 School Board Meeting

AUGUST 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	07	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

11 School Board Meeting
 17 Winter Break/No School for students
 17 Professional Development
 18 Students Return

2 Labor Day
 10 School Board Meeting
 12 Progress Report sent home

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

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10 School Board Meeting
 11 3rd Nine Weeks Ends
 12 4th Nine Week Begins
 16-20 Spring Break
 26 Parent Conference Night/ Report Card Pick-up

8 School Board Meeting
 9 1st Nine week Ends
 10 2nd Nine week Begins
 14 Fall Break (Bad weather Day)
 15 Professional Development
 16 Students Return
 17 Parent Conference Night/ Report Card Pick-up

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

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 Good Friday
 14 School Board Meeting
 23 Progress Report sent home

12 School Board Meeting
 14 Progress Report sent home
 25-29 Thanksgiving Break

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

MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12 School Board Meeting
 19 Graduation
 21 60% Day Last day for Students
 21 Report Cards Sent home
 21 4th Nine Weeks Ends
 21 2nd Semester Ends
 22 Teacher Work Day
 25 Memorial Day

20 2nd Nine Week Ends
 20 60% Day
 23- Christmas Break January 3rd

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

JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4 Ten Month & Secretaries Last Day
 9 School Board Meeting
 11 Eleven Month Employees Last Day

VISITORS & CONFERENCES

Parents/guardians are encouraged to visit the school. All visitors must report to the principal's office upon arrival at school to sign in and pick up a hall pass. Classes must not be disturbed. Students are not allowed to bring visitors to the school.

Parents/guardians are encouraged to request conferences with teachers concerning student progress. These conferences must be arranged through the principal's office.

STUDENT COMPLAINTS AND GRIEVANCES

Student/Parent Concerns, Complaints, and Grievances

Students have both the right and the responsibility to express school-related concerns and grievances to the administration. For the discussion and consideration of a grievance, any student or group of students may request a meeting with the principal.

In addition, parents, guardians, or students who are aggrieved by a decision or action of a teacher or other school personnel should present their grievances to the principal or administrator assigned to that level. If the aggrieved continue to be dissatisfied after meeting with the principal or appropriate administrator, then an appeal may be made to the appropriate district assistant superintendent or superintendent designee. Further, the board feels that it is incumbent upon the involved administrator to provide parents/guardians with a timely response when a grievance has been presented. In some cases, the administrator may request that the grievance be set forth in writing so that there is clarity in managing the grievance and so that an appropriate response may be given. In each case, the appropriate administrator shall provide a response and document the response within five working days of the date the grievance is submitted and a response is required or indicated.

ENTRANCE AGE POLICY

1. Except as provided in subsection (2) of this policy, no child shall be enrolled or admitted to any Kindergarten which is a part of the Laurel School District during any school year unless such child will reach his fifth birthday on or before September 1st of said school year, and no child shall be enrolled or admitted to the first grade in any school which is part of the Laurel School District during any school year unless such child will reach his sixth birthday on or before September 1st of said school year. No pupil shall be permanently enrolled in a school who formerly was enrolled in another school within the state until the cumulative record of said pupil shall have been received from the school from which he transferred. Should such record become lost or destroyed, then it shall be the duty of the Superintendent or Principal of the school where the pupil last attended school to initiate a new record.
2. Any child who transfers from 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 the public schools of Mississippi, 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 the 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 in the applicable Mississippi school district has determined that the child was making satisfactory educational progress in the previous state. Section 37-15-9 (1987)
3. When any child applies for admission or enrollment in the Laurel School District, the 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 that the child has been expelled, the school district may deny the student admission and enrollment until the Superintendent, or his designee, 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 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 Laurel School District shall not be required to enroll said student before one (1) calendar year after the date of expulsion.
 4. It is the policy of the Laurel School District that any student, making application for enrollment whose last school attendance was in an alternative school or similar program or any type of juvenile incarceration center, shall be enrolled at the Laurel School District's Alternative School for a minimum of one (1) nine (9) week grading period.

SCHOOL ADMISSION POLICY

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 the free 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 which is a part of the free public school system 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 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 of 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. This school district 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 this school district 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 this school district 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. ' 37-15-11
5. The person in charge of each school shall require any child enrolling in kindergarten or grade 1 to present a certified birth certificate and valid immunization certificate upon enrollment. No child will be allowed to enroll in or attend any school without a certified birth certificate or valid immunization certificate. ' 37-15-1
6. Subject to the provisions of MS Code 37-15-9, subsection (3), [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

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. ' 37-15-9

7. When any child applies for admission or enrollment in any public school in the state, the parent, 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 school district may deny the student admission and enrollment until the superintendent of the school or his designee 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 school district shall not be required to grant admission or enrollment to the child before one (1) calendar year after the date of the expulsion. ' 37-15-9 (3)

8. No child in grades 2 through 12 shall be allowed to enroll in or attend any school without a valid immunization certificate. ' 37-15-1 Valid certificates include:

- a. Form 121 -- Certificate of Compliance
- b. Form 121-A -- Medical Exemption Certificate
- c. Form 121-T -- Temporary Compliance Certificate

The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate, Form 121-T, or 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 at least two of the items numbered 1 through

8 below as verification of their address, except that a document with a post office box as an address will not be accepted.

1. Filed Homestead Exemption Application form
2. Mortgage documents or property deed
3. Apartment or home lease
4. Utility bills
5. Driver's license
6. Voter precinct identification
7. Automobile registration
8. Affidavit and/or personal visit by a designated school district official

And in the case of a student with a legal guardian.

9. Certified copy of filed petition for guardianship if pending and final decree when granted

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:

1. The non-parent(s) claiming district residency must meet the criteria of subparagraph (a) (1) through (8) above, required of a parent or legal guardian.
2. The district resident must provide the school with an affidavit (*see last page of this policy*) stating his or her relationship to the student, and that the student will be living at his/her abode full time, and provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The superintendent or his/her designee will make the necessary factual determinations as required under this policy. Examples of situations where "in loco parentis" authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
 - 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. Unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a detrimental effect on the child;
 - e. Students enrolled in recognized exchange programs residing with host families.

Whenever appropriate the person who has assumed responsibility for the care and custody of the child shall be encouraged to obtain legal guardianship of the child.

D. The school district may require additional documentation and verification at any time.

E. No inter-district transfer shall be approved unless such transfer shall have been approved in compliance with state law and unless the receiving and sending school district has analyzed the effect of such transfer on their respective school and determined that the transfer does not impede desegregation in their respective district or their affected school. Where more than one (1) transfer is sought to or from an

individual school, the receiving or sending school district respectively, shall analyze the cumulative impact of the transfers on its respective district.

F. The school district shall provide transportation only to those inter-district transfer students who have been verified as being properly enrolled in the school district pursuant to Paragraph E above.

G. If any student is found to be enrolled in the Laurel School District contrary to the provisions set forth herein, the school district shall immediately notify the student and his or her parent(s) or legal guardian. Notification shall state that the student shall have a period of ten (10) days from the date of the notice to provide verification of residency as required in Paragraph A above. If the required verification is not provided within that period, the school district shall immediately transfer the student's records to the appropriate school district administrative office and so notify the student and his or her legal guardian.

H. 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.

I. 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.

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

TRANSFER STUDENTS

(See also Policy JBCD C Transfers and Withdrawals of Students)

1. No student is to be enrolled in this school district until any and all questions regarding residence or immunizations have been resolved.
2. Students suspended or expelled from another school or school district may not be allowed to enroll. ' 37-15-9 (3)
3. No pupil shall be permanently enrolled in a school in this school district who formerly was enrolled in another school within the state or outside the state until the cumulative record of said 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) The maximum length of the temporary enrollment shall be twenty (20) school days. Should the principal fail to receive the required information and documents within the twenty (20) school day maximum, he/she immediately notify the parent or guardian school attendance is being denied and remove the student from school.
4. Unless a transfer student is tested in the manner provided in paragraph 5 below, the student will be permanently enrolled and placed in a grade or class on the basis of an official transcript of credits from the last school attended. ' 37-15-33
5. All students seeking to transfer from any school, public, private or home school, within or outside of the boundaries of the State of Mississippi, to this school district shall be required to take a standardized test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer.

The administrative head of the school shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given the applicant not less than five days prior to the date of the administration of such test.

No transfer of a pupil shall be affected until the test has been given and the pupil is assigned to the grade and class for which the test shows he is best suited. No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon the superintendent of this school district or the attendance center principal to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made.

If any student is transferred or reassigned within this school district by an order of the board of trustees of this school district as designated by law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived. ' 37-15-33

6. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by this school board. ' 37-15-31 (1) (d)

ADDRESS VERIFICATION PROCEDURE

1. A registration check list for each prospective student shall originate with the homeroom teacher or other person conducting registration.
2. This registrar must see any two (2) of the required items and verify that all addresses match the addresses shown on the Declaration of Residence Form.
3. When satisfied, the registrar shall complete all appropriate spaces on the checklist and sign.

The Mississippi Public School Accountability Process Standard for this policy is standard 7.

LEGAL REF.: MS CODE " 37-15-1; 37-15-3; 37-15-9; 37-15-11; 37-15-13; 37-15-29; 37-15-31; 37-13-33; and 41-23-37; 42 United States Code Sections 11431 - 11434 State Board of Education:

Residency Verification Process

CROSS REF.: Policy JQN Education for Homeless Children and Youth

References:

37-15-1 - Maintenance of permanent records and cumulative folders for pupils; requirement of certified birth certificate or other evidence of age.

37-15-11 - Requirement that parent, legal guardian, or legal custodian accompany child applying for enrollment.

37-15-13 - Assignment of child enrolling in public schools to particular school or attendance center

generally.

37-15-29 - Minor child to attend school in district of residence; exceptions.

37-15-3 - Storage of cumulative folders; access to records; disposition of records upon transfer of student between schools; destruction of records.

37-15-9 - Requirements for enrollment of children in public schools.

41-23-37 - Immunization practices for control of vaccine preventable diseases; attendance by unvaccinated children.

IMMUNIZATIONS POLICY

- A. No minor child shall be allowed to enroll in or attend any school without a valid immunization certificate.
- B. Valid certificates include:
 - 1. Form 121 Certificate of Compliance
 - 2. Form 121-A Medical Exemption Certificate
 - 3. Form 121-T Temporary Compliance Certificate
- C. 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.
- D. 2012-2013, Tdap (tetanus, diphtheria, and pertussis) is required for all entering 7th grade students.
 - 1. The Tdap (tetanus, diphtheria, and pertussis) vaccine is required for children entering the seventh grade beginning with the 2012-2013 school year and will bring Mississippi in line with other states for adolescent immunization coverage. Students may receive the vaccine prior to entering the 7th grade.
 - 2. Tdap (tetanus, diphtheria and pertussis) vaccination provides protection against whooping cough (pertussis), a highly contagious disease that can be severe or fatal, especially in very young children. Infants who are too young to be vaccinated against pertussis must be protected by ensuring that adolescents and adults around them cannot carry the disease.

STUDENT HEALTH SERVICES – MEDICINES

School personnel may not exceed the practice of first aid in dealing with pupil injuries and sickness, and only qualified personnel shall administer first aid to pupils.

Medication shall not be provided or administered by the school or its employees except as noted below.

Students who become ill while in school should report to the school nurse to ensure proper care and attention. The Laurel School District only renders first aid medical care to students.

In accordance with the Mississippi Asthma and Anaphylaxis Child Safety Act, the school board authorizes the school nurse to administer auto-injectable epinephrine to a student to whom the school nurse, in good faith, believes is having an anaphylactic reaction, whether or not the student has a prescription for

epinephrine. MS Code 37-11-71 (2015)

Under no circumstances should a student have any kind of medication in his/her possession except for a special medical diagnosis as determined by a licensed physician and approved by the Laurel School District in accordance with this policy. Failure to adhere to this policy will be addressed under the provisions of Drug and Alcohol Possession.

In order to protect the students involved as well as the nurse personnel, the following guidelines should be met.

MEDICATION ORDERED BY A DOCTOR

1. The parent should bring the medication to the school's nurse's office and sign the Student Prescription Medicine Administration Form authorizing the school nurse or designee to administer the medication.

The student must not bring any medications to school. All medication must be provided in the container from the pharmacy bearing the prescription label. (Pharmacies will provide duplicate bottles for school use.)

2. A physician's statement on the Student Prescription Medicine Administration Form is required for all medicine that is dispensed regularly or which must be maintained at the school.

3. If a student is taking daily medication at school, such as Ritalin, and the doctor changes the dosage, a new order from the doctor will be necessary as well as the new medicine bottle with the new information.

4. Prescription medication that is ordered twice a day or three times a day should be administered by the parent at home unless a doctor orders otherwise.

