



LAUREL SCHOOL DISTRICT
HANDBOOK
2023 - 2024 STUDENTS



601-649-6391
www.laurelschools.org
info@laurelschools.org

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 firearms, 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 or as updated on the LSD website under “Handbooks”.

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.

MISSION STATEMENT

The mission of the Laurel School District is to develop productive citizens and successful 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

- We believe every student counts and every moment matters.
- We believe learning is a shared responsibility.
- We believe accountability serves as a foundation for excellence.
- We believe a positive educational environment produces positive outcomes.
- We believe an understanding and supportive educational family will produce innovative learners.

GOALS FOR 2023-2024

- 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%.**

LAUREL SCHOOL BOARD

Dr. James Johnson-Hill.....	President
Mrs. Nancy Breland.....	Vice President
Mrs. Sandy Holifield.....	Secretary
Ms. Doncella Milton	Member
Mrs. Read Diket.....	Member

DISTRICT ADMINISTRATION

Dr. Toy L. Watts.....Superintendent
Dr. Michael Eubanks..... Assistant Superintendent

Central Services

303 W. 8th Street, Laurel, MS 39440

Phone: 601- 649-6391

Fax: 601- 399-4675

www.laurelschools.org

ADMINISTRATION

Laurel High School

1100 West 12th Street

Phone: 601-649-4145

CTC Phone: 601-649-4144

Fax: 601-426-2347

Principal: Mr. Eric Boone

Asst. Principal: Dr. Tricia Pittman

Asst. Principal: Ms. Detria Davis

Asst. Principal: Ms. Crystal Tucker

<https://www.laurelschools.org/laurel-high-school>

Laurel Middle School

1600 Grandview Drive

Phone: 601-428-5312

Fax: 601-426-6775

Principal: Ms. Brandi Calahan

Asst. Principal: Mr. Demetrious Goff

Asst. Principal: Mrs. Jastassia White

<https://www.laurelschools.org/laurel-middle-school/index>

Oak Park Elementary School

1205 Queensburg Avenue

Phone: 601- 428-5046

Fax: 601- 649-6342

Principal: Dr. Leander Bridges

Asst. Principal: Ms. Rachel Virgess

<https://www.laurelschools.org/oak-park-elementary-school/index>

Nora Davis Elementary School

1305 Martin Luther King Avenue

Phone: 601- 438-3140

Fax: TBD

Principal: Dr. Tirasse Bishop

Asst. Principal: Mr. Lorenzo Bridges

Asst. Principal: Dr. Angela Hatten

<https://www.laurelschools.org/mason-elementary-school/index>

Laurel Magnet School of the Arts

1125 N. 5th Ave

Phone: 601- 428-7782

Principal: Dr. Heather Jones

<https://www.laurelschools.org/laurel-magnet-school-of-the-arts/index>

Laurel Education Center

2726 Old Bay Spring Road

Phone: 601-649-6391

Director: Dr. Jaymar Jackson

<https://www.laurelschools.org/laurel-education-center/index>

Laurel Upper Elementary School

600 South 16th Avenue

Phone: 601- 426-6437

Fax: 601- 649-2954

Principal: Mrs. Shanetra Addae

Asst. Principal: Dr. Kathleen Canavin

<https://www.laurelschools.org/laurel-upper-elementary-school/index>

DIRECTORS

Chief Financial Officer—Mrs. Veronica Martin

Chief Academic Officer—Mrs. Kristina Pollard

Exceptional Education—Dr. Dorsetta Jordan

Chief Supports Officers—

Mrs. Candace Henderson

Technology- Mr. Albert Galeas

Child Nutrition—Mrs. Sabrina Jones

LAUREL SCHOOL DISTRICT SCHOOL CALENDAR

LAUREL SCHOOL DISTRICT SCHOOL CALENDAR 2023-2024						Board Approved January 17, 2023		
July 2023		July		January 2024		January		
Su	M	Tu	W	Th	F	Sa	1-2	Christmas Break (Offices Closed)
2	3	4	5	6	7	8	3	PD Days for Teachers/Staff
9	10	11	12	13	14	15	4	Students Return
16	17	18	19	20	21	22	10	Report Cards
23	24	25	26	27	28	29	15	MLK Holiday
30	31						16	School Board Meeting
August 2023		August		February 2024		February		
Su	M	Tu	W	Th	F	Sa	13	School Board Meeting
6	7	8	9	10	11	12	14	Progress Reports
13	14	15	16	17	18	19	19	PD Day for Teachers/Staff
20	21	22	23	24	25	26	19	President's Day (Student Holiday)
27	28	29	30	31				
September 2023		September		March 2024		March		
Su	M	Tu	W	Th	F	Sa	1	End of 3rd 9 weeks (45 days)
3	4	5	6	7	8	9	12	School Board Meeting
10	11	12	13	14	15	16	11-15	Interession II
17	18	19	20	21	22	23	18-22	Spring Break (No School)
24	25	26	27	28	29	30	29	Report Cards
October 2023		October		April 2024		April		
Su	M	Tu	W	Th	F	Sa	9	School Board Meeting
1	2	3	4	5	6	7	19	Progress Reports
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						
November 2023		November		May 2024		May		
Su	M	Tu	W	Th	F	Sa	14	School Board Meeting
5	6	7	8	9	10	11	21	Graduation Day
12	13	14	15	16	17	18	16	60% Day, Last Day of School, End of 4th 9 weeks (45 days), & End of 2nd Semester (90 days), 167-day staff's last day
19	20	21	22	23	24	25	27	Memorial Day Holiday
26	27	28	29	30				
December 2023		December		June 2024		June		
Su	M	Tu	W	Th	F	Sa	6	Report Cards
3	4	5	6	7	8	9	11	School Board Meeting
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

COLOR CODE		NUMBER DAYS PER MONTH			
Holiday- School Closed	232 day employees include work days for July 5-17, Sept 25- Oct 3, March 11-15, May 28- June 28	MONTH	STUDENT	TEACHER	232 EMP
Interession Weeks		July	6	10	19
First/Last Days of School		August	23	23	23
Teacher Work Days (PD)		September	15	15	20
Progress Report/Report Card		October	16	17	19
End of 9 weeks		November	17	17	17
	December	13	13	13	
	January	19	20	20	
	February	20	21	21	
	March	11	11	16	
	April	22	22	22	
	May	18	18	22	
	June	0	0	20	
	TOTALS	180	187	232	

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, disability, 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 extracurricular 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.

Dr. Dorsetta Jordan has been designated as Section 504 and will handle inquiries regarding the Laurel School District's non-discrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability. She can be reached at 601-649-6391, Gardiner Administrative Building, 303 West 8th Street, Laurel, MS 39440.

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. Mrs. 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. Mrs. 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 AMENDED REGULATIONS

The Laurel School District does not discriminate on the basis of sex in the education program or activity that it operates, and this District is required by Title IX, as amended, not to discriminate in a manner.

The School District's Title IX Compliance Officer is Albert Galeas whose address is 303 W. 8th Street, Laurel, MS 39440 and whose phone number is 601-649-6391. Visit [Policy JB](#) to view the entire policy.

STUDENTS COMPLAINTS OF SEXUAL DISCRIMINATION/HARASSMENT – TITLE IX PROCEDURES

Title IX of the Education Amendments of 1972 is an anti-discrimination law that states no person in the United States, on the basis of sex, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. The policy of this board forbids unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature amounting to or constituting harassment and/or discrimination against any student in the district. The board of education will not tolerate sexual harassment activity by any of its students.

The Laurel School District has appointed an employee to serve as the Title IX Coordinator for the district. This person is authorized to coordinate the district's compliance efforts under this law. Because this policy is not amended each time the Title IX Coordinator changes, please contact the superintendent, the federal programs director, or any principal to request the name and contact information of the current Title IX Coordinator. The Title IX Coordinator is also identified with specificity in the district's student handbook, faculty handbook, and on the district website.

DEFINITIONS

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or to any student of the school district. All employees of the district are mandatory reporters under Title IX.

The **“complainant”** is the person who is alleged to be the victim of sexual harassment.

“Deliberate indifference” is when a district's response is clearly unreasonable in light of known circumstances.

An **“educational program or activity”** includes any location, event, or circumstance over which the educational institution exhibits substantial control over both the alleged harasser and the context in which the harassment occurred. This includes programs or activities which occur on-campus or off-campus and can involve the use of email, social media, or other technologies. 34 C.F.R. § 106.44(a)

A **“formal complaint”** of sexual harassment is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegations.

The **“respondent”** is the individual who has been reported to be the perpetrator of the sexual harassment.

“Sexual harassment” is defined as conduct on the basis of sex that meets one or more of the following:

1. An employee of the recipient conditioning the provision of an aid, benefit or service of the educational institution on an individual's participation in unwelcome sexual conduct (quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or
3. Conduct on the basis of sex that meets one or more of the following: “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30)

“Supportive measures” are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to a complainant or a respondent before or after the filing of a formal complaint or where a complaint has not been filed. Supportive measures should be designed to restore or preserve equal access to the educational program or activity without unreasonable burdening the other party. Examples of supportive measures include, but are not limited to:

1. Counseling
2. Course Modification

3. Schedule Changes
4. Increased Monitoring or Supervision

If the district does not offer supportive measures, the records should document why the response was not clearly unreasonable under the known circumstances.

INDIVIDUALS AND CONDUCT COVERED

These policies apply to all students and employees of the Laurel School District, and third parties, persons hired to provide contracted services, and persons volunteering at school activities. Conduct prohibited by these policies is unacceptable in all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs occur on campus, on a bus, or at another location away from campus. Individuals who violate these policies will be subject to disciplinary action, up to and including suspension or expulsion (if a student) or suspension or termination of employment (if any employee), and in egregious situations, law enforcement officials will be notified as required by law.

PARENTAL INVOLVEMENT

Parents/Guardians of students have the right to act on behalf of the complainant, the respondent, or other individuals at any time.

The district will obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18), and inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure.

The Title IX Coordinator shall contact the parents/guardians and provide them with information regarding the report and Title IX sexual harassment procedures and grievance process for formal complaints.

REPORTING

Any person may report sex discrimination or sexual harassment regardless of whether the person is the alleged victim. These reports may be made in person, by mail, by telephone, or email to the Title IX Coordinator, or by any other means that results in receipt by the Title IX Coordinator. For K-12 educational institutions, actual notice of sexual harassment is notice of sexual harassment or allegations of sexual harassment made to any employee.

Consistent with Title IX, a school must respond when:

1. The school has actual knowledge of sexual harassment;
2. That occurred within the school's education program or activity;
3. Against a person in the United States.

Nothing in this policy or any other policy impedes or precludes a student, the student's parents, a school employee, or school officials from directly reporting to law enforcement officials any behavior that constitutes a violation of criminal law or any applicable laws.

It is prohibited to knowingly make a false discrimination, harassment, or retaliation report or provide false information in an investigation. Individuals who knowingly file a false or misleading complaint

alleging harassment, discrimination or retaliation or provide false information in an investigation are subject to appropriate disciplinary actions.

RETALIATION

The Laurel School District encourages reporting all incidents of discrimination or harassment. Retaliation is prohibited against any person for the purpose of interfering with Title IX rights or because the person participated, or refused to participate, in any manner in a proceeding under Title IX regulations. The district must keep confidential the identity of a person who complains of or reports sexual harassment, including parties and witnesses, except as permitted by law to carry out the purpose of the regulations. 34 C.F.R. § 106.71

Retaliation against an individual for reporting harassment or discrimination or for participation in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will subject an individual to disciplinary action.

RECORDS

Any records related to reports of sexual harassment must be kept for a minimum of seven (7) years, including:

1. Investigative Records
2. Disciplinary Records
3. Remedies
4. Appeals
5. Records of action taken including supportive measures

The district must also retain for seven (7) years any materials used to train Title IX Coordinators, investigators, decision-makers, and any employee designated to facilitate an informal process. Training materials will also be posted on the district website.

