

# LAFAYETTE

## COMMODORES

100 Commodore Drive | Oxford, MS 38655

**A GUIDE FOR STUDENTS AND PARENTS | PRE-K TO 12 | 2022-2023**



# WELCOME FROM THE SUPERINTENDENT

Dear Parents and Students:

Welcome to the Lafayette School District!

Our school district is dedicated to providing a strong educational system that will lay a foundation for all students to succeed in life. Parents and students can be confident that we want to work with you to ensure that educational needs are met.

In the Lafayette School District, we will work as a team to enhance growth. Working together, we will create an environment that nurtures excellence in all areas. We welcome community involvement as we grow and offer the best possible opportunities for our students.

Expectations are high. We encourage everyone—students, parents, teachers, administrators, and staff to achieve excellence in attendance and academic performance. All of us should expect no less than the best in the Lafayette School District!

Opportunities abound! In addition to having a strong academic program in each school, we offer involvement in arts, athletics, and extra-curricular programs to ensure the development of the whole child. Participation in these programs allows students to explore their interests and improve their talents.

The Lafayette School District provides an opportunity for each student to achieve his/her goals. Please join us in the exciting endeavor of educating our future leaders.

Sincerely,



Jay Foster



Jay Foster  
Superintendent



# WE ARE LAFAYETTE COUNTY

## BOARD OF TRUSTEES

Dr. Jamie Anderson, *President*, Mr. Mike Gooch, *Secretary*, Dr. Judith Thompson, Mrs. Kimberly East, Mrs. Kathy Worley

The Board of Trustees (School Board) is the governing body for the Lafayette County School District. Duties of the Board include making and interpreting policies, purchasing, approving the district's budget, and serving as needed in due process issues.

Persons desiring to meet with the board should present a request in writing to the office of the superintendent at least five (5) working days prior to the next regularly scheduled board meeting.

## VISION

*Anchored to Excellence*

## MISSION

*The mission of the Lafayette County School District is to provide students an exceptional education in a nurturing environment by creating a distinguished, innovative school community highly regarded for excellence, opportunity, and service.*

## VALUES

- 1. We believe that every district stakeholder has the right to a safe, clean, and orderly environment.*
- 2. We are dedicated to developing the whole student: educationally, socially, emotionally, and physically.*
- 3. We are committed to the highest levels of expectation and accountability from all individuals.*
- 4. We will exhibit the highest levels of honesty, teamwork, and integrity as evidenced by open communication.*
- 5. We are dedicated to fostering pride in our schools and community.*

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## EQUAL OPPORTUNITY STATEMENT

The Lafayette County School District does not discriminate on the basis of race, color, gender, national origin, disability, religion, or age in the provision of educational programs and services, or employment opportunities and benefits. The human resources clerk is the district designee for inquiries and complaints regarding non-discrimination policies.

All statements in this publication are announcements of present policies only and are subject to change at any time by the proper authority without prior notice.

# DIRECTORY OF KEY CONTACTS

## DISTRICT ADMINISTRATION

All district office employees can be reached by dialing **662.234.3271** or via email.

Superintendent  
Administrative Assistant to the Superintendent  
Assistant Superintendent  
Assistant Superintendent  
Administrative Assistant  
Athletic Director  
Special Services Director  
Technology Director  
Federal Programs Director  
LLC Director  
Food Services Director

**Jay Foster**  
**Michelle Odom**  
  
**Patrick Robinson**  
**Suzanne Ryals**  
**Hollie Odum**  
**Greg Lewis**  
**Leslie Covington**  
**McNeil Stanford**  
**Chad Chism**  
**Clint Jordan**  
**Mark Davis**

Maintenance Director  
Transportation Director  
Finance Director  
Human Resources Clerk  
Purchasing Agent  
Benefits Specialist  
Payroll Specialist  
Accounts Payable Clerk  
Curriculum/Technology Specialist  
Title IX Coordinator  
District Office Receptionist

**Jeff Oliphant**  
**Chris Roy**  
**Bryan White**  
**Angel Rhea**  
**Shelly Moore**  
**Laticia James**  
**Brandy Bevill**  
**Tiffany Barrett**  
**Haley Wilson**  
**Tamekia Helm**  
**Joy Hankins**

## LAFAYETTE HIGH SCHOOL

9th-12th grade main office: **662.234.3614**

Principal  
Assistant Principal  
Assistant Principal

**Glenn Kitchens**  
**Tamekia Helm**  
**Corey Burt**

Attendance Clerk  
Bookkeeper  
LHS Office Receptionist  
Junior/Senior Counselor  
Freshmen/Sophomore Counselor  
Counseling Center Assistant

**Lisa Hall**  
**Shana Carter**  
**Cathey Kegley**  
**Tammy Quarles**  
**Brandy Baker**  
**Jennifer Wood**

Nurse

**Julie Ingram**

## LAFAYETTE MIDDLE SCHOOL

7th-8th grade main office: **662.234.1664**

Principal  
Assistant Principal

**James Everett**  
**Brad Gray**

Bookkeeper  
LMS Office Receptionist  
Counselor  
Counseling Center Assistant

**Harriett Mooney**  
**Cheryl Hughes**  
**Amanda Gray**  
**Tonya Woods**

Nurse

**Celia Roberts**

## LAFAYETTE UPPER ELEMENTARY SCHOOL

5th-6th grade main office: **662.236.3761**

3rd-4th grade main office: **662.371.1440**

Principal  
Vice Principal  
Assistant Principal  
Assistant Principal

**Thomas Tillman**  
**Janine Lee**  
**Nickie Malone**  
**Jennifer Foster**

Bookkeeper  
LUES 5th -6th grade Office Receptionist  
LUES 3rd-4th grade Office Receptionist

**Sherry Moore**  
**Vanice Woodall-Boles**  
**Jennifer Hankins**

5th-6th grade Counselor  
3rd-4th grade Counselor

**Macy Worthem**  
**Dina Andrews**

Nurse LUES 5th -6th grade  
Nurse LUES 3rd-4th grade

**Brandy Gossett**  
**Manda Crawford**

## LAFAYETTE LOWER ELEMENTARY SCHOOL

PreK - 2nd grade main office: **662.234.5627**

Principal  
Assistant Principal  
Intern Principal

**Paula Gibbs**  
**Misty Pritchard**  
**Christina Hill**

Bookkeeper  
LES Office Receptionist  
Counselor  
Records Clerk

**Voncille Miller**  
**Lisa Moorhead**  
**Aimee Kohne**  
**Stephanie Anderson**

Nurse

**Tammy Parham**

## THE TECH

Main office: **662.234.5627**

Director

**Grant Crockett**

Administrative Assistant  
Counselor

**Teresa Rikard**  
**Inda Linzy**

## STAFF EMAIL

Staff addresses are usually *firstname.lastname* followed by [@gocommodores.org](mailto:firstname.lastname@gocommodores.org)

# CAMPUS INFORMATION

## DAILY SCHEDULE

### HIGH AND MIDDLE SCHOOLS

| HIGH SCHOOL SCHEDULE   | MIDDLE SCHOOL SCHEDULE   |
|--|--|
| Breakfast<br>7:15 - 7:45   | Breakfast<br>7:15 - 7:45   |
| 1st Block<br>7:50 - 9:31   | A DAY: 1st Block   Class 1<br>7:50 - 9:31  |
| In-Classroom Break<br>9:31 - 9:38  | B DAY: 1st Block   Class 5<br>7:50 - 9:31  |
| 2nd Block<br>9:43 - 11:19  | In-Classroom Break<br>9:31 - 9:38  |
| 3rd Block<br>11:24-1:22  | 2nd Block   Class 2<br>9:43 - 11:19  |
| 1st Lunch 11:24-11:44 3rd Lunch 12:14 - 12:34<br>2nd Lunch 11:49 - 12:09 4th Lunch 12:39 - 12:59 | 2nd Block   Class 6<br>9:43 - 11:19  |
| 4th Block<br>1:27 - 3:03   | 3rd Block   Class 3<br>11:24-1:22  |
| Dismissal Waves<br>Bus 1 Bus 2 Bus 3   | 3rd Block   Class 7<br>11:24-1:22  |
|  | 1st Lunch 11:24-11:44 2nd Lunch 11:49 - 12:09<br>3rd Lunch 12:14 - 12:34 4th Lunch 12:39 - 12:59 |
|  | 4th Block   Class 4<br>1:27-3:03   |
|  | 4th Block   Class 7<br>1:27-3:03   |
|  | Dismissal Waves<br>Bus 1 Bus 2 Bus 3   |

### UPPER AND LOWER ELEMENTARY SCHOOLS

#### Drop-Off

7:15 - 7:50 am

A student will be considered tardy after 7:50 a.m. A tardy student must report to the office and signed-in by a parent/guardian.

#### Car Rider Pick-up Begins

3:03 pm

#### Bus Dismissal

3:03 pm

## DISTRICT DELAYED START OR CLOSURE

### DELAYED START

In the event of any change to the school day, the information will be made available on the official school website and social media, email, text, and local news outlets. That information will be publicized by 5:30 a.m. Employees and students are expected to report to school at the delayed start time, typically one to two hours after the regular start time.

### EARLY DISMISSAL

Employees and students will be notified at least one hour in advance of an early closure to the school day.

### COMPLETE CLOSURE

Employees and students will be notified as soon as possible. Parents/Guardians need to keep their contact information up-to-date with the schools to ensure prompt delivery of all school news/notifications.

### ATTENDANCE POLICY

Students should strive for perfect attendance. The district implements procedures that monitor and report student absences. Also, the district implements programs designed to keep students in school and to lower the student dropout rate. When possible, medical, dental, or other personal appointments should be scheduled after school hours. Parents are asked to notify the school of appointments, which are scheduled during school hours, prior to an absence.

Written documentation must be presented to the principal or his/her designee within two days of the student's return to school. This documentation must come from appropriate medical personnel, court personnel, or funeral home personnel. (See page 10 for more)

### CHECK OUT POLICY

Parents or others coming to the campus to pick up a student should come to the office to check out the student. Due to safety concerns, please avoid check-outs during school dismissal time ( 2:00 p.m. - 3:05 p.m.). Students will be allowed to leave campus with authorized adults only. Students must never leave campus without checking out in the office. A student who signs out must sign back in if he/she returns the same day. Leaving the school grounds during the day without an authorized dismissal will require that the parents accompany the student to re-enter him/her to school. **Students should never leave campus without signing out in the office. All campuses have a closed lunch policy. Students may not leave campus during lunch or break time.**

### VISITORS

All visitors must report directly to the school office and sign in. The principal has the right to deny visitation to any individual. The principal also has the right to contact the proper authorities if a problem with a visitor should arise.

Unauthorized personnel shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on school grounds. Such persons may be prosecuted. No solicitation of teachers or pupils on the school premises by salesmen or agents is allowed.

### K-12TH GRADING SCALE

|   |        |   |              |
|---|--------|---|--------------|
| A | 90-100 | D | 65-69        |
| B | 80-89  | F | 65 and below |
| C | 70-79  | I | Incomplete   |

### EMERGENCY/DISASTER DRILLS

Each school has a current School Safety Plan (fire, bomb, emergency, evacuation, lock-down, tornado, earthquake, etc.) on file that has been approved by the local LCSD School Board and Superintendent. Regular safety drills (fire, tornado, lock-down, and evacuation) will be conducted throughout the school year. Each school will keep a documentation log of drills held.

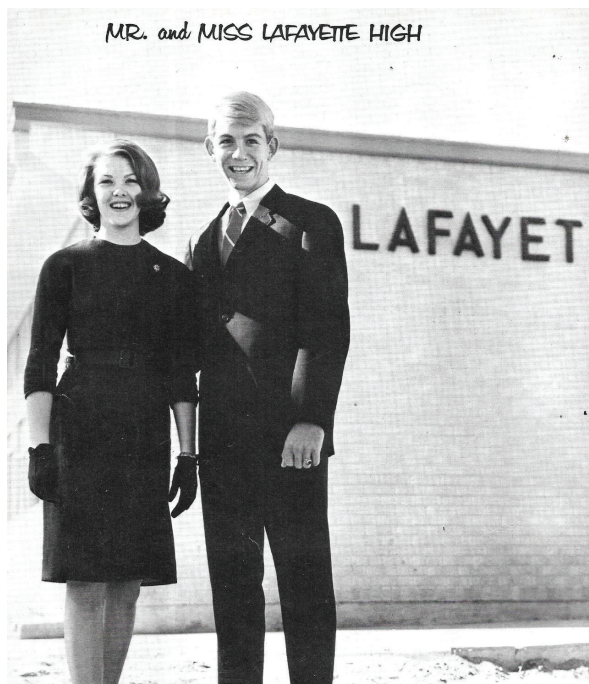
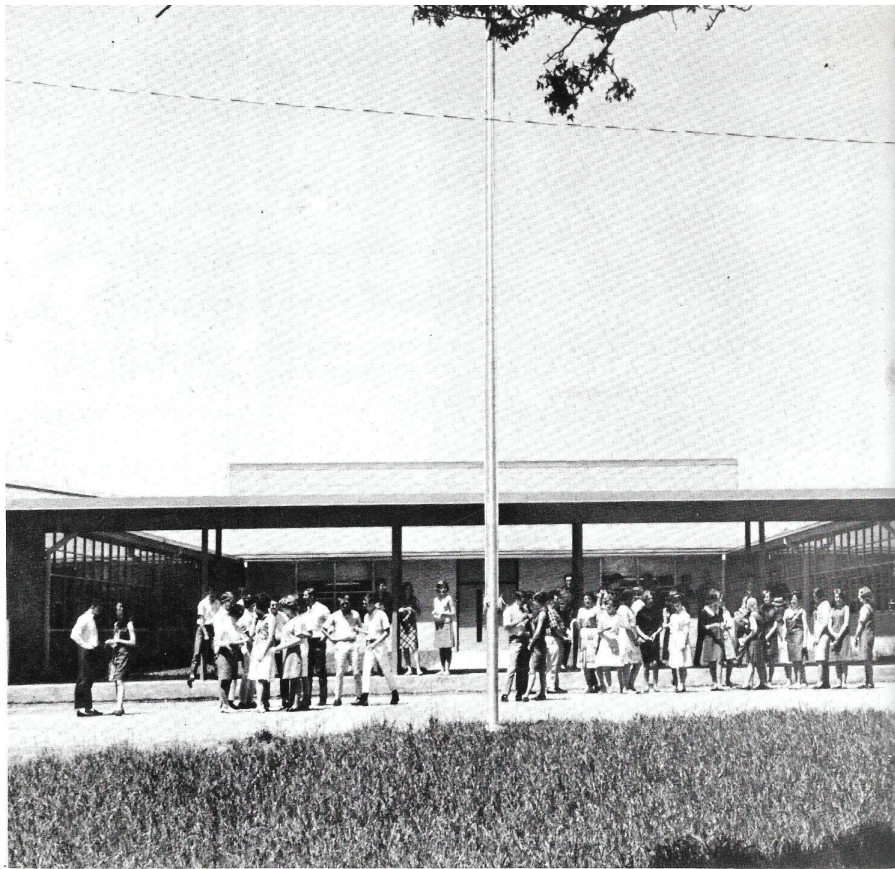
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# OUR DISTRICT



Long will we remember the first year at Lafayette High School with its crowded corridors, muddy driveways, borrowed football fields, box lunches, and all the inconveniences of a new school in the finishing stages of construction. When the bell rang for class changes, legs of the electricians could be seen dangling from the holes in the ceiling of the hall. After box lunches, lunches were served which needed no cooking, and they were served on paper plates which needed no washing. The first football field at Lafayette High was provided by the Lions Club of Oxford who loaned the Horseshow grounds to the school for practice.