Examples: "Twice a day" can be given before and after school."

"Three times a day" can be given before school after school and at bedtime.

OVER THE COUNTER MEDICATION

1. No over-the-counter medication is administered by a school nurse or designee without a doctor's order or written authorization by a parent/guardian, in which case the medicine is handled in the same manner as a prescription.

2. A parent may bring over-the-counter medicine to school with the principal's permission and administer it to the child.

LOCATION, ADMINISTRATION, AND DOCUMENTATION

1. All medicine will be kept under lock and key in an area designated by the school nurse.

2. The school nurse or designee will administer medication when the student is on campus.

3. All medications must be taken in the presence of the school nurse or designee.

4. Accurate documentation on the Medication Daily Log must be done by the school nurse or designee.

5. No medication will be kept on campus after the last student day of the school year.

ADMINISTRATION OF MEDICATION TO STUDENTS ON FIELD TRIPS

1. A school nurse will not accompany students on field trips for the purpose of administering medication(s).

2. Before leaving campus, the teacher of a student who takes medication at school during the time frame of the field trip is responsible for coordinating with the school nurse concerning off-campus administration of

medication.

3. The school nurse will provide the teacher or other school official with the pharmacy container for prescribed medication (or original packaging of over-the-counter medication) and instructions for administration. This includes diabetes kits for students with diabetes.
4. When the teacher or the other school official returns the medication to the clinic after the field trip, she/he will make the appropriate entry on the student's Medication Daily Log.
5. No student is allowed to carry any medication with them on a field trip, except for students who qualify for self-administration of asthma and anaphylaxis medication.
6. A student who has an Individual Health Plan on file in the school clinic will be cared for on the field trip in accordance with the procedures detailed in the plan.

SELF-ADMINISTERED ANAPHYLAXIS, ASTHMA AND DIABETES MEDICATION(S)

In accordance with MS Code 37-11-71 (2015) the Board permits the self-administration of anaphylaxis and asthma medication(s) by a student, and the Board also allows the self-administration of diabetes medication(s). These medications may be self-administered provided:

1. The parent or guardian provides the school nurse with parental consent for self-administration of the medication along with the physician's statement describing the treatment, the name and purpose of the medications and prescribed dosage, the time or times and under what additional special circumstances the medications are to be administered, the length of time for which the medications are prescribed, and verifying that the student has been instructed in self-administering of said medication.
2. The Student Prescription Medicine Administration Form shall be kept on file in the office of the Clinic nurse.
3. The parent or guardian of the student shall provide a signed statement in which the parent releases the school district and independent contractor from liability for an injury arising from the student's self-administration of prescription asthma, anaphylaxis, or diabetes medication while on school property or at a school - related event or activity unless in cases of wanton or willful misconduct.
4. The permission for self-administration of medication(s) shall be effective for the school year in which it is granted and shall be renewed each following school year only upon fulfilling each of the foregoing requirements.
5. The student is supervised by school personnel when at school and at all school sponsored activities/ when self-administering the medication
6. Students may possess anaphylaxis and asthma medication.
7. Students are not permitted to possess diabetes medication. It must be maintained by the school nurse in a secure location.
8. Students with chronic health concerns, including diabetes and asthma, will have a Individual Health Plan (IHP)

The Superintendent in consultation with the school board attorney is authorized and directed to prepare such form, including, but not limited to, the Student Prescription Medicine Administration Form, authorization, indemnity and release forms, and Individual Health Plans in order to facilitate this policy.

**LAUREL SCHOOL DISTRICT
PARENT AUTHORIZATION AND INDEMNIT AGREEMENT**

The undersigned parent/s or guardian of _____, a minor child, has requested personnel of Laurel School District to administer prescription medicine to this student. This request has been made for my/our convenience as a substitute for parental administration of this medicine. It is understood that school personnel administering the medicine will not have to have medical or nursing training.

I/We forever release, discharge and covenant to hold harmless Laurel School District, its personnel and Board of Trustees from any all claims, demands, damages, expenses, loss of services and causes of action belonging to the minor child or to the undersigned arising out of or on account of any injury, sickness, disability, loss or damages of any kind resulting from the administration of the prescription medicine.

The undersigned agree to repay Laurel School District, its personnel or Trustees any sum of money, expenses, or attorney's fees that any of them may be compelled to pay in defense of any action or on account of any such injury to the minor child as a result of the administration of medicine.

I have read the foregoing release and indemnity agreement and fully understand it.

Executed this the _____ day of _____, 20_____.

Parent or Guardian

Witness

Parent or Guardian

Witness

MEDICAL INFORMATION

Communicable Diseases

Students are expected to be in compliance with the required immunization schedule. The building principal is required under Section §41-23-37 to exclude students from school attendance who are out of compliance with the immunizations required by this act. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers, and exclusions, including the necessary Immunization Assessment Program Forms, to provide preventable communicable disease control.

The Superintendent has the authority and obligation under the Mississippi State Board of Health Rules and Regulations Governing Reportable Diseases to exclude students or staff members from school when reliable evidence or information from a qualified source confirms his/her having a communicable disease or infection that is considered a health threat to the school population. Such a student, staff member, or employee shall be excluded unless his physician approves school attendance or the condition is no longer considered contagious.

Common communicable diseases as listed below will automatically result in exclusion from school and school-related activities for the designated period of time:

<u>Head Lice:</u>	<u>Measles:</u>	<u>Mumps:</u>	<u>Hepatitis:</u>	<u>Mono:</u>	<u>Pink Eye:</u>	<u>Impetigo:</u>	<u>Ringworm:</u>	<u>Scabies:</u>
Until clearance by the physician	7-10 days and/or upon clearance by the physician	9 days after glands swell and/or upon clearance by the physician	Upon clearance by the physician	Upon clearance by the physician	Upon clearance by the physician	Upon clearance by the physician	Upon clearance by the physician	Upon clearance by the physician

For these or other communicable diseases, the principal shall require written notification from the student's family doctor or public health department for a student's return to school after having a communicable disease. The period of time during which the student is excluded from school may be shortened due to clearance by a physician.

Medication Taken at School

A parent or guardian must bring medication to school in the pharmacy bottle bearing the prescription label along with the Student Prescription Medicine Administration Form signed by the physician. **No student is to keep medication in his/her possession at school or carry medicine to school on the bus.** Non-prescription medicines, such as aspirin, Tylenol, etc., will be administered by the school nurse only when written authorization given by a medical doctor or from the parent that specifies which medications may be administered is provided to the nurse. The written authorization shall specify the name of the student, medicine, dosage, and times of administration. If there is no written authorization by a medical doctor or parent/guardian, a parent/guardian may come to the school and administer the medication. If the parent/guardian would like for a student with asthma, diabetes, or severe allergy condition to have permission to self-administer medication for this condition, proper arrangements must be made with the school nurse to develop a Medical Plan in accordance with Policy JGCD.

Returning to School After Illness "24 Hour Fever Free Rule"

If your child has been running a fever (temperature of 100.4 degrees or higher), your child should not attend school. Your child should be fever-free for at least 24-hours before returning to school. If your

child has had antibiotics administered for a highly contagious condition, the student should have received a minimum of 24 hours' worth of antibiotics and be fever free before returning to school.

School Nurse

The school nurse strengthens and facilitates the educational process by improving and protecting the health status of children. The school nurse will assess sick and/or injured students to determine if he/she needs to be excluded from school. The school nurse will make appropriate parent/guardian contact. Except for providing first aid, parental permission is required for a student to be treated by the nurse.

RESTROOM PRIVILEGES

Students are permitted restroom privileges at designated times throughout the day. When regular habits are established, it should not be necessary for a child to be excused during class except for extreme emergencies or physical disabilities. Under the latter condition, the parent/guardian/custodian shall provide notification from a doctor indicating a specified duration.

TOBACCO USAGE

Effective the 1983-84 school year and thereafter, the possession or use of any and all tobacco products or smokeless electronic smoking devices by students in or on any school property or at any school-sponsored activity is prohibited. Violations shall result in disciplinary action.

LAUREL SCHOOL DISTRICT ABSENCES AND EXCUSES POLICY

The School Board of the Laurel School District recognizes school attendance as an important responsibility of the student and school staff. Many problems arise from students with excessive tardies and/or absences. Students who attend school regularly have fewer discipline problems and a better opportunity to achieve than those who do not. It is the duty of the parent, guardian or custodian to encourage and support each student in school attendance.

I. General

A. All students must attend 63% of the student's individual scheduled school day in order to practice for or participate in any school related activities scheduled for that day.

B. Absences due to out-of-school suspension are not excused absences; however, students may make up work as indicated in the Student Code of Conduct Policy (JCD II.C. or JCDA II.C.).

II. Exceptions to Compulsory Attendance

A parent, guardian or custodian of a compulsory-school-age child in this district shall cause such child to enroll in and attend school except under the following circumstances:

A. When a compulsory-school-age child is physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation.

B. When a compulsory-school-age child is enrolled in and pursuing a course of special education, remedial education or education for handicapped or physically or mentally disadvantaged children.

C. When a compulsory-school-age child is being educated in a legitimate home instruction program.

III. Excused Absences

Each of the following shall constitute a valid excuse for temporary nonattendance of a compulsory-school-age child enrolled in school. A written excuse signed by the parent shall be accepted for the first five (5) excused absences; thereafter, documentation signed by a doctor, dentist, or other appropriate authority shall be provided by the student. If proper documentation is not provided, the absence shall be counted as unexcused. Work shall be made up by the student. Work shall be made up within the first five (5) school days of the student's return; for any work not made up the student will receive a grade of "0".

A. An absence is excused when the absence results from the compulsory school-age child's attendance of an authorized school activity with the prior approval of the Superintendent of the school district or his designee. Such 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 member 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 where an approval of the Superintendent of the school district or his designee is gained prior to the absence, except in the case of emergency.

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 such 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 such child's parents adheres, requires or suggests the observance of a religious event. The approval of such 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. The student and parent/guardian must request extended absences in writing. Approval of such absences must be gained from the Superintendent or his designee prior to the absence with the exception of catastrophic circumstances.

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.

IV. *The Written Excuse*

A. The student shall present a written excuse signed by the parent, or other documentation signed by the appropriate authority, on the day the student returns to school unless the Principal or his/her designee granted prior approval for the absence.

B. The written excuse shall contain:

1. The date written
2. Name of the student
3. The date(s) the student was absent
4. The reason of the absence
5. The signature of parent of guardian
6. The phone number where parent or guardian can be reached to verify signature

V. *The Unexcused Absence*

All absences other than those found in Section III above shall be classified unexcused. Each unexcused absence shall be processed by using the same measures for tardiness (see section VIII. Tardiness) as well the Student Code of Conduct Policy (JCD II.C. or JCDA II.C.).

Elementary, Middle, and High School:

- 1st Unexcused Absence Warning to student, notification to parent;
- 2nd Unexcused Absence..... Phone call to parent or guardian;
- 3rd Unexcused Absence..... Written parental notification and administrative conference;
- 4th Unexcused Absence..... Home Visit;
- 5th Unexcused Absence..... Report to School Attendance Officer.

The privilege of making up work shall be allowed as indicated in the Student Code of Conduct Policy (JCD II.C. or JCDA II.C.).

VI. *Truancy*

A. A student is considered a truant when he/she is absent from school without permission of a parent, guardian, custodian or school officials. As a result truancy absences are recorded as unexcused.

B. A student guilty of truancy shall be punished in accordance with the Student Code of Conduct Policy (JCD II.C. or JCDA II.C.).

C. All work shall be made up as indicated in the Student Code of Conduct Policy (JCD II.C. or JCDA II.C.).

VII. *Absences from Class*

A student who is in school cannot be absent from class without permission of the Principal or his/her designee.

VIII. *Tardiness*

The Laurel School District expects students to be in class on time each period. Students who are not in class cannot achieve at the same level as the student who is present and involved. A student who is tardy

disrupts the instructional process for the other students in the class. Tardiness to school in the morning or tardiness to each class is considered harmful to the educational process. Negative consequences as follows shall be enforced for tardies. The Laurel School District's tardy procedures will be consistently enforced as set forth below:

Elementary, Middle, and High School:

- 1st TardyWarning to student, notification to parent;
- 2nd TardyPhone call to parent or guardian;
- 3rd Tardy.....Written parental notification and administrative conference;
- 4th Tardy.....Home Visit; further disciplinary action may be imposed taken at the discretion of the administrator
- 5th Tardy.....Report to School Attendance Officer. Further disciplinary action may be taken at the discretion of the administrator

At the end of each semester, the process will start over.

1. Tardiness to school

A student is considered tardy to school if he/she arrives after the designated school starting time.

2. Tardiness to class

Does not apply to elementary students.