LEGAL REF.: 1972 Education Amendments, Title VII and Title IX, Clery Act, 20 U.S.C. § 1092(f), Violence Against Women Act, 34 U.S.C. § 12291(a)

CROSS REF.: Policies GAAA Equal Opportunity Employment
GAE-R Licensed Staff Complaints and Grievances
GAEA Staff Protection

Last Review Date: _____

Review History:[1/1/1900][1/1/1901]

Exhibits:

[JB-P Student Complaints of Sexual Discrimination Harassment -- Title IX.docx](#)

NOTIFICATIONS OF RIGHTS UNDER FERPA

Elementary and Secondary Schools

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

1. The right to inspect and review the student's education records within 45 days of the day the school received a request for access.
Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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

FAMILY SAFETY INFORMATION

The safety of each child is a primary concern of the Laurel School District. Our school district has spent considerable time and effort planning and practicing safety and security measures appropriate for dealing with major critical incidents. Every school has a school safety plan. Teachers, staff, and students participate in appropriate training covering a variety of potential crises. The school district employs School Resource Officers that are assigned to the schools. The school district works closely with city and county law enforcement, the Emergency Management Agency, and other public safety departments.

We ask our families for support and assistance with our safety plan. At the beginning of the school year, review the student handbook with your children. Make sure they know the expectations the school has for their academic and social behavior. Talk to your children about the things they like at school, as well as the things that may cause them some concern. Talk to school personnel about these concerns so that they may be addressed. During the year you may hear your children discussing various drills that may occur on campus. We regularly participate in fire and weather drills, as well as lockdown and evacuation drills. The School Safety Act of 2019 requires that we conduct an active shooter drill within the first 60 days of each semester at all school sites. Due to the requirements of the law, this drill will be longer and more intensive than our previous drills. Please have a conversation with your student(s) about the importance of our drills. Remind them that our goal and priority is their safety.

It is important that you provide the school with up-to-date phone numbers and addresses, as well as vital medical information. In the event a crisis should occur at school, please be aware of the following procedures:

- Tune into the following media: WDAM-TV, WHLT-TV, WKZW-FM 94.3, WBBN-FM 95.9, WFMN-FM 97.3, WMXI-FM 98.1, WNSL-FM 100.3, WUSW-FM 103.7, WXRR-FM 104.5, Hattiesburg American online, Laurel-Leader Call online and the Laurel School District Facebook page. These services will notify the community of school closings and possible evacuation sites.
- School closings will be posted on our website www.laurelschools.org. In addition, parents may check Facebook for emergency closings.
- Notification will also be sent via the district call/text notification system.
- Please do not call the school. We will need to keep communication lines open for emergency responders.
- Please do not come to the school unless instructed to do so by the media. It is important to keep roads clear for emergency responders.
- If the school is in a lockdown, students will stay on campus in a secure classroom. Teachers and school personnel have received extensive training in lockdown procedures. No one will be allowed to enter during lockdown.
- If the school must be evacuated, students will be evacuated to an alternate location, which will be released to you through media resources.
- No student will be released until everyone is accounted for and the superintendent's office authorizes the release.
- No student will be released until the authorized parent or legal guardian signs him or her out.

It is important that you trust and work with your school and emergency personnel in the event of a crisis so that these individuals can accurately implement the procedures that they have trained on throughout the year.

The School Safety Act of 2019 requires that we conduct an active shooter drill within the first 60 days of each semester at all school sites. Due to the requirements of the law, this drill will be longer and more

intensive than our previous drills.

Please have a conversation with your student(s) about the importance of our drills. Remind them that our goal and priority is their safety.

Delayed Start for Bad Weather

In the event inclement weather conditions occur BEFORE school begins:

Directions will be given from personnel in the district office after a decision is made with Emergency Management input regarding current weather conditions. When severe weather occurs overnight a decision about school openings will be made before 6 a.m. the following morning.

There are three possible decisions:

1. Schools will OPEN as usual at regularly scheduled times.
2. Schools will be CLOSED for the day OR
3. Schools will have a “DELAYED START” that can begin either 1, 2 or 3 hours late.

If there is a delayed start time, it will be announced that school will start either one, two, or three hours late. Students, parents, staff and teachers should expect beginning times to follow the same schedule as on a normal day, just delayed by the decided amount of time.

For example, if school is delayed to begin 2 hours from the usual start times, then: Bus drivers who normally begin their routes at 6:30 am will start at 8:30 am
Staff who normally report at 7:00 am will report at 9:00 am
School that normally starts at 7:40 am will begin at 9:40 am.

Every starting time for schools, bus routes, and report-to-work times will be different. It is important that families, students, and employees determine their usual beginning times and then add the correct amount of delay time to know when school will begin on “DELAYED START” days.

In the event that school opens with a “Delayed Start”, the school day will not be extended to make up the time missed earlier in the day. School departures will occur according to the normal schedule.

Early Dismissal for Bad Weather

In the case of an early dismissal due to impending bad weather, notification will be made through the above listed media sources and the district call notification system. Students will not be counted absent if they are checked out of school after the official early dismissal announcement has been made through the media. Any check-out prior to the official announcement will be treated as a normal check-out and will be counted as an absence.

If you choose to check out your child during a tornado warning you must sign the “Severe Weather Assumption of Risk” form provided by the school.

Student Change of Address or Other Personal Information

The importance of emergency information for each student cannot be over-emphasized. The school must have accurate access to a student's home address, names of responsible parties, and telephone numbers where those parties may be reached at any time when the student is at school. **Parents must notify the school when there is a change of address or any change in the above-stated information.**

Laurel School District Police Force

The Laurel School District operates its own police force in accordance with the requirements and regulations of the Mississippi Department of Law Enforcement Standards. The district employs certified

law enforcement officers as school resource officers and school safety officers. These officers are certified by the State of Mississippi and are vested with the power to keep and preserve the peace on school property, including the power to make arrests, detain violators, and execute all the powers of a constable.

Violence, Threats of Violence, Hazing, Stalking, or Other Activity That Disrupts the Educational Process, Etc.

Violence or threats of violence, hazing, stalking, or any other activity that disrupts the educational process and/ or threatens the health or general safety of other students or staff will not be tolerated. The administration and school staff will take threats of violence seriously, and violators will be dealt with swiftly and accordingly. Violent acts (including fighting) or threats of violent acts will not be viewed as pranks or "playing around" activities by students or others. Such acts are dealt with in accordance with the seriousness of the incident, the age of the student(s) involved, the number of students participating in the episode, and the extent to which the student(s) are cooperative in following the instructions of administration and staff in ending the incident. In almost all cases, some disciplinary action will be imposed by the principal/assistant principal. A parent conference will be required and a threat assessment may be recommended. For seriously violent situations law enforcement officials will be contacted, and the student(s) will be placed on Level 4 or higher of the discipline matrix. Principals/assistant principals are fully authorized to file necessary criminal charges against students involved in such acts if in their discretion the same is warranted.

Further, students, and staff have a duty to report any knowledge they may have regarding the threat of a violent act to school authorities. This includes, but is not limited to, reporting knowledge of verbal or written comments by an individual or group of individuals stating their intent to commit a violent act or knowledge that an individual is in possession of an item that is considered or could be considered a weapon.

The Laurel School District will not tolerate anyone verbally abusing or threatening to harm any staff member. Persons who do so will be subject to criminal prosecution in the appropriate judicial system. Any student in violation of this policy shall face administrative disciplinary action and criminal referral. Section 37-11-21

Important Notice:Section 37-11-18, Mississippi Code of 1972, as Amended

"Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the student's right to appeal to the local school board."

BULLYING/HARASSING BEHAVIOR POLICY AND PROCEDURES

The Laurel School District does not condone and will not tolerate bullying or harassing behavior. The 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.

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.

DEFINITIONS

"Bullying or harassing behavior" is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's 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.

"Reasonable action" is defined as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

REPORTING AND DISCIPLINE

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.

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.

LEGAL REF: Miss. Code Ann. § 37-7-301(e)

CROSS REF: JDDA-P – Bullying Procedures

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Any student, school employee or volunteer who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal, counselor or other school official. If the victim of bullying is a student with disabilities, disciplinary

action for the offender shall comply with the requirements under federal law including the Individuals with Disabilities Education Act.

The report shall be made promptly but no later than five (5) calendar days after the alleged act or acts occurred. The school official shall complete a “Bullying/Harassing Behavior” complaint form which shall include:

1. The name of the reporting person,
2. The specific nature and date of the misconduct,
3. The names of the victim of the misconduct,
4. The names of any witnesses and any other information that would assist in the investigation of the complaint.

The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent and complaints against the superintendent shall be made to the Board chairman.

The complaint shall be investigated promptly.

Parents will be notified of the nature of any complaint involving their student.

The District official will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.

APPEAL

If the victim is not satisfied with the decision of the District official, he/she may submit a written appeal to the superintendent.

Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim’s appeal within ten (10) working days.

If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim’s appearance before the Board.

[LSD Reports of Bullying Form](#)
[LSD Student Reporting of Complaint FLOW MAP](#)

Ref: SB 2015; Miss. Code Ann. § 37-7-301(e)

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. Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. This includes the possession and/or use of any electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including but not limited to electronic cigarettes, vapes, vaporizers, cigars, pipes, hookahs or any electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device. Violations shall result in disciplinary action

GENERAL DISTRICT INFORMATION/POLICIES

Oath Of Allegiance To The United States Flag

Senate Bill 2321 states: "From and after July 1, 2002, the school boards of all public schools of this state shall require teachers to have all pupils repeat the oath of allegiance to the U. S. flag at the beginning of the first hour of class each day school is in session. Any student or teacher who objects to reciting the oath of allegiance shall be excused from participating without penalty.

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Conferences

If you desire a conference with your child's teacher please contact the Counselor's office to schedule the meeting. Each teacher has a designated time to hold conferences so that instructional time is not interrupted.

When a parent is contacted for a conference pertaining to academic or discipline concerns, it is the parent's responsibility to attend the conference in order to benefit the child's progress. (Section 37-11-53)

School Visitation

Visits to classrooms by parents/guardians must be deemed appropriate and properly scheduled at least 24 hours in advance with the Principal of the school. Due to the interruption of instruction in the classroom, excessive visits are discouraged. Time allotted for visit to the classroom is at the discretion of the administrator. Classroom visits by school-aged students shall not be allowed in any of the district's schools.

ANYONE VISITING A SCHOOL CAMPUS MUST REPORT TO THE SCHOOL'S ADMINISTRATIVE OFFICE UPON ARRIVAL AND RECEIVE PROPER CLEARANCE. The principal shall have the right to deny visitation rights to any individual if in the judgment of the principal the visit might negatively affect the classroom procedures. Unauthorized presence on school property will constitute trespassing. No recording of any type is allowed in the classroom. [Board Policy - KM](#)

Car Lines

Use of a cell phone is not allowed in the drop off or pick up line. This endangers students & staff as well as affecting the efficiency of the flow of traffic.

Cars are not allowed to line up for pick-up of students until **10 minutes prior** to the release of car riders. Lining up early blocks access to the school for emergency vehicles in the event of a crisis.

Notification Of Asbestos Re-inspection

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in June 2021 we performed inspections of each of our school buildings for asbestos-containing building materials. The inspection findings and asbestos management plans have been on file in each school administrative office since that time. The EPA requires us to perform re-inspection of the asbestos materials every three years and surveillance every six months. The last re-inspection was completed in December 2021. The results of the re-inspection are on file in the management plan in the Laurel School District Office of Operations. The Asbestos program manager, Mr. Daniel Donald , is available to answer any questions you may have about asbestos in our buildings at 601-649-6391.

Guidance Programs

The district's guidance program is part of the total educational process. School counselors hold the philosophy that all individuals are important, that they are responsible for their own behavior, and that they can plan for their future when given specific assistance. Guidance services are available in each school in the Laurel School District. Counselors may help students with personal, educational, or vocational problems. Information is kept in confidence. All school campuses also have an assigned behavioral specialist to provide positive social, emotional, and behavioral support for all students.

Library Services

Library services are available at each school for student research and study. Teachers and students are encouraged to make use of the school libraries. Arrangements for special use of library materials should be made with the librarian in charge of the library area.

CURRICULUM PROGRAMS OFFERED BY LSD

Students with Disabilities Programs

In accordance with the Individuals with Disabilities Education Improvement Act (I.D.E.I.A., 2004), programs for students with disabilities are based on the philosophy that every child be provided the opportunity to participate in a program that is planned, adopted, and conducted with the training and opportunity needed to assume a meaningful place in society.