As this school year draws to a close, memories of students, faculty, sports, drama, discipline, and a lot of hard work will be cherished throughout the years.

Established in 1965, the Lafayette County School District seeks to create a distinguished, innovative school community highly regarded for excellence, opportunity, and service. Our mission is to provide students an exceptional education in a nurturing environment with devoted people. We are Anchored to Excellence in our belief that all children can excel in academics, extracurricular activities, and citizenship by striving to meet high expectations set forth by our faculty and staff. We emphasize the social, emotional, physical, and intellectual development of each child and strive to instill high standards of academic integrity and leadership in our students. We invite parents and our community to come alongside us as partners in preparing our students to be productive members of the Lafayette County community and in an ever-changing global society.

One campus houses three of the Lafayette County Schools with our new state of the arts elementary school across from Hwy 334. Our location is approximately two miles from the town of Oxford, which is the county seat of Lafayette County. Our students are residents of rural Lafayette County, which covers an area from Harmontown in the north to Paris in the south and from Tula in the east to Burgess in the west.



# IMPORTANT DATES

For the most current listing of academic, athletic, and extracurricular events throughout the year, please visit our Online calendar at [www.gocommodores.org](http://www.gocommodores.org).

## LCSD 2022-2023 CALENDAR

### JULY

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

### AUGUST

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

### SEPTEMBER

| S  | M  | T  | W  | T  | F  | S  |
|--|----|----|----|----|----|----|
|  |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10   | 11 | 12 | 13 | 14 | 15 | 16 |
| 17   | 18 | 19 | 20 | 21 | 22 | 23 |
| 24   | 25 | 26 | 27 | 28 | 29 | 30 |
| September 1 - Progress Reports<br>September 5 - School Holiday |    |    |    |    |    |    |

### OCTOBER

| S  | M  | T   | W  | T  | F  | S  |
|----|----|---|----|----|----|----|
|    |    |   |    |    |    | 1  |
| 2  | 3  | 4   | 5  | 6  | 7  | 8  |
| 9  | 10 | 11  | 12 | 13 | 14 | 15 |
| 16 | 17 | 18  | 19 | 20 | 21 | 22 |
| 23 | 24 | 25  | 26 | 27 | 28 | 29 |
| 30 | 31 | October 3-7 Fall Break<br>October 13 - Report Cards |    |    |    |    |

### NOVEMBER

| S   | M  | T  | W  | T  | F  | S  |
|---|----|----|----|----|----|----|
|   |    | 1  | 2  | 3  | 4  | 5  |
| 6   | 7  | 8  | 9  | 10 | 11 | 12 |
| 13  | 14 | 15 | 16 | 17 | 18 | 19 |
| 20  | 21 | 22 | 23 | 24 | 25 | 26 |
| 27  | 28 | 29 | 30 |    |    |    |
| November 10 - Progress Reports<br>November 21-25 School Holiday |    |    |    |    |    |    |

### DECEMBER

| S  | M   | T  | W  | T  | F  | S  |
|----|---|----|----|----|----|----|
|    |   |    |    |    | 1  | 2  |
| 3  | 4   | 5  | 6  | 7  | 8  | 9  |
| 10 | 11  | 12 | 13 | 14 | 15 | 16 |
| 17 | 18  | 19 | 20 | 21 | 22 | 23 |
| 24 | 25  | 26 | 27 | 28 | 29 | 30 |
| 31 | December 16th - 60% Day<br>December 19 - January 2 School Holiday |    |    |    |    |    |

### JANUARY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|--|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11   | 12 | 13 | 14 |
| 15 | 16 | 17 | 18   | 19 | 20 | 21 |
| 22 | 23 | 24 | 25   | 26 | 27 | 28 |
| 29 | 30 | 31 | January 3-4 Professional Development<br>January 5 - Students Return<br>January 6 - Report Cards<br>January 16 - School Holiday |    |    |    |

### FEBRUARY

| S   | M  | T  | W  | T  | F  | S  |
|---|----|----|----|----|----|----|
|   |    |    |    | 1  | 2  | 3  |
| 4   | 5  | 6  | 7  | 8  | 9  | 10 |
| 11  | 12 | 13 | 14 | 15 | 16 | 17 |
| 18  | 19 | 20 | 21 | 22 | 23 | 24 |
| 25  | 26 | 27 | 28 |    |    |    |
| February 9 - Progress Reports<br>February 20 - School Holiday |    |    |    |    |    |    |

### MARCH

| S   | M  | T  | W  | T  | F  | S  |
|---|----|----|----|----|----|----|
|   |    |    |    | 1  | 2  | 3  |
| 4   | 5  | 6  | 7  | 8  | 9  | 10 |
| 11  | 12 | 13 | 14 | 15 | 16 | 17 |
| 18  | 19 | 20 | 21 | 22 | 23 | 24 |
| 25  | 26 | 27 | 28 | 29 | 30 | 31 |
| March 13 - 17 Spring Break<br>March 23 - Report Cards |    |    |    |    |    |    |

### APRIL

| S  | M  | T  | W  | T  | F  | S  |
|----|--|----|----|----|----|----|
|    |  |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10   | 11 | 12 | 13 | 14 | 15 |
| 16 | 17   | 18 | 19 | 20 | 21 | 22 |
| 23 | 24   | 25 | 26 | 27 | 28 | 29 |
| 30 | April 7 - 10 School Holiday<br>April 20 - Progress Reports |    |    |    |    |    |

### MAY

| S   | M  | T  | W  | T  | F  | S  |
|---|----|----|----|----|----|----|
|   | 1  | 2  | 3  | 4  | 5  | 6  |
| 7   | 8  | 9  | 10 | 11 | 12 | 13 |
| 14  | 15 | 16 | 17 | 18 | 19 | 20 |
| 21  | 22 | 23 | 24 | 25 | 26 | 27 |
| 28  | 29 | 30 | 31 |    |    |    |
| May 24 - 60% Day<br>May 25 - Professional Development |    |    |    |    |    |    |

# RESIDENCY AND ATTENDANCE

## RESIDENCY AND ENROLLMENT

### RESIDENCY REQUIREMENTS

The Lafayette County School District complies with state law and State Board of Education policy on residency requirements. Students residing in the Lafayette County School District must provide two acceptable proofs of residency before enrolling. Students residing outside the Lafayette County School District must meet the requirements for out-of-district enrollment and documentation approval from the site administrator prior to registration and attendance.

### ENTRANCE REQUIREMENTS

The LCSD district will enroll five (5) year old children in kindergarten and six (6) year old children in the first-grade program if the child reaches the designated age on or before September 1 of the said school year. Students enrolling for the first time in kindergarten should report with their parent or guardian to the elementary school office, all other first-time enrollees should report to the corresponding school office for enrollment information. Proof of residency is required prior to enrollment.

### IMMUNIZATIONS AND BIRTH CERTIFICATE

The Lafayette County School District requires all students enrolling in pre-kindergarten/kindergarten or first grade to present a certified birth certificate and valid immunization certificate. **Mississippi State Law** requires all students to be immunized prior to enrolling in school in Mississippi. All seventh-grade students must have documentation of the Tdap vaccination prior to enrollment. The local health department or a student's physician may provide the proper certificate to be placed in his/her record. **NO CHILD CAN ATTEND WITHOUT PROOF OF IMMUNIZATION.** The school must have a copy of a child's **CERTIFIED BIRTH CERTIFICATE from the STATE DEPARTMENT OF HEALTH, BUREAU OF VITAL STATISTICS.**

### ADMISSION FROM NON-ACCREDITED SCHOOLS

Students from schools or programs (including correspondence, tutorial, or home study) that are not accredited by a state or regional agency must undergo standardized achievement tests and/or teacher-made proficiency tests to determine: (1) the grade level to which the transfer student should be assigned or (2) the number and validity of the Carnegie Units the secondary transfer student has earned.

### OUT-OF-DISTRICT STUDENTS

The LCSD board adheres to provisions as set forth in state law 37-15-31 concerning nonresident students. Site administrators, in consultation with the superintendent, may refuse or delay the enrollment of tuition students to maintain appropriate student/teacher ratios. Approval for an out-of-district student to attend the Lafayette County School District has been approved annually for each student.

Admission for out-of-district students will include an analysis of grades, behavior, absences, and any additional costs to the district. The student must have and maintain an academic average of a "C," and make satisfactory progress toward promotion, graduation, or completion. The school principal and/or designee will review the merits of a student's application prior to acceptance in our district as a tuition student.

It is expected that out-of-district students test at or above grade level on the Mississippi Academic Assessment Program (MAAP), MKAS II, and/or other standardized tests. Once admitted, grades, behavior, and absenteeism will be monitored. To remain eligible to attend LCSD, students are expected to maintain appropriate behavior. Flagrant or serious discipline issues or repeated disciplinary issues will not be tolerated, and eligibility for enrollment will be terminated. Further, to remain eligible for enrollment at LCSD, out-of-district students are expected to attend school on a regular basis. Excessive absenteeism may result in the student's enrollment being terminated. Out-of-district students are expected to maintain a "C" average, make satisfactory progress toward promotion, completion, or graduation, and maintain grade-level achievement on standardized tests. Any out-of-district student who fails to meet these criteria may be subject to enrollment termination.

The Lafayette County School District will not accept out-of-district students who:

- Cause the district an additional outlay of funds beyond that which is typical for all tuition students.
- Require services or programs that the LCSD does not have
- Cause the expansion of a program that would require additional expenditures.
- Cause the district an additional financial or administrative burden.

In the event, the home district does not have an appropriate program for a student, but the LCSD has a program with space available, the home school district shall pay any additional costs associated with educating the child. If the home district is willing to release the student and contractually agree to pay the additional costs associated with the education of the child, regardless of when those costs are fully understood, that student may be accepted by LCSD.

Due to an increase in kindergarten enrollment and an inability to track a history of attendance, discipline, and academic achievement, the elementary administration will have wide latitude in its consideration of acceptance for kindergarten tuition students. All students residing outside the Lafayette County School District who is approved to attend the Lafayette County Schools are required to pay tuition. Tuition for out-of-district students is \$1,550 per student if paid in full in August or \$816 per semester. Tuition must be paid in total prior to a student enrolling in the Lafayette County School District. To register a student who lives outside the district, a parent should report to the principal's office to gain permission to enroll. After approval for admission by the principal and LCSD School Board, the parent should go to the LCSD to pay the out-of-district tuition and receive a receipt. The official receipt slip is then brought back to the school office and the admission process is continued. No refund will be made if the patron moves into the district after 10 days of enrolling as an out-of-district student. District students who move out of the district must either withdraw or apply for out-of-district status.

### EDUCATION FOR HOMELESS CHILDREN/YOUTH

When a child is determined to be homeless as defined by the McKinney-Vento Homeless Education Assistance Act, the school district shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC Section 11432(e)-(3), and the Lafayette County Schools Policy and Procedures for serving Homeless and

Unaccompanied Youth. For more information concerning the McKinney-Vento Homeless Education Assistance Act (Title X) and the school district's Homeless Policy.

(Reference LCSD Board Policy: JQN)

**Local Liaison: Chad Chism, 662-234-3271**

*Who is considered homeless?* Any child or youth not attending school who lacks a fixed, regular, and adequate nighttime residence is considered homeless and includes those who are sharing housing with others due to loss of housing or economic hardship. It also includes children and youth who are living in hotels, camping grounds, emergency shelters, cars, bus or train stations, or other similar settings. If you are not sure, please call.

*What are the educational rights of homeless children?* Our schools provide equal and comparable access to all students regardless of their home living situation. Homeless children and youth have specific rights that include:

- a. Immediate enrollment in school and when desired or feasible at the "school of origin."
- b. Prompt provision of necessary services (transportation, meals, etc.)
- c. Appropriate support services and programs for which they are eligible, such as programs for gifted, children with disabilities, vocational education, and preschool.
- d. Academic assistance through the federally funded Title I program.
- e. Parent or guardian involvement in school activities.

*What is the "school of origin"?* The term School of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. It is the district's responsibility to consider the best interests of the child or youth when making a decision regarding what school to attend. Consideration must be given to placement at the school of origin unless doing so is contrary to the wishes of the parent or guardian.

*What if there is disagreement regarding school placement?* The parent, guardian, or unaccompanied youth (youth not in the physical custody of a parent or guardian) may appeal the placement decision if the district makes a placement in a school other than the school of origin or one requested by the parent, guardian, or unaccompanied youth. The student will be immediately enrolled in the school requested by the student or parent while an appeal is pending. The person indicated above will provide information and assistance per such an appeal.

## STUDENTS IN FOSTER CARE

The Every Student Succeeds Act emphasizes the importance of limiting educational disruptions for children placed in foster care who move due to entering care or changing placements by mandating that the child remains in their schools of origin unless it is determined by the Local Education Agency and the state child welfare agency that relocating the child to another school is in the best interest of the child. Foster care children will constitute a separate subgroup under ESSA. School Stability Protections for the foster care subgroup, under ESSA, include:

**Remaining in the same school:** Youth in foster care are enrolled or remain in their school of origin unless a determination is made that it is not in their best interest.

**Best interest determinations:** Based on factors, including the appropriateness of the current educational setting, and the proximity to the school in which the child is enrolled at the time of placement. Transportation cannot be a factor.

**Immediate enrollment:** If it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even without normally required records. The enrolling school

must contact the previous school to obtain academic and other records.

ESSA guidance for foster care, paired with the 2008 Fostering Connections to Success and Increasing Adoptions Act, envisions dual-agency responsibility for supporting educational stability and success for students in foster care.

## STUDENTS OF MILITARY PERSONNEL

Parents or legal guardians who are active members of the United States Armed Forces or civilian military personnel who reside on a military base may enroll their children in any school district of the parent or legal guardian's choosing, subject to certain conditions. Reference: HB 879 effective July 1, 2013.

## FOREIGN EXCHANGE STUDENTS

It is the intent of the Lafayette County School District to participate in the foreign exchange program whereby students from foreign countries are allowed temporary enrollment in this school district to enhance cultural exchange. In order to facilitate the placement of foreign exchange students in the school district, the following criteria will be considered by the building principal upon receipt of any such application.

The number of foreign exchange students at Lafayette High School shall not exceed two (2) in any one school year. For consideration, a foreign exchange student, host family, or company representative must secure tentative approval by July 20. A formal application for enrollment must be approved by the building principal prior to August 1 of the school year in which the student plans to attend, and the application must be for the entire school year. Foreign exchange students must register by August 15, and no foreign exchange student can enroll at the beginning of the second semester. The individual applications will be considered in the order corresponding to the dates of the applications with the earliest application considered first.

Those companies that do not adhere to this policy will not be considered. Only placement agencies appearing on the National Association of Secondary School Principals list will be eligible to submit applications.

Each student application form shall clearly indicate the English language proficiency of the student and state the number of years (hours per week and number of weeks per year) devoted to the study of the English language. In cases when the student is enrolled and is unable to understand the English language, the school district reserves the right to revoke the enrollment.