C. Laurel High School and Laurel Middle School

A student is considered tardy if he/she arrives at school after the tardy bell has rung.

A student is tardy to class if he/she is not in the assigned classroom before the tardy bell rings.

Students who miss assignments because they arrived to school late are required to make up all graded work by the end of the following school day. In the instance of extreme circumstances, additional time may be requested by a parent/guardian in writing and hand delivered with the excuse containing the following information:

- 1. The current day's date;
- 2. The name of the student;
- 3. The date(s) the student was absent;
- 4. The reason of the absence;;
- 5. The reason for the requested extension;
- 6. The signature of parent of guardian;
- 7. The phone number where parent or guardian can be reached to verify signature.

IX. Make-Up Work (For all students)

It is the student's responsibility to make up work due to an absence.

X. Absence Reporting & Absences Affecting Academic Credit

A. Absence Reporting by Principal or Designee: Students are expected to be in attendance all 180 school days, for academic growth and success are based upon regular attendance.

B. Students who are pregnant do not qualify for the Family Medical Leave Act (FMLA). As a result they are responsible for all work that is missed during and after the pregnancy.

- A. Students are required to attend 63% of their individual daily school schedule to be declared present. If more than 37% of the student's individual school schedule is missed, the student will be declared absent for the day. *Ref: HB1530*
- B. Students who have more than 20 unexcused absences (10 unexcused for a semester course) will not receive Carnegie unit credit for a given course in a year.
- C. **Instructional Day - Minimum Requirements to meet 63% of an instructional day**

Accreditation standard (19.2) requires that each school day provide at least 330 minutes of instruction. The following guidelines will be used to document what constitutes 63% of instructional day for student attendance purposes.

Elementary Schools - All elementary schools in the Laurel School District will meet from 8:15 - 3:15 each instructional day.

The following guidelines will be used to document what constitutes 63% of instructional day for student attendance purposes.

330 minutes multiplied by 63% = 208 minutes

8:15 - 11:45 = 210 minutes

11:45 - 3:15 = 210 minutes

Students who check out and return to school will have their individual schedule evaluated to see if they meet the 208 minute (63%) standard.

Lunch time cannot be counted toward the 208 minute minimum.

Students on reduced schedules (i.e. Seniors) will have their individual schedule evaluated to see if they meet 63% of their individual daily schedule.

CITIZENSHIP GRADING

Each teacher will design and post a list of class rules which support the district and building student conduct policies and which has been approved by the building principal. Each teacher will design a rubric for his or her classroom rules in order to assign a citizenship mark of Good, Satisfactory, Needs Improvement or Unsatisfactory. The building principal may, at his or her discretion, require a consistent set of classroom rules and rubrics for a grade level or department. Citizenship grades will be included on mid-term report.

Any administrator may assign a mark of unsatisfactory for violations of classroom, building, or district conduct rules. That mark will be given in the classroom to which the student was assigned when the infraction occurred.

Citizenship grades may only reflect compliance with or violations of classroom and building rules which support the district conduct policy. Citizenship grades are separate from academic grades. Academic grades shall not be lowered for violations of conduct rules. Citizenship grades shall not be lowered for poor academic performance.

GRADING POLICY

PHILOSOPHY:

The Laurel School District believes that grades reflect and communicate to students, parents, teachers,

and postsecondary schools student progress on district learning targets. As a result of a fair and consistent grading process, students will be able to evaluate their learning and set personal goals to attain the district learning targets and communicate achievement status to interested stakeholders.

Grading Student Work

The following grading scales and practice shall be used by all instructional personnel of the Laurel School District teaching graded classes in grades 1 through 12.

ALL student work shall be graded using a numerical grade (0-100). The minimum passing grade shall be 65/D for grades 1-12.

The certified classroom teacher shall check, correct, and assign the grade to the student's work. There shall be no grading by students of work which is to be recorded.

No optional graded work shall be given any student unless all students of the same class are given the same opportunity. Any student refusing to do optional graded work shall not be penalized for failure to do optional work.

Instructional staff shall be able to justify any grade given and the source of any grade given shall be educationally sound.

Each student's papers shall be filed by each teacher to be made available for review should a school official, parent, guardian, or custodian question the assessment of a student's progress or grade average. Security of the filed papers shall be the responsibility of each teacher.

The school Principal shall check teacher grades during the fifth week of each nine weeks grading period.

Grade Penalties

1. Students shall receive a 0 for any work that is not made up.
2. Grades shall not be lowered due to poor citizenship.
3. Grades shall not be raised or lowered due to a student's performance on class or club fund raising projects.

Fractions

Fractions of .5 or over shall be rounded off to the next highest whole digit and fractions under .5 shall be dropped on all graded work as well as nine weeks, semester, and yearly averages.

Fractions shall not be recorded in grade books, on grade sheets or on report cards. Grade

Recording for Grades 1-12

The numerical grade (0-100) only shall be used for recording all grades.

A numerical grade (0-100) shall be used to record nine weeks, semester, and yearly averages on grade sheets.

A numerical grade (0-100) shall be used to record averages on report cards.

NUMERICAL/LETTER GRADE CONVERSION SCALE

The following numerical/letter grade conversion scale shall be printed or stamped on all applicable grade sheets and report cards should anyone desire to convert this numerical system.

	Numerical Grade	Letter Grade
GRADES 1-12	90-100	A
	80-89	B
	70-79	C
	65-69	D
	0-64	F

Nine Weeks Average

The nine weeks average for grades 1-12 shall be determined by averaging the numerical grades as follows:

All grades earned during the nine week grading period will be averaged together.

$$\text{Example: } \frac{\text{Daily/Test(s)}}{9} = \text{Nine Weeks Avg.}$$

$$86 + 86 + 86 + 86 + 86 = 430 \div 5 = 86$$

In order to pass the nine weeks and receive credit, a final average of 65/D must be obtained for grades 1-12

Semester Average

The semester average for grades 1-12 shall be determined by averaging the 1st nine weeks and the 2nd nine weeks grades.

$$\text{Example: } \frac{1^{\text{st}}}{9} + \frac{2^{\text{nd}}}{9} = \text{Sem. Avg.}$$

$$79 + 84 = 163 \div 2 = 81.5 \text{ or } 82$$

The yearly average for a two-semester course shall be determined by averaging the first semester and the second semester grades.

For Grades 1-12, a final average of 65 must be obtained in order to pass a course and receive credit. A student failing to obtain a final average of 65 on a two-semester course would repeat both semesters of the course.

There shall be no retention of students for extra-curricular purposes.

REPORTING TO PARENTS/GUARDIANS/CUSTODIANS

The schools will keep parents, guardians and custodians apprised of the educational progress of their children through notes, telephone calls from teachers, and progress reports midway through each grading period. Report cards every nine weeks and parent conferences will also keep parents, guardians and custodians informed of their children's progress.

PROGRESS NOTES

During the fifth week of each nine weeks grading period, progress reports will be sent by the teacher to inform parents, guardians and custodians of below average or unsatisfactory work being done by the student. These reports will enable the parent/ guardian/custodian to encourage him or her to make better progress. These reports are to be signed by the parent/guardian/custodian and returned to the teacher the following day.

Parents may check student's academic grades on the Active Student program at any time after requesting the access code from the Principal's office.

REPORT CARDS

Report cards are issued the week following the end of each nine weeks term. Students are required to take report cards home and to have a parent/guardian/custodian sign the report card and return it to the homeroom teacher the following day.

Report cards may be held by the principal if a student has neglected to pay any monies, such as fines for library books and charges for lost or damaged books.

There shall be no retention of students for extra-curricular purposes.

PROMOTION & RETENTION OF STUDENTS

The promotion and retention policy of the Laurel School District serves as the primary basis for the design and implementation of a grading, marking and reporting system for communicating academic performance and progress to students and parents. Through this, the Board of Trustees establishes expectations for student and staff performance which meet the district's mission of serving the community by challenging each student to realize his or her potential through access to a quality education that requires accountability from all students and employees.

Promotion and retention of students in grades K-12 will be based on the grades earned and reported to parents as well as proficient mastery of grade level standards as set by the district. The retention of a student or repetition of a grade in K-12 for the sole purpose of participating in extracurricular activities is prohibited in the Laurel School District.

Classification of students as 9th, 10th, 11th, or 12th graders will be based on Carnegie units earned toward graduation requirements. Earning of Carnegie unit credit in grades 7-12 will be based on the student's academic achievement and progress on the curriculum adopted by the Laurel School District. Awarding of Carnegie units will be based on the grades earned and reported to parents as well as mastery of district standards for each course.

Part 1: The District Promotion and Retention Process

Promotion and retention decisions will reflect the student's academic achievement and progress on the curriculum adopted by the Laurel School District for each course taught. The grading and reporting system of the district and mastery of district grade level and course-standards will be used to assess academic achievement. Specific criteria for use in making promotion and retention decisions are provided.

English Language Learners (ELL): The Educational Team at each school (principal, counselor, classroom teacher, ELL teacher) will make a retention/promotion decision on an individual basis for English Language Learners not showing academic achievement due to language proficiency.

Students with Disabilities: The Individual Education Program committee at each school (Principal, Parent, Teachers and assigned Central Office Staff) will consider the retention/promotion on individuals who have not met the course requirement for grade - to -grade progression with typical aged peers. In addition, the consideration for credit recovery will be considered in order to ensure FAPE and Educational Benefit.

Kindergarten: Individual progress of kindergarten students will be based on each student's academic performance and progress on the Laurel School District grade level objectives in language arts and math. Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to kindergarten students will be as listed:

1. It is the responsibility of each teacher to identify students who are not making satisfactory progress toward meeting the academic requirements. Students who fail to make satisfactory progress shall enter the Multi-Tier System of Support.

Grades 1-5: Progress of Grades 1 & 2 students will be based on each student's performance and progress on identified objectives in language arts and mathematics computation and application. Progress of Grades 3-5 students will be based on each student's performance and progress on identified standards in language arts and mathematics computation and application and science.

Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to Grades 1-5 is as follows:

1. A student shall be promoted if the student is making academic achievement and progress on the Laurel School District curriculum for Grades 1-2 by earning a minimum grade average of "D" (65-69) in language arts and mathematics-and for grades 3-5 by earning a minimum grade of average of "D" (65-69) in language arts, math and science.
2. It is the responsibility of each teacher to identify students who are not making satisfactory progress toward meeting the academic requirements described in item #1 above. Appropriate instructional interventions shall be implemented for those students. Students, who fail to make satisfactory progress, shall enter the Multi-Tier System of Support.
3. Students achieving a minimum grade average below a "D" (65-69) are not showing academic achievement and shall be retained.
4. In accordance with the Literacy-Based Promotion Act, 3rd grade students who do not

obtain a passing score as indicated by the 3rd grade summative assessment shall not be promoted to the 4th grade unless the student meets the good cause exemption for promotion.

Grades 6 – 8. Individual progress of students in Grades 6 - 8 will be based on each student's academic achievement and progress for the various courses that make up the content requirements for Grades 6 - 8. Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to students in Grades 6 - 8 will be as listed:

1. Academic achievement and progress on the curriculum for students in Grades 6 - 8 shall be reflected by a minimum grade average of "D" (65-69) in five of eight subject areas; which must be in the core areas of Language Arts, Mathematics, Social Studies, Reading and Science. The exception being Carnegie unit courses, Technology Foundation, Algebra I, Mississippi Studies, Geography and Spanish I, that can be repeated in grades 9-12, or through credit recovery, without hindrance of graduation.
2. It is the responsibility of each teacher to identify students who are not making satisfactory progress toward meeting the academic requirements as stated in item # 1. Appropriate instructional interventions shall be implemented for these students. Students who fail to make satisfactory progress shall enter the Multi-Tier System of Support.
3. Students not showing academic achievement proficiency of district requirements with a minimum grade average of "D" (65-69) will be retained.

Grades 9 – 12. Students in Grades 9-12 will be classified in accordance with the successful completion of the following requirements:

Ninth Grade – Earn a minimum of 6 Carnegie units composed of both core and other subjects.

Tenth Grade – Earn a minimum of 12 Carnegie units composed of both core and other subjects.

Eleventh Grade – Earn a minimum of 18 Carnegie units composed of both core and other subjects.

Twelfth Grade – Earn a minimum of 24 Carnegie units composed of both core and other subjects.

*Ninth Grade students who fail two or more core subject courses (English, Math, Science or History) may be required to remain at the Ninth Grade Academy for a second year.

Part II – Students Not Meeting Promotion Requirements

1. Refer to Part 1
2. To the extent that resources are available, supplemental instructional classes and programs will be created to provide assistance to students in danger of not meeting promotion requirements and students must be referred to the Multi-Tier System of Support Team.
3. Decisions of conditional placement based on failure to meet promotional requirements with

documented evidence of unsuccessful interventions will be made by the principal and forwarded to the Superintendent.