Special programs are designed to equip each student with the attitudes, skills, abilities, and knowledge that make it possible for students to develop individually. In keeping with this philosophy, the following placements are offered:

Regular classroom	Resource Classroom	Special school	Residential facility
Full-time special class	Home/hospital placement	Community-based services	Inclusion

The Laurel School District Pre-School (4K) Program serves children ages 3-5 who qualify as developmentally delayed in two of the following five areas: cognitive, language, motor, social/emotional, and self-help. Questions regarding this program should be directed to the Special Services Director at 601-649-6391.

Special and related services are also offered to infants and toddlers who are developmentally delayed. Services are provided in the child's home, daycare center, or other community settings.

ESL Program (English as a Second Language)

Laurel School District offers the English as a Second Language program (ESL) in grades K-12 to meet the needs of students whose home or first language is other than English. The goal of the ESL program is to increase student access to quality education while providing guidance and support to other professionals within the school community who are involved in the education of English Learner (EL) students.

In order to determine students' eligibility for the ESL program, all students complete a Home Language Survey when they enter the Laurel School District. If this survey indicates use of a language other than English, the students are given an English proficiency test prescribed by the MS Department of Education. When the test indicates less than full proficiency in English, students are scheduled to receive ESL services unless the parents choose that they not participate. Students enrolled in ESL classes participate to the degree reflected in their level of English proficiency.

The ESL Program has three sources of funding: LSD funds, a part of our federal Title I budget, and federal Title III funds allocated specifically for programs helping EL students. For additional information contact the district's EL Coordinator, Edna Carolina Reeves-Garcia, at 601-649-6391.

Title I Services

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. All schools in the Laurel School District are Title I served schools.

Parent and Family Engagement

Since Laurel School District receives funds under Title I, Part A, it is required that the Laurel School District and all schools develop a written parent and family engagement plan. These plans describe the method for promoting parental involvement at the district-level and school-level. To read the Laurel School District Title I Parent and Family Engagement Policy, refer to the Laurel School District's website under the heading of Office of Federal Programs or request a copy from your child's school. Each Title I school has also developed a parent and family engagement plan which is available by accessing the school's website or by requesting a written copy from the school.

4K Programs

4K programs are offered at each lower elementary school. Selection of students for the program follows the Mississippi Early Learning Guidelines (Accreditation Standard 17.2) for classrooms serving four-year-olds. Students served in a pre-k classroom follow all Laurel School District policies.

Career Technical Path Programs

Career and Technical Education programs begin in the Cyber Foundations 8th grade. For the 9th, 10th, 11th, and 12th grade students, there are five Career and Technical Education programs available and offered at Laurel High School: Welding, Construction/Electrical, Business Marketing & Finance, Culinary Arts, Health Science. These courses are designed for students going to college or entering the workforce after high school. In order to support student success and safety in these programs, past attendance, discipline, grades, and the desire to be in the program are considered. Both classroom and laboratory instruction is provided to career and technical students. All programs work in conjunction

with Jones College and students may be exempted from entry level classes at the college level after successfully completing two years of a career and technical program.

Alternative School Programs at Laurel Educational Center

The district offers an Alternative School Program in compliance with Section 37-13-92 of the Mississippi Code of 1972. In accordance with state law, a student may be assigned to the alternative school program for a variety of reasons as set forth in said code section. Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interests and welfare of the students and teacher of such class as a whole may be placed in the alternative school program. A student may be placed in the alternative school by mutual agreement by parent, principal and alternative principal or through a disciplinary referral process. A student placed in alternative school is not allowed on any Laurel School District campus, cannot participate in extracurricular activities and are NOT allowed to attend ANY school function or athletic event. This includes ALL Laurel School District events at home or away. Should they violate this they will be charged with trespassing. Any senior who is assigned to the alternative school on the last day of student attendance for the school year will not be allowed to participate in graduation ceremonies. Students will be searched daily before entering the instructional area.

Gifted Program

The Laurel School District is committed to the motivation and guidance of gifted students through enriched, quality education based on the identification of their strengths, weaknesses, and interests.

To fulfill this commitment, the gifted education program is dedicated to utilizing teaching strategies that broaden the students' scope of knowledge while providing independent study skills that will enable them to become life-long learners.

Our gifted education program seeks to provide a differentiated curriculum which

- systematically exposes the student to many fields of learning
- provides process skills for advanced levels of thinking
- allows the learner the opportunity to become a producer rather than a consumer
- incorporates the interests and strengths of the student producing motivation for learning

STATEWIDE ASSESSMENTS

The Laurel School District administers all state and federally mandated assessments for students in Mississippi's public schools.

Assessments tell you about students' progress on the path to future success, whether that's the next grade or the next course. They measure what students know and can do based on learning goals for the grade or course.

The following is a summary of required statewide assessments for Mississippi students:

Pre-K and Early Elementary years

Students in pre-kindergarten through grade 3 are assessed periodically to determine what help they need to develop early literacy skills. Grade 3 students take a test at the end of the year to qualify for promotion to grade 4.

- Pre-K Assessment (if school offers Pre-K)

- Kindergarten Readiness Assessment
- Universal Screener - K-3
- Mississippi Dyslexia Screener - Kindergarten & Grade 1
- 3rd Grade Reading Assessment (currently MAAP)

Elementary and Middle School

The Mississippi Academic Assessment Program (MAAP) measures students' knowledge, skills, and academic growth in grades 3-8. Student progress is measured with annual tests in English Language Arts and Mathematics and Science in grades 5 and 8.

- MAAP English Language Arts - Grades 3-8
- MAAP Mathematics - Grades 3-8
- Science - Grades 5 and 8

High School

High school students take four subject-area tests and the ACT in their junior year.

- Algebra I
- English II
- Biology
- U.S. History
- ACT

Alternate Assessments

Students with Significant Cognitive Disabilities take the Mississippi Academic Assessment Program-Alternate (MAAP-A) in grades 3-8 and high school.

English Learners

Students identified as English learners take the LAS Links English language proficiency assessment in grades K-12. The test is given each year until students become proficient English language speakers, readers and writers.

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 bonafide 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 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 calendar year after the date of the expulsion. 37-15-9 (3)

8. No child 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 I21-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 I21-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 the Laurel 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.

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

AFFIDAVITS

Custodial parent(s) will present documents to show legal custody. The non-custodial adult in the home must prove residency through 2 forms listed above #1-8 and obtain a signed, notarized affidavit at Laurel School District Central Office.

In addition, the custodial parent(s) will present documentation verifying their residency at the physical address for which the affidavit is being filed, such as the following:

- Doctors or Dentists's bill
- Bank statement
- Automobile license receipt
- Credit card statement
- Hospital bill
- Cell phone bill
- Insurance policy
- State or Federal benefit check
- Salary check stub
- IRS Documentation
- Other residency documentation approved by LSD Central Office Administration

Affidavits required by this policy shall be in a form approved by the Superintendent.

B. 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 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 situation were "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 guardians(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.

1. 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.

2. Affidavits required by this policy shall be in a form approved by the Superintendent.

C. Students Of Military Families

1. A pupil complies with the residency requirements for school attendance in a school district if the parent of the pupil is transferred to, or is pending transfer to, a military installation with this state while on active military duty pursuant to an official military order. A school district shall accept an application for enrollment and course registration by electronic means for a pupil who meets these requirements, including enrollment in a specific school or program within the school district.

2. The parent of a pupil who meets these requirements shall provide proof of residence to the school district within ten (10) days after the published date provided on official documentation.

3. The parent may use the address of any of the following as proof of residence:

- a. A temporary on-base billeting facility
- b. A purchased or leased home or apartment.
- c. Any federal government housing or off-base military housing, including off-base military housing that be provided through a public-private venture.

D. 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).

E. Immigrant/Non-English Students will be admitted regardless of immigrant status or limited English speaking status.

F. 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 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.

G. 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.

H. 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.

I. 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.

J. 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 precedence over any procedure contained herein.

TRANSFER STUDENTS

(See also Policy JBCDC: 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 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 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.

- a. 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 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 to the applicant not less than five days prior to the date of the administration of such test.

b. 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.

c. 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 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)

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

CHILD NUTRITION 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.

Special Diets

A Physician's Statement for Children with Disabilities 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.

STUDENT HEALTH SERVICES POLICY

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 have chronic conditions which may require first aid while at school, such as seizures, sickle cell anemia, diabetes, etc., must work with school nurses to create an annually updated treatment action plan.

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. 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." OR "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 administered to the student by an adult and taken in front of an adult. Accurate documentation on the Medication Daily Log must be done by the person administering the medication
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 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 returns the medication to the clinic after the field trip, s/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-Administration of Asthma/Anaphylaxis medication

Laurel School District permits the self-administration of asthma and anaphylaxis medication pursuant to the requirements of this policy. A student with asthma and/or anaphylaxis is entitled to possess and self-administer prescription asthma and/or anaphylaxis medication while on school property, on school-provided transportation, or at a school-related event or activity if:

1. The prescription asthma and/or anaphylaxis medication has been prescribed for that student as indicated by the prescription label on the medication.
2. The self-administration should be done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
3. A parent of the student provides to the school
 - a. Written authorization, signed by the parent, for the student to self-administer prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity;
 - b. A written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self-administration of prescription asthma and/or anaphylaxis medication while on school

- property or at a school-related event or activity unless in cases of wanton or willful misconduct;
- c. A written statement signed by the student/s physician or provider.
4. The signed parent's and physician's statement must be kept on file in the office of the school nurse of the school the student attends or, if there is not a school nurse, in the office of the principal of the school the student attends.
 5. The school board authorizes the school nurse or trained school employee to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine.
 6. All medications, including auto-injectable epinephrine and inhalers must be stored in the school nurse office at the child's attending school. Sixth grade through twelfth grade may keep asthma inhalers on his/her person.

The Superintendent in consultation with the school board attorney is authorized and directed to prepare such forms, 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.

Head Lice Treatment

Any student in the Laurel School District who has had head lice three (3) times in the same school year as determined by the school nurse, public health nurse, or a physician shall be referred to the County Health Department for treatment and instructions on how to eliminate head lice from household items and prevent the recurrence of head lice. After this referral, students shall provide notification from a doctor indicating diagnosis and treatment.

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.

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 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 or staff member 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:

Head Lice:	Measles:	Mumps:	Hepatitis:	Mono:	Pink Eye:	Impetigo:	Ringworm:	Scabies:
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					

For these or other communicable diseases, the principal may 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 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. Parental permission is required for a student to be treated by the nurse.

IMMUNIZATIONS POLICY

1. No minor child shall be allowed to enroll in or attend any school without a valid immunization certificate.
2. Valid certificates include:
 - a. Form 121 Certificate of Compliance
 - b. Form 121-A Medical Exemption Certificate
 - c. Form 121-T Temporary Compliance Certificate
3. 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 provided another Temporary Compliance Certificate, Form 121-T, or a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 121-A.
4. 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 provided another Temporary Compliance Certificate, Form 121-T, or a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 121-A. 2012-2013, Tdap (tetanus, diphtheria, and pertussis) is required for all entering 7th grade students.
 - a. 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.
 - b. 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.

ATTENDANCE, TARDINESS, AND EXCUSED ABSENCES POLICY

As a response to coronavirus (COVID-19), the Laurel School District will collect and report attendance daily to the Mississippi Department of Education in accordance with MS State Board Policy 9.2.

In addition, attendance shall be collected daily and reported in accordance with the requirements outlined in Miss. Code Ann. §§37-13-91 and 37-151-5(j) and Miss. Admin Code 7-3: 30.2, State Board of Education Chapter 30, Rule 30.2, and Policy 2.1 of the current edition of the Mississippi Public School Accountability Standards.

General

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.

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.).

The Written Excuse

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 grants prior approval for the absence.

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 or guardian
6. The phone number where parent or guardian can be reached to verify signature

The Unexcused Absence

All absences other than those found in Policy JBA above shall be classified unexcused. Each unexcused absence shall be processed by using the same measures for tardiness as well the Student Code of Conduct Policy (JCA or JCAAA).