Since the intent of the foreign exchange student program is the cultural exchange between students of the United States and students of other nations, foreign exchange students should not enroll in Lafayette High School expecting to receive a diploma from this district or participate in a graduation ceremony. Foreign exchange students may earn Carnegie units\* for the courses taken while they are enrolled in the schools of this district if they receive a passing grade.

All applicants and/or agencies applying for enrollment and admission will be responsible to ensure that all requirements of the Immigration and Naturalization Service are met.

All applicants should have attached a resume of the host family with whom the student will be living during the school year. The resume shall contain the names of all adult members of the host family and their addresses and telephone numbers where they may be reached during and after school hours. The names and ages of all children in the home should also be included in the resume.

It is the responsibility of the foreign exchange agency to secure, transfer, and have validated all records that are required by the foreign exchange student's home country. The school counselor will provide

only a record of credits earned at Lafayette High School.

## ATTENDANCE

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Students should strive for perfect attendance. The district implements procedures that monitor and report student absences. Also, the district implements programs designed to keep students in school and to lower the student dropout rate. When possible, medical, dental, or other personal appointments should be scheduled after school hours. Parents are asked to notify the school of appointments, which are scheduled during school hours, prior to an absence.

Written documentation must be presented to the principal or his/her designee **within two days** of the student's return to school. This documentation must come from appropriate medical personnel, court personnel, or funeral home personnel.

**Approved parent notes for absences should include current date, date of absence, student's full name, the reason for absence, and parent's signature. The maximum number of days excused by a parent note may not exceed eight (8) per year and four (4) per semester.**

### Excused Absences include:

Sickness/medical appointments with proper documentation.  
Death in the immediate family as outlined by Mississippi law, with acceptable documentation.  
Absences approved in advance by the principal.  
Mandated appearances in court, with proper documentation.

### PERFECT ATTENDANCE

Perfect attendance awards are presented to students who are present the entire day every school day.

### DISTRICT POLICY FOR MAKE-UP WORK FOR ABSENCES

**Excused Absences:** Work missed as a result of an excused absence may be made up. The student is responsible for contacting the teacher and making arrangements for all make-up work. Students have a minimum of two days and up to the same number of days that they are absent to make up missed work. Teachers may allow students to make up work prior to a planned absence approved by the principal.

**Unexcused Absences:** Work missed as a result of an unexcused absence, even with the knowledge and consent of the parent, may result in loss of full credit for missed assignments.

**Suspended Students:** Each school will permit suspended students to make up work within specified deadlines. Work that is not made up within the specified time period may result in a grade of "0."

### LOSS OF CREDIT PROVISIONS

A student who is absent more than ten days in a year-long class (including elementary) may lose credit for that class. Absences resulting from a disciplinary suspension do not apply.

A high school student who is absent more than four days in a semester class may lose credit for that class. Absences resulting from a disciplinary suspension do not apply.

### DEPARTURE DURING SCHOOL HOURS

Students should never leave campus without signing out in the office. All campuses have a closed lunch policy. Students may not leave campus during lunch or break time.

## CHECKOUT

### LHS and LMS

Checkout of a student without a parking permit requires an adult on the student's contact list to physically come into the school and sign out the student. If your student drives and has a medical/dental appointment or a court date then you may check your student out through a verifiable email a minimum of 2 hours prior to the time the student needs to be released. Without email notification, a student who drives may leave campus only if a parent or someone from the emergency contact list comes into the school and signs them out.

### LUES and LES

Parents or other authorized persons picking up children must come to the office and show a valid government-issued PHOTO ID. All students must be picked up and signed out in the office.

When a student is checked out, the check out sheet must be completed. It must be signed by a parent/guardian. In the event that a student leaves without proper checkout procedures being followed, the student will be considered leaving campus without permission and subject to discipline. .

**Please make all transportation changes prior to 12:00 PM.**

**Students checked out AFTER 2:00 PM are STRONGLY DISCOURAGED with the exception of a doctor's appointment.**

### FIELD TRIPS

Students participating in school activities are considered present. Teachers overseeing a field trip will communicate with parents the available options for transportation and how attendance will be taken before the day of the field trip.

### PROCESS FOR DETERMINING A "SCHOOL DAY"

Within SAMS, an attendance rule will be established by the District which states that only students who attend a minimum of 63% of their actual school day will be counted as "present" for ADA purposes. Each day, SAMS, will refer to each student's entered specific class schedule to determine which students attended 63% of their school day.

### HOMEBOUND STUDENTS

Any student who is homebound because of an accident or illness (on the part of that student) will be required to complete the same quantity and quality of classwork as other students within the time designated by the teacher. The counseling center will not be responsible for sending make-up assignments home for students absent for less than two days. Those students will be responsible for obtaining the make-up assignment upon return to school.

# GENERAL POLICIES

## COMMUNICATION

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LCSD employs a variety of formats to communicate with students and guardians. District and school information will be communicated via telephone all-call system, email, text, website, and/or official social media apps. Parents are encouraged to update all contact information.

Your child's teachers and administrators may use the G Suite for Education for lessons, assignments, and electronic communication.

### TEACHER/PARENT CONFERENCES

Our district recognizes the importance of parent-teacher conferences. The teacher shall arrange for conferences with parents when children are having learning or behavioral problems. Parents should contact the counseling office to arrange a conference time. Many misunderstandings can be prevented through simple, direct communication.

### LUES and LES

At least one conference per semester shall be held during the school year with your child's teacher. Additional conferences may be scheduled as needed. Conferences may also be arranged by calling the school office.

### MESSAGES FOR STUDENTS DURING THE SCHOOL DAY

Parents often find it necessary to send messages or deliver supplies to their students during the school day. The office will accept messages from parents/guardians only. Only in emergency situations will a classroom be interrupted.

Please send messages about transportation changes in writing prior to noon on the day of the change to your child's school office. Any change in bus transportation must be done through the school office. Bring lunch money, homework, and books to the office.

### GIFTS/DELIVERIES TO STUDENTS

Lafayette County School District will not accept deliveries of balloons, flowers, food, candy grams, etc. for students either to the school office or to individual classrooms.

Parents may bring lunch for their student(s) to the designated area in the school office. Lunch parties are prohibited.

### SCHOOL TELEPHONE

A student may not leave class to use the school-provided telephone except in a case of extreme emergency. All calls will be limited to one minute. Students should arrange for transportation, money, items from home, and other non-emergency needs before arriving at school, as these will not be considered a legitimate reason for using the office phone.

### PAYMENTS

LCSD schools will only accept checks that are made payable to the appropriate school and which have the student's name and Activity/Sponsor's name on it along with two telephone numbers. LCSD reserves the right not to accept any checks at their discretion. Checks not honored by the check writer's bank will be subject to a \$30.00 fee.

Cash payments must be enclosed in a sealed envelop with the name of the student, teacher/sponsor, and activity.

## SCHOOL VISITS

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All visitors shall report immediately to the school office to be greeted by the principal or his designee. Authorized visitors will be issued identification badges to be worn in full view. A school host will assist guests during their visit. Upon departure, visitors must check out in the office.

Parents shall have reasonable access to staff through conferences, parent center workshops conducted by staff, school-level parent involvement meetings at flexible times, and special school-related events such as "Meet the Teacher" or "Open House".

The schools will not allow students to have visitors accompany them as visiting guests in the school.

Out of town visitors who have made arrangements through the superintendent's office will have a member of the superintendent's staff or a principal as host for the visiting delegation as scheduled with the corresponding school.

Members of the supervisory or administrative staff who have invited professional visitors may elect to serve as hosts to the visitor whom they have invited as well as to other visitors who may have mutual interests and areas of competency.

The principal shall have the right to deny visitation rights to any individual if, in his or her judgment, the visit might negatively affect the classroom procedures and the educational process.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals or their designee are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Such persons will be prosecuted to the full extent of the law.

## INSURANCE COVERAGE

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The Lafayette County School District does not have insurance that covers student accidents or injuries in any area of the schools or school sponsored activities: playground/break areas, school bus, athletic practice or events, or the classroom.

## FUNDRAISING

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The Board of Education recognizes the use of fund-raising activities by the student organizations, staff, and/or parent groups to support an entire school organization. The raising and spending of funds by these groups shall have the basic purpose of promoting the general welfare, education, morale, and civic-mindedness of students and of helping to finance the extracurricular and co-curricular activities of the schools. Projects for the raising of funds should contribute to an educational experience of an entire school organization and not on an individual basis. School employees and students are prohibited from using the District or School Name in any way for personal or private gain. **All fundraising activities must be pre-approved by the principal.**

# GRADING AND PROMOTION

## GRADING SCALES

### K- 12TH GRADING SCALE

|   |        |   |              |
|---|--------|---|--------------|
| A | 90-100 | D | 65-69        |
| B | 80-89  | F | 65 and below |
| C | 70-79  | I | Incomplete   |

Students will be given an **S (Satisfactory)** or a **U (Unsatisfactory)** in non-academic courses in Grades K-6.

### FOR STUDENTS IN GRADES K - 2

Teachers will use weekly assessments to guide instruction and plan for remediation and enrichment for each child. In addition to weekly assessments, cumulative benchmark/skills assessments are also given every nine-week period.

The school year is divided into two semesters. Each semester is further divided into two nine-week terms. Nine weeks grades will be determined in the following manner:

Major Grades - 60%  
Minor Grades - 40%

The final grade average is the average of the two-semester grades for each course.

**Kinder-gardeners** will receive a numerical grade in Math.

**First and second graders** will receive a numerical grade in Math, Language Arts, and Spelling. All students will receive grades **S (Satisfactory)** or **U (Unsatisfactory)** in Science, Social Studies, and QUEST (for qualifying 2nd graders).

### FOR STUDENTS IN GRADES 3 - 6

The school year is divided into two semesters. Each semester is further divided into two nine-week terms. Nine weeks grades will be determined in the following manner:

Major Grades - 60%  
Minor Grades - 40%

The final grade average is the average of the two-semester grades for each course.

### CARNEGIE UNIT

A standard measure of high school work indicating the minimum amount of instruction time provided in a subject. Awarding of one Carnegie Unit indicates a minimum of 140 hours of instruction in regular and laboratory classes; awarding of 1/2 Carnegie unit indicates a minimum of 70 hours of instruction. (Mississippi Public Schools Accountability Standards)

### FOR STUDENTS IN GRADES 7 - 8

The school year is divided into two semesters with courses meeting on an A/B alternating block schedule (4 courses each day). Each semester is further divided into two nine-week terms. Semester courses are divided into two nine-week grading periods. Nine weeks' grades will be determined in the following manner:

All grades for Carnegie Units in grades 7-8 will be recorded as a numerical grades and calculated into a student's GPA and class rank except for P.E. and other classes that receive a 'blanket' grade.

Categories for **each grading period** are:

The final average for each nine-week grading period is figured as follows:

Checkpoints - 15%  
Minor - 35%  
Major - 50%

The end-of-course average for a full year course is determined as follows:

First-semester average - 45%  
Second-semester average - 45%  
Final exam - 10%

The final average for a semester course is figured as follows:

1st nine-week average - 45%  
2nd nine-week average - 45%  
Final exam - 10%

### FOR STUDENTS IN GRADES 9-12

The school year is based on a 4 x 4 block schedule, with "full-year" courses being taught during a semester and semester courses being taught on a nine-week schedule. Each semester is divided into two nine-week grading periods. Nine-week grades will be determined in the following manner:

All classes will be used to determine GPA and class rank except for driver's ed., P.E., and other classes that receive a 'blanket' grade. All grades for Carnegie Units in grades 7-12 will be recorded as numerical grades.

The final average for each grading period is figured as follows:

Checkpoints - 15%  
Minor - 35%  
Major - 50%

The end-of-course average for a 1 Carnegie unit course is figured as follows:

First-nine week average - 45%  
Second-nine week average - 45%  
Final exam - 10%

The end-of-course average for a 1/2 unit course is figured as follows:

Grading period average - 90%  
Final exam - 10%

AP classes and Dual Enrollment college courses are multiplied by a factor of 1.10 to determine the student's grade point average; however, **beginning with the graduating class of 2026, AP classes will be multiplied by a factor of 1.15.** Honors classes are multiplied by a factor of 1.05 to determine the student's grade point average. The weighted grade will not be reflected in the final grade.

*Extra credit will not cause a grade to exceed 100.*

### PROGRESS REPORTS/REPORT CARDS

Progress reports reflect the most current grades. Any work not completed should have a zero for that grade. The dates for issuing progress reports are September 1st, November 10th, February 9th, and April 20th.

Report cards will be issued at the end of each nine weeks on the

following dates October 13th, January 6th, March 23rd, and as determined by each school for the last report card.

Report cards are available Online at the end of each nine-week period. Progress Reports will be available Online at the midway point of each nine-week grading period. Parents are encouraged to check Active Parent and then call the teacher or principal if they have questions about their child's grades.

Teachers in grades 7-12 will use numerical grades on report cards. All final grades will be available Online in May. Any parent/guardian desiring a conference with said student's teacher(s) should arrange the conference with their school's Counseling Center. The parent or teacher as needed may arrange a teacher-parent conference.

## STATE TESTING

The State of Mississippi requires all school districts to participate in several testing endeavors for the purpose of instructional improvement. The Mississippi Academic Assessment Program (MAAP) is designed to measure what students are actually learning in Mississippi classrooms.

Pre-Kindergarten/Kindergarten students are required to take the State Kindergarten Readiness Assessment. Students in grades 3-8 will take criterion-referenced tests that are tailored to Mississippi's College and Career Readiness Assessment Standards. Additionally, third-grade students must pass the 3rd grade Reading Assessment. Fifth and eighth-grade students will complete a science assessment.

**High school students must participate in the Algebra I, Biology I, English II, and U.S. History subject area tests, the ACT and ACT Work Keys. English Language Learners will take the LAS Links assessment. Passing scores are required for graduation.**

## PROMOTION POLICY

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### PROMOTION AND RETENTION

Promotion and retention shall be based upon the mastery of objectives. This policy prohibits the promotion or retention of students for extracurricular purposes.

- The Lafayette County School District school board shall establish standards for graduation from its schools which shall include as a minimum:
  - (a) Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
  - (b) Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.
- A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
- The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. " 37-16-7 (See full graduation requirements in the high school section of the guidebook)

### ELEMENTARY GRADES K-6

Kindergarten - Promotion of students will be based on mastery of skills at the kindergarten level as identified by the State Department of Education. Decisions to retain a student will be arrived at jointly between administration and teacher. (Per MS Code Sections 37-15-15

and 37-15-33).

Grades 1-2 - Students must pass language arts and math.

Grades 3-6 - Students must pass math, English, and one of the following subjects (science or social studies)

### MIDDLE GRADES 7-8

Students in grade 7 and 8 must pass math, language, and two of the following: science, social studies, or a technology-based course.

### HIGH SCHOOL GRADES 9-12

Promotion is determined by the successful progression through each completed school year, completion of required courses and accumulation of the minimal number of credits required for graduation.

NOTE: Students must enter the Advanced Placement Program in the 9th grade and continue in the program through 12th grade as part of the requirements for consideration for valedictorian, salutatorian, and special honors.