Grades 9-12: Pupil progression through Grades 9-12 will be based on each student's accumulation of Carnegie unit credits. Awarding Carnegie unit credit in individual courses will be based upon the following: data on instructional management plan standards, class attendance, classroom assignments, class participation, completion of projects, and other criteria approved by the Principal. Students enrolled in Advanced Placement courses must take the College Board exam for that class for both quality points and Carnegie units to be issued under that course title. Students must meet an attendance requirement of 20 unexcused absences (10 unexcused for a semester class) or less for each class, and an end-of-course assessment requirements for each class for those individuals Carnegie units to be issued. Students attending a district sponsored summer program to obtain a Carnegie unit credit must pass an end-of-course assessment at the end of the summer session.

A student must successfully complete all requirements and prerequisites in each subject area before progressing to higher level courses in that same subject area. A student must be enrolled in eight (8) class periods during the school day –four must be academic. Students (seniors) with special circumstances may be considered exempt from the eight period requirements as long as Carnegie units or requirements for graduation are met and approved by the principal and the superintendent. Students may enroll in dual enrollment as qualified by admission requirements and approval from the principal.

Part III – Subject Area Testing Program/Interventions

- A. It shall be the policy of the Laurel School District that all students are required to pass subject area tests in Algebra I, Biology I, U. S. History from 1877, and English II in order to graduate from Laurel High School.
- B. The requirements for the Subject Area Testing Program (SATP) are as follows:
 1. Students entering the 9th grade must pass the subject area tests in U. S. History from 1877, English II, Biology I, and Algebra I, prior to graduation, or meet one of the graduation options outlined in State Board Policy 3803.
- C. Intervention/Remediation
 1. Any student failing to pass any subject area test required for graduation shall receive appropriate interventions/remediation.
 2. The form of interventions/remediation may include, but shall not be limited to:
 - a. requiring a student to retake the course regardless of the student's previous grade in the course,
 - b. providing after-school interventions/remediation for the student,
 - c. providing in-school tutorial sessions,
 - d. requiring participation in an extended school year/summer school program,
 - e. credit recovery,
 - f. prescribing an individualized intervention/remediation plan for a student and referral to Multi-Tier System of Support Team.

3. Students will be offered a chance to retake the subject area test until a passing score is received, or until one of the graduation options are met under State Board Policy 3803.

LITERACY BASED PROMOTION

In compliance with the “Literacy Based Promotion Act,” it is the intent of this school district 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. Each Kindergarten through Third Grade student's progression is determined, in part, upon the

- student's proficiency in reading;
- the policies of local school boards facilitate this proficiency; and
- each student and the student's parent or legal guardian is informed of the student's academic progress.

Intensive Reading Instruction and Intervention

Each student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, shall be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school year and repeated if indicated at midyear and at the end of the school year to determine student progression in reading in Kindergarten through Third Grade. If it is determined that the student continues to have a reading deficiency, the student shall be provided with continued intensive reading instruction and intervention by the school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.

A Kindergarten, First, Second or Third Grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention shall 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.

In addition, an Individual Reading Plan (IRP) will be created for each student in Kindergarten, First, Second, or Third Grade who demonstrate reading deficiencies. The IRP will be monitored and revised throughout the course of the year to ensure that efforts are being made to address the deficiencies.

Parent Notification of Reading Deficiency

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a Kindergarten or First, Second or Third Grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher of the following:

1. That the student has been identified as having a substantial deficiency in reading;

2. A description of the services that the school district currently is providing to the student;

A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student;

3. That if the student's reading deficiency is not remediated before the end of the student's Third Grade year, the student will not be promoted to Fourth Grade unless a good cause exemption specified below is met;
4. Strategies for parents and guardians to use in helping the student to succeed in reading proficiency; and
5. That while the state annual accountability assessment for reading in Third Grade is the initial determinant, it is not the sole determiner of promotion and that approved alternative standardized assessments are available to assist the school district in knowing when a child is reading at or above grade level and ready for promotion to the next grade.

Social Promotion Prohibited

In compliance with the "Literacy-Based Promotion Act," social promotion is prohibited in this school district. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion.

Good Cause Promotion

A Third Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only 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 an English Language Learner program;
2. Students with disabilities whose individual education plan (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 a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and previously was retained in Kindergarten or First, Second or Third Grade;
4. Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
5. Students who have received intensive intervention in reading 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. A student who is promoted to Fourth Grade with a good cause exemption shall be provided

intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted. This school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

Good Cause Request

A request for good cause exemptions for a Third Grade student from the academic requirements established for promotion to Fourth Grade shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal which indicates that the promotion of the student is appropriate and is based upon the student's record. The documentation shall consist of the good cause exemption being requested and shall clearly prove that the student is covered by one (1) of the good cause exemptions listed above.
2. The principal shall review and discuss the recommendations with the teacher and parents and make a determination as to whether or not the student should be promoted based on requirements set forth by law. If the principal determines that the student should be promoted, based on the documentation provided, the principal shall make the recommendation in writing to the school district superintendent, who, in writing, may accept or reject the principal's recommendation.

The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determines otherwise.

Retained Third Grade Students

Beginning in the 2014-2015 school year, this school district shall take the following actions for retained Third Grade students:

1. Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:
 - a. Small group instruction;
 - b. Reduced teacher - student ratios;
 - c. Tutoring in scientifically research-based reading services in addition to the regular school day;
 - d. The option of transition classes;
 - e. Extended school day, week or year; and
 - f. Summer reading camps.

Third Grade students who are retained shall be provided with a high-performing teacher, as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to literacy.

Parent Notification of Third Grade Retention

Written notification shall be provided the parent or legal guardian of any Third Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption.

The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. This notification shall be provided to the parent or legal guardian in writing, in a format adopted by the State Board of Education in addition to report cards given by the teacher.

Parents and legal guardians of Third Grade students shall be provided with a "Read at Home" plan outlined in a parental contract, including participation in regular parent-guided home reading.

Annual Report

Within thirty (30) days of final State Board of Education approval of state accountability results, the school board of this school district shall publish, in a newspaper having a general circulation within the school district, and report to the State Board of Education and the Mississippi Reading Panel the following information relating to the preceding school year:

1. Student progression and the school district's policies and procedures on student retention and promotion;
2. By grade, the number and percentage of all students performing at each level of competency on the reading and math portion of the annual state accountability system and the number and percentage of students given an approved alternative standardized reading assessment and the percentage of these students performing at each competency level on said alternative standardized assessment;
3. By grade, the number and percentage of all students retained in Kindergarten through Grade 8;
4. Information on the total number and percentage of students who were promoted for good cause, by each category of good cause described by law; and
5. Any revisions to the school board's policy on student retention and promotion from the prior school year.

Student Handbook

Provisions required by the Literacy Promotion Act shall be provided as an addition to the district's published handbook of policy for employees and students beginning in school year 2013-2014.

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

LEGAL REF.: MS CODE – Literacy Based Promotion Act, 2013

STUDENT CONDUCT POLICY For Grades PreK 4 through Twelve

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

The disciplinary philosophy of the Laurel School District supports the teacher's right to teach and the student's right to learn. Behavior which stops the teacher from teaching and/or any student from learning is discouraged and will not be tolerated. We recognize that maintaining effective discipline and safety on buses, in classrooms, on campuses, and at school-related activities is a shared responsibility of parents, students, and school personnel.

The assistance of parents is needed in the following ways:

1. Review discipline policies with your children to make sure they understand them and the conditions set forth.
2. Know where your children are, what they are doing, and with whom they are associating.
3. Take action against anyone who commits offenses against your child, and support action by school, police, and court officials in dealing with offenders.
4. Respond in a timely manner to requests for conferences.

Teachers will provide students and parents with a list of rules and consequences, both positive and negative, which will be used in their classrooms. When a student chooses to break the rules and is referred to the office, disciplinary action will be taken according to the following prescribed steps:

When a student is referred to the office, disciplinary action will be taken according to the following prescribed steps/consequences. Based on the severity of the offense the administrator has the authority to modify consequences.

Discipline shall be administered in accordance with the levels stated on Appendix I attached hereto and incorporated herein by reference.

II. Assignment of Discipline, General Procedures, and Disciplinary Review Committee

Students may be either required to serve an Out- of- School Suspension of 10 or more days or expelled as follows:

1. The Principal shall conduct an informal due process hearing to determine the appropriate penalty and shall recommend the penalty to the Superintendent or his designee. Thereupon the Principal may suspend the student for no more than ten (10) consecutive school days pending a hearing by the Discipline Review Committee (DRC). The DRC shall be composed of three (3) members appointed by the Superintendent who shall be administrators, principals, or assistant principals.
2. The Superintendent or his designee will review the information received from the Principal and if the Superintendent or his designee believes expulsion may be warranted, he shall schedule a due process hearing before the DRC. The hearing shall be held on or before the tenth (10th) school day after suspension was initiated.
3. The Superintendent or his designee shall give written notice of the hearing before the DRC to the student and his parent, legal guardian or legal custodian consistent with State or Federal due process requirements. The notice shall be given at least five (5) calendar days prior to the hearing. The notice shall contain a statement of the charges, date, time and place of the hearing, the right to be represented by an attorney, the right to present witnesses and evidence and to examine witnesses presented by the District.

4. At the hearing, informal procedure shall be followed and formal rules of evidence shall not apply. The accused student may be represented by parent, legal guardian, legal custodian or an attorney at the hearing and shall be allowed to cross-examine witnesses and to present arguments and evidence on his behalf. The DRC shall record all the facts considered before making a decision. If action of the Laurel School Board (Board) is required, a written summary (including findings, decision and recommendation) of the hearing shall be reported and presented at the next regular or specially called meeting of the Board. If no Board action is required, the Superintendent or his designee shall advise the student or his parent, legal guardian, legal custodian or attorney and the Principal of the school of the DRC's decision verbally and in writing the next school day following the DRC hearing.
5. The hearing summary of the DRC, for cases not requiring Board action, shall be made available to the student, his legal guardian, legal custodian or attorney upon request. Failure of the student or his parent, legal guardian, legal custodian or attorney to appear at the appointed time and place for the hearing shall waive the student's right to a hearing. In the event the hearing is waived, the DRC shall consider the facts, take appropriate action, or recommend appropriate action to the Board along with submitting the summary of the case.
6. In the event the hearing before the DRC was not waived, the accused student, his parent, legal guardian, legal custodian or attorney shall be notified of the date, time and place of the Board meeting at which the decision and recommendation of the DRC will be presented, and will be given an opportunity to make a statement to the Board before the Board acts on the recommendation of the DRC. In making its decision, the Board shall base its decision upon the written summary of the DRC and the statement on behalf of the student, if any. The student or his parent, legal guardian, legal custodian or attorney shall be notified verbally and in writing of the Laurel School Board's decision the next school day following the date of the decision.
7. When deciding on the appropriate penalty, the Principal, Superintendent or designee, DRC and Laurel School Board shall exercise discretion and shall consider the circumstances surrounding the violation as well as the penalty and make a determination on the facts and circumstances that the penalty being recommended or finally determined is warranted. If, in the exercise of such discretion, it is determined that a lesser penalty than that prescribed be imposed, such lesser penalty may be imposed.
8. In all cases of suspension, the parent, guardian or custodian shall be notified within twenty-four (24) hours of the suspension and the reasons for the suspension.

III. Parental Responsibilities for Student Discipline

- A. A parent, guardian or custodian of a compulsory-school-age child in the Laurel School District shall be responsible financially for his/her minor child's destructive acts against school property or persons and the Laurel School District shall be entitled to recover all damages in amounts allowed by law from the parents of any student who willfully and maliciously damages or destroys school property or from such other persons as allowed by law.
- B. A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district may be requested to appear at school by a school official for a conference regarding acts of the child specified in paragraph A. above, or for any other discipline and/or school conference regarding the acts of the child.
- C. Any parent, guardian or custodian of a compulsory-school-age child enrolled in a district who willfully fails to attend such discipline conference specified in paragraph B. above, may be summoned by the Superintendent of Schools or the school attendance officer to be required to attend the discipline conference.

- D. Any parent, guardian or custodian of a compulsory-school-age child who (1) fails to attend a discipline conference specified in paragraph C. above, to which he/she was summoned by the Superintendent of Schools or a designee; or (2) refuses or willfully fails to perform any duties imposed upon him/her under the provisions of this policy, may be found guilty of a misdemeanor by a court of competent jurisdiction and, upon conviction, fined not to exceed two hundred and fifty dollars (\$250.00).
- E. A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school shall be responsible for any criminal fines brought, assessed or charged against such student for unlawful activity occurring on the school property.
- F. The District shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus necessary court costs, from the parent of any minor (7-17) who maliciously and willfully damages or destroys property belonging to the school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree.