- 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.

Absences from Class

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

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 (according to the discipline matrix)
- 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.

Tardiness to school:

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

Tardiness to class: (Does not apply to elementary students.)

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 at 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:

- The current day's date
- The name of the student
- The date(s) the student was absent
- The reason of the absence
- The reason for the requested extension
- The signature of parent or guardian
- The phone number where parent or guardian can be reached to verify signature

Make-Up Work (For all students)

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

Absence Reporting & Absences Affecting Academic Credit

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.

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.

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

GRADING POLICY

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 60/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 to 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 for a minimum of 9 grades per nine week term.

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 (50-100) 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 K-12	90-100	A
	80-89	B
	70-79	C
	60-69	D
	0-59	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.

Example:
$$\frac{\text{Daily/Test(s)}}{86 + 86 + 86 + 86 + 86 = 430/5} = \frac{\text{Nine Weeks Avg.}}{86}$$

In order to pass the nine weeks and receive credit, a final average of 60/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.

Example:
$$\frac{1^{\text{st}}}{79} + \frac{2^{\text{nd}}}{84} = \frac{\text{Sem. Avg.}}{163/2} = 81.5 \text{ or } 82$$

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

For Grades K-12: a final average of 60 must be obtained in order to pass a course and receive credit. A student failing to obtain a final average of 60 on a two-semester course would repeat both semesters of the course.

There shall be no retention of students for extracurricular purposes.

Honor Averages

To achieve the status of Superintendent's List:

All A's in Academics and all A's in Citizenship

(Any student who makes a B in Citizenship with all A's in Academics will be placed on the Principal's List)

To achieve the status of Principal's List:

All A's and B's, or All B's in Academics

All A's or B's in Citizenship

To achieve the status of Honor Roll:

A's, B's, and no more than one C in Academics.

(Must have at least one A in an Academic area to pull the C up, even if the C is in an Elective. Academic is considered English, Math, Social Studies, or Science.)

All A's or B's in Citizenship

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 the 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.

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 week 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 a student's academic grades on the Active Parent 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 week 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.

There shall be no retention of students for extracurricular purposes.

Examinations

For grades 9-12: Semester exams may be given at the end of each semester. Dates and times will be given to each student prior to the exams.

[Understanding The Grading Scale Protocols](#)

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. 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.

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 School Educational Team and the District EL Coordinator (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 of 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 progress on the Laurel School District grade level objectives in language arts and math and performance on the MKAS.
- **Grades 1-7:** 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 1-7 is as follows:

- 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" (60-69) in language arts and mathematics and for grades 3-5 by earning a minimum grade of average of "D" (60-69) in language arts, math and science.
- 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.
- Students achieving a minimum grade average below a "D" (60-69) are not showing academic achievement and shall be retained.
- 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.

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 address 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:

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

- 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;
- Strategies for parents and guardians to use in helping the student to succeed in reading proficiency; and
- 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 or designee, 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.
2. 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 to 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.

Part II – Students Not Meeting Promotion Requirements

1. 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.
2. 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 end-of- course assessment requirements for each class for those individual 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 4 courses per semester during the school day –three must be academic. Students (seniors) with special circumstances may be considered exempt from the four block 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

Grades 9-12:

1. 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.
2. The requirements for the Subject Area Testing Program (SATP) are as follows:
 - a. 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.
3. Intervention/Remediation
 - a. Any student failing to pass any subject area test required for graduation shall receive appropriate interventions/remediation.
 - b. The form of interventions/remediation may include, but shall not be limited to:
 - i. requiring a student to retake the course regardless of the student's previous grade in the course,
 - ii. providing after-school interventions/remediation for the student,
 - iii. providing in-school tutorial sessions,
 - iv. requiring participation in an extended school year/summer school program,
 - v. credit recovery, prescribing an individualized intervention/remediation plan for a student and referral to the Multi-Tier System of Support Team.

- c. 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.

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 Based 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.

STUDENT CONDUCT POLICY

Grades 4K –Twelve

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 for parents, students, and school personnel.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

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.

Assignment of Discipline

Each teacher 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.

General Procedures

1. Students who have been suspended more than three (3) times during a school year, students who are continually disruptive or disrespectful, or students who are involved in severe disruptions may be assigned to the Alternative Program by the Superintendent of Schools.
2. Any student returning to school following an expulsion from any school shall be enrolled in the Alternative School for a minimum of one (1) nine weeks grading period.
3. Any student returning to school following any period of incarceration at a State Juvenile Center or prison shall be placed at the Alternative School.
4. Students transitioning from a youth detention center will be placed in the alternative school setting and districts will have ten (10) days to evaluate the student and make the determination to place the student in the traditional classroom setting. Students transitioning from a group home of foster care will be placed in the alternative school setting and districts will have five (5) days to evaluate the student and make the determination to place the student in the traditional classroom setting.
5. 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.

Discipline: Students With Disabilities

1. The Manifestation Determination Review (MDR) is a mandatory meeting, which must take place within 10 days of a behavior infraction that would cause a student to be removed from his/her current placement in a public school for more than 10 days. This includes a suspension of more than 10 school days. The MDR is held to determine if the behavior that may lead to a change in placement is due to and/or a manifestation of the child's disability and whether the district has sufficiently addressed the student's behavioral issue(s) as evidenced by providing appropriate and meaningful services and supports with appropriate levels of fidelity. The MDR meeting should include school administration, teachers, parents, support personnel, and the student (if appropriate). Information should be gathered from a wide range of sources to accurately determine the extent to which the student's disability is linked or related to his or her behavior. **Manifestation Determination Decisions Resulting in Change of Placement**
2. In the event the MDR decision results in a change in student placement for services, the following procedures shall be followed to assure the student is provided a Free
3. Appropriate Public Education (FAPE): All students with disabilities will follow the Laurel Alternative School Guidelines including the provisions required under SBPolicy 4300 outlining the Multi-Tiered System of Supports (RTI) and implemented with fidelity.

Students with Disabilities

1. In the event the District Committee recommends an alternative school placement, this recommendation will be forwarded to the student's IEP committee for review. The final decision to remove a student with a disability from the student's current educational placement due to disciplinary infractions must be made by the student's IEP committee. Students with disabilities who violate the Laurel Separate School District Code of Conduct for students or who engages in an inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations. A manifestation hearing must be held at the alternative educational setting; however, removal of a student with a

disability from his/her current placement to an interim alternative educational setting may be implemented by school personnel for up to 45 school days for certain infractions committed by students with disabilities. The IEP committee shall determine the interim educational setting. The district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal and state regulations when disciplining students with disabilities for violations of district policy or school rules.

Parental Responsibilities for Student Discipline

1. 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.
2. 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 number 1. above, or for any other discipline and/or school conference regarding the acts of the child.
3. Any parent, guardian or custodian of a compulsory-school-age child enrolled in a district who willfully fails to attend such a discipline conference specified in number 2. above, may be notified by the Superintendent of School or his/her designee to attend the discipline conference.
4. Any parent, guardian or custodian of a compulsory-school-age child who fails to attend a discipline conference specified in letter C. above, to which he/she was notified by the Superintendent of Schools or his/her designee, by 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).
5. 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.
6. 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 a child has been removed by court order or decree.

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:

- Review discipline policies with your children to make sure they understand them and the conditions set forth.
- Know where your children are, what they are doing, and with whom they are associating.
- Take action against anyone who commits offenses against your child, and support action by school, police, and court officials in dealing with offenders.
- 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 matrix.

Based on the severity of the offense the administrator has the authority to modify consequences.

SCHOOL SEARCHES

The Fourth Amendment to the United States Constitution and Article 3, Section 23 of the Mississippi Constitution provides all people with the right to be secure in their persons, houses, papers, and effects against unreasonable searches. However, circumstances will arise where searches of students' persons, possessions, lockers, desks and vehicles will be necessary. Administrators have the authority and obligation to exercise discretion in the implementation of this policy, balancing the District's responsibility to maintain discipline, order, and a safe environment conducive to education with the students' legitimate expectations of privacy.

1. REQUIREMENTS

All searches must be pre-approved by the superintendent, principal, assistant principal or acting principal. No other District employee may authorize a search except where an emergency situation exists.

At least two District employees must be present while a search is conducted. If, in the discretion of the administrator or employee conducting the search, the search is particularly intrusive, the person conducting the search and the witnesses, or at least one of them, should be the same sex as the student.

No student other than the student who is the subject of the search may be present during the search. All searches must be reasonable in scope.

2. SEARCHES PERMITTED

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 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. Students are required to submit to general, random, or reasonable suspicion searches using electric scanners and/or metal detectors or other electronic surveillance. Searches are permitted as follows:

- a. **PERSON AND POSSESSIONS:** Searches of a student's person or possessions may be conducted if a District employee has prior individualized reasonable suspicion that a student has

violated or is violating a District policy, school rules or regulations or the law and that the search will result in discovery of evidence of such violation.

b. DESKS, OTHER SCHOOL PROPERTY:

Searches of desks, lockers, and other school property may be conducted at any time, with or without reasonable suspicion of a violation. 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 search of a locker is conducted the student should be present, but not near the locker.

c. VEHICLES:

Parking a car on campus is a privilege, not a right. Searches of vehicles driven to school by or for students may be searched by visual inspection with or without reasonable suspicion of a violation. If a visual search results in individualized reasonable suspicion of a violation, a more intrusive search of the vehicle may be conducted at the direction of the principal. The student shall be present during the search.

d. CANINE SEARCHES:

The District may at any time utilize canines to search vehicles, possessions not on the student's person, desks, lockers and other school property, with or without reasonable suspicion of a violation. A canine response indicating the presence of contraband constitutes reasonable suspicion and a more intrusive search may be conducted at the direction of the principal.

e. GROUP SEARCHES:

Caution shall be exercised when a search involving a number of students is conducted. In most instances, in order to justify a search, the District's reasonable suspicion must be particularized to an individual student. Exceptions to this requirement are appropriate only where the intrusiveness of the search is minimal, such as canine searches of lockers, desks or bookbags or automobile searches, etc.

f. STRIP SEARCHES:

No student shall be subjected to a strip search except where an emergency situation exists and with pre-approval by the principal. No student shall be asked to remove any article of clothing in the presence of a member of the opposite sex or of other students.

1. DEFINITIONS

a. "Reasonable in scope" means that the degree of the intrusion must be consistent with the objective of the search. Factors to be considered in whether the scope of a search is reasonable include, but are not limited to, the following:

- i. The student's age, maturity, and sex;
- ii. The nature or level of seriousness of the suspected violation; and
- iii. The intrusiveness of the search, e.g. a canine search is less intrusive than a locker search; a locker search is less intrusive than a "pat down;" etc.

b. "Reasonable suspicion" refers to a flexible concept requiring the application of experience and common sense. Determinations of whether reasonable suspicion to support a search exists shall be made on a case-by-case basis with due consideration of all circumstances. In all cases, "reasonable suspicion" must be supported by articulable facts.

Factors to be considered in making this determination include, but are not limited to, the following:

- i. The reliability of the information indicating that evidence of a violation may be discovered;
- ii. The existence of reasonable suspicion that such evidence will be discovered;
- iii. The individualization of the suspicion toward the person to be the subject of the search;
- iv. The prevalence or seriousness of the problem to which the search is directed;
- v. The exigency of the circumstances; and
- vi. In some circumstances, the student's history and record in school.

c. An "emergency situation" exists if the destruction of evidence or use of contraband is an immediate possibility. In such a case, an administrator must be notified immediately. However, if an emergency situation does not exist, employees should take steps to prevent the possible destruction of evidence or use of contraband while securing approval for a search.

1. DISCIPLINARY ACTION

If a search reveals grounds for a reasonable belief that a violation of a district policy, school rules or regulations or the law, the student will be subject to disciplinary action as provided by District policy.

2. POLICE SEARCHES

School officials are obligated to cooperate with law enforcement authorities who are validly carrying out their official duties. In such cases involving a student, the District shall make an immediate attempt to notify the student's parent, guardian, or custodian. The principal or principal's designee shall attend the search if conducted on or about the school premises and shall take any disciplinary action necessary as a result of the search.

3. INVESTIGATIONS

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.