### DECEMBER GRADUATES

Students who choose to graduate in December of their graduating year must first have a parent/student meeting with counselors and have administrator approval by March of their junior year. December graduates will be eligible to walk at graduation in May, but will not be eligible to participate in any school activities that take place after December including:

- Extracurricular Activities (Sports, JROTC, Choir, Drama, Band)
- Clubs
- Pageants
- Prom: unless attending as a date to a currently enrolled student
- Senior Breakfast
- Senior Field Day
- Senior Walk
- Senior Awards Night

### PROMOTION OF STUDENTS WITH DISABILITIES

Students with disabilities who have current eligibility in special education and a current individual education plan (IEP) on file will receive grades fairly reflecting their achievement on the instructional level at which they are functioning. All those involved in reporting and using these grades will understand that a high grade does not necessarily mean a disability no longer exists. A high grade should accurately reflect that, based on expectations for that student, s/he is performing well. Students with IEPs are graded based on mastery of the objectives in their IEP.

Students with disabilities who attend regular education classes will be graded on the LCSD grading scale. If they attend a regular education class, the regular education teacher will assign the grade for that class. If they attend a resource class, the special education teacher will assign the grade for that class. The special education teacher will work jointly to design a program and grade a student with disabilities. A student with disabilities may need adaptations or modifications in the classroom or curriculum to be successful. If the student is in a regular program s/he may need assistance from a special education teacher. The regular education and special education teachers must work cooperatively to meet the needs of the student.

### GRADED ASSIGNMENTS/TESTS

Teachers will evaluate assignments, essays, papers, and tests in a timely fashion. Students and parents may go to ActiveParent or ActiveStudent to obtain or review the graded assignments.

# STUDENT RECORDS

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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 educational records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the District receives 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 principal will make arrangements for access and notify the parent of the eligible student of the time and place where the records may be inspected.

A fee of \$.10 to \$.35 per page will be charged unless the fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records.

- The right to request amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want to be changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the district 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.

- 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 District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).

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 of officials of another school district in which a student seeks or intends to enroll, the district may disclose educational records without consent.

The District may disclose directory information regarding its students. Directory information means information contained in an education record of a student which would not generally

be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, and awards received, and the most recent previous educational agency or institution attended.

The parent or eligible student has the right to refuse to let the District designate any or all types of information about the student as directory information. The parent or eligible student must notify the principal (or designee) in writing within 14 days of receipt of this notice that he or she does not want any or all of those types of information about the student designated as directory information.

The District may disclose directory information about former students without meeting these conditions.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office (202) 260-3887  
U.S. Department of Education TTD: (202) 260-8956  
400 Maryland Ave. SW Washington, D. C. 20202-4605 PUBLIC

*(Reference LCSD School Board Policy: JRAB)*

## RECORDS ACCESS POLICY

The following policies and procedures were adopted in order to comply with the requirements of the Mississippi Public Records Act as amended.

### RECORDS ACCESSIBLE

All “public records” maintained by the District, as defined by the Act, shall be made available for access and duplication, subject to the exceptions and requirements of these policies, and other state or federal laws. Requests for Access Requests for access to public records shall be filed in writing and addressed to the Superintendent of Education, Lafayette County Schools, 100 Commodore Drive, Oxford, MS 38655. The request must state, with sufficient specificity, the nature, location, and description of the public records sought in order to enable the appropriate official(s) of the

District to obtain the records for review and/or duplication. In the event that the request lacks sufficient clarity or is otherwise unduly burdensome, it will be returned to the originator for clarification or correction. All requests to inspect or duplicate public records must be filed between the hours of 8:00 a.m. and 4:00 p.m. on any working day in the Superintendent’s office. Requests for inspection and/or duplication of records shall be honored at such time during the day as the documents are not being used by the appropriate officials of the



District. After the records are located and made available for inspection and/or duplication, the originator of the request will be notified of a time, place, and date, not later than 7 working days from the date of receipt of the request, to allow inspection and/or duplication. If the District is not able to comply within 7 working days, it must give a written explanation to the person making the request, stating with specificity the reasons why the records could not be produced within the 7-day time frame, and absent mutual agreement, the records must be produced no later than 14 working days from receipt of the request.

### EXEMPT RECORDS

The following records are exempt from the Mississippi Public Records Act and from this policy and shall not be subject to disclosure, except under other authority and under appropriate circumstances.

- Records furnished to public bodies by third parties which contain trade secrets or confidential commercial or financial information, as provided by the Act.
- Records, which are confidential or privileged, as provided by constitutional, statutory law, or case law of this state or of the United States.
- Records developed among judges, judges and their aides, and juries.
- Personnel records, including but not limited to applications for employment, test questions and answers used in employment examinations, and letters of recommendation.
- Test questions and answers in the possession of a public body that are to be used in future academic examinations.
- Records that represent and constitute the work product of an attorney representing the District, records which are related to litigation by or against the District, or in anticipation of prospective litigation, and communications between the District and the attorney in the course of an attorney-client relationship.
- Records that would disclose information about a person's individual tax payment or status.
- Records concerning the sale or purchase of property for public purposes prior to the announcement of the purchase of sale where the release of the record would have a detrimental effect on the sale and purchase.
- All educational records of students and former students, as defined by The Family Educational Rights and Privacy Act (FERPA); such exemption shall also apply to letters of recommendation respecting admission to any educational agency in institutions.
- Records that are maintained regarding the process of detection and investigation in unlawful activity, in addition to such records as defined in Miss. Code Ann. Section 45-20-1 of the Mississippi Code of 1972.
- Commercial and financial information of a proprietary nature is required to be submitted to the district.

### DENIAL OF ACCESS

In the event that the District denies a request for access to or copies of public records, the denial will be in writing and must state the specific statutory exemption, which applies. The District will maintain a record of all denials for a period of 3 years.

*(Reference LCSD School Board Policy: JRA and JRAA)*

### STUDENT DIRECTORY INFORMATION AND STUDENT RECRUITMENT- RELEASE OF STUDENT INFORMATION

The policy of the Lafayette School District is to recognize achievements and honors which students earn. Lafayette School District is regularly called upon to release directory information for student recognition. This information may include the following: the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of

members of athletic teams, date of attendance, degrees, and awards received, the most recent previous educational institution attended by the student, and other similar information. Should a parent/guardian have objections to the release of directory information on a child being included in press releases, directories, official school rosters, honor roll lists, awards day programs, school publications, and the like, the parent or legal guardian should contact the principal within thirty (30) days of the first official school day of the year.

Additionally, the parent /legal guardian of the student, or the student age of 18 or older may also provide written notification to the school administration requesting directory information not to be released to military service recruiters.

*(Reference LCSD School Board Policy: JRA and JRAA)*

## MAINTENANCE OF STUDENT RECORDS

A student record is any record that contains personally identifiable information or other information that would link the document to an individual student if it is maintained by the District, except records kept: (1) in a school staff member's sole possession destroyed not later than the student's graduation or permanent withdrawal, and not accessible or revealed to any other person except a temporary substitute teacher, or (2) by law enforcement officials working in the school.

The District maintains two types of school records for each student: a permanent record (Transcript) and a temporary record (Cumulative Folder).

The Transcript will be maintained indefinitely. Transcripts may include:

- Basic identifying information
- Academic record
- Attendance record
- High School State assessments scores
- Information pertaining to release of this record

The Cumulative Folder will be maintained for at least 5 years after the student graduates, withdraws, or transfers.

The Cumulative Folder may include:

- Health/Immunization Record
- Birth Certificate
- Family background and home language survey
- Intelligence, aptitude, and achievement scores
- Psychological reports
- Results/scores from standardized tests
- Disciplinary information, specifically including information regarding an expulsion, suspension, or other punishment for misconduct involving drugs, weapons, or bodily harm to another
- Verified information of clear relevance to the student's education
- Information pertaining to release of this record

# STUDENT SERVICES

## GUIDANCE COUNSELORS

Guidance services provide a framework in which all student services personnel collaborate to offer a common set of guidance experiences to all students and, at the same time, focus on the individual needs and interests of each student.

The school counselor is neither disciplinarian nor psychological consultant, but an understanding and sympathetic counselor and caring adult, a mentor who provides important information about how the school functions. The counselor also helps the student plan their academic career and guides the student to fulfill their educational and personal potential.

### GUIDANCE COUNSELORS

| Name   | Grades       | School |
|--|--------------|--------|
| Aimee Kohne  | Pre-K to 2nd | LES    |
| <a href="mailto:aimee.kohne@gocommodores.org">aimee.kohne@gocommodores.org</a>             |              |        |
| Dina Andrews   | 3rd -4th     | LUES   |
| <a href="mailto:dina.andrews@gocommodores.org">dina.andrews@gocommodores.org</a>           |              |        |
| Macy Worthem   | 5-6th        | LUES   |
| <a href="mailto:macedonia.worthem@gocommodores.org">macedonia.worthem@gocommodores.org</a> |              |        |
| Amanda Gray  | 7-8th        | LMS    |
| <a href="mailto:amanda.gray@gocommodores.org">amanda.gray@gocommodores.org</a>             |              |        |
| Brandy Baker   | 9-10th       | LHS    |
| <a href="mailto:brandy.baker@gocommodores.org">brandy.baker@gocommodores.org</a>           |              |        |
| Tammy Quarles  | 11-12th      | LHS    |
| <a href="mailto:tammy.quarles@gocommodores.org">tammy.quarles@gocommodores.org</a>         |              |        |
|  | 9-12th       | OLSAT  |
|  |              |        |

## TESTING PROGRAMS

Mississippi's statewide assessments measure students' academic aptitude from pre-K through high school. Pre-K students and kindergartners are evaluated at the beginning and end of the school year. The Mississippi Academic Assessment Program (MAAP) measures student progress in grades 3 through 8 in English Language Arts and Math. Additionally, Science is assessed in grades 5 and 8 and US History is assessed in high school. High school students take end-of-course exams in Algebra I, English II, Biology, and US History. The ACT college entrance exam is also given to all Juniors. Each assessment evaluates student learning to ensure students develop the knowledge and skills they need to graduate from high school prepared for college or career.

### REQUIRED TESTING FOR GRADE PROMOTION AND GRADUATION

- Third-grade students must pass the 3rd grade Reading Assessment.
- High school students must participate in have a passing score in the Algebra I, Biology I, English II, and U.S. History subject area tests
- ACT and ACT Work Keys are required by Mississippi Department of Education for graduation
- English Language Learners will take the LAS Links assessment

### LAFAYETTE TEST CENTER CODE NUMBERS

ACT Test Center - 252241 | SAT Test Center -252241

### LAFAYETTE HIGH SCHOOL CODE NUMBER

252241

### COLLEGE ADMISSIONS TESTING

The ACT and SAT are standardized tests required by some colleges and universities for undergraduate admissions.

**THE COLLEGE BOARD** is an association of some 5,400 colleges, schools, universities, and other educational organizations throughout the country. It offers the following:

- AP Tests (Advanced Placement) - AP tests are given in May predominately to students enrolled in AP courses throughout the school year. College credit and/or advanced placement may be granted by colleges on an individual basis as a result of AP test scores. The College Board provides fee reductions for qualified AP students with financial need.
- PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) - The PSAT/NMSQT is a test of verbal, mathematical, and writing skills. It previews the SAT and serves as the qualifier for the National Merit Scholarship program. It is administered to juniors who elect to take the test in October.

**ACT, INC.** is a private testing agency associated with colleges throughout the country. It offers the following:

- ACT - The ACT is a test of English, mathematics, reading, and science skills.

It is administered six times a year. Scores range from 1-36. The writing test is optional. Scores range from 1-36 and are not included in the composite score.

Scores of juniors who take the ACT during their second semester will be used by the MDE as part of the graduation requirement.

## SPECIAL EDUCATION

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The Individuals with Disabilities Education Act (IDEA) provides a legal basis for the administration of special education. Federal, state, and local policies have been developed to create a referral to placement process that reflects the intent of this law. Disabilities served through this law include: developmentally delayed, mental retardation, emotional disability, specific learning disability, language/speech, hearing impaired, visually impaired, deaf/blind, other health impaired, orthopedically impaired, multiple disability, autism, and traumatic brain injury. The identification of these disabilities is based on Response to Instructional Intervention (RTI) and/or Discrepancy model, information gathered in the evaluation process, as well as standardized assessment. Eligibility for a disability category cannot be made upon the basis of one criterion. Disabilities must have a negative impact on education in order to be considered for special education support. Special education assessment cannot be conducted without parental knowledge provided and explained to parents upon referral to special education. Students who may be eligible for services under this law should be referred to Leslie Covington, Director of Special Services, at 662-232-2879.

### SPECIAL EDUCATION INFORMATION AND PUBLICATIONS

<http://www.mde.k12.ms.us/special-education/special-education-information-and-publications>

### SPECIAL SERVICES AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is divided into five sections, which cover employment, public service, public accommodations, telecommunications, and miscellaneous provisions. This law supports efforts in non-discrimination against the disabled in employment and accessibility accommodations. Persons having questions or issues regarding this law should contact the Special Services Coordinator.

### SECTION 504

Section 504 of the Rehabilitation Act of 1973 provides a legal basis for evaluation and services for students with certain disabilities. A referral for services process has been developed and is implemented locally for students who meet specific criteria. Persons having questions may contact the District 504 Coordinator with the LCSD Department of Special Services at 662-232-2879.

### CHILD FIND

The Lafayette County School District is participating in an ongoing state-wide effort to identify, locate, and evaluate children birth through twenty-one (birth-21) who have a physical, mental, communicative and/or emotional disability. Early identification of children in need of special educational experiences is most important to each child. It is the goal of this campaign to identify, locate, and if needed, evaluate all children with disabilities residing in our district. This includes children attending private schools (including home schools), highly mobile children (such as migrant and homeless children) and those children who are suspected of having a disability and who are in need of special education services even though they may be advancing grade by grade. We are requesting that personnel in your agency refer individuals twenty-one or younger who may have a disability to the Office of Special Services. The Child Find Contact Person works with the local Head Start, Human Services, health and mental health agencies, as well as local educational agencies, (including private schools and home-school contacts), physicians and other individuals to identify and locate children out of school and in school who may be in need of special education services.

Once a referral has been received, it is the responsibility of the Child Find Contact Person to ensure that the process to determine the need for special education services is implemented correctly. District personnel, agency personnel, and parents/guardians will review data in a Multidisciplinary Evaluation Team meeting within fourteen days of the written or verbal request made by parent, public agency or the teacher support team or individuals knowledgeable about the child. A vital part of this process is informing parents of their rights and responsibilities under current law. If a decision is made that an evaluation is needed, written parental consent will be obtained prior to the administration of any assessments. Assessment instruments and data collection will be conducted in a nondiscriminatory manner.

If the individual is determined to be in need of special education and eligible for services, parents will be contacted to provide written consent for inception of these services. An Individualized Education Plan (IEP) will be developed to outline the specific needs of the individual. The IEP is developed and revised through a process that includes the participation of parents, teacher(s), and students. All individuals receiving special education are re-evaluated every three years to ensure eligibility criteria is still met and IEP's are reviewed/revised at least annually. The Lafayette County School District currently offers special education services implemented by certified special education staff at each of the school sites in the district. Services are provided to students based on their unique needs as outlined in each child's Individualized Education Plan (IEP).