IV. *Searches and Investigations*

A. Searches

1. The Laurel School District, in an effort to maintain a safe and orderly school environment conducive to learning, reserves the right to search students' personal belongings when it is determined to be in the best interest of the overall welfare of the other students or is necessary to preserve the good order of the school, or when the district has reasonable suspicion that the student is in possession of a weapon, alcohol or controlled substance, stolen property or other contraband.
2. Students are required to submit to general, random, or reasonable suspicion searches using electronic scanners and/or metal detectors or other electric surveillance.
3. Lockers are the property of the Laurel School District and not the property of the student. Students have no expectation of privacy with regard to the contents in the locker assigned to the student. All lockers in the Laurel School District are subject to general, random and reasonable suspicion searches at any time. Any time a reasonable suspicion search of a locker is conducted the student should be present, but not near the locker.
4. Parking a car on campus is a privilege, not a right. If a school official has reasonable suspicion that a weapon, alcohol or controlled substance, stolen property or other contraband material may be present in an automobile on the school property or at any school-related activity or event, a search may be conducted. The student shall be present during the search.

B. Investigations

1. School administrators and teachers have the right to investigate and interrogate students regarding their conduct, the conduct of others, disciplinary offenses or criminal activity conducted in the school or on school property, on the road to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or other than at a school-related activity or event, when such conduct by a pupil, 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 teachers of such class as a whole.
2. Unless a minor student is first placed under arrest by the Laurel Police Department, the Jones County Sheriff's Department, or other law enforcement agency, their officers may not interrogate the student without the knowledge and consent of the parent, guardian or custodian.

V. *Bus Conduct/Discipline*

The Laurel School District provides transportation for students living within the district. Riding the bus is a privilege which can be denied. Students may be suspended or expelled from school for infractions. It is advisable for parents to review the safety rules listed below with their child.

For the safety of your child, transportation changes must be in writing and received by 10:00a.m. Faxed or email letters and phone calls will not be accepted.

Loading and Unloading:

1. Be at your assigned bus stop on time in the morning and at your assigned loading zone on time in the afternoon.
2. Exercise extreme caution in getting to and from your assigned bus stop.
3. Don't play near the road while waiting for the bus to arrive.
4. If you must cross the road to enter the bus, don't cross until the bus arrives and the proper signal to cross is given. Look both ways for traffic.

While on the Bus:

1. Do not distract the driver's attention other than when absolutely necessary.
2. Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noises when the bus is approaching and crossing a railroad or a highway intersection.
3. Keep head, hands, and other articles inside the bus.
4. Do not bring unauthorized articles on the bus (i.e. pets, drinks, combustibles, food, large articles, weapons)
5. Do not smoke or use profane language.
6. Do not fight or scuffle.
7. Be courteous to and follow the instructions of your bus driver.
8. Do not throw objects.
9. Do not stand while on the bus unless loading or unloading.

Note: Parents must teach students to be on the alert for all dangers and explain possible consequences for not obeying the above rules. Safety on the bus is of utmost importance in transporting students to and from school in the Laurel school District. With this goal in mind, discipline on school buses will be handled according to the following:

Consequences:

<u>First Offense:</u>	<u>Second Offense:</u>	<u>Third Offense:</u>	<u>Fourth Offense:</u>
- Written warning regarding suspension from riding the bus -school bus incident report shall be sent to the parent/guardian	- Suspension from all buses for one (1) day - school bus incident report shall be sent to the parent/guardian	-Suspension from all buses for five (5) days - school bus incident report shall be sent to the parent/guardian with notice that upon for the 4 th Offense a student may forfeit his/her bus riding	-Suspension from all buses for the remainder of the semester, an entire semester, or the remainder of the school year - school bus incident report shall be sent to the parent/guardian

		privileges for the remainder of the semester and/or school year	
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*Based on the severity of any offense, the principal and/or designee will determine whether or not the student lose bus privileges for the remainder of the semester, an entire semester, and/or the remainder of the school year. Proper notification will be sent to the parent or guardian by the principal and/or designee.

VI. *The School Safety Act of 2001*

The School Safety Act of 2001 provides a procedure for disciplining students whose behavior, as determined by the Principal or designated administrator of each school, seriously interferes with the school environment as defined by the act. These provisions are cumulative and in addition to existing school district discipline procedures.

- A. The teacher is the authority in the classroom and, as such, is charged with classroom management. The administration will continue to support the teacher in decisions made in compliance with the written Discipline Code of Conduct, School Policies and Procedures.
- B. Teachers continue to have the authority to remove students from their classrooms under existing policy and statutes for certain behavior and/or actions, and such behavior would not necessarily constitute “disruptive behavior” as defined in the Act. In accordance with the Act and the Attorney General Opinion dated June 25, 2001, this District designates the building principal or assistant principal of each school to make the determination as to whether a student’s behavior seriously interferes with the school environment. Every removal from the classroom does not constitute an instance of “disruptive behavior” as defined by the Act.
- C. “Disruptive Behavior” means conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher’s or school administrator’s ability to communicate with the students in a classroom, with a student’s ability to learn or with the operation of a school or a school-related activity, and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees; defiance, ridicule or verbal attacks of a teacher; willful acts of disobedience of the directions of a teacher.
- D. “Habitually Disruptive” refers to such actions of a student which cause disruption in a classroom, on school property or vehicles, or at a school-related activity on more than two (2) occasions during a school year, and to disruptive behavior that was initiated, willfully and overtly on the part of a student and which required the attention of school personnel to deal with the disruption.
- E. Should a student be removed from the classroom by a teacher because a teacher, in his or her professional judgment, has determined that the student is disrupting the learning environment under this Act, the teacher should describe the student’s behavior in the information provided to the Principal or Assistant Principal. If the Principal or Assistant Principal disagrees with the teacher’s decision to remove the student, the Principal may return the student to the classroom. The teacher may request that the Principal or Assistant Principal provide justification for returning the student to the classroom. A student does not have to be engaged in disruptive behavior as defined by Mississippi Code Ann. Section 37-1-54 (the Act) to be removed from the classroom. A student may be removed from the classroom for other qualifying behavior under the school district’s discipline plan.

- F. Should the Principal or Assistant Principal determine that the student’s conduct does rise to the level of “disruptive behavior” required in the Act or in accordance with existing procedures addressing the removal of the students from class, the parent/guardian will be contacted and a conference held with the parent/guardian by the most effective and/or efficient means available, including but not limited to, telephone, e-mail, written notice via mail or delivery. After the conference and application of the appropriate discipline under the school discipline plan, the student may return to class.
- G. After the second incident of disruptive behavior as determined by the Principal or Assistant Principal, the student’s parent or guardian, the reporting teacher or teachers and the Principal or Assistant Principal shall develop a behavior modification plan. The conference to develop the plan may be held in person or via telephone. If the parent/guardian does not respond or refuses to participate, the teacher(s) and the Principal or Assistant Principal shall prepare the plan and mail a copy to the parent/guardian.
- H. Once determination has been made by the Principal or Assistant Principal that the student has not complied with the behavior modification plan, the Principal or Assistant Principal shall follow the procedure for disciplining the student according to the Student Code of Conduct and Discipline Plan, which may include expulsion to the Alternative School for applicative offenses. The Act limits the expulsion remedy to students age 13 and above. However, under Board policy and other discipline procedures, expulsion may apply to students under the age of 13.
- I. If a student under the age of 13 has two instances of behavior that the Principal or Assistant Principal classifies as “disruptive behavior”, the District will appoint trained personnel to evaluate the student’s behavior through an appropriate behavioral assessment. The assessment will not be one such that it is in conflict with federal laws requiring parental notification of certain types of evaluations.
- J. Any discipline, including expulsion, for “habitually disruptive” behavior under the Act, must follow existing procedures to ensure that the student is afforded his/her due process protections.

VII. *Behavior Modification Plans*

- A. The District will develop and implement procedures for devising behavior modification plans under the School Safety Act.
- B. It is the District’s policy to have procedures for dealing with a student who causes a disruption in the classroom, on school property or vehicles, or at a school-related activity. Procedures for handling gang related activities will be specifically addressed.

LAUREL SCHOOL DISTRICT’S DISCIPLINE MATRIX

Level 1

- 1. Up to three (3) days detention or loss of privileges up to three (3) OR
- 2. One (1) day In School Suspension (ISS) OR
- 3. Repeat violation Level 1 infraction within 10 days MAY move to level 2 consequences

Level 2

- 1. Up to three (3) days ISS OR
- 2. One (1) day Exclusion Suspension
- 3. Repeat violation of Level 2 infraction within 10 days student MAY move to level 3 consequences

Level 3

- 1. Any combination of ISS, Exclusion Suspension, and/or Out of School Suspension (OSS) equal to three (3) to five (5) days

2. Repeat violation of Level 3 infraction within 10 days student MAY move to level 4 consequences
3. Multi-Tiered System of Support (MTSS)

Level 4

1. Any combination of ISS, Exclusion Suspension, and/or OSS equal to five days to nine days
2. Referral to MTSS
3. Possible OSS of 10 or more than 10 days, re-assignment to the Laurel Education Center or Early Intervention Class (alternative school), recommendation to the Disciplinary Review Committee (DRC) for expulsion
4. Prohibited from attending school activities

Level 5

1. Five (5) to nine (9) days OSS
2. Possible OSS of 10 or more than 10 days, re-assignment to the Laurel Education Center or Early Intervention Class (alternative school), recommendation to the Disciplinary Review Committee (DRC) for expulsion
3. Prohibited from attending school activities

Level 6

1. Nine (9) days OSS
2. Possible OSS of 10 or more than 10 days, re-assignment to the Laurel Education Center or Early Intervention Class (alternative school), recommendation to the Disciplinary Review Committee (DRC) for expulsion
3. Prohibited from attending school activities

DISCIPLINE LADDER STEPS/CONSEQUENCES

Level 1 Infractions	Level 3 Infractions	Level 5 Infractions
<ul style="list-style-type: none"> ● Unauthorized use of Tech Device, for example of Tech devices see Policy IJBA ● Possession of Unauthorized Object ● Dress code violation ● Other as designated by administrator 	<ul style="list-style-type: none"> ● Trespassing or loitering ● Fighting (Elementary) ● Instigating fight or major campus disturbance ● Disruptive behavior/throwing objects ● Improper Internet Use ● Defacing/destruction of property (under \$500) ● Other as designated by administrator 	<ul style="list-style-type: none"> ● Serious threat, harassment, bullying ● Off-Campus criminal activity or conduct which causes disruption to campus activity or learning environment ● Gang-related activity (Secondary) ● Fighting (Secondary) ● Other as designated by administrator
Level 2 Infractions	Level 4 Infractions	Level 6 Infractions
<ul style="list-style-type: none"> ● Shoving/pushing (no injury) ● Leaving campus without permission ● Defiance, disrespect; insubordination ● Gambling, cheating, or 	<ul style="list-style-type: none"> ● Arson ● Possession of drug paraphernalia ● Under influence of drugs/alcohol ● Possession/use of alcohol ● Assault/battery against 	<ul style="list-style-type: none"> ● Use or possession of gun, knife or dangerous object ● Fighting with injury or weapon use ● Serious threat, harassment, bullying ● Threat or assault against

<ul style="list-style-type: none"> ● Profanity to other student ● Possession/use of flammables ● Theft under \$100 ● False accusations against student ● False Fire Alarm or False ID ● Possession or use of tobacco ● Class Cutting ● Unauthorized photo/video or posting to social media leading to school disturbance. ● Other as designated by administrator 	<ul style="list-style-type: none"> ● Bullying, threat, Intimidation against student ● Profanity against school personnel ● Sexual harassment or misconduct ● Theft >\$100 ● Off-campus activity causing disruption of learning environment. ● Gang-related activity (Elementary) ● Other as designated by administrator 	<ul style="list-style-type: none"> ● False accusation against staff ● Aggravated assault with injury ● Possession or transfer of drugs ● Possession or transfer of weapons ● Behavior leading to serious injury ● False imprisonment; kidnapping; sexual assault or battery. ● Arson ● Felonious Activity ● Off-Campus criminal activity or conduct which causes disruption to campus activity or learning environment. ● Other as designated by administrator
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CORPORAL PUNISHMENT

Corporal punishment of a student is not permitted as a discipline measure.

***BULLYING/HARASSING BEHAVIOR
POLICY AND PROCEDURES***

The Laurel School District does not condone and will not tolerate bullying or harassing behavior. 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 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 said conduct is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored functions, 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 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.

The Laurel School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassing behavior by other school employees or students. Likewise, the District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. 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.