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.

GUN-FREE SCHOOLS

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

MISSISSIPPI STATE LAW

Any student who possesses a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on school property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion by the superintendent or principal of the school in which the student is enrolled. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

I. FIREARMS PROHIBITED

No student is permitted to bring a firearm on school property.

The school district may use video camera equipment in classrooms for the purpose of monitoring school disciplinary problems.

This school board authorizes a reward of up to \$500.00 to any person who provides information that leads to the confiscation by the school district or by a law enforcement agency of any illegal firearm on school property. The name of any person who provides such information leading to the confiscation of an illegal firearm shall remain confidential. The superintendent is charged with the responsibility of ensuring that procedures are in place to maintain such confidentiality.

37-3-84

II. DISCIPLINARY ACTION

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

The penalty for bringing a firearm on school property shall be expulsion from the school program and all of its activities for a minimum period of one calendar year.

Any student who is charged with bringing a firearm on school property shall be automatically suspended for ten days and recommended for expulsion for a minimum period of one calendar year by the principal. The suspension shall take effect immediately following the provision of initial due process and pending the conclusion of due process on the recommendation of expulsion, all in accordance with school board policies.

The superintendent who receives a recommendation for expulsion may determine, based upon the particular circumstances of a given case, that other disciplinary action or alternative placement is appropriate and may make such recommendation to the board.

III. READMISSION

A student who is expelled for bringing a firearm on school property must apply for readmission to the regular school program as provided by local school board policies. Readmission may be granted by the

board upon a documented showing that the student has participated in successful rehabilitative efforts including but not limited to progress in an alternative school or similar program.

IV. REPORTING

Violations of the firearm prohibition stated in this policy shall be reported in accordance with Policies JCBF and JCBF-P.

The Mississippi Public School Accountability Standard for this policy is standard 31.

LEGAL REF.: MS Code as cited and ' 37-3-83; ' 37-11-18; ' 97-37-17
Mississippi Public School Accountability Standards

DRUGS AND ALCOHOL

Students are absolutely prohibited from carrying, possessing in any manner, using or selling alcoholic beverages, morphine, marijuana, cocaine, opium, heroin or their derivatives or compounds, drugs commonly called LSD, "pep" pills, tranquilizers, or any other narcotic drug, barbiturate, substance ingredient or compound which, when taken orally, intravenously, inhaled or in any other manner, may cause the person to be under the influence thereof or any other controlled substance regulated by law.

The provisions of this policy shall not apply to any student who is under the care of a licensed physician and who is taking medication which is under the supervision and direction of such physician. The district does not allow the use of medical cannabis while on district property.

The provisions of this policy shall apply to all students during all of the period of time that they are under and subject to the jurisdiction of this school district, while participating in or going to or from any school-related activity, while under the supervision and direction of any teacher, principal or other authority of this school district or when such conduct does or may threaten to interfere with or disrupt the educational process or pose a threat to the safety of the student or others.

Any student violating any of the provisions of this policy shall be automatically suspended and recommended for expulsion by the superintendent or principal of the school in which the student is enrolled. The suspension shall be effective immediately subject to the policies and procedures of the Laurel School District.

This policy is for the discipline and protection of the students of this school district and their general welfare. Nothing herein contained shall be construed to avoid any prosecution under any pertinent criminal statute of the State of Mississippi.

LEGAL REF.: MS CODE Sections 37-11-18; 41-29-101 et seq.; 97-32-27 thru 97-32-29

LAUREL SCHOOL DISTRICT DISCIPLINE MATRIX

	Infractions	Consequences
L E V E L 1	<ul style="list-style-type: none"> • Unauthorized use of Cell Phone • Possession of Unauthorized Object • Dress code violation • Defiance, disrespect; insubordination • Other as designated by administrator 	<p>Student/Parent Conference OR Reflection/Restorative assignment OR</p> <ul style="list-style-type: none"> • Up to three (3) days detention or loss of privileges up to three (3) days OR • One (1) day In-School Suspension (ISS) OR • Repeat violation Level 1 infraction within 10 days MAY move to level 2 consequences
L E V E L 2	<ul style="list-style-type: none"> • Shoving/pushing (no injury) • Leaving campus without permission or cutting class • Defiance, disrespect; insubordination >1 • Gambling, cheating, or forgery • Profanity to another student • Possession/use of flammables • Theft under \$100 • False accusations against student • False Fire Alarm or False ID • Possession or use of tobacco/devices • Unauthorized photo/video or posting to social media leading to school disturbance. • Other as designated by administrator 	<p>Student/Parent Conference OR Reflection/Restorative assignment OR</p> <ul style="list-style-type: none"> • Any combination of ISS, and/or Out of School Suspension (OSS) equal to one (1) to two (2) days • Repeat violation of Level 2 infractions within 10 days student MAY move to Level 3 consequences • Prohibited from attending school activities (during suspension)
L E V E L 3	<ul style="list-style-type: none"> • Trespassing or loitering • Fighting • Instigating fight or major campus disturbance • Disruptive behavior/throwing objects • Improper Internet Use • Defacing/destruction of property (under \$500) • Defiance, disrespect; insubordination >2 • Other as designated by administrator 	<p>Referral to Multi-Tiered System of Support (MTSS) --AND--</p> <p>Student/Parent Conference OR Reflection/Restorative assignment OR</p> <ul style="list-style-type: none"> • Any combination of ISS, and/or Out of School Suspension (OSS) equal to three (3) to five (5) days • Repeat violation of Level 3 infractions within 10 days student MAY move to Level 4 consequences • Prohibited from attending school activities (during suspension)
L E V E L 4	<ul style="list-style-type: none"> • Possession of drug paraphernalia • Assault/battery against student • Bullying, threat, Intimidation against student • Profanity against school personnel • Sexual harassment or misconduct • Theft >\$100 • Off-campus activity causing disruption of the learning environment. • Gang-related activity (Elementary) • Defiance, disrespect; insubordination >3 • Threat, harassment, bullying • Other as designated by administrator 	<p>Referral to Multi-Tiered System of Support (MTSS) --AND--</p> <p>Student/Parent Conference OR Reflection/Restorative assignment OR</p> <ul style="list-style-type: none"> • Out of School Suspension (OSS) equal to five (5) to eight (8) days • Repeat violation of Level 4 infractions within 10 days student MAY move to Level 5 consequences • Prohibited from attending school activities (during suspension) <p><i>*All sexual harassment cases must be reported to the Title IX Coordinator for determination of next steps.</i></p>
L E V E L 5	<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, False accusation, or assault against staff • Aggravated assault with injury • Possession or transfer of drugs/alcohol/under the influence • Possession or transfer of weapons • Behavior leading to serious injury • False imprisonment; kidnapping; sexual assault or battery. • Arson • Off-Campus criminal activity or conduct which causes disruption to campus activity or learning environment. • Defiance, disrespect; insubordination >4 • Other as designated by administrator 	<p>Referral to Multi-Tiered System of Support (MTSS) --AND--</p> <p>Student/Parent Conference OR Reflection/Restorative assignment OR</p> <ul style="list-style-type: none"> • Out of School Suspension (OSS) equal to nine (9) days • Possible OSS of not 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 placement at Laurel Education Center or expulsion • Prohibited from attending school activities (during suspension or placement at Laurel Education Center)

Legal Reference: 37-11-53, Mississippi Code of 1972, As Amended Senate Bill 2239, 2001 Regular Session

Bus Conduct

1. RESPONSIBILITIES

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

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

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

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.

2. RULES OF CONDUCT

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

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

a. Loading and Unloading

- i. Be at your assigned loading zone on time.
- ii. Exercise extreme caution in getting to and from your assigned bus stop.
- iii. Look in both directions before stepping from behind parked cars.
- iv. Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
- v. Do not play on or near the road while waiting for the bus to arrive.
- vi. Look in both directions before crossing any roadway.
- vii. Never walk on the road when there is a sidewalk or pathway.
- viii. Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
- ix. Wait until the bus comes to a complete stop before trying to load and unload.
- x. Use the handrail while getting on and off the bus.

- xi. If possible, wear white or light-colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.
- xii. When you must cross the road to enter the bus, or after leaving the bus, always cross in front of the bus and walk approximately 10 feet ahead of the bumper.

b. Riding the Bus

- i. Do not distract the driver's attention other than when necessary.
- ii. Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
- iii. Keep head, hands, and articles inside the bus.
- iv. Do not bring unauthorized articles on the bus (i.e., pets, combustibles, large articles, weapons).
- v. Do not use profane language or make obscene gestures.
- vi. Do not fight or scuffle.
- vii. Be courteous to and follow the instructions of your bus driver and safety patrol.
- viii. Do not strike or threaten the bus driver.
- ix. Do not make excessive noise.
- x. Do not throw objects inside or outside the bus.
- xi. Do not commit any other acts deemed improper by the student code of conduct or by the bus driver.
- xii. Student-to-student sexual harassment will not be tolerated.
- xiii. Smoking is prohibited on the school bus and on all educational property

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:

First Offense:	Second Offense:	Third Offense:	Fourth Offense:
- 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	-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

*Based on the severity of any offense, the principal and/or designee will determine whether or not the student loses 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.

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.

1. 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.
2. 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.
3. “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.
4. “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.
5. 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.
6. 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.
7. After the second incident of disruptive behavior as determined by the Principal or the 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.

8. 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.
9. 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.
10. 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.

Behavior Modification Plans

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

Date Approved: 07/10/79, 07/08/80, 07/10/80, 07/12/82, 07/26/83, 07/26/87, 07/29/87, 03/31/93, 06/27/94, 10/24/95, 07/09/96, 03/25/97, 10/10/00, 08/14/01, 10/22/02, 08/08/06, 06/12/07, 07/28/09, 06/12/14, 06/09/15, 06/18/18, 05/12/19

POLICY: JCA

Rel: JCDA

ALTERNATIVE SCHOOL POLICY

General Discipline Procedures and Disciplinary Review Committee

Students may be either required to serve an Out-of-School Suspension of not more than ten (10) days or expelled as follows:

1. The Principal shall conduct an investigation to determine the appropriate penalty and shall recommend the penalty to the Superintendent or his/her designee. The school principal and/or counselor will compile files, disciplinary records, attendance records, a copy of insert sheet, completed referral forms, interventions, etc., to substantiate the referral. 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).
2. The building screening committee will review data and make a decision to:
 - Try another intervention;
 - Remain in regular school setting; or
 - Refer to the Laurel Education Center.
3. If the committee decides to refer, a parent conference will be scheduled to explain the recommendation and rules of the Laurel Education Center.
4. 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).

5. Assigned personnel will complete the referral packet checklist to assure all required information is submitted. The referral folder will be given to the appointed District Hearing Officer.
6. When an administrator recommends a student for placement at an alternative school program, the administrator shall provide to the superintendent or designee:
 - Student's academic records
 - Student's attendance records
 - Student's complete discipline records
 - All Responses to Intervention (RTI)
 - All Positive Behavior records (PBS)
 - All written statements, including the student's statement, concerning the incident.
 - Student's assessment data
7. The DRC shall be composed of three (3) members appointed by the Superintendent or his/her designee who shall be administrators, principals, or assistant principals.
8. If the superintendent or designee determines that placement in an alternative school program is appropriate, the following steps will be followed:
 - a. The Superintendent or his/her designee will review the information received from the Principal and if the Superintendent or his/her designee believes placement or expulsion may be warranted, he/she 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.
 - b. The Superintendent or his/her designee shall give written notice of the hearing before the DRC to the student and his/her parent, legal guardian or legal custodian. 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.
 - c. 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/her 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.
 - d. The hearing summary of the DRC, for cases not requiring board action, shall be made available to the student, his/her legal guardian, legal custodian or attorney upon request. Failure of the student or his/her 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.
 - e. In the event the hearing before the DRC was not waived, the accused student, his/her 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/her parent, legal guardian, legal custodian or attorney shall be notified verbally and in writing of the Laurel School Board's decision the next day following the date of the decision.

f. When deciding on the appropriate penalty, Superintendent or his/her 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.