## MULTI TIERED SYSTEM OF SUPPORT (MTSS)

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### STATE BOARD POLICY 4300 - PART 3 CHAPTER 41: INTERVENTION

1. Lafayette County School District shall require an instructional model designed to meet the academic and behavioral needs of every student. The model shall consist of three tiers of instruction:
  - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
  - b. Tier 2: Focused supplemental instruction
  - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students
2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
  - (a.) designed to address the deficit areas;
  - (b.) research based;
  - (c.) implemented as designed by the TST;
  - (d.) supported by data regarding the effectiveness of interventions.
3. Teachers should use progress monitoring information to:
  - (a.) determine if students are making adequate progress,
  - (b.) identify students as soon as they begin to fall behind, and
  - (c.) modify instruction early enough to ensure each student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.
4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST

must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- (a.) performance on a reading screener approved or developed by the MDE, or,
- (b.) through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- (c.) through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- (a.) Phonological awareness and phonemic awareness;
- (b.) Sound symbol recognition;
- (c.) Alphabet knowledge;
- (d.) Decoding skills;
- (e.) Encoding skills; and
- (f.) Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

7. All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

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

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

## GIFTED EDUCATION PROGRAM

Students in the Lafayette County School District may qualify for participation in the gifted education program. Gifted programs are designed for those who qualify under the Mississippi Department of Education guidelines. The gifted program is for students who are identified through assessment as intellectually gifted. Referrals to this program may be made by a teacher, administrator, counselor, parent,

the student, or anyone having knowledge of a child's potential ability. For additional information please visit [www.gocommodores.org](http://www.gocommodores.org) or contact the LCSD Special Services Director.

## ENGLISH LEARNER (EL)

The LCSD will provide a program of language instruction to students with limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission. However, the testing of ELL students using the WIDA-ACCESS does not require parent permission and is required by the state and federal government.

### Identification

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency. A student who:

- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's English language proficiency; or
- is migratory and whose native language isn't English and comes from an environment where a language other than English is dominant; and
- who has sufficient difficulty speaking, reading, writing, or understanding English and whose difficulties may deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in society.

### Requirements

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

- Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
- Students will participate in regular assessments in a manner that will yield accurate assessments. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
- Certification that teachers in the program are fluent in English as well as other languages used in teaching (if the district receives subgrants).
- Evaluation of the program and the academic success and language achievement of students in the program. Parents will be notified of:
  - a. Their child's level of English proficiency and how it was assessed.
  - b. The status of their child's academic achievement.
  - c. The method of instruction used in the program in which the child is placed, and the methods used in other available programs.
  - d. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
  - e. Exit requirements for the program.
  - f. If the child has a disability, a statement as to how the LEP will meet the objectives of his/her IEP. Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For

non-English speaking parents, the district will arrange to provide translations of this information in their native language.

## TEXTBOOKS

Teachers may issue textbooks to students. Each student is responsible for loss or damage to textbooks issued to him/her. The teacher of each course will determine the extent of damage and assess an appropriate fine. **All fines should be paid before students are issued their final report cards.** Fines for lost books will be issued on a prorated basis.

### FINES

This school district provides required textbooks and library books free of charge to students. It is the duty of each student to care for all books to the best of his/her ability. Students who lose or damage books are required to pay for them. Students should take pride in the upkeep of their textbooks. Teachers are instructed to assess fines for amounts up to the current value of a textbook when it is obvious that the student has damaged or defaced it. Fines will be assessed according to the following guidelines:

| Damage                              | Fine                        |
|-------------------------------------|-----------------------------|
| Overdue library book                | \$ .10 per day              |
| Writing/drawing/scribbling          | \$1.00 per page             |
| Excess wear/damage but still usable | 10% of the cost of the book |
| Cover damaged                       | 25% of the cost of the book |
| Spine damaged                       | 25% of the cost of the book |
| Water damaged but still usable      | 25% of the cost of the book |
| Water damaged, not usable           | Cost of the book            |
| Pages missing, not usable           | Cost of the book            |
| Obscene writing or drawing          | Cost of the book            |
| Not returned                        | Cost of the book            |

## HEALTH SERVICES

Registered nurses specializing in adolescent health, working in conjunction with families, doctors, staff, and community, provide counseling, support, and education for students as they move toward independent living.

### HEALTH IMMUNIZATION RECORDS

Students will provide documentation of up-to-date immunizations upon enrollment.

Whenever indicated, the state health officer shall specify such immunization practices as may be considered best for the control of vaccine preventable diseases. A listing shall be promulgated annually or more often, if necessary.

Except as provided hereinafter, it shall be unlawful for any child to attend any school, kindergarten or similar type facility intended for the instruction of children (hereinafter called "schools"), either public or private, with the exception of any legitimate home instruction program

as defined in Section 37-13-91, Mississippi Code of 1972, for ten (10) or less children who are related within the third degree computed according to the civil law to the operator, unless they shall first have been vaccinated against those diseases specified by the state health officer.

(Reference MS Code 41-23-37 and LCSD School Board Policy: JBC)

### ATHLETIC PERMIT

In order for a student to participate in interscholastic sports, the LCSD Physical and Consent form must be completed and signed by a physician, parent, and athlete. The athletic physical exam is good for one calendar year from the exam date, then needs to be renewed to continue participation.

### STUDENT EMERGENCY CONTACT INFORMATION

Student emergency contact information must be submitted by parents/guardians of students entering New Trier. Student contact and emergency information is used by Health Services to reach a parent/guardian or authorized contacts as needed. Students who become ill or injured at school may be sent home after contact is made with the parent/guardian or emergency contact.

### ILL OR INJURED STUDENTS

Students exhibiting signs of illness should be cared for at home to prevent the spread of illness to other students. Students who become ill or injured at school will not be sent home without prior contact with a parent/guardian or authorized emergency contact.

The Lafayette County School faculty and staff are trying very hard to keep germs isolated and to a minimum. In order to make this possible, we are asking you to pay close attention to the complaints your child may express.

9. If your child complains of a sore throat and/or headache, please check to see if he or she has a fever before sending them to school.
10. **IF YOUR CHILD HAS A FEVER ABOVE 100.0, PLEASE KEEP THEM AT HOME.**
11. If the child has been vomiting during the night or is vomiting before school, please keep them at home.
12. If a student has a temperature of 100.0 (orally) or 99.0 (axillary) upon presentation to school nurse's office, or if the child has an episode of vomiting of unknown origin, it is REQUIRED that the child go home from school.

A general rule of practice is that a child should be fever free WITHOUT medication, and no episodes of vomiting, for 24 hours before returning to school. Also, it is very important to make sure the proper contact numbers are on file with the school nurse and the office. (If you change jobs, cell phone numbers, or home numbers, PLEASE make sure to send these new numbers to the school.)

Local paramedics may be called in the event of a medical emergency.

### STUDENT HEALTH NEEDS

Parents/Guardians should notify Health Services of any student with a health need prior to that student starting school or as a health issue develops. Health information may be sensitively shared with faculty and staff members when necessary to provide for safe daily care and to guide emergency procedures. Confidentiality will be maintained in accordance with state and federal laws.

Asthma, allergy, seizure, and diabetic action and emergency plans are requested to guide procedures for best student care.

Un-designated Epinephrine (EpiPen) is stored in Health Services for a school nurse or trained personnel to administer, in good faith, if a severe allergic reaction is suspected.

### EMERGENCY SITUATIONS

Each principal in collaboration with the school nurse has established a planned written program for handling emergencies resulting from an accident or sudden sickness of students. The program of first aid for emergencies provides directions for administering immediate care; notifying parent, guardian, or custodian; summoning emergency personnel; transporting a student; and directing the parent, when necessary, to possible sources of treatment. The program of first aid incorporates the following requirements:

- The school nurse or a staff member may administer first aid.
- In all cases where the nature of an illness or an injury appears in any way serious, every effort shall be made to contact the parent and/or emergency service (911) immediately.
- The school is responsible for each student until he/she is released to an appropriate person.
- In extreme emergencies, the principal with the school nurse may make arrangements for immediate hospitalization of injured or ill students while contacting the parent or guardian.
- At the time an accident occurs, the responsible staff member shall write a report providing details about the accident and submit it to the principal.
- Accidents to students and staff shall be reported as soon possible to the LCSD District Office.

Principals and the school nurse maintain a supply of first aid supplies. School nurses or a designee are responsible for administering medication with the written instruction and permission from the parent or guardian.

### HEAD LICE

If a student has head lice, the parent or guardian should consult a pharmacist or the child's physician for treatment. As soon as the student has been treated with an approved lice removal product and all the live lice have been removed, he/she may return to school to have his/her hair checked. Proof of treatment must be provided (such as empty container or box of product used) when the child returns to school. He/she will only be allowed to stay at school if no live lice are present. Students are allowed up to one day as an excused absence with a parent note. Beyond that, absences for head lice are unexcused.

### MEDICAL SERVICES AND MEDICATION ADMINISTRATION

- Administration of medication is foremost the responsibility of the parent/guardian. All medications that can be given outside of school hours without serious effects must be given before or after school.
- Medications will only be administered if:
  - (a.) A physician's order (a prescription label is considered an order) and a medical authorization form signed by a parent/guardian is received at school including the child's name, name of medication needed, and time of administration.
  - (b.) Prescription medication must be supplied in a bottle dispensed by the pharmacy with the following on the label before the school can accept it: child's name, name of the medication, how often the medication is to be given, the dosage, and the date of expiration. Non-prescription medication must be in the original package and accompanied with parent note with the following information: student's name, name of medication and time to be given.
- The first dose of any medication should be given at home in case there is an allergic reaction.

- We cannot send medications back and forth from school. Please make arrangements to provide only the amount needed at school. Your pharmacist can divide the dose and provide a second prescription labeled bottle for you to bring and leave at school.
- No medication will be administered without parental/guardian consent. Each school will provide the parent/guardian with the necessary medication authorization forms and it is the parent's/guardian's responsibility to complete the form and return it to the school. The forms must be updated every school year and anytime there is a medication or dosage change. **NO CHANGES IN THE ADMINISTRATION OF THE MEDICINE WILL BE MADE UNTIL THE FORM IS SUBMITTED TO THE DESIGNATED STAFF MEMBER IN THE SCHOOL.**
- Students that have asthma are allowed to keep their inhaler with them as long as they have an asthma medication permission form signed by their doctor and on file with the school. These forms are provided by the schools and should be updated every year.
- Diabetic students should supply a diabetic care plan from their doctor to the school. It is at the principal's (or principal designee's) discretion as to where medication and supplies are to be stored.
- EpiPens are for severe allergic reactions. An EpiPen care plan should be sent to the parent/guardian for them to get their doctor to complete and send back to the school. The EpiPen should be stored as close to the student as possible, since it is for emergency use. Individual consideration will be given by the principal or principal designee to determine if the student is able to carry their own medication and properly self-administer or if a designated staff member needs to keep and administer the medication.
- Emergency medications should be taken on field trips (e.g. asthma inhalers, EpiPens, diabetic supplies).
- The following over-the-counter medications (or the generic equivalent) will be stocked at school, and be made available to the student in FDA approved dosage, provided the necessary health history and parent/guardian signature is on file. If there is a medication below that you do not want your child to be given while at school, you can mark through it with a line on your child's Permission To Treat/Health Information Form. Medications are as follows: Tylenol, Ibuprofen, Tums, Benadryl, Robitussin (for cough), Cough Drops, Neosporin, Triple Antibiotic Ointment, Anti-fungal cream, Sting-Kill Swabs or After-Bite Cream, Orajel (for toothache/mouth sore), Chloraseptic (for sore throat), Caladryl/Calamine lotions (for itching), Blistex/Carmex (lip balm), Sterile Saline Eye Wash, Allergy Eye Drops, Vicks Vapor Rub, Bactine, Hydrogen Peroxide, Isopropyl Alcohol, Glucose Tablets (for diabetics only). For Elementary School students, a parent contact will be attempted before giving any Tylenol, Ibuprofen, Tums, Benadryl, Suphedrine, or Robitussin. If a parent cannot be reached, another contact will be called for permission. If no one can be contacted and symptoms are severe, permitted medication will be given. (Ex: high fever, bad headache, etc.)

### SCHOOL NURSES

| Name           | School and Contact #  |
|----------------|-----------------------|
| Tammy Parham   | LES 662-234-5627      |
| Manda Crawford | LUES 3-4 662-371-1440 |
| Brandy Gossett | LUES 5-6 662-236-3761 |
| Celia Roberts  | LMS 662-234-1664      |
| Julie Ingram   | LHS 662-234-3614      |

### MEDICATIONS

Some children are better able to attend school regularly because of the effective use of medication in the treatment of chronic disability or

illness. Medication should be given by the parents or taken at home. The Board of Education urges physicians to schedule the administration of medication at times other than during school hours. In cases where a student's physician requires medication during school hours, the District will cooperate. **ALL medications shall be given to the school nurse immediately upon bringing them onto campus.**

School nurses are authorized to administer medication in the school setting upon written standing orders of a local physician who has agreed to be the physician of record for the district. These standing orders will include medical functions, tasks, or acts that have been delegated to the school nurse. No medications may be administered without the proper written consent of the parent/guardian. The Request to Administer Medication Form must be completed by the child's physician or guardian and approved by the school principal before administering medication to the child in school.

### **DELIVERY OF MEDICATION TO SCHOOL**

- The parent/guardian is responsible for delivering one school week's supply of medication in the original container to the school nurse on the first day of each week unless other arrangements are made with the school principal. The empty container will be returned home on the last school day of each week by the student.
- Medication brought to school by a student without prior approval from the principal will not be administered. In such cases, the parent will be notified immediately that he/she must come to the school in order that the medication may be administered.
- Unused medication may be returned to the parent or guardian only. The parent who wishes to receive it must personally report to the school before 2 PM on the last day of each school week.
- D. The parent or guardian is responsible for notifying the school immediately when any of the following occurs:
  1. there is a change of physician
  2. the medication or dosage is changed
  3. the administration of the medication is to be terminated
- Medication brought to the school by the parent or guardian must be labeled and in an appropriate container labeled by the pharmacy or physician with the date, student, name, dosage, time intervals, and storage instructions. Liquid medication shall be delivered in the unit-dose form if possible.

### **RECEIPT AND STORAGE OF MEDICATION**

Medication shall be received for storage from the parent only if the Request to Administer Medication authorization form is on file.

- The nurse, principal, or designated office representative of the school shall receive the medication and compare instructions of the medication container with information appearing on the Request to Administer authorization form.
- A locked cabinet or area with temperature, light, and humidity controls shall be provided for storing medication.
- If the school cannot furnish required/appropriate storage facilities for a particular medicine, the parent or guardian will be notified.

### **PROCEDURES FOR THE ADMINISTRATION OF MEDICATION**

These rules apply to both prescribed and over-the-counter drugs.

- All medication to be administered to children shall be:
  1. checked against the Request to Administer Medication authorization form, and
  2. recorded in the medication daily log.
- A child's identity shall be verified before administering medication.
- The school principal or a designated representative shall administer the medication or observe the child self-administered

with one other adult present and not in the presence of other children. Teachers are not permitted to administer prescription or nonprescription medication to children unless authorized by the principal to do so.

- Any side effects shall be reported immediately to the principal.
- Telephone numbers of parent/guardian and physician shall be entered on the Request to Administer Medication form.