The board directs the Superintendent or his designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures should 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 discipline policies and procedures must recognize 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. Furthermore, the Laurel School District defines “reasonable action” as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior. Any student committing an act of bullying or harassing behavior as stated herein shall be subject to expulsion from the Laurel School District for one (1) calendar year or for such lesser discipline as may be determined to be appropriate by the Principal, Superintendent and/or School Board as appropriate. Ref: SB 2015; Miss. Code Ann. § 37-7-301(e)

DRESS CODE POLICY
GRADES PreK4-12

The Laurel School District Board of Trustees recognizes the importance of a student dress code. The Board accepts the findings from the research, which suggest that a strong relationship exist between good dress habits, good work habits, and proper school behavior. Studies show that students’ dress and appearance in uniform dress may enhance and assist learning. Therefore, we adopt a mandatory student uniform dress code policy for students in grades PreK4-12 beginning with the school term 2018-2019.

The Board of Trustees strongly believes that a student uniform dress code policy would enhance the following:

1. A more positive atmosphere conducive to education will be established.
2. Promote a statement of identity.
3. Eliminate peer pressure dealing with student attire.
4. Create a sense of school unity.
5. Improve security through the identification of students.
6. Improve discipline at school.

Standards of Dress

**** In all instances, the appropriateness or inappropriateness of school dress will be determined by school administrators.**

******If a student is sent to the office for a dress code violation, he/she will be assigned the appropriate discipline including but not limited to students being placed in ISS until a parent or designee can bring appropriate clothing.**

<u>Gentlemen</u>	<u>Ladies</u>
<u>Pants:</u> <ul style="list-style-type: none"> ● Trousers style 	<u>Pants:</u> <ul style="list-style-type: none"> ● Trousers Style

<ul style="list-style-type: none"> ● Khaki or navy blue ● Must be fastened with belt ● No less than 3” above knee ● No Denim ● No sagging ● No cargo or baggy style ● No jeggings, joggers, or leggings may be worn as pants 	<ul style="list-style-type: none"> ● Khaki or navy blue ● Must be fastened with belt-if looped ● No less than 3” above knee ● No Denim ● No sagging ● Capri style pants are allowed ● No jeggings, joggers or leggings may be worn
<p><u>Shirts:</u></p> <p><u>Golf Polo style</u> (long or short sleeve)</p> <ul style="list-style-type: none"> ● White, cardinal (burgundy or maroon), navy blue, light blue, gold <p><u>T-Shirts</u> (worn under uniform shirt)</p> <ul style="list-style-type: none"> ● ONLY White (no writing) ● All shirt tails must be tucked in (must be appropriate in size) <p>All visible emblems, trademarks, logos must be smaller than the size of a quarter.</p>	<p><u>Shirts:</u></p> <p><u>Golf Polo style</u> (long or short sleeve)</p> <ul style="list-style-type: none"> ● White, cardinal (burgundy or maroon), navy blue, light blue, gold ● Must be buttoned high enough so that no cleavage can be seen <p><u>T-Shirts</u> (worn under uniform shirt)</p> <ul style="list-style-type: none"> ● ONLY White (no writing) ● All shirt tails must be tucked in (must be appropriate in size) <p>All visible emblems, trademarks, logos must be smaller than the size of a quarter.</p>
<p><u>Sweaters/Vests:</u></p> <ul style="list-style-type: none"> ● Crew neck, V-neck, sweatshirt ● White, cardinal, navy blue, light blue, gold ● No Hoodies ● No Pullovers ● No garment with a hoodie attached 	<p><u>Sweaters/Vests:</u></p> <ul style="list-style-type: none"> ● Crew neck, V-neck, sweatshirt ● White, cardinal, navy blue, light blue, gold ● No Hoodies ● No Pullovers ● No garments with a hoodie attached
<p><u>Jackets/ Coats:</u></p> <ul style="list-style-type: none"> ● Jackets and coats must be taken off in the building ● Must open down to front ● No baggy/Oversized style ● No trench coat style ● Letter jackets allowed 	<p><u>Jackets/ Coats:</u></p> <ul style="list-style-type: none"> ● Jackets and coats must be taken off in the building ● Must open down to front ● No baggy/Oversized style ● No trench coat style ● Letter jackets allowed
<p><u>Accessories:</u></p> <ul style="list-style-type: none"> ● Socks (white, navy blue, light blue, khaki) ● Sandals must have top and back straps 	<p><u>Accessories:</u></p> <ul style="list-style-type: none"> ● Socks (white, navy blue, light blue, khaki) ● Sandals must have top and back straps

<ul style="list-style-type: none"> ● All shoes must be fastened (tied) ● No bandanas, sweatbands, hats, toboggans ● No head garments allowed in the building ● No visible body piercing (s) <p>** Socks should not contain replicas of weapons, contraband or contain inappropriate language/design</p>	<ul style="list-style-type: none"> ● All shoes must be fastened (tied) ● No bandanas, sweatbands, hats, toboggans ● No head garments allowed in the building ● No visible body piercing (s) <p>** Socks should not contain replicas of weapons, or contraband or contain inappropriate language /design</p>
<p><u>Tattoos</u></p> <ul style="list-style-type: none"> ● No inappropriate tattoos (weapons, drugs, alcohol, gang symbols, etc.) ● Tattoos should not cause a distraction to the learning environment 	<p><u>Tattoos</u></p> <ul style="list-style-type: none"> ● No inappropriate tattoos (weapons, drugs, alcohol, gang symbols, etc.) ● Tattoos should not cause a distraction to the learning environment
<p><u>Jewelry</u></p> <ul style="list-style-type: none"> ● Should not pose a safety hazard (i.e. no spiked jewelry, oversized chain, large loop earrings etc.) ● Authorized jewelry items may not be replicas of weapons, or contraband nor contain inappropriate language or gang symbols 	<p><u>Jewelry</u></p> <ul style="list-style-type: none"> ● Should not pose a safety hazard (i.e. no spiked jewelry, oversized, large loop earrings chain, etc.) ● Authorized jewelry items may not be replicas of weapons, or contraband nor contain inappropriate language or gang symbols
	<p><u>Dresses/Skirts/Skorts</u></p> <ul style="list-style-type: none"> ● Solid colors: Khaki, Navy ● No slits ● Length- No less than three inches above the knee

Enforcement

The Building Principal and all school personnel shall be responsible for enforcing this policy.

Violations

Violations of the Student Uniform Dress Code shall be addressed under Section III.C. of the Student Code of Conduct Policy.

Assistance

The Principal shall develop a plan to provide assistance to students who require financial support to acquire uniforms. Information regarding assistance will be available in the school office.

Exceptions

Exceptions to this policy may be granted for religious or medical reasons when the school is provided proper documentation to prove such claim.

The Principal and/or the Superintendent may, in their discretion, make exceptions to this policy for special events or days.

SEXUAL HARASSMENT POLICY

It is the policy of the Laurel School District to prohibit sexual harassment against students. This includes student-on-student or school employee-on-student sexual harassment. The sexual harassment policy also applies to non-employee volunteers who work subject to school authorities and to other non-employees coming upon school property. The purpose of this policy is to provide a school environment that is free of sexual harassment.

Definition

For the purpose of this policy, sexual harassment is defined as:

1. Unwelcomed or unwanted sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
2. Explicitly or implicitly conditioning a student's participation in an education program or activity or basing an education decision on the student's submission to unwanted or unwelcomed sexual advances or request for sexual favors.
3. Sexually harassing conduct by another student, by an employee or by a non-employee volunteer or other non-employee that is so severe, pervasive, persistent, or objectively offensive that it deprives the student of access to the educational opportunities or benefits provided by the Laurel School District.

Sexual harassment is a form of misconduct that is demeaning to another student and undermines the integrity of the educational environment. Actions, words, jokes, kidding, teasing or comments based on a student's sex or the physical or personality characteristics of a sexual nature of the student will not be tolerated and are strictly prohibited.

Procedure

1. It is the responsibility of the student who has a claim of sexual harassment to report such claim to the school employee closest to the situation, which will usually be the teacher in charge of the class or activity in which the incident occurred. In the event the teacher in charge is the harasser, the claim may be made to another teacher.
2. In the event, someone other than a student is the harasser, the claim may be made to another teacher or directly to a counselor, vice-principal or principal or directly to the superintendent's office.
3. If the teacher or school official is unavailable or should the student believe it would be inappropriate to contact the teacher, counselor, vice-principal or principal, the student should immediately contact the superintendent's office.
4. Any student or school employee who becomes aware of possible sexual harassment regarding a student should immediately report such claim to the principal of the school the student attends or directly to the superintendent's office.
5. Any principal receiving a claim of sexual harassment regarding a student shall immediately report the claim to the superintendent's office and said claim shall be investigated under the direction of the superintendent's office.
6. All complaints of sexual harassment will be handled and investigated promptly and in as confidential a manner as possible.

7. Strict confidentiality will be kept for those reporting or providing information about sexual harassment except to the extent that disclosure is necessary to enable the Laurel School District to take necessary action to apply the policy, to investigate the claim and to deal with the sexual harassment.

Consequences

1. Any student guilty of sexual harassment shall be subject to the consequences for a rule infraction as listed in the Student Code of Conduct Policy which may include suspension or expulsion.
2. Any administrator, teacher, coach, school employee or non-employee volunteer found to have sexually harassed a student shall be subject to the disciplinary action up to and including termination of employment with the Laurel School District.
3. Any administrator, teacher, coach, school employee or non-employee volunteer found to have not reported a possible incident of sexual harassment as required by this policy shall be subject to disciplinary action up to and including termination of employment with the Laurel School District.
4. If it is determined that a crime has been committed, a report shall be made to the proper authorities.

ACCEPTABLE INTERNET USE POLICY

Laurel School District, being CIPA (Children's Internet protection Act) and COPPA (Children's Online Privacy Protection Act) compliant, now offers Internet access for student and employee use. This document contains the Acceptable Use Policy for use of the Laurel School District's network, hereinafter referred to as the WAN (Wide Area Network). The Superintendent or his designee shall oversee the administration of the WAN.

I. Educational Purpose

- A. The WAN has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, educational research, career development, and limited high-quality self-discovery activities.
- B. The WAN has not been established as a public access service or a public forum. The Laurel School District has the right to place reasonable restrictions on the material a user access or post through the WAN. Users are also expected to follow the rules set forth in the Laurel School District's disciplinary policies and the law in their use of the WAN.
- C. Users may not use the WAN for commercial purposes. This means users may not offer, provide, or purchase products or services through the WAN.
- D. Users may not use the WAN for political lobbying or to further the goals of and labor organization or for any use which may be considered a violation of the establishment clause. But users may use the network to communicate with elected government representatives and to express their personal opinion on political issues.

Student Access to WAN

- A. Students may, at the discretion of the library media specialist/technology coordinator, be given access to Internet World Wide Web information resources through school computers.
- B. Students may be provided with individual e-mail accounts under special circumstances, at the request of their teacher, with the approval of their parent/ guardian/custodian, and with special permission of the Principal.
- C. The Laurel School District will provide for the education of minors about appropriate online behavior and Cyber-bullying (and response), including interacting with other individuals on social networking sites and in chat rooms.
- D. Students and their parent/guardian/custodian must sign and date the Student Internet Access Agreement (SIAA). This agreement must be renewed on an annual basis.

Parents/guardians/custodians can withdraw their approval at any time. If at any time a student's access to the WAN is suspended or terminated, the SIAA must be renewed before access is reinstated.

Unacceptable Student Use

The following uses of WAN by students are considered unacceptable:

A. Personal Safety

1. Students will not post personally identifiable information about themselves or other people. Personally identifiable information includes last name, home or mailing address, school, work, or home telephone number, social security number, school or work address, etc. Students may post their full name when participating in special activities directed by a teacher or approved by the media specialist/technology coordinator. Any free services requesting return address information must be accessed through faculty or staff.
2. Students will not agree to meet physically or establish any other personal contact with someone they have met online through the WAN. Personal contact includes, but is not limited to, face-to-face meeting, telephone communication, the U.S. mail, etc.
3. You will promptly disclose to your teacher or other school employee any contact you make that is inappropriate or makes you feel uncomfortable.
4. The Laurel School District will not disclose personal information about students on websites – such as their full name, home or e-mail address, telephone number, or Social Security number (COPPA).

A. Illegal Activities

1. Students will not attempt to gain unauthorized access to WAN or to any other computer system worldwide through WAN or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".
2. Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
3. Students will not use the WAN to engage in any other illegal act, including but not limited to arranging for a drug sale or the purchase of alcohol, engaging in gang activity, threatening the safety of any person including cyber-bulling, transmitting software illegally, or any other activity which violates a Laurel School District policy or any local, state, or federal laws.