Enrollment Policy

Each school will follow the procedures for student referral in order for a student to be accepted into the Laurel Education Center. Each enrolled student will have an Individualized Instruction Plan (IIP) stating the objectives to be mastered for each course with additional objectives intended to assist the student to achieve successful learning experiences and modified social behavior that will entitle him/her to return to and re-enter his/her home school in order to graduate.

Students must be enrolled for a minimum of one (1) nine weeks grading period before being allowed to return to their home school, unless otherwise stated by the School Board. Students may exit the program only at the end of a grading period.

Exit Policy

Students will be allowed to exit the Laurel Education Center only at the end of the consequence assigned. In order to exit the program, students and parents/guardians must participate in a transition meeting at the home school site for re-entry. Students must meet the following criteria for approval:

1. A student must be passing all courses on his/her grade level up to date of request.
2. Documented improvement in behavior, attitude, and attendance.
3. Recommendation by the Laurel Education Referral Committee for regular school placement.
4. Acceptance of recommendation by the Laurel School District Superintendent.

Criminal or Violent Behavior Policy (Removal from LEC)

Any compulsory-school-age child who becomes involved in any criminal or violent behavior shall be removed from the Laurel Education Center and referred to the Laurel Policy Department and/or the Youth Court. Students removed from the LEC will be afforded all the same due process rights found under board policy JCD, IV F regarding conduct for students grade six through twelve.

Individual Instruction Plan Policy

An Individual Instruction Plan (ILP) shall be developed for each student assigned to the Alternative Program and kept on file at the Laurel Education Center. The Individual Learning Plan will emphasize academic performance, behavior modification when needed, functional skills, and career orientation, when appropriate. The IIP will provide for a full-day attendance with a rigorous workload and minimal non-instructional time.

Counseling

Parents and/or students may request counseling at any time. Counseling services will be provided through the student's home school. Counseling in Conflict Resolution and Drug Education are also available to students enrolled at the Laurel Education Center.

Transportation

Transportation to and from the Laurel Education Service Center will be furnished by the Laurel School District. Any student who is disruptive, disrespectful, or unruly will receive a five (5) day bus suspension for his/her first reported offense. Any student who commits a second disciplinary offense will lose the privilege of riding the bus for the remainder of the school year. Any student guilty of a severe offense as defined in the Student Handbook will immediately be suspended from riding the bus for the remainder of the year. Security personnel will be present any time a bus is in operation to or from the Laurel Education Center.

Discipline: Students With Disabilities

The Manifestation Determination Review (MDR) is a mandatory meeting, which must take place within 10 days of a behavior infraction that would cause a student to be removed from his/her current placement in a public school for more than 10 days. This includes a suspension of more than 10 school days. The MDR is held to determine if the behavior that may lead to a change in placement is due to and/or a manifestation of the child's disability and whether the district has sufficiently addressed the student's behavioral issue(s) as evidenced by providing appropriate and meaningful services and supports with appropriate levels of fidelity. The MDR meeting should include school administration, teachers, parents, support personnel, and the student (if appropriate). Information should be gathered from a wide range of sources to accurately determine the extent to which the student's disability is linked or related to his or her behavior.

Manifestation Determination Decisions Resulting in Change of Placement

In the event the MDR decision results in a change in student placement for services, the following procedures shall be followed to assure the student is provided a Free Appropriate Public Education (FAPE): All students with disabilities will follow the Laurel Alternative School Guidelines including the provisions required under SBPolicy 4300 outlining the Multi-Tiered System of Supports (RTI) and implemented with fidelity.

Students with Disabilities

In the event the District Committee recommends an alternative school placement, this recommendation will be forwarded to the student's IEP committee for review. The final decision to remove a student with a disability from the student's current educational placement due to disciplinary infractions must be made by the student's IEP committee. Students with disabilities who violate the Laurel Separate School District Code of Conduct for students or who engages in an inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations. A manifestation hearing must be held at the alternative educational setting; however, removal of a student with a disability from his/her current placement to an interim alternative educational setting may be implemented by school personnel for up to 45 school days for certain infractions committed by students with disabilities. The IEP committee shall determine the interim educational setting. The district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal and state regulations when disciplining students with disabilities for violations of district policy or school rules.

Definition of Change of Placement: Regulations: Part 300/E/300.536

IDEA SEC. 300.536-Change of Placement because of

1. For purposes of removals of a child with disability from the child's current educational placement under Sec. 300.530-300.535, a change of placement occurs if—

2. The removal is for more than 10 consecutive school days; or
3. The child has been subjected to a series of removals that constitute a pattern—
4. Because the series of removals total more than 10 school days in a school year;
5. Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
6. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
7. The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of Placement.
8. This determination is subject to review through due process and judicial proceedings. (Authority: 20 U.S.C. 1415(k))

Date Approved: 10/03/95 Rev: 06/18/96, 10/14/97 POLICY: JCD 05/10/11, 12/9/14, 12/8/15

DUE PROCESS

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

The superintendent of schools and the principal of a school shall have the power to suspend or expel a pupil for good cause, including misconduct in the school or on school property, as defined in the Mississippi Code of 1972 Section 37-11-29, on the road to and from school, or at any school-related activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be suspended, dismissed or expelled by the school board under state or federal law or any rule, regulation or policy of the school district.

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

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

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

All consideration of student disciplinary actions shall be conducted in accordance with standard board procedure. All decisions by the board shall be final.

The superintendent or designee shall establish procedures for informal and formal hearings consistent with this policy.

PLAGIARISM/CHEATING

Intention

In the section on student conduct, the Laurel School District Student Handbook states that, “Citizenship in a democracy requires respect for the rights of others. The students of the Laurel School District [are] expected to conduct themselves so that the rights and privileges of others are not violated” (10). As respect for the rights of others involves recognition of others’ ideas, the faculty and staff of Laurel School District believe it is important to have a clear policy concerning plagiarism and other forms of academic cheating.

Definitions

The Laurel School District defines cheating as attempting to take credit for someone else's work, using unauthorized materials, or otherwise acting to deceive the evaluator in an assignment, project, or test. The Laurel School District distinguishes between two different degrees of plagiarism. They are defined as follows:

Intentional Plagiarism is defined as, but not limited to:

- Obvious, substantial, verbatim reproduction of information;
- Fabrication of sources, falsification of page numbers, or other deliberate mis documentation;
- Submission of others' work as the students' own. This applies to uncited paraphrasing of another's ideas as well as verbatim use of others' words. (*Others'* may refer to either scholarly sources, online "cribbed" essays, or the work of other students).

Technical Plagiarism is defined as, but limited to:

- Poor paraphrasing, amounting to "pearling" of "translating" another's work;
- Improper citation or documentation that misrepresents a source;
- Insufficient citation of factual information not held to be common knowledge (*common knowledge* is defined as facts readily available from a variety of sources);
- Poor integration of direct quotations with the student's own writing.

Determination of Plagiarism/Cheating

Parents must be informed when a student is suspected of plagiarism or cheating. Through the use of search engines or a comparison to other student work, teachers will, in most cases, be able to provide documented evidence of plagiarism. A Disciplinary Review Committee (DRC) shall review, as needed, cases of plagiarism when requested by the student and parent. The purpose of the committee will be to determine that evidence of plagiarism exists and which definition applies, not to apply penalties.

Academic consequences

Evidence of **intentional plagiarism** shall result in the student's receiving a **grade of zero** with no possibility for makeup or grade replacement for the assignment in which the plagiarism occurs.

Evidence of **technical plagiarism** shall result in a **deduction of points** – the number of points to be determined by the teacher, based on the severity and number of occurrences – for the assignment in which the plagiarism occurs.

Disciplinary consequences

In addition to the academic consequences, Laurel High School also firmly believes that **intentional plagiarism/cheating** is an act of immoral conduct that merits disciplinary consequences as defined by the student handbook, and as such further consequences may be assigned by the Principal.

Corporal Punishment

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

DRESS CODE POLICY

Grades 4K–Twelve

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 exists between good dress habits, good work habits, and proper school behavior. Studies show that students' dress and appearance in dress may enhance and assist learning. Therefore, we adopt a mandatory student dress code policy for students in grades 4K-12 beginning with the school term 2018-2019.

The Board of Trustees strongly believes that a student 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.**

All Students 4K-12

Bottoms:

- Trouser style
- Khaki or navy blue
- Must be fastened with belt
- No less than 3” above knee
- No Denim
- No sagging
- No cargo or oversized styles
- No jeggings, joggers, or leggings may be worn as pants

Tops:

Golf Polo style (long or short sleeve)

- White, cardinal (burgundy or maroon), navy blue, light blue, gold
- Must be buttoned high enough so that no cleavage can be seen

T-Shirts (worn under collared (golf/polo style) shirt)

- White or school spirit shirts
- All shirt tails must be tucked in (must be appropriate in size)

All visible emblems, trademarks, logos must be smaller than the size of a quarter.

Jackets/ Coats:

- Jackets and coats must be taken off in the building
- Must open down to front
- No baggy/Oversized style

Accessories:

- Socks (white, navy blue, light blue, khaki)
- Sandals must have top and back straps
- All shoes must be fastened (tied)
- No bandanas, sweatbands, hats, toboggans
- No head garments allowed in the building

Tattoos

- No inappropriate tattoos (weapons, drugs, alcohol, gang symbols, etc.)

Jewelry

- Should not pose a safety hazard (i.e. no spiked, oversized chain, gang, weapon, drugs or inappropriate language, etc.)

Enforcement

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

Violations

Violations of the Student Dress Code shall be addressed in 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 a claim.

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

TEXTBOOKS

Textbooks are the responsibility of the student to whom they are assigned. Additional books will not be issued until lost books are paid for. Fees will be assigned for all damages and lost textbooks. Final grades and transcripts will be held until all fines are paid. Students should keep all receipts until the close of the regular school year. *PARENTS MAY BE SUED IN SMALL CLAIMS COURT TO RECOVER UNPAID FINES FOR LOST AND DAMAGED TEXTBOOKS.*

PREVENTION OF SCHOOL VIOLENCE

“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.

“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. “Switchblade-knife” shall mean a knife containing a blade or blades that open automatically by the release of a spring or a similar contrivance. “Weapon” shall mean any device enumerated in subsection (2) or (4) of this section.

1. 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.
2. 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.

3. 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.
 4. 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.
 5. 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.
 6. 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.
 7. 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:

FIRST OFFENSE	<ul style="list-style-type: none"> • Cell phones and/or devices 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. • Parent signature required for the phone to be returned.
SECOND OFFENSE	<ul style="list-style-type: none"> • Cell phones and/or devices 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. • Parent signature required for the phone to be returned.
THIRD OFFENSE	<ul style="list-style-type: none"> • Cell phones and/or devices 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. • Parent signature required for the phone to be returned.
FOURTH OFFENSE	<ul style="list-style-type: none"> • Cell phones and/or devices will be taken away and will be returned to the parent at the end of the academic year.

STUDENT ACTIVITY FEES

Oak Park Student Fees

Nora Davis Elementary School

Activity	Fee		Activity	Fee
Cheer	\$200		Nora Seniors (4th grade only)	\$50
			Spirit Club	\$25
			Men of Honor	\$25
			Junior Beta	\$50
			Cheer	\$75
			Garden Club	\$25

Laurel Magnet School of the Arts Student Fees

Laurel Middle School Student Fees

Activity	Fee		Activity	Fee
Dynamics	\$35		Girls Basketball	\$150
Musical	\$35		Future Business Leaders of America (FBLA)	\$75
MVMT Dance Camp/Tshirt	\$15		FBLA National Dues (if placed)	\$195
MVMT Gold	\$90		Band	\$50
MVMT Silver	\$35		The Gentlemen's Club	\$50
Special Art	\$35		Ruby Club	\$100
Cultural Arts	\$12		Beta Club	\$45
			Student Council	\$50
			High Steppers	\$330
			Cheer	\$350

***LMSA: If students are in both MVMT Show Choir and Advanced Dance, dues only have to be paid once. Fees include necessary costumes and/or dress code items.*

Laurel High School Student Fees

Activity	Fee
Key Club	\$35
Gospel/Concert/A Capella Choir	\$146
Show Choir	\$688
Student Council	\$35
Student Council State Conference Participation	\$300
Tri-M Music Honor Society	\$73
Beta Club	\$90
Art	\$5
Cheerleading	\$1200
Cheerleading Contract	\$20
Golden Girls	\$466
Golden Tornado Marching Band	\$335
Senior Fees	\$125
Color Guard Returning Member	\$120
Color Guard New Member	\$473
CTE	
HOSA Year 1	\$50
FBLA	\$30
FCCLA	\$20
TSA	\$13
NTHS	\$30
SKILLS	\$28
HOSA Year 2	\$35

LAUREL MAGNET SCHOOL OF THE ARTS SCHOOL ENTRANCE CRITERIA

There is an application process for students to attend Laurel Magnet School of the Arts. Parents or guardians must complete an online application, in order for students to be considered for admission.