### **MENTAL HEALTH COUNSELING**

Studies show that at any given time, at least one in five children and adolescents have a mental health problem. At least 1 in 20 – or as many as 3 million young people – may have a serious emotional disturbance. The mission of public schools is to educate all students, including those with mental health problems. However, children with serious emotional disturbances have higher rates of school failure.

The Communicare school counseling program is designed to screen and treat students under the age of 17 who have mental health concerns. Their mission is to help students succeed academically and socially through therapeutic intervention and treatment. The school reserves the right to require a mental health evaluation for students who exhibit symptoms of being a potential threat of harm to self or others.

Parents, child care providers, or school personnel can refer students to the therapy program by contacting the counseling center at your child's school. Once an intake has been conducted and it is determined a student is eligible, s/he can begin receiving services on the school campus. Therapeutic services will be provided by a master's level therapist and (if eligible) a bachelor's level case manager. Services offered include individual, family, and group therapy, case management (if eligible) as well as contact with school staff for collaboration on grades, attendance, and/or disciplinary issues.

For more information, contact Communicare's Lafayette County Office (234-7521) or contact the counseling center at your child's school. For after-hours assistance and the mental health hot-line, call 234-7521 or the local emergency number 911.

### **SCREENING FOR VISION AND HEARING IMPAIRMENT**

Any students in the LCSD who have not been successful in the regular educational program may be screened for vision/hearing problems as a means of determining whether vision/ hearing problems are the cause of the child's lack of success in the regular program.

Contact the school nurse for any concerns and questions.

### **CHILD NUTRITION SERVICES**

The Lafayette County School District believes that the largest contribution to improving student's learning is to provide each child with a nutritious and well balanced meal daily. The Lafayette County School District Lunch Program is required to meet the following USDA Dietary Guidelines:

- A child is not to receive more than 30 percent of calories from fat
- Less than 10 percent of saturated fats
- School district must provide one-third of the recommended dietary allowances of protein, vitamin A, vitamin C, iron, and calcium

The Lafayette County School District is committed to following the recommended guidelines by the USDA. School meals can be paid for in advance or during meal times. Students are not allowed to charge meals. Students may be eligible for free or reduced price meals in accordance with state and federal rules. Parents must fill out a free or

reduced lunch application each school year. Applications are available Online and schools. Lunch menus are posted on the school website, nutrition office, and posted in all classrooms.

| Students                |        | Adults    |        |
|-------------------------|--------|-----------|--------|
| Breakfast               | \$1.75 | Breakfast | \$2.75 |
| Lunch                   | \$2.75 | Lunch     | \$3.75 |
| Reduced Price Breakfast | \$0.30 |           |        |
| Reduced Price Lunch     | \$0.40 |           |        |

## MEAL CHARGE POLICY

### Purpose:

The Child Nutrition Department is a self-supporting fund that shall not have a negative balance at the close of the school year. The purpose of this policy is to insure compliance with federal reporting requirements for the USDA Child Nutrition Program; therefore, students or staff are not allowed to charge meals.

The intent of this policy is to establish uniform meal account procedures throughout the Lafayette County School District that will be fair and equitable and that will ensure compliance of all who participate in the school meal program. The provisions of this policy pertain to all regular and reduced priced breakfast and lunch meals. Please note that the USDA Child Nutrition Program does not require that meals be provided to students that do not have the money to pay, but Lafayette County School District wants to assure our students have access to a meal even in the event that money is lost or forgotten.

An alternate meal will be provided for students until balance is updated.

### Methods of Payment:

School Breakfast and lunch accounts can be funded through multiple methods:

- Cash or check paid at the register.
- A “No Cash Back” policy will be followed when students pay for their breakfast or lunch while in the serving line. All monies paid will be deposited into the students account for grades K-12.
- Electronic Credit Card through My School Bucks can be made for a small convenience fee. It is strongly encouraged that parents/guardians make meal payments in advance.

### School Meal Application:

- Free and reduced meal applications are available for school meals. Families can apply year round.
- Forms are found Online, at the office of each school site or the Child Nutrition office.
- Paper applications must be completed and returned to the corresponding school office for that grade
- A new application must be completed each school year or when a child transfers from one district to another or from another state.
- Meal benefits do not become effective until the application has been approved.
- Prior to approval all meals must be paid at time of sale with cash or prepaid funds on accounts.

Parents/Guardians are responsible for payment of these meals to the Lafayette County School District Child Nutrition Program.

Balances may be checked at any time by logging into MySchoolBucks.

### Refunds:

**Withdrawn Students:** For any student who is withdrawn, a written request for a refund of any money remaining in his/her account must be submitted. An email request is also acceptable. **Graduating Students:** Students who are graduating at the end of the year will need to request a refund in writing. Funds can also be transferred to siblings with a written request.

**Unclaimed Funds:** All refunds must be requested within one year. All unclaimed funds will then become the property of the Lafayette County School District Child Nutrition Department.

Payments for lunch, milk, and/or breakfast should not be combined with other school expenses. With the exception of milk products, a student may purchase individual components of the meal, or any a la carte item, only if the full meal unit has been purchased. Students must take at least three (3) of the five (5) meal components. A double serving of an item does not count as two (2) food items.

### ADDITIONAL INFORMATION ABOUT OUR SCHOOL NUTRITION PROGRAM

- Special requests from teachers for sack lunch should be sent through their principal to the Director of Food Services. Special lunch requests must be made **two weeks in advance of the event.**
- Adults are not allowed to use a student's account. There are no exceptions to this rule. Faculty and staff may create their own account in the school cafeteria.
- No one is allowed in the food preparation area other than Food Services Personnel. No person(s) shall be allowed in the cafeteria kitchen after hours without an authorized employee present.
- No food will be served after 1:15 p.m.

### STUDENTS WITH SPECIAL DIETARY NEEDS

Regulations governing the federal lunch and breakfast program permit food substitutions for individual children with medical or other special dietary needs. The regulation allows substitutions only when supported by statement from a recognized licensed physician. This statement should include the child's disability, why the disability affects the child's diet, the major life activity affected by the disability and food or foods to be omitted, and foods that must be substituted. In case of milk allergy, juice may be substituted when the verification is received. The school district will maintain a copy of the medical statement on file in the school nurse's office, the cafeteria, and the student's classroom file. Please contact the school nurse immediately to complete a special dietary need. The Director of Food Services should be notified by the nurse when the appropriate paperwork is submitted.

Lactose-free milk is available.

## TRANSPORTATION SERVICES

In providing transportation, the number one priority is the safety of our students. Passengers transported in school buses must conduct themselves in an orderly manner by following school bus rules and regulations. Students will only be allowed to ride to and from the bus stop for their registered address. Upon approval of the superintendent, a student may be permitted to ride to another child-care location on a permanent basis. Parents may request a bus change for individual routes by filling out a change request with the transportation director.

The district will limit these requests to three times a semester. Further, any student whose right to ride a bus has been suspended must provide his/her own transportation. Additional information regarding transportation routes and schedules may be obtained from the LCSD Transportation Director.



## BUS CONDUCT

While Mississippi law requires the district to furnish transportation to its eligible students, parents have the responsibility of supervising the student(s) until they board the bus in the morning and after the students leave the bus at the end of the school day. Any student who rides the bus and then does not report to school will be considered truant and dealt with accordingly. Students have the responsibility to obey all rules of conduct while waiting for, riding, and leaving the bus. The school bus driver and monitor are authorized to maintain order to insure safety at all times. The principal will be responsible for disciplining students reported to him/her by the driver. Questions regarding discipline should be directed to the school principal. Questions regarding stops, routes, and student eligibility should be directed to the transportation director. Emergency bus evacuation drills are conducted at least two times each year.

## SCHOOL BUS RULES AND CONSEQUENCES

Bus drivers and monitors are responsible for supervising and maintaining appropriate conduct of students on school buses. The bus driver and monitor are authorized to assign seats. For the safety of all students, students are expected to be on their best behavior. When misbehavior occurs, the bus driver may issue a School Bus Conduct Report. Copies are provided to the principal, parents, and transportation office. \*Note: There may be discipline issues that require both bus discipline and school discipline. Those will be handled according to the Code of Conduct. Students must behave on the bus. An administrator or hearing officer may suspend a student's bus privileges for an indefinite period of time. When a student is suspended from riding the bus, parents must make arrangements for their child to leave campus in a timely manner.

While riding a school bus, students are to follow the LCSD Code of Conduct. It is the duty of passengers transported in school buses owned or operated by public school districts to conduct themselves in an orderly manner. Passengers shall abide by rules/regulations of the MS Board of Education and those adopted by the LCSD School Board.

**Severity Clause:** A student may be suspended from riding the bus or sent before the school board at any time for serious misconduct, regardless of the number of times s/he has been referred to the office. Under no circumstances will a student be allowed to ride any other bus while under a bus suspension.

The following is a general progression of every day discipline that is not seen to be flagrant.

**First offense:** Appropriate discipline by principal, which can include but is not limited to counsel with student, contact with parents, and / or suspension from the bus.

**Second offense:** Suspension from riding the bus for up to three days; the school will notify the parents. (K-6 students may receive, recess detention, ISS, or other punishment as deemed appropriate by the administrator in lieu of the three days).

**Third offense:** Suspension from riding the bus for up to five days; school will notify the parents.

**Fourth offense:** Suspension from riding the bus for up to ten days; school will notify the parents.

**Fifth offense:** Suspension from riding the bus for the remainder of the school year; school will notify the parents.

### **While loading and unloading the bus:**

- Be at the assigned loading zone on time.
- Exercise extreme caution in getting to and from the assigned bus

stop.

- Wait in a safe place, clear of traffic and away from where the bus stops.
- Look in both directions before stepping from behind parked cars.
- Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates it is safe to board.
- Do not play on or near the road while waiting for the bus to arrive.
- Wait in an orderly line and avoid horseplay.
- Look in both directions before crossing any roadway.
- Never walk on the road when there is a sidewalk or pathway.
- Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
- Wait until the bus comes to a complete stop before trying to load and unload.
- Use the handrail while getting on and off the bus. Children who carry backpacks and wear loose-fitting clothing or clothing with drawstrings should be careful not to snag themselves on the handrail.
- 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.
- When you must cross the road to enter the bus, or after leaving the bus, always follow the hand signals from the bus driver before entering the roadway. Cross in front of the bus and walk approximately 10 feet ahead of the bumper.
- Do not hitch a ride via the rear bumper or other parts of the bus.
- Refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.

### **While riding the bus, students should follow these rules:**

- Do not distract the driver's attention.
- Talk in a normal tone and do not shout. Be quiet at intersections and railroad crossings. 3. Keep head, hands, and articles inside the bus.
- Do not bring unauthorized articles on the bus—such as food or drinks, etc.
- Do not use profane language or make obscene gestures.
- Do not fight or scuffle.
- Be courteous and follow the instructions of your bus driver.
- Do not threaten the bus driver or monitor.
- Do not make excessive noise.
- Do not throw objects inside or outside the bus.
- Do not stand or move when the bus is in motion.
- Do not commit any other acts deemed improper by the student Code of Conduct or by the bus driver and monitor.
- Do not enter or exit through the emergency door except in an emergency situation.

IT IS UNLAWFUL FOR A PARENT TO BOARD A SCHOOL BUS WITHOUT THE DRIVER'S PERMISSION.

## DUE PROCESS REGARDING SCHOOL BUS DISCIPLINE

If a student commits a fourth offense and becomes ineligible to ride the bus, parents may request an appeal before the district hearing officer. A meeting will be called with the student involved, the parents or guardian, and other necessary persons. The parents have the right to appeal the decision to the assistant superintendent, superintendent, and ultimately the Board of Trustees. For concerns related to a bus driver, a parent should contact the Transportation Director at 662-234-4552.

# RIGHTS AND RESPONSIBILITIES

## RIGHTS

### EQUAL OPPORTUNITY STATEMENT

The district will not discriminate, in its operation, on the basis of race, color, creed, national origin, sex, marital status, age, religion or lack thereof, or handicapping conditions, in accordance with federal and state laws, and with accreditation standards. The Lafayette County School District will provide reasonable accommodations to qualified disabled persons. Persons wishing to apply for this service may contact the principal at the school or apply directly to Lafayette County Schools, ADA/504 Coordinator.

The following person has been designated as the Section 504/ Americans with Disabilities Act Coordinator. Inquiries regarding nondiscrimination policies or requests for accommodations may be forwarded to:

Leslie Covington  
Special Services Director  
662-232-2879

All statements in this publication are announcements of present policies only and are subject to change at any time by the proper authority without prior notice.

Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion, or marital status. No student shall be excluded (on such basis) from participating in or having access to any course offered, athletics, counseling, employment assistance, or extra-curricular activities.

### TITLE IX

The Lafayette County School District supports Title IX in its endeavor to strive for gender equity. You may contact the Title IX Coordinator/Civil Rights Coordinator.

### Part A - McKinney-Vento Act

All school districts are required to maintain compliance with the McKinney-Vento Act which provides specific rights for homeless students. Every school district must designate a McKinney-Vento Liaison to assist in identifying, supporting, and ensuring the rights of homeless students and families. These rights include waiving certain requirements, such as proof of residency, when students are enrolling and allowing categorical eligibility for certain services, such as free lunch.

### MEDIA / PUBLICATION NON-CONSENT

Lafayette County Schools often wishes to celebrate the activities and accomplishments of its students by sharing information with the community. The District may videotape, audiotape, or photograph student activities and student work for use on the District website, in District-sponsored publications, on the District cable channel, on District social media sites, and in other outlets. The school also issues media releases and distributes photos to local media outlets and may occasionally allow the news media to interview, photograph, record, or videotape students under the supervision of District personnel.

If a parent/guardian DOES NOT WISH to have images, video, or audio of their child published, they must update their child's enrollment record

by contacting the counselor at the appropriate school.

### SCHOOL PICTURES

Each enrolled student will have a picture taken, free of charge, for use in the school yearbook. Professional school photo packages are purchased on a prepaid plan, which means they must be paid for on picture day. Information on packages is sent home prior to picture day.

### TEACHER/PARENT CONFERENCES

Our district recognizes the importance of parent-teacher conferences. The teacher shall arrange for conferences with parents when children are having learning or behavioral problems. Parents should contact the teacher or counseling office to arrange a conference time. Many misunderstandings can be prevented through simple, direct communication.

## ACADEMIC INTEGRITY

Lafayette County School District is committed to providing an atmosphere in which the values of truth, integrity, personal accountability, and respect for the rights of others are modeled. To this end, the Board of Education prohibits academic dishonesty.

### CHEATING OR DISHONESTY

As we pursue to be Anchored to Excellence, we must create and maintain an academically honest environment. Academic dishonesty occurs when students obtain or assist others in obtaining credit for work that is not their own. Students must conduct themselves according to the highest standards of personal integrity. Students will follow rules prohibiting dishonest academic behavior and must resist peer pressure to violate these standards.

Study or homework collaboration is not considered academic dishonesty. However, students may not submit identical work. Teachers will guide students in understanding when collaborative efforts are appropriate.