B. System Security

1. Students will immediately notify a teacher or the media specialist/technology coordinator if they have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
2. Students will not transmit, download, upload, install or copy any software, shareware, or freeware not owned by the Laurel School District onto or from any Laurel School District computer or network via floppy disk, CD-ROM, the Internet or any other means.
3. All floppy disks, CD-ROMS, USB/flash drives, and other media must be submitted to the media specialist/technology coordinator for virus scanning and approval before being inserted into a district computer. This includes diskettes and USB/flash drives used at home and brought back to school.

C. Inappropriate Language

1. Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
2. Students will not post information that could cause damage or a danger of disruption of the education process.
3. Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
4. Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending him or her messages, the student must stop.
5. Students will not knowingly or recklessly post false or defamatory information about a person or organization.

D. Respect for Privacy

1. Users agree to the terms and conditions of the Internet Acceptable Use Policy.
2. Users agree to avoid any violation of state or federal laws.
3. Users are alerted that they are entitled to no expectation of privacy in their use of the WAN and access to the Internet.
4. Users' computer usage and Internet access may be monitored at any time for unacceptable and illegal use. Technology protection measures are in place and used for all Internet access.
5. Students will not post private information about another person.

E. Respecting Resource Limits

1. Students will use the system only for educational and career development activities and limited, high-quality, self-discovery activities. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a student with the approval of school administration. There is no limit on use for education and career development activities. A limit may be imposed on self-discovery activities at the discretion of the media specialist/technology coordinator.
2. Students will not download large files unless absolutely necessary. If necessary, the file will be downloaded at a time when the network is not being heavily used and immediately removed from the system as directed by the media specialist/technology coordinator.
3. Students will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
4. Students with e-mail accounts will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.

F. Plagiarism and Copyright Infringement

1. Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
2. Students will respect the rights of copyright owners. That is the law. Students must cite properly any information copied or referenced from any source on the WAN. Copyright infringement occurs when someone inappropriately reproduces a work that is protected by a copyright. If a work contains language that

specifies appropriate use of that work, students should follow the expressed requirements. If a student is unsure whether or not a work can be used, he or she should request permission from the copyright owner. If a student has questions, the student should ask a teacher.

G. Inappropriate Access to Material

1. Students will not use the WAN to access material that is inappropriate (profane, obscene, pornographic), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the purpose of access is to conduct research and both a teacher and parent have approved.
2. If a student mistakenly accesses inappropriate material, he or she should immediately tell a teacher or another district employee. This may protect the student against a claim that he or she has intentionally violated this Policy.
3. The student's parents/guardian/custodian should instruct the student if there is additional material that they think would be inappropriate for the student to access. The district fully expects that students will follow their parent/guardian/custodian's instructions in this matter.

IV. Students' Rights

A. Free Speech

Students' right to free speech, as set forth in the Laurel School District's policies, applies also to their communication on the Internet. The WAN is considered a limited forum, similar to the school newspaper, and therefore the District may restrict a student's speech for valid educational reasons.

B. Search and Seizure

1. Students should have no expectation of privacy in the contents of their personal files on the WAN. The situation is similar to the rights students have in the privacy of their lockers.
2. Routine maintenance and monitoring of the WAN may lead to discovery that a student has violated this Policy, the district disciplinary code, or the law.
3. An individual search will be conducted if there is reasonable suspicion that a student has violated this Policy, the district disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.
4. A student's parents/guardian/custodians have the right at any time to request to see the contents of a student's e-mail files.

C. Due Process

1. The District will cooperate with law enforcement officials in any Fourth Amendment investigation related to any illegal activities conducted through WAN.
2. In the event there is a claim that a student has violated this Policy or the Laurel School District's disciplinary policies using of WAN, the student will be provided with due process as specified in District policy.

3. Violation of this policy may result in restriction, suspension or termination of a student's access to Laurel School District network in addition to any penalties that may be assigned by the Principal to the student.
4. Violations of the law will be reported to the proper authorities.

V. Limitation of Liability

The Laurel School District makes no guarantee that the functions or the services provided by or through WAN will be error-free or without defect. The District will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the network. The District will not be responsible for financial obligations arising through the unauthorized use of the network. Students using the network will indemnify and hold harmless the Laurel School District for any violations of local, state, or federal laws or any claims of damage resulting from use of the system.

VI. Email Usage Retention Policy

The Laurel School District has established guidelines for the use of e-mail by school employees and students. The district maintains a wide area network connecting all district buildings to the Internet and is for educational communication and administrative use only. Electronic messaging or e-mail is a service which allows all users to send and receive messages to one another. The purpose of this policy is to establish a retention policy for the storage and review of those messages.

This policy applies to all users who are issued a Laurel School District e-mail account. Those users are defined as but not limited to faculty, staff, students; those working on behalf of the District, and/or individuals authorized temporarily working on the network.

A. Messages sent and received via Laurel School District's e-mail system should not be considered private and users should have no expectation of privacy while using District computers or District provided e-mail accounts. Laurel School District system administrators will not read another users email unless necessary in the course of their duties and only then when directed to do so by their supervisor in writing in instances including, but not limited to, investigation, inappropriate contents or as directed by the Superintendent. E-mail shall be produced as required by an executed subpoena valid in the State of Mississippi within the time required by the subpoena. The Laurel School District shall give the person whose email is subject to the subpoena reasonable notice thereof, if possible.

B. Recognized school district e-mail accounts shall end in ".com" or ".org". The use of personal e-mail accounts to conduct school business is prohibited.

C. Retention. E-mail messages are backed up daily and retained for ninety (90) days. After that time the e-mails will be deleted and purged. Requests for copies of retained e-mail messages must come from the user or be approved by the user's supervisor or his/her designee. The message will then be restored within 2 to 5 days.

D. E-mail access will end when a user's employment is terminated with the district or a student graduates or un-enrolls from the Laurel School District. The intentional abuse of e-mail privileges may result in having your District e-mail account suspended or revoked.

PREVENTION OF SCHOOL VIOLENCE

I. The following definitions apply:

A. “Educational Property” shall mean any public or private school property, building or bus, public or private school campus, grounds, recreational area, athletic field, or other property owned, used or operated by any local school board, school, college or university Board of Trustees, or directors for the administration of any public or private educational institution or during a school related activity; provided however, that the term “educational property” shall not include any sixteenth section school land or lien land on which is not located a school building, school campus, recreational area or athletic field.

B. “Student” shall mean a person enrolled in a public or private school, college or university, or a person who has been suspended or expelled within the last five (5) years from a public or private school, college or university, whether the person is an adult or minor.

C. “Switchblade-knife” shall mean a knife containing a blade or blades that open automatically by the release of a spring or a similar contrivance.

D. “Weapon” shall mean any device enumerated in subsection (2) or (4) of this section.

I. It shall be a felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not apply to a BB gun, air rifle, or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars (\$5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years or both.

II. It shall be a felony for any person to cause, encourage or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not apply to a BB gun, air rifle, or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars (\$5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years, or both.

III. It shall be a misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade-knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any sharp pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than, One Thousand Dollars (\$1,000.00), or be imprisoned not exceeding six (6) months, or both.

IV. It shall be a misdemeanor for any person to cause, encourage or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade-knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any sharp pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be

fined not more than, One Thousand Dollars (\$1,000.00), or be imprisoned not exceeding six (6) months, or both.

V. It shall not be a violation of this section for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind on educational property if:

- A. The person is not a student attending school on the educational property,
- B. The firearm is within a motor vehicle, and/or
- C. The person does not brandish, exhibit, or display the firearm in any careless, angry or threatening manner.

VI. This section shall not apply to:

- A. A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority.
- B. Armed forces personnel of the United States, officers and soldiers of the Militia and National Guard, law enforcement personnel, any private police employed by an educational institution, State Militia or Emergency Management Corps and any guard or patrolman in a state of municipal institution, when acting in the discharge of their official duties.
- C. Home schools as defined in the Compulsory School Attendance Law, Section 37-13-91, Mississippi Code of 1972.
- D. Competitors while participating in organized shooting events.
- E. Any person as authorized in Section 97-37-7 while in the performance of his official duties.
- F. Any mail carrier while in the performance of his official duties.
- G. Or, any weapon not prescribed by Section 97-37-1 which is in a motor vehicle under the control of a parent, guardian, or custodian, as defined in Section 43-21-105, which is used to bring or pick up a student at a school building, school property or school function.

VII. ALL schools shall post in public view a copy of the provisions of this Section.

SOURCE: Mississippi Code, Section 97-37-17

ELECTRONIC DEVICE POLICY

The Laurel School District reserves the right to prohibit the use of electronic devices (cell phones, personal iPads, personal laptops, etc.) if they have little or no educational value or if such use creates learner distraction or disruption. Cell phones in the Laurel School District are subject to the following rules and regulations.

- **Disciplinary Action**

Cell phones and electronic devices must be completely turned off and out of sight during the school day. It is the students' responsibility to ensure that their cell phones are turned off and out of sight

during the **school day**. The Laurel School District defines the **school day** as the operational hours of the designated campus (elementary, middle or high school).

Students shall be personally and solely responsible for the security of their cell phones and/or personal electronic devices. Laurel School District shall not assume responsibility for theft, loss, or damage of a cell phone or electronic device, or unauthorized calls made on a cell phone.

Students who violate the above restrictions will be disciplined in the following manner:

- **1st Offense**- Cell phone and/or device will be taken away. The student's name will be recorded, and the parent/guardian will be notified and may pick up the device from the office on the day on which the offense occurs.
 - A. Parent signature required for the phone to be returned.
 - B. Parent signature acknowledging they have read and understand consequences for any subsequent offense.
- **2nd Offense** - Cell phone and/or device will be taken away. The student's name will be recorded, and the parent/guardian will be notified and may pick up the device from the office on the seventh school day following the offense.
 - A. Parent signature required for the phone to be returned.
 - B. Parent signature acknowledging they have read and understand consequences for any subsequent offense.
- **3rd Offense** - Cell phone and/or device will be taken away. The student's name will be recorded, and the parent/guardian will be notified and may pick up the device from the office at the end of the semester.
 - A. Parent signature required for the phone to be returned.
 - B. Parent signature acknowledging they have read and understand consequences for any subsequent offense.
- **4th Offense and Any Subsequent Offense**-Cell phone and/or device will be taken and will be returned to the parent at the end of the academic year.

***CAFETERIA GUIDELINES
MEAL POLICY***

Only Child Nutrition personnel, maintenance personnel, State or Health Department personnel, or vendors on official cafeteria business will be allowed behind the serving line or inside the school kitchens.

Competitive Foods

Carbonated beverages and/or foods from competitive food establishments in containers with logos shall not be consumed in the cafeteria.

Smart Snack compliant food sales outside the school breakfast or lunch program shall have Laurel School Board Trustee approval prior to ordering such food items and shall not take place prior to 1:00 p.m. after all school cafeterias close.

Meal Service Requirements

All students shall participate in the Federal “Offer vs. Serve” Program; whereby students must choose a minimum of 3 breakfast items and a minimum of 3 different lunch components one of which shall be a serving of fruit or vegetable at each meal service. Breakfast and lunch entrees may contain more than one item and /or component.

All students shall have a minimum of 10 minutes seat time to consume their breakfast meal after being served.

All students shall have a minimum of 20 minutes seat time to consume their lunch meal after being served.

The Principal shall notify the Food Service Office at least three (3) days in advance of any event or activity that may adversely affect food preparation and service.

Any group leaving the campus for field trips and/or other activities are required to take a sack lunch for each student participating in said activities. The request for sack lunch meals shall be made at a minimum of ten (10) school days in advance. Additionally, a Sack Lunch Request Form, complete with student lunch numbers, shall be submitted to the Cafeteria Manager when the sack lunch meals are received.

Special Diets

A Physician's Statement for Children with Disabilities that is any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. USDA regulations 7 CFR Part 15b require substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician. Students requiring special diets shall provide a licensed physician’s statement updated annually to the Director of Child Nutrition. No special diets will be provided unless a licensed physician’s medical statement is on file.

The physician's statement must identify:

- ✓ the child's disability;
- ✓ an explanation of why the disability restricts the child's diet;
- ✓ the major life activity affected by the disability;
- ✓ the food or foods to be omitted from the child's diet, and the food or choice of foods that must be substituted.

Special diet meal requests must be updated annually with a current statement with a licensed physician.

Meal Prices

All enrolled students of Laurel School District participate in Community Eligibility Provision and are eligible to receive a healthy breakfast and lunch at school at **no charge** to the student without having to pay

a fee or submit a meal application on an annual basis. This provision is subject to change at the end of each school year. In the event that this provision is no longer available, Laurel School District will notify each household of the need to complete a meal benefit application.

District Employee Meal Prices

District Employees are welcome to eat meals in the school cafeterias at the employee meal price.