Parental Agreement

I understand that to be eligible for application to Laurel Magnet School of the Arts, a student must have not failed a school year at any previously attended school and must not have had any disciplinary actions taken during previous school years.

The Magnet School will provide an accelerated, highly enriched curriculum for students in grades Pre-Kindergarten-6th. All classes will be taught on or above grade level. If the number of qualified applicants exceeds the number of vacancies, a waiting list will be compiled to determine acceptance.

*Before being accepted, the following must be turned in to the school office: birth certificate, current immunization, social security card, most recent report card, and two proofs of residency.

What Is A Magnet School?

Magnet schools are so named because they are designed to attract students with their unique programs. Magnet schools have special programs - computers in every classroom, outstanding arts programs, and specialized extracurricular activities.

Do You Have To Pay To Attend Laurel Magnet School Of The Arts?

No, accepted students may attend at no cost. Laurel Magnet School of the Arts is a public school in the Laurel School District.

Who Is Eligible To Apply For Laurel Magnet School Of The Arts?

Any student who lives within the city of Laurel, and meets the entrance criteria, may apply to attend Laurel Magnet School of the Arts.

What Are The Entrance Requirements For Laurel Magnet School Of The Arts?

In order to be eligible to attend Laurel Magnet School of the Arts, a student must not have failed a year or had any disciplinary actions taken during previous school years. Student data must be provided upon request. The Principal will review all submitted applications and make the final determination for accepted students. Those attending must meet academic and behavior requirements. Parents and students will sign a contract agreeing to these conditions.

LAUREL MAGNET SCHOOL OF THE ARTS CITIZENSHIP RULES & EXPECTATIONS

1. Classroom
 - a. Follow directions the 1st time they are given
 - b. Respect rights and property of others
 - c. Display self-control and tend to my own business (mouth, hands, feet, etc.)
 - d. Complete my assignments and stay on task
 - e. Place name and number on my assignment
 - f. Keep my desk and work area clean
 - g. Be prepared for class everyday
 - h. Turn my homework in on time
 - i. Return signed papers at least 2 days after given
 - j. Be on time for class (tardies)
 - k. In proper uniform
 - l. Cooperate with others
2. Sidewalks & Hallways
 - a. Walk quietly
 - b. Walk on the right side
 - c. Keep my hands & feet to myself
 - d. Keep hallways and sidewalks clean
3. Cafeteria
 - a. Enter quietly
 - b. Whisper to my neighbor
 - c. Clean my area when I leave
 - d. Be prepared with lunch money
 - e. Get all items before sitting down
 - f. Touch my own tray
4. Restroom
 - a. Give others privacy
 - b. Attend to my business promptly
 - c. Keep the bathroom clean
5. Playground
 - a. Play fairly
 - b. Play safely
6. Auditorium
 - a. Be silent
 - b. Follow directions the 1st time
 - c. Respect the rights and property of others
 - d. Stay in my seat
7. Library
 - a. Be silent
 - b. Return my book on time
 - c. Take care of my book(s)
8. Office
 - a. Complete my errand and return to class promptly
9. Field Trips
 - a. Follow directions the 1st time they are given
 - b. Respect rights and property of others
 - c. Display self-control
10. Severe Behavior (Immediate Counselor Referral and automatic 79% / U)
 - a. Willful Disobedience
 - b. Disrespect
 - c. Profane Language or Obscenities
 - d. Fighting
 - e. Dishonesty / Cheating

Discipline Ladder

***** Warning in Citizenship Book

Step 1 (97/G)

Sign the book & Citizenship grade begins to drop for every number

Step 2 (94/S)

Sign the book & Citizenship grade continues to drop & student may not participate in free dress on Friday.

Step 3 (91/S)

Sign the book, Citizenship grade continues to drop

Step 4 (88/S)

Sign the book & parent contacted

Step 5 (85/N)

Sign the book & counselor referral

Step 6 (82/N or 79/U)

Sign the book & office referral

-Logged in Citizenship Book Daily

-Ladder is followed on a weekly basis (Friday-Thursday)

LAUREL MAGNET SCHOOL OF THE ARTS STUDENT CODE OF CONDUCT

Grades 4K through Sixth

Citizenship in a democracy requires respect for the rights of others. Students attending Laurel Magnet School of the Arts are expected to conduct themselves in a manner that does not disrupt the learning environment or violate the rights and privileges of others in addition to the Laurel School District Discipline Matrix. Students who do not maintain a "G" in citizenship for two consecutive 9 week periods OR are involved in severe misconduct, will be dismissed from special activity classes with no refund for purchased items. **Students that receive (3) discipline referrals must return back to his/her zoned school at the end of the school year.** There is zero tolerance for severe misconduct including, but not limited to: fighting, weapons, or any act of violent or felonious conduct. If a student is involved in any of the above-mentioned situations/infractions, the parent will be notified of the need for the child to return to his/her zoned school **immediately.**

If a teacher refers a student to the office for continued discipline problems or a major infraction, the administrator will evaluate the referral. After a student is given the opportunity to explain his/her reason or situation, the administrator will take the appropriate action. The parents will be notified of the referral and action taken. Repeated referrals will result in a conference with the parents. This could result in the student being placed on discipline notice/probation and/or at the end of the school year returning to his/her zoned school.

After following the process of discipline outlined in the school-wide rules, a student may be referred to the principal for the following situations/infractions:

Severe Misbehavior: Willful disobedience, disrespect, profane language, fighting, dishonesty, weapons (note: on weapons, district policy is followed), and other infractions listed in the student handbook.

After the discipline referral, the principal may take the following action:

- **FIRST OFFENSE:** Notify parent or guardian of consequences and that the student will be placed on **Disciplinary Notice**. Counseling sessions will be mandatory.
- **SECOND OFFENSE:** Mandatory conference with student, parents, counselor, teacher, and principal. The student will be placed on **Disciplinary Probation with consequences**. The parent or guardian must sign a letter of understanding. Referral to the Teacher Support Team for the purpose of problem solving behavioral issues and/or creating a behavioral action plan for the student. The student will be referred to Tier 2 for behavior support.
- **THIRD OFFENSE:** Mandatory conference with student, parents, counselor, teacher, and principal. The student will be placed on **Disciplinary Suspension or Dismissal**. The parent or guardian must sign a letter of understanding. Referral to the Teacher Support Team for the purpose of problem solving behavioral issues and/or creating a behavioral action plan for the student. The student will be referred to Tier 3 for behavior support. Consequences to be determined by the Principal.

At the end of the present school term, if the behavioral and academic issues have not been successfully resolved, the parents and student will be notified of the need to return to his/her zoned school

LAUREL HIGH SCHOOL GENERAL INFORMATION

Class Ranking Policy & Quality Point Calculation Beginning With The Graduating Class Of 2019

The purpose of this policy is to establish a uniform method for determining the class ranking of each student in **grades 9 - 12** through the use of numeric Weighted Grade Point Averages (WGPA). This policy also establishes a method for determining weighted Quality Point Averages (QPA). Beginning with the graduating class of 2019 and thereafter weighted Grade Point Average, weighted Quality Point Average, and class rank shall be calculated at the end of each school year for each student in each grade 9 -11 and the first semester of the senior year. Class rank will be determined by averaging the final numeric weighted grades in all courses in which a Carnegie unit is attempted. Rank will be computed to the hundredth of a percent except when necessary to break a tie, in which case thousandths of a percent will be used. Final rank will not be rounded. Averages to determine Weighted Grade Point Average and weighted Quality Point Average will be determined by using the following scale:

Advanced Placement Courses and Dual Credit College Courses = 1.10 x grade AND 1.10 x quality points

Accelerated Courses (as recognized in this handbook) = 1.05 x grade AND 1.05 x quality points

All other Courses = 1.0 x grade AND 1.0 x quality points

Example of Weighted Grade Point Average calculation:

90 in World History would earn a grade of 90 = (90 x 1)

90 in Acc. World History would earn a weighted grade of 94.5= (90 x 1.05)

90 in DC College World History would earn a weighted grade of 99 = (90 x 1.10)

Averages to determine Weighted Quality Point Average will be obtained by adding quality points using the following scale:

Example of Weighted Quality Point Average calculation:

90 in World History would earn a grade of A and 4.0 quality points = (4.0 x 1)

90 in Acc. World History would earn a grade of A and 4.2 quality points = (4.0 x 1.05)

90 in DC College World History would earn a grade of A and 4.4 quality points = (4.0 x 1.10)

The following courses qualify as **Accelerated Courses**:

English	Accelerated English I, II, III, IV
Mathematics	Algebra II Algebra III Calculus
Science	Human Anatomy and Physiology Chemistry Biology II Microbiology/Genetics Physics Health Science I and II

Social Studies Accelerated World History

Advanced Electives Spanish I
 Spanish II
 Spanish III

For the final class ranking, the initial calculation shall be made by a high school counselor or high school assistant principal and will be reviewed by the high school principal. The calculation of class rank shall be completed after the third nine weeks grading period. A senior student may appeal his/her WGPA to the high school principal on or before the end of first week of April and there will be no further appeal thereafter. The high school principal shall complete his review of a student's appeal within five (5) school days. The class rank of the top 10 seniors will be released to the public before the end of April. All seniors' WGPA and class rank will be available on or before the end of April.

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
	60-69	D
	less than 60	F

Honors

- minimum of 12 honors classes
- a cumulative weighted GPA of 3.25
- no grade below a D on a semester report card during freshmen, sophomore, junior or senior year
- Alternative Placement or OSS >2 will result in exclusion from Honors while attending the high school

High Honors

- minimum of 12 honors classes
- cumulative weighted GPA of 3.50
- no grade below a D on a semester report card during freshmen, sophomore, junior or senior year
- Alternative Placement or OSS >2 will result in exclusion from High Honors while attending the high school

Dual Enrollment/Dual Credit Policy

A Dual Enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and at the completion of the course(s), the student will receive the appropriate number of college credits as listed by the college attended.

A Dual credit student is a student who is enrolled in a community or junior or state institution of higher learning while enrolled in high school and who is receiving both a **high school credit** and a **college credit** for post secondary coursework. Upon completion of each dual credit course, the student will receive the appropriate number of college credits as listed by the college attended and will receive credit

that will also be applied to meet high school graduation requirements as verified by the high school principal. Articulation of college credits will be left to the discretion of the high school.

Dual Credit Application

(This form must be filed with the Principal and receive approval prior to enrolling in the course. Once completed, this form will become part of the student's permanent record and reflect credits earned with their corresponding weighted quality points.)

Student Name: _____ Student MSIS ID: _____
 Student email: _____ Phone: _____
 District: _____ School: _____
 Superintendent: _____ Principal: _____
 Parent/Guardian Name: _____ Phone: _____
 Institute of higher Learning or Community College: _____

Postsecondary Course	High School Equivalent Course	Carnegie Unit	Quality Point
			Adv. 12 maximum

A completed and signed copy of the Dual Enrollment/Dual Credit Application for the Institution of Higher Learning or Community College the student will be attending must be attached to this Application prior to submission for approval.

Approval:

 High School Counselor Signature/Date

 High School Principal Signature/Date

CORRESPONDENCE/ONLINE COURSES POLICY

Enrollment in correspondence courses shall be limited to those students needing such courses to meet, due to time restrictions, graduation requirements. Students shall not be allowed to enroll in correspondence courses to avoid a course which is available to such students during regular or summer session.

The Principal may allow a student to earn one (1) Carnegie Unit toward graduation through completion of correspondence or online courses as available.