Examples of academic dishonesty may include, but are not limited to, the following:

1. Communicating with another student during a test or quiz;
2. Copying material during a test or quiz;
3. Allowing a student to copy from one's test or quiz;
4. Using unauthorized notes during a test or quiz;
5. Submitting falsified information for grading purposes;
6. Obtaining a copy of and/or information about a test or quiz without the knowledge and consent of the teacher;
7. Submitting a paper or project that is not the student's work;
8. Copying another person's assignments or allowing another student to copy one's assignment;
9. Submission of work that is identical to that of another student;
10. Removing tests or parts of test without the knowledge and consent of the teacher;
11. Impersonating a student to assist the student academically;
12. Having another person impersonate the student to assist academically;
13. Stealing or accepting stolen copies of tests or answer keys;
14. Changing answers and seeking credit on an assignment or test after the work has been graded and returned;

15. Altering a teacher's grade book;
16. Falsifying information for applications (e.g., college scholarships);
17. Using computers, mobile devices, or programmable calculators in violation of guidelines established by the teacher;
18. Using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher;
19. Unlawfully copying computer software or data created by others;
20. Misusing school computer systems that are used for student, staff, or administrative purposes; and
21. Any other violation intended to obtain credit for work that is not one's own.

## PLAGIARISM

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Plagiarism is the act of taking another's words, work, and/or thoughts and presenting it as one's own. This may include but is not limited to computer programs, drawings, artwork, and all other types of work that are not one's own. Types of plagiarism include word-for-word, rearrangement or rewording without documentation, and indirect paraphrasing of a passage without documentation. In general, any material taken from another source without adequate documentation.

### CONSEQUENCES OF ACADEMIC INTEGRITY

Students who are charged with academic dishonesty and/or plagiarism will be given a grade of zero or an alternative assignment. be referred for additional discipline in conformance with the District's student discipline policy and student Code of Conduct.

*(Reference LCSD Board Policy:JCA)*

## STUDENT-OWNED DEVICES

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LCSD teachers have autonomy in their classroom to have students utilize personal devices for educational purposes. The first time a student violates the rules of a particular teacher or those of the school at large, the cell phone or other electronic device will be confiscated and retained until a parent/guardian has a meeting with an administrator and picks up the phone.

Failure to turn a phone or other electronic device over to a staff member upon request will be considered an insubordinate act towards a school official. This act will be handled according to the procedures listed in the discipline section of this handbook. Students who are suspended for insubordination in connection with cell phone/electronic device violation will still be responsible for surrendering the device and yielding to the consequences of a device violation.

The possession and/or use of any electronic communication devices, including cell phones or other electronic devices during the administration of scheduled statewide tests is prohibited.

The Lafayette County Acceptable Use Policy will be in effect for **ALL** devices being used on campus. This includes all devices connected to the outside network towers as well.

- Students must access the Internet when applicable through the school-provided student network. Passwords are available through the classroom teacher.
- Cellular telephones will only be allowed in classrooms at the teacher's discretion and with the teacher's direction. Internet searches, research, and student response will be the main use of smartphones in the classroom. In the event your child does not have a telephone or tablet to use during class, the school will provide an alternate means of accessibility.

### LES

Cell phones and electronic devices (tablets, iPads, etc.): Personal devices and/or accessories (headphones, earbuds, etc.) may not be brought to school without permission or notification by principals.

### LUES

Cell phones and electronic devices (tablets, iPads, etc.): Personal devices and/or accessories (headphones, earbuds, etc.) may not be used or be in sight whatsoever unless directed by a school staff member. Again, these will only be used for instructional purposes when directed. There is no use of cell phones for recess/break.

### LMS

Cell phones and electronic devices (tablets, iPads, etc.): Personal devices and/or accessories (headphones, earbuds, etc.) may not be used or be in sight whatsoever unless directed by a school staff member. Again, these will only be used for instructional purposes when directed. There is no use of cell phones for "free-time".

### LHS

Cell phones and electronic devices (tablets, iPads, etc.): are allowed only at breakfast, break, and lunch in the Commons. All other times, electronic devices should not be used and put away. Cell phones/electronic devices are not allowed in the hallways.

**LMS and LHS** teachers have autonomy in their classroom to have students utilize personal devices for educational purposes. The first time a student violates the rules of a particular teacher or those of the school at large, the cell phone or other electronic device will be confiscated and retained until a parent/guardian has a meeting with an administrator and picks up the phone.

Failure to turn a phone or other electronic device over to a staff member upon request will be considered an insubordinate act towards a school official. This act will be handled according to the procedures listed in the discipline section of this handbook. Students who are suspended for insubordination in connection with cell phone/electronic device violation will still be responsible for surrendering the device and yielding to the consequences of a device violation.

The possession and/or use of any electronic communication devices, including cell phones or other electronic devices during the administration of scheduled statewide tests is prohibited. Lafayette High School/Lafayette County School District is not responsible for lost, stolen, or damaged cell phones or other electronic devices.

**LCSD is not responsible for theft or damage of any device. LCSD students are not required to bring any device to school.**

# TECHNOLOGY ACCEPTABLE USE POLICY

The LCSD provides teachers, staff, and students the privilege of accessing the Internet over the district's network for the enhancement of learning and achievement. The Internet offers an abundance of research material pertinent for intellectual growth.

The use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. The use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

This policy establishes expectations for responsible access and use of district technology by staff, students, parents/ guardians, and community members who use the services. District technology resources are to be used to support the curriculum, instruction, and learning opportunities for students and staff. All resources must be consistent with district guidelines for the selection of educational materials. Additionally, these resources must be used to enhance and enrich the district's curriculum while providing for the varied instructional needs, learning styles, abilities, and developmental levels of students.

The board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material inconsistent with the educational goals of the district. However, the internet and electronic communications are fluid environments in which students access materials and information from many sources, including some that may be harmful to them. The board acknowledges that while it is impossible to predict with certainty what information students might come into contact with, it desires to take all reasonable steps to protect students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the board. Students shall take responsibility for their own use of district laptops, computers, and computer systems to avoid contact with material or information that may be harmful to minors.

The board authorizes the administration to adopt procedures for computer use consistent with this policy and to review and evaluate its effect on instruction and student achievement. It is the intent of LCSD to:

- provide access to educational publications, articles, images, etc.
- provide safe Internet surfing for educational materials
- prevent inappropriate material entering or leaving the school's network via email, Internet, or other electronic communications
- prevent unauthorized/malicious attempts to access network resources
- prevent unauthorized disclosure of personal information
- abide by the rules established by the "Child Internet Protection Act" (CIPA) (Pub.L'106-554) Title XVII
- educate minors about appropriate Online behavior, including interacting with others on social networking sites and in chat rooms
- cyberbullying awareness and response

## ACCESS TO INAPPROPRIATE MATERIAL

Lafayette County School District has internet technology protection measures in place to prevent access to inappropriate material. These measures are in place to prevent students from visually accessing material, which may be obscene, pornographic, or harmful to minors. On a global network such as the Internet, it is not possible to control the content of all available materials. Computer security cannot be made absolutely perfect, and it is likely that a determined student or

another individual could make use of district technology resources for inappropriate purposes. If any inappropriate materials surface, a supervising staff member must be contacted immediately.

## INAPPROPRIATE NETWORK USAGE

Students and their parents/guardians are advised that some Internet sites may contain defamatory, inaccurate, abusive, obscene, profane, sexually or racially offensive, threatening, or otherwise illegal material. LCSD does not condone the use of such materials and does not permit the usage of such materials in the school environment. Internet access through Lafayette County School District network is a privilege, not a right; inappropriate network usage will result in disciplinary action. Lafayette County School District shall take action to uphold the safety and security of all users of the network.

All persons shall use district technology resources in a responsible, efficient, ethical, and legal manner. Technology and ways of using technology are constantly evolving, every unacceptable use of said resources cannot be specifically described in the policy. Therefore, some examples of unacceptable uses include, but are not limited to, the following [note - the school administration has the discretion to determine which uses are unacceptable]:

- Uses the Internet or network for illegal, inappropriate, threatening, or obscene messages/images, pornography, "sexting", materials protected by trade secret, etc. Illegal is defined as any violation of local, state, or federal law.
- Violates copyright, license agreements, or other contracts.
- Intentionally disrupts Lafayette County School District network traffic. This includes, but is not limited to uploading, creating, or transmitting computer viruses.
- Uses the Lafayette County School District network for personal gain, fraud, political campaigning, or solicitation.
- Steals or damages data and/or equipment.
- Gains or seeks to gain unauthorized access to network resources (e.g. attempting to gain or gain administrative rights to computers or network resources, attempting to override or bypass district installed content filters).
- Uses another student or staff account to access personal data.
- Discloses personal information about students or staff.
- Deletes or renames data owned by someone else.
- Adds unauthorized external devices to any computer (e.g. external floppy drives, hard drives, jump drives, etc.)
- Adds unauthorized devices (cell phones/computers) to the network.
- Defames intimidates, threatens, harasses, or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated, or hostile and unwanted manner, known as "cyberbullying" whether on-campus or off-campus.

## UNAUTHORIZED SOFTWARE AND DEVICES/EQUIPMENT

Users are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner. No persons are permitted to download any software on school-issued laptops without district approval through the appropriate process. LCSD will not support non-district devices/equipment. Personal or non-district-owned equipment connected to the district network is not permitted.

## CONSEQUENCES FOR VIOLATING LCSD POLICY

Consequences are decided on a case-by-case basis and not limited to: Disciplinary action based on the LCSD Code of Conduct

- Suspension or revocation of network privileges
- Suspension or revocation of computer access
- Legal action and prosecution by the authorities

- Any other action deemed appropriate by school administrators

### NO EXPECTATION OF PRIVACY

District computers, laptops, and computer systems are owned by the district and intended for educational purposes at all times. No person using district computer equipment, software owned, leased, or controlled by the district, or websites, email or Internet access provided by the district has a reasonable expectation of privacy with respect to such equipment, software, websites, email, or Internet access. LCSD reserves the right to monitor, inspect, copy, review and store all use of district computers and computer systems including all Internet and electronic communications access and transmission/receipt of materials and information at any time and without notice. All material and information accessed/received through district computers and computer systems shall remain the property of the district.

### DISCLAIMER

Lafayette County School District will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. The user accepts personal responsibility for any information obtained while on the school network.

### SCHOOL PROPERTY AND EQUIPMENT USAGE

The LCSD may provide students with the use of LCSD property, including but not limited to equipment and computers. Students are asked to use the utmost care in handling these items and must return the property at the end of the determined usage period. Also, students may be responsible for the loss or damage of school district property.

### G SUITE FOR EDUCATION

G Suite for Education, previously referred to as Google Apps for Education, includes free, web-based programs like document creation tools, shared calendars, and collaboration tools. This service is available through an agreement between Google and Lafayette County Schools. Your child's teachers may use the G Suite for Education for lessons, assignments, and electronic communication. G Suite for Education is available anywhere with Internet access. School staff will monitor student use of G Suite for Education when students are at school. Parents are responsible for monitoring their child's use of G Suite for Education outside of school. Students are responsible for their own behavior at all times. More information about GSuite for Education is available upon request or can be accessed by visiting this URL: [https://gsuite.google.com/terms/education\\_privacy.html](https://gsuite.google.com/terms/education_privacy.html)

## STUDENT APPEARANCE

### STUDENT DRESS CODE

There is a definite correlation between proper grooming, dress, and good conduct. Clothing and general appearance are appropriate for school. Cleanliness and good grooming are essential for an appropriate appearance. Clothing and jewelry that could cause a disturbance or interfere with the instructional program will not be allowed. In addition, clothing or jewelry that could cause a safety or health hazard will not be allowed. **SCHOOL OFFICIALS WILL DETERMINE THE APPROPRIATENESS, INAPPROPRIATENESS, AND CLEANLINESS OF CLOTHING.** Each student's dress should be in keeping with the following principles:

1. Students' shorts/skirts/dresses must be no higher than 3 inches above the knee.
2. Hairstyles should be neat, clean, and well-groomed. Hairstyles disrupting the educational process are not permitted.
3. Visible body piercings other than the ear, eyebrow, and nose are prohibited. Nose and eyebrow piercings are only allowed if small studs (no hoops or rings).
4. No tank tops, halters, tops with spaghetti straps, or tops that expose the midriff. Appropriate underclothing shall be worn at all times and should be worn underneath an outside garment.
5. Picks, combs, rollers, and other styling devices shall not be worn.
6. Unless medically prescribed, sunglasses are prohibited indoors.
7. No Hats, caps, toboggans, hoods, hairnets, shower caps, and do-rags/bandanas may not be worn in the building. This rule applies to both male and female students.
8. No see-through clothing exposing undergarments shall be worn.
9. Biking shorts and Nike-style shorts are not allowed.
10. Pants with holes above the knee are not permitted with skin showing. Excessive holes in pants are not permitted.
11. If leggings, jeggings, yoga pants, or other skin-tight pants are worn, a shirt must extend past the waist and cover the buttocks.
12. Pants should be worn at the waist. Sagging pants are not allowed.
13. Clothing with suggestive, vulgar, indecent, or disruptive slogans/pictures is not permitted.
14. Clothing advertising alcoholic products or drugs is not permitted.
15. Students shall not wear clothing or appear in any manner that would identify them with a gang or any illegal activity. Furthermore, students shall not wear any clothing advertising gang-related signs, colors, or written gestures.
16. Chains and spikes shall not be worn.
17. Trench coats or duster-style coats are not allowed.
18. Pajamas pants and house shoes shall not be worn.
19. Any dress or personal appearance that the administration feels is disruptive to the instructional process or presents a safety hazard will be dealt with on an individual, case-by-case basis.

Dress guidelines will be set for special events such as awards night and graduation. Failure to comply with the rules of the dress code shall be grounds for suspension and/or being disallowed from attending the special event. Under the School Board Policy, no student who fails to conform to the proper standards of the dress code shall be allowed to continue in school. All school rules and regulations are effective from the date of registration until the closing of the school session. Students are under the school rules and regulations while on the school grounds and the school buses.

### LES & LUES STUDENT DRESS CODE

Additional school-required guidelines can be found in the LES & LUES sections of the guidebook.

# STUDENT DISCIPLINE

## STUDENT CODE OF CONDUCT

Students have basic rights under the US Constitution, the Constitution of the State of Mississippi, and Mississippi State Law. Those rights, however, do not extend to infringement on the rights of teachers to teach and other students to learn. LCSD recognizes the teacher as the authority in the classroom matters and supports teachers in their decisions in compliance with the written disciplinary code of conduct.

## CODE OF DISCIPLINE

### GRADES K - 12

The Uniform Code of Discipline was developed to help establish a system that would facilitate an environment of good discipline in a fair and consistent manner. This code follows the guidelines established by the State of Mississippi.

#### Definitions:

- **Detention** – Student loses free time – before, during, or after school hours
- **Out of School Suspension** – Student is out of school for a designated period of time. Students who are suspended are restricted from all school property and may not attend a school function on or off the property.
- **SLC, Silent Learning Center** – Student is assigned to an area away from the regular classroom. In some cases, extra-curricular activities may be restricted or limited.
- **Disciplinary Hearing** – Refer to the end of the Code of Discipline for a complete description of a Disciplinary Hearing.
- **Expulsion** – Students’ rights and privileges of attending school are suspended for a specified time period. Expelled students may not go onto school property at any time. If they do, they will be arrested and charged with trespassing.