Visitor Meal Prices

Visitors are welcome in our cafeterias and shall pay the cost of a visitor's meal.

Elementary schools have the opportunity to serve 100 visitors at the holiday meal each year. Visitor holiday meal prices are set at \$5.00 per meal and require a non-refundable meal ticket to be purchased at the elementary school in which his/her child attends. Visitor meal tickets are available on a first come first served basis. Additional tickets are not available at any school.

Take-out meals are not available at any time or for any reason for visitors.

PARENT AND FAMILY ENGAGEMENT POLICY

Laurel School District
School Year 2019-2020
Revision Date 04/11/2019

In support of strengthening student academic achievement, Laurel School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1118 of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Mississippi Department of Education.

The Laurel School District agrees to implement the following statutory requirements:

1. The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Every Student Succeeds Act (ESSA). These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
2. Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1118(b) of the ESSA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESSA.
3. The school district will incorporate this district wide parental involvement policy into its LEA plan development under Section 1112 of the ESSA.

4. In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
5. If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Mississippi Department of Education.
6. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
7. The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. *that parents play an integral role in assisting their child's learning*
- b. *that parents are encouraged to be actively involved in their child's education at school*
- c. *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*
- d. *the carrying out of other activities, such as those described in Section 1116 of the ESSA*

DISTRICT IMPLEMENTATION

The following is a description of how the school district will implement or accomplish each of the following components. [Section 1118 (a)(2), ESSA.]

1. The Laurel School District will take the following actions to involve parents and family members in jointly developing its district wide parental and family engagement plan under Section 1112, of the ESEA:
 - a. A District Title I Parent Advisory Committee composed of parents from each school in the district will develop, review, and revise the district wide parental involvement plan each year.
 - b. The Parent Involvement Plan will be presented to the district's P-16 Council for review and comment.

- c. The Parent Involvement Plan will be posted to the district's website for public review and comment.
2. The Laurel School District will involve parents in the process of school review and improvement under Section 1116 of the ESSA through PTO meetings, Title I meetings, and other school functions.
3. The Laurel School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. District oversight and leadership,
 - b. Maintain and support with appropriate information and training for parental volunteer opportunities,
 - c. Provide a District Parent Center with parents, students, and community members access,
 - d. Provide ELL parent resource materials in the District Parent Center,
 - e. Provide access to district website translation [multiple languages],
 - f. Identify and publicize promising programs and practices related to parental involvement.
4. The Laurel School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under other programs such as: Friends of Children of Mississippi, Inc (Head Start) and public preschools through ongoing collaboration with agencies working with the programs.
5. The Laurel School District will take the following actions to conduct, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental and family involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental and family involvement, and to revise, if necessary (and with the involvement of parents and families), its parent and family engagement policies.
 - a. The Director of Federal Programs will provide surveys to all parents on an annual basis to obtain feedback on the content and effectiveness of parental involvement in improving the quality of the schools. The data will be analyzed by the Title I Parent Advisory Committee and any potential changes to programming will be determined.
 - b. Data will be collected on each parental involvement function held. The data will include number in attendance, topics/programs offered, evaluation feedback, etc. The data will be collected by designers at each school site and at the district level.

6. The Laurel School District will communicate with parents of English Language Learner (ELL) students:
 - a. The reasons the child is identified as an English Learner and where he/she will be placed.
 - b. The child's levels of English and academic achievement and how the levels were accessed.
 - c. A description of the programs available, the differences between them, and the methods of instruction.
 - d. The ways in which the programs will meet the child's educational strengths and needs.
 - e. The ways in which the programs will help the child learn English and grade-level standards for promotion and graduation.
 - f. The exit requirements of the program, including the expected rate of transition to an English-language mainstream classroom, and the expected rate of graduation from high school.
 - g. The right of the parent to decline enrollment, request the child be moved from the the programs offered, or receive help in choosing another one.

7. The Laurel School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the paragraph —
 - The State's academic content standards,
 - The State's student academic achievement standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Part A,
 - How to monitor their child's progress, and
 - How to work with educators.
 - b. The school district will support and expect the local schools to develop activities and materials that provide for effective two-way communication between parents and the school on local school and policies and individual student progress.
 - c. The school district will, with the assistance of its schools, support and encourage parental volunteer opportunities.
 - d. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as a literacy training, and using technology, as appropriate, to foster parental involvement.

- e. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- f. The school district will, to the extent feasible and appropriate, coordinate, and integrate parental involvement programs and activities with Friends of Children of Mississippi, Inc (Head Start)Friends of Children of Mississippi, Inc (Head Start), public preschool and other programs and conduct other activities, such as a parent resource center, that encourages and supports parents in more fully participating in the education of their child(ren).
- g. The school district will take the necessary actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
 - The district will provide a calendar of events on the district website to keep parents informed of meetings and activities at the school and district level.
 - Private schools will be notified of parent meetings, workshops, and resources available to their parents through the district and schools of Laurel School District.
- h. In order to maximize parental involvement and participation in their children’s education, the school district will arrange school meetings at a variety of times, and/or the school district will conduct in-home conferences between teachers and or other educators who work directly with participating children, and parents who are unable to attend those conferences at school. The school district also utilizes social media (Facebook, Twitter, Instagram, etc.) to advise and inform parents.
- i. The school district will establish a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- j. The school district will expect each school in the district receiving Title I funds to jointly develop with parents a “School-Parent Compact” outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The “School-Parent Compact” shall:
 - Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state’s academic standards;
 - Indicate the ways in which each parent will be responsibility for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extracurricular time;
 - Indicate the ways in which each student will be responsible for his/her own learning, such as attendance, on-task behavior, completing classwork and homework, and following rules; and

- Address the importance of parent-teacher communication on an ongoing basis, with at a minimum, parent-teacher conference, frequent reports to parents, and reasonable access to staff.
- k. The school district will provide other reasonable support for parental involvement activities under Section 1118(a)(2), ESSA as parents may request.

ADOPTION

This LEA parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by the Title I Parent Planning Meeting.

This policy was adopted by the **Laurel School District** on **May 14** ~~May 14~~, **2019** and will be in effect for the period of the 2019-2020 school year. The school district will review and reevaluate, revising the policy/plan as necessary. The school district will distribute this policy to all parents of participating Title I, Part A children via Laurel School District website on or before August 1, 2019.

POLICY FOR INCLUDING PARENTS/GUARDIANS/CUSTODIANS IN THE PLANNING, DESIGN, AND IMPLEMENTATION OF THEIR CHILDREN'S TITLE I COMPENSATORY EDUCATION PROGRAM

The Principal of each school receiving Title I funds with the assistance of the Director of Title I for the Laurel School District shall convene annually at least one public meeting to which all parents of eligible children shall be invited. The purposes of this meeting shall be to:

- 1) Discuss with parents/guardians/the program and activities carried out with Title I funds;
- 2) Inform parents/guardians of their right to consult in the planning, design and implementation of Title I projects;
- 3) Solicit parents/guardians input; and
- 4) Provide parents/guardians an opportunity to establish mechanisms for maintaining on-going communication among parents/guardians, teachers and school officials.

Additionally, the Principal and Director shall consider incorporating some or all of the following specific activities into the annual Title I project as they attempt to enhance parental involvement.

- 1) Notifying each child's parents/guardians in a timely manner that the child has been selected to participate in title I and why the child has been selected.
- 2) Informing each child's parents/guardians of the specific instructional objectives for the child.
- 3) Reporting to each child's parents/guardians on the child's progress through parent-teacher conferences.
- 4) Establishing conferences between individual parents/guardians and teachers.
- 5) Providing materials and suggestions to parents/guardians to help them promote the education of their children at home.
- 6) Training parents/guardians to promote the education of their children at home.

- 7) Providing timely information concerning the Title I program including, for example, program plans and evaluations, with an annual assessment of parental involvement in the Title I program.
- 8) Soliciting parents'/guardians suggestions in the planning, development, reviewing, and operation of the program.
- 9) Consulting with parents/guardians about how the school can work with parents/guardians to achieve the program's objectives.
- 10) Providing timely responses to parents'/guardians recommendations.
- 11) Facilitating volunteer or paid participation by parents/guardians in school activities.
- 12) Designating LEA parent/guardian coordinators.
- 13) Establishing parent/guardian advisory councils which will meet in the Fall and Spring of each school year to provide regular opportunities for parental input into the program.
- 14) Providing parent-student-teacher-principal compacts that will require a commitment from each person defining their personal responsibilities.
- 15) Providing transportation and childcare during Title I meetings, when appropriate.
- 16) Coordinating and integrating parental involvement strategies with outside agencies such as Head Start, Even Start, The Parents/Guardians as Teachers Program, and state run preschool programs.
- 17) Arranging meetings at a variety of times and locations to maximize opportunities for parents/guardians to participate in school related activities.
- 18) Providing various parent/guardian training workshops (i.e. guidance, home-life, computer, family living, etc.) for parents/guardians to enhance their awareness of what makes a "whole" child, also to inform parents/guardians of our available Parent Resource Centers.
- 19) Ensuring opportunities, to the extent practicable, for the full participation of parents who lack literacy skills or whose native language is not English.
- 20) Providing information to participating parents in such areas as the National, State, and Local Education Goals and Improving America's School Act.
- 21) Providing reasonable participation opportunities for parents with limited English proficiency or parents with disabilities. Information will be shared in a language parents can understand.
- 22) Reserving one percent (1%) of the Title I funds for parental involvement activities and involve the parents in decisions regarding how the parental involvement funds are spent.
- 23) Distributing ninety (90%) of the one percent (1%) parental involvement funds to Title I schools. Parents of children receiving services shall be involved in the decisions as to how funds shall be utilized for parent involvement activities.
- 24) Providing coordination, technical assistance and support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by serving on Title I school Planning Teams.

25) The LEA will conduct an annual evaluation of the content and effectiveness of this parental Involvement policy and the quality of its Title I, Part A program by:

- Meeting with the District Federal Programs Committee and parents to review/revise the parental involvement policy.
- Conducting parent surveys, evaluate survey data for use in evaluating the parental involvement policy.
- Make recommendations to Title I schools for strategies in improving parent involvement.

26) Other requirements of the Title I parent involvement policy outlined in federal guidelines shall be met by the local district.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the child's school receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint concerning alleged failures by the school to comply with the requirements of FERPA.

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may

make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

[Note: Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.]

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Laurel School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district or its schools may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Laurel School District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school of attendance **through completing and returning the following form**. Laurel School District has designated the following information as directory information:

- Student's Name
- Address
- Telephone listing
- Photograph
- Grade level

Parent Permission to Release Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Laurel School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district or its schools may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

- In Laurel School District directory information is released for graduation caps and gowns, class rings, military recruitment, annual yearbook, Honor Roll or other recognition lists, graduation programs, sports/extracurricular activity programs, etc.
- Only a student's name, address, telephone number, photograph and grade level can be released.

All information released will be in full compliance with the Family Educational Rights and Privacy Act. Any parent/guardian not granting permission for the child to participate in Personally Identifiable Information must notify the school principal in writing of that request. No response will indicate that the parent/guardian releases permission to the Laurel School District regarding Personally Identifiable Information of students.

Laurel School District
STUDENT DIRECTORY INFORMATION
DENIAL FORM

Student's Name _____ School _____
Home Address _____ Home Phone _____

Parents Rights Regarding Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's educational records, including directory information. Directory information means information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, photograph, date of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

UNLESS THE PARENT OR GUARDIAN NOTIFIES THE LAUREL SCHOOL DISTRICT OTHERWISE WITHIN FIVE DAYS AFTER NOTIFICATION BY RECEIPT OF THE HANDBOOK, CONSENT IS IMPLIED FOR THE LAUREL SCHOOL DISTRICT TO RELEASE DIRECTORY INFORMATION.

Implied consent includes the release of student directory information, or for non-directory information such as student work, for use in the following ways.

1. On the Laurel School District web sites and social media accounts
 - The web sites and social media accounts will use student's names only. Personal information such as home address or phone number will not be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used.
 - Schoolwork may include, but is not limited to, art, written papers, class projects, and computer projects.
2. In material printed by the school or the Laurel School District or printed by publishers outside the Laurel School District
 1. Printed material may include a child's full name.
 2. Printed material may include, but is not limited to, school directories, yearbooks, programs, brochures, newspaper articles, and print advertisements.
3. In videos produced and broadcast by the Laurel School District or produced and broadcast by news organizations and others who receive approval from the Laurel School District.

This Student Directory Information Denial Form is available from each school's office or from the Laurel School District's web site at: **www.laurelschools.org**

I deny permission for directory information, including photographs, of my child to be published by the Laurel School District or to be released to any other publisher outside the Laurel Public School District.

Parent Guardian Signature _____ Date _____

This signed form should be kept on file in the school office.