Online Course and/or Correspondence Courses agencies may have their own rules regarding deadlines to drop/withdraw. If a student fails to drop/withdraw appropriately, or within the allowed timeframe, academic and/or financial penalties may apply.

The Individual Education Program committee will determine on a case – by – case basis the need for correspondence. These cases will be submitted for approval in the same manner as a student without disabilities.

HOME SCHOOLING

A student shall be awarded credit for courses taken in accredited Homeschool Programs. However, no quality points shall be awarded for these courses. Students enrolled in non-accredited Homeschool Programs shall be required to pass exit exams in those courses before receiving credit. No quality points shall be assigned for these courses.

GRADUATION REQUIREMENTS

The following requirements are for students who will be in grades 10, 11, and 12 beginning in the Fall of 2018. The MS Department of Education has developed a new set of graduation requirements that must be satisfied beginning with the 9th grade cohort in the Fall of 2018. Those new requirements are indicated at the end of the policy.

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

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

TRADITIONAL DIPLOMA OPTION

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

Requirements

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

Recommendations

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

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English I-IV
Mathematics	4	• Alternate Math I-III • Alternate Algebra
Science	2	• Alternate Biology • Alternate Science II
Social Studies	2	• Alternate History • Alternate Social Studies
Physical Education	½	
Health	½	• Alternate Health
The Arts	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV
Electives	2	
Total Units Required	24	

Requirements

- Students who have met the criteria of having a Significant Cognitive Disabilities (SCD) may participate in a program of study to earn the Alternate Diploma.
- Students are required to participate in the Mississippi Academic Assessment Program-Alternate Assessment (MAAP-A) **and** achieve a level of Passing or Proficient.
- The state defined Alternate Diploma is included in graduation rates in the same manner as a traditional diploma.
- For additional guidance see The Mississippi Public School Accountability Standards Appendix A 10.

Traditional Diploma Endorsement Options

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

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
CTE & Technical	4	• Must complete a four-course sequential program of study
Electives	3 ½	
Total Units Required	26	

Additional Requirements

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

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology + two (2) additional science courses above Biology
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	7 ½	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	26	

Additional Requirements

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

DISTINGUISHED ACADEMIC ENDORSEMENT

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

Additional Requirements

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

September 2021

<https://www.mdek12.org/ESE/diploma>

Requirements for Grade Level Classification

In order for a student to be classified in the following grades, the student must meet the following requirements:

- Gr. 9 Promotion from Grade 8
- Gr. 10 Have earned a minimum of 8 Carnegie units in Grades 8-9
- Gr. 11 Have earned a minimum of 14 Carnegie units in Grades 8-10
- Gr. 12 Have earned a minimum of 20 Carnegie units in Grades 8-11

Students Not Meeting Promotion Requirements

1. 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.

2. 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.
 - a. 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. No student, regardless of the student's final grade average, will be entitled to receive academic credit for courses/classes for excessive absences as follows:
 1. Block Schedule:
 - a. 3 days in ½ credit classes
 - b. 6 days in full credit classes
 2. Two-unit Career Technical Classes
 - a. 12 days in year-long classes
 - b. 6 days in semester classes

For purposes of attendance, suspension days will not be counted towards the total days allowed prior to the student losing credit for the class under the district's attendance policy guidelines as set forth above.

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 4 courses per semester during the school day –three must be academic. Students (seniors) with special circumstances may be considered exempt from the four block 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.

Subject Area Testing Program/Interventions

1. 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.
2. The requirements for the Subject Area Testing Program (SATP) are as follows:

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.
3. Intervention/Remediation
 - a. Any student failing to pass any subject area test required for graduation shall receive appropriate interventions/remediation.
 - b. The form of interventions/remediation may include, but shall not be limited to:
 - i. requiring a student to retake the course regardless of the student's previous grade in the course,

- ii. providing after-school interventions/remediation for the student,
 - iii. providing in-school tutorial sessions,
 - iv. requiring participation in an extended school year/summer school program,
 - v. credit recovery, prescribing an individualized intervention/remediation plan for a student and referral to the Multi-Tier System of Support Team.
- c. 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.

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.

Early Graduation

Using national standards of what high school graduates must know, the Laurel School District has established minimum requirements for earning a diploma from the four high schools in the county. There cannot be deviation from or omission of these requirements if a standard diploma is to be awarded. If a student wishes to graduate early, the following guidelines apply:

1. Students must apply for early graduation and receive approval. Applications are available in the highschool counselor's office.
2. Students must take the ACT exam.
3. Students must meet all graduation requirements successfully.
4. The last year of attendance is considered the senior year, and all senior requirements must be met.
5. Students completing mid-year (December) will be allowed to participate in graduation ceremonies if they so choose. All those who choose to participate must meet all graduation requirements (fees paid, attire, attendance at practice, etc.). The student must assume responsibility for contacting the school regarding graduation requirements.
6. Students choosing to exit early may not be eligible for Valedictorian or Salutatorian at graduation.

Valedictorian & Salutatorian

Valedictorian, Salutatorian, and rank in class will be determined from those students earning a traditional diploma. The Valedictorian shall be that student who holds the highest overall numerical average, "including weighted", computed from Carnegie unit credits earned (see note below) from the time the student enters the seventh grade class through the end of the third nine weeks of the senior year. Beginning with class of 2023, students must complete the Distinguished Academic Endorsement criteria to qualify. In order for the student to be considered for Valedictorian and Salutatorian selection at the high school from which he/she plans to graduate, the student must have been in full-year attendance at that school during the 11th and 12th grades.

NOTE: Carnegie unit courses will not include driver's education for the purpose of determining numerical average. Furthermore, only one credit is counted towards numerical average in the area of fine arts (which includes art, music, drama, band, or print journalism) and only a half credit in the area of physical education

Star Student

STAR student is an honor sponsored by the MS Economic Council given to seniors with the highest ACT score and a minimum overall average of 93. Schools may have more than one STAR student if they have a score of 35 or above and an overall average of 93. In case of a tie break situation we will follow the guidance set by the MS Economic Council.

COLLEGE ENTRANCE REQUIREMENTS

Students graduating from Laurel High School will have met the basic course requirements for entrance into the Mississippi Junior College System.

In order to attend a public 4-year college or university in Mississippi as a freshman in 1995 and thereafter, a student must have earned the necessary credits.

VIRTUAL PUBLIC SCHOOL POLICY

The Mississippi Virtual Public School Program is a free web-based educational program offered by the Mississippi Department of Education to provide Mississippi students' access to a wider range of course work. Technology will be used to deliver instruction to students via the Internet in a virtual or remote setting.

The Laurel School District is responsible for the academic progress of its students, including, but not limited to, enrollment, awarding of credit and monitoring progress. The Laurel School District will adhere to the policies stated by the Mississippi State Board of Education when awarding credits earned on the Mississippi Virtual Public School program.

- Online classes will be a part of the master schedule with state-assigned course numbers.
- Online classes may be taken only with the permission of the Superintendent, principal and local site coordinator appointed by the principal.
- No subject area tested classes may be taken online.
- No English classes may be taken online unless special permission is given by the principal with approval of the superintendent.
- The Individual Education Program committee will submit for approval any decisions made on an individual, case – by – case basis the need for students with disabilities who may be considered. The IEP team would follow the guidelines outlined in this policy as it relates to all students.
- No more than one course per semester may be taken unless special permission is given by the principal with approval of the superintendent.
- Seniors will be given priority when registering for online classes.
- Only AP courses not offered by the district can be taken online.

- Courses cannot be taken for early graduation unless special permission is given by the principal with approval of the superintendent.
- Mid-term and final exams must be taken at school under supervision of the site coordinator.

LAUREL HIGH SCHOOL STUDENT REPRESENTATIVE

The School Board believes it would be advisable to receive input and comment from a Laurel High School Student Representative on matters pertaining to Laurel High School. Accordingly, the Laurel High School Student Body President shall be declared to be the Laurel High School Student Representative to the School Board and to serve in such capacity at the pleasure of the School Board.

The Laurel High School Student Representative shall:

1. Attend all regular meetings of the School Board unless otherwise informed and attend such other meetings when requested.
2. Submit such proposals, suggestions, or comments as deemed proper by the Student Representative for consideration by the School Board pertaining to the operation of or concerning matters affecting Laurel High School.
3. Make recommendations to the School Board on specific matters when requested by the School Board.
4. Shall not have any voting rights with the School Board.
5. Shall not attend any executive sessions of the School Board.
6. Share information obtained from the School Board meeting with the Student Government.
7. Advise the School Board of upcoming events at Laurel High School.
8. Perform such other duties as and when requested by the School Board.
9. Cease performing in said capacity when directed by the School Board.

STUDENT VEHICLE GUIDELINES

Driving on school roads and parking on school property is a courtesy offered to students and others by the School Board.

The parking facilities located at the various school district buildings are not public parking areas and are to be used for school purposes only. School purposes include attendance at school activities or other school authorized activities which occur before or after the regular school day.

Violators may be charged with trespassing and/or vehicles towed at owner's expense.

The Administration, obtaining suggestions from the local police department, shall establish rules and regulations to assure traffic safety. The district shall not assume any responsibility for damage to vehicles.

Students shall not sit in or upon vehicles parked on the school campus.

Students shall be responsible for locking their vehicles upon arrival since the school district shall assume no responsibility for any loss.

Failure to abide by vehicle regulations could result in the loss of the right to bring a vehicle to school or other disciplinary action.

Students shall not park in the vocational or cafeteria parking lots.

Students shall purchase a numbered parking decal and park in assigned areas. Students must have a decal for each car brought to school. Excessive tardies shall result in loss of car privileges.

EXTRACURRICULAR ACTIVITIES

Sports

A wide variety of athletics is offered by our school in its extracurricular activities program. Each of these sports offered gives every student who wishes to participate in a program an ample opportunity to develop his/her physical qualities.

Academic Rules for Students Participating in extracurricular activities

To be eligible to participate in interscholastic sports, a student shall meet the requirements of the MHSAA.

According to Mississippi law, a student must maintain a grade point average of at least a 2.0 or “C” average in order to participate in interscholastic sports/activities. Grade point averages will be calculated at the conclusion of the first semester using the semester averages of all courses the student is taking. Students who do not have a 2.0 or “C” average for the first semester will be ineligible for the second semester.

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

Cheerleaders

Any student who wishes to audition for cheerleader shall be given a copy of the Laurel School District’s Cheerleader Policy by the Principal or Cheerleader Sponsor.

Golden Girls

Any student, grades ninth-twelve, who wishes to audition for Golden Girl, shall be given a copy of the Laurel School District’s Golden Girl Policy by the Principal or Sponsor.

High Steppers

Any student, grades seventh-eighth who wishes to audition for High Stepper shall be given a copy of the Laurel School District’s High-Stepper Policy by the Principal or Sponsor.

DISTRIBUTION OF MATERIALS AND NEWS RELEASES

All school publications and any information to be released to the public through the media regarding the school or its programs shall, prior to its release, have the approval of the Principal. The distribution of any publication, advertisement, product or any other items and materials, whether developed by the school’s students and/or staff in a school sponsored activity or not, shall, prior to its distribution, have the approval of the Principal.

SENIOR PRIVILEGES GUIDELINES

Seniors shall receive the following privileges provided (1) they are graduating with the class and (2) have met requirements for each privilege.

Seniors electing to participate in Class Night are entitled to the day off. The Class Night Program begins at 6:00 p.m.

Seniors who plan to continue their education after graduation shall be excused for one day during the school year to attend on-campus new student orientation programs which are sponsored by the school or college the senior may choose to attend.

- Parents or guardians of seniors must notify the school attendance office in writing in advance of the planned school visits. The senior will receive a verification slip.
- Each senior shall present the slip, signed by an official of the school visited, to the attendance office prior to being admitted to classes. The absence shall be considered unexcused if the slip is lost or improperly signed.

Seniors with an average of ninety-five (95) or higher may be exempted from second semester exams, in full year courses or ninety (90) or higher with three or fewer absences and no grade lower than "B" in citizenship. Seniors shall be exempted from the second semester course during the first semester if the senior meets the criteria in number three (3) above. All seniors are required to attend High School Day at JCJC.

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 websites 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 website 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.

Revised July 1, 2023