*Students who are returning to school from a training school, detention center, or expulsion will enter the alternative school for a minimum of ten days before returning to their appropriate school site.*

## DISCIPLINE POLICIES AND PROCEDURES

These acts of misconduct include those student behaviors that disrupt the orderly educational process in the classroom or on the school grounds including, but not limited to, the following:

### LEVEL I

- 1-1 Tardiness
- 1-2 Disruptive/Inappropriate behavior
- 1-3 Initiating or participating in any unacceptable physical contact including, but not limited to inappropriate physical displays of affection (PDA – kissing, inappropriate touching, etc.)
- 1-4 In an unauthorized area without a pass (halls, etc.)
- 1-5 Dress code violation
- 1-6 Loitering in the halls, common areas, etc.

#### Disciplinary Action First Violation

Minimum: teacher and student conference, verbal reprimand, detention  
Maximum: teacher-student-parent conference, office referral, silent

learning center, detention

#### Repeated or Flagrant Violation

Minimum: teacher-student-administrator conference, SLC  
Maximum: detention, silent learning center, or out-of-school suspension

### TARDY POLICY

Tardies are recorded per 9-weeks. There are two types of tardies: (1) arriving at school after the tardy bell and (2) being late to any class after arriving at school. A student is tardy if the student is not in class when the tardy bell rings.

Any student who arrives at school after the tardy bell must report to a designated area for an admit slip before the teacher will admit the student to first-period class.

Bus students who are late due to bus problems must report to the office; however, these tardies are not recorded. Oversleeping, clock failure, missed rides, etc. will not be approved tardies.

Tardies to classes throughout the school day are reported by the teacher and a record of these tardies is maintained in the student information system (SAM). Students are allowed three (3) tardies each 9-weeks. Any student who is not in the classroom when the tardy bell rings is considered tardy.

| PK-6 Consequences for tardiness: |  |
|----------------------------------|--|
| 1st – 3rd tardy                  | Warning  |
| 4th and 5th tardy                | SLC for recess   |
| 6th tardy                        | SLC for activity time                                    |
| 7th tardy                        | Home suspension - (required parent/principal conference) |
| 8th and 9th tardy                | 1 day of SLC   |
| 10th Discipline Hearing          | Discipline Hearing                                       |

| 7-12 Consequences for tardiness: |  |
|----------------------------------|--|
| 1st – 3rd tardy                  | Warning  |
| 4th- 6th tardy                   | SLC with parent contact                                |
| 7th tardy                        | Home suspension (required parent/principal conference) |
| 8th and 9th tardy                | 1 day of SLC   |
| 10th Discipline Hearing          | Discipline Hearing                                     |

### LEVEL II

- 2-1 Defiance, insubordination (refusal to comply with rules/instruction), disrespect, rudeness to staff or students, failure to serve detention.
- 2-2 Gambling
- 2-3 Exhibition of any hostile actions whether physical, verbal or written
- 2-4 Violation of electronic device policy

- 2-5 Behavior that disrupts instruction
- 2-6 Dishonesty, lying

### **Disciplinary Action**

#### **First Violation**

Minimum: Warning, Detention, SLC

Maximum: Out of School Suspension (1-2 days)

#### **Repeated or Flagrant Violation**

Minimum: SLC and/or Out of School Suspension up to 3 days

Maximum: Out of School suspension up to 4 days and/or disciplinary hearing. (Hearing officer may recommend expulsion)

**All placements at LLC are for a minimum of fifteen (15) days for students.**

### **LEVEL III**

- 3-1 Possession or use of tobacco products
- 3-2 Theft or misappropriation of personal or school property
- 3-3 Acts which threaten the safety and/or well being of students and/or staff
- 3-4 Extortion - use of intimidation, coercion, or force
- 3-5 Academic dishonesty
- 3-6 \*Vandalism of personal and/or school property (above \$500.00 will be considered flagrant)
- 3-7 Using profane, obscene, indecent, immoral, or offensive language and/or gestures, and possession of obscene materials
- 3-8 Clothing, apparel, or accessories that signify membership or any affiliation with a gang or social club associated with criminal activity, as identified by law enforcement agencies
- 3-9 Forgery of documents e.g. report cards, progress reports, teacher communications, and money
- 3-10 Violation of state testing security. e.g. prohibited devices in the room
- 3-11 Leaving school grounds without permission and/or not being in the assigned area at the assigned time (skipping class)

### **Disciplinary Action**

#### **First Violation**

Minimum: SLC, OSS up to 3 days, Grade of "0" will be recorded when academic dishonesty occurs on tests/exams

Maximum: OSS up to 5 days. Possible report to the police authorities, and/or disciplinary hearing. (Hearing officer may recommend expulsion.)

**\*Restitution shall be made**

#### **Repeated or Flagrant Violations**

Minimum: School suspension (3 days), SLC (up to 10 days)

Maximum: School suspension (up to 6 days) and/or disciplinary hearing, summon police

**All placements at LLC are for a minimum of fifteen (15) days for students.**

### **LEVEL IV**

- 4-1 Fighting (Fighting is defined as two or more people trying to inflict bodily harm.)
- 4-2 Possession, use or under the influence of alcohol, illegal drugs, narcotics, controlled substance(s), or paraphernalia (e-cigarettes, smokeless devices, vaping, etc are included in paraphernalia)

Students in grades seven (7) through twelve (12) who fight will be suspended, may be transported to the police station and possibly charged with disorderly conduct. In grades kindergarten through sixth, alternatives short of a three-day suspension as the minimum may be

considered.

### **Disciplinary Action**

4-1 Fighting: LHS will require LLC placement for 15 days minimum

Minimum: OSS, disciplinary hearing, and summon police

Maximum: OSS up to 10 days, disciplinary hearing, and summon police,

**For any Level IV offense, a hearing officer may recommend expulsion. All placements at LLC are for a minimum of fifteen (15) days.**

**The Lafayette County School District may require any student to submit to a clinical drug test within 24 hours if there is a reasonable suspicion that the student has possession of or is under the influence of alcohol, illegal drugs, narcotics, or controlled substances. Refusal by the student to a drug test will be deemed as a positive result by the Lafayette County School District.**

### **LEVEL V**

- 5-1 Weapon(s) possession and/or use
- 5-2 Physical, written, or verbal threat or assault
- 4-3 Sale, distribution, or conspiring to sell illegal drugs/alcohol (controlled substance) or paraphernalia (e-cigarettes, smokeless devices, vaping, etc are included in paraphernalia)

### **Disciplinary Action**

#### **Weapon other than a firearm 5-1 or 5-2 not concerning assault**

Minimum: LLC placements; OSS 3 days, disciplinary hearing, notify and/or summon police

Maximum: OSS up to 10 days, disciplinary hearing, and summon police.

*A student may be expelled for up to a calendar year with re-entry through LLC.*

#### **Firearm or 5-2 concerning assault**

Minimum: School suspension of 3 days, disciplinary hearing, summon police.

Maximum: School suspension of up to 10 days, disciplinary hearing, summon police.

*A student may be expelled for up to a calendar year with re-entry through LLC.*

**For a Level V offense, a hearing officer may recommend expulsion or LLC. All placements at OLC are for a minimum of fifteen (15) days for students in grades K-5 and for a minimum of thirty (30) days for students in grades 6-12.**

## **DISCIPLINARY HEARINGS**

The district hearing officer conducts disciplinary hearings. The decision of the hearing officer is binding unless the decision is appealed by either the student or school to the superintendent and ultimately to the Lafayette County School Board of Trustees.

Decisions will be based on the offense, the circumstances surrounding the offense, and the appropriate precedent decisions. A hearing officer may assign penalties ranging from probation to expulsion.

In addition to these penalties, provisions of the Mississippi Criminal Code are applicable to illegal behavior. Principals are required to report offenses that include violence, weapons, drugs, sexual misconduct, sexual harassment, and/or alcohol to law enforcement.

The Lafayette County School Board of Trustees permits individual schools to adopt additional regulations governing actions not covered by the Code of Discipline. However, such additional regulations may neither substitute nor negate any of the provisions, spirit, or intent of

the Code of Discipline.

Students who are suspended, expelled, or placed at LLC for discipline infractions may not go onto any Lafayette County School District property or attend any Lafayette County School function. If they do, they will be considered insubordinate and trespassing. They may be referred to the Lafayette Sheriff's Department and disciplined according to the Lafayette County School District Code of Discipline. Please note:

By law, a parent or guardian of a compulsory-school-age child enrolled in the Lafayette County School District may be required to appear at school by an appropriate school official for a disciplinary conference regarding the acts of the child. A parent or guardian of a compulsory-school-age child enrolled in the Lafayette County School District shall be responsible financially for his or her minor child's destructive acts against school property or persons.

The Lafayette County School District complies with the Mississippi Policies and Procedures for Individuals with Disabilities. Discipline issues will be addressed on an individual basis and will follow federal, state, and local policies.

### **MISSISSIPPI CODE 37-9-71**

As per 37-9-71 of the Mississippi Code, ..." the 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 of policy of the local school district." The principal must follow normal due process rules.

## **BULLYING POLICY**

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The Lafayette County School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures, written, electronic, verbal communications, cyber, any physical act, any threatening communication, 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 it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

The Lafayette County School District will make every reasonable effort

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

### **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.

### **PROCEDURES FOR PROCESSING A COMPLAINT**

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 will report such conduct to a teacher, principal, counselor or other school officials. The report will be made promptly but not later than five (5) calendar days after the alleged act or acts occurred. The school official will complete a "Bullying/Harassing Behavior" complaint form which will include the name of the reporting person, the specific nature and date of the misconduct, the names of the victim of the misconduct, the names of any witnesses, and any other information that assists in the investigation of the complaint. The report will be given promptly to the principal who will institute an immediate investigation.

The complaint will be investigated promptly. Parents will be notified of the nature of any complaint involving their students. The Lafayette County School 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 Lafayette County School 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 Lafayette County School District official conducting the investigation will notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.

If the victim is not satisfied with the decision of the principal, 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 or his/her designee 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 Lafayette County School District board. Such appeal will be filed within ten (10) working days after receipt of the decision of the superintendent.

The Lafayette County School District Board will, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Lafayette County School District Board to present reasons for dissatisfaction with the decision of the superintendent. The Lafayette County School District board will provide a written decision within ten (10) working days following the victim's appearance before the board.



## SEXUAL HARASSMENT POLICY

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It is the intent of the Lafayette County Schools to maintain an environment free from sexual harassment of any kind. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Complaints of violation of this policy may be made to the appropriate school administrator or teacher without fear of reprisal. Should violations prove to be legitimate, the offending student or employee will be subject to disciplinary action.

## RESTRAINT POLICY

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CITE: Section 37-9-69; Section 37-11-57 of the Mississippi State Code of 1972, annotated

In accordance with the above-referenced legislation, it is recognized that instructional and other staff may be called upon to intercede in situations wherein students may be displaying physically violent behavior or non-compliant behavior. The Lafayette County School District prohibits the use of excessive force or cruel and unusual punishment regarding student management. Staff may, however, use restraint techniques to control and restrain a student when there is a reasonable belief that a serious situation exists like, but not limited to, one of the following listed circumstances.

1. The student is a danger to himself.
2. The student is a danger to others.
3. To prevent the destruction of property.
4. If the student refuses to move from one location to another after being so ordered or asked.

Any use of restraint will be preceded by the following verbal intervention:

1. Ask the student to comply.
2. Order the student to desist in the behavior.
3. Advise the student they will be restrained if the behavior does not cease.
4. Restrain the student.
5. Ask for assistance from other staff.

This continuum is not meant to prevent immediate restraint if so warranted. Under all circumstances, without exception, if possible the student is to be restrained at the location the behavior occurs. Restraint is to be applied only until the student is no longer a danger or is compliant. Under absolutely no circumstances will restraint techniques be used as punishment.

If the student is non-compliant with verbal intervention, the staff member, if physically possible, may apply restraint. The staff is cautioned to use common sense and sound judgment in responding to student altercations. It is understood that some staff may not be physically able to restrain some students.

Site supervisors will ensure that restraint reports are completed and immediately forwarded to the superintendent and include the following information:

1. Previous history of disciplinary action.
2. Events precipitating (who, what, how, when, where, why) the use of restraint.
3. Level of resistance displayed by student during restraint to include language and behavior.
4. Subsequent action after control was achieved.

Site supervisors should also ensure that this information is shared with

the parents within 24 hours.

## SEARCH AND SEIZURE

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Searches of a student's person or possessions may be conducted if a district/school employee has reasonable suspicion that a student has violated or is violating a district policy, a school rule, or the law. Searches of desks and other school property, such as lockers, may be conducted at any time with or without reasonable suspicion of a violation. 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.

## GRIEVANCE PROCEDURES

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Issues of complaint are resolved at the level of the complaint – classroom, building, and district. If an issue is not resolved at the complaint level, it is referred to the next administrative level. The Board of Trustees is the final authority for resolving issues of complaints that are not resolved at the district level.

## CONTACT BY LAW ENFORCEMENT

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When law enforcement officials have requested to interview a student or when contacted by law enforcement officials is occurring, it will be a matter of procedure for principals to attempt to inform that student's parents. This policy does not mean that principals will interfere with law enforcement procedures, especially in the case of warrants for arrest, but it is only a notification procedure.

## CRIME STOPPERS

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A crime within and on school property is a reality. The LCSD has recognized the potential for criminal acts at school and has developed a Comprehensive Crisis Management Plan. This plan enables the school personnel to appropriately respond to the prevention and intervention needs of its students, staff, and community. As an extension of that effort, the school districts recognize the need for timely reporting of crime within their jurisdiction. Consequently, the districts have secured the access and use of the Lafayette County Crime Stoppers program to assist in deterring crime and violence among youth and teens.

This action is not a reactive response to an immediate threat. Rather, it is an effort to maintain the safe learning environment of the school district, and promote good citizenship on the part of its students and staff. Students, when given a sense of ownership within their school environment, will generally respond in a positive manner. The school district will follow the procedural operations of the Crime Stoppers Program with some modifications to focus on reporting crimes at school. The Crime Stoppers number is 234-8477.

## ALCOHOL AND DRUGS

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It is prohibited and against school policy for any student to be found using or in possession of any alcoholic beverage or illegal drugs on a school bus, school property, or any function/location which falls under the heading of school jurisdiction. It is also prohibited for any student to come onto the school campus, onto a school bus, or come into any extracurricular activity or any function/location, which falls under the heading of school jurisdiction after having used alcohol or illegal drugs.

# TITLE PROGRAMS

## TITLE I ELIGIBILITY NOTIFICATION

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### NOTICE OF SCHOOL-WIDE TITLE PROGRAM ELIGIBILITY 2022-2023

We have been notified that our school district qualifies for federal funds under the Every Student Succeeds Act. This notification qualifies our schools to receive federal funds for the above-indicated school year.

**Every Student Succeeds Act (ESSA)** provides financial assistance through state education agencies (SEAs) to local education agencies (LEAs) and public schools with the highest percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I funds may be used for children from preschool through grade 12. LEAs target the Title I funds they receive to public schools with the highest poverty rates. Public schools with poverty rates of at least 40 percent may use Title I funds, along with other federal, state, and local funds, to operate a school-wide program to upgrade the entire educational program. Schools with poverty rates below 40 percent, or those choosing not to operate a school-wide program, offer a targeted assistance program. In a targeted assistance program, the school serves Title I-eligible students who are failing, or most at risk of failing, to meet challenging state academic standards. The school then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both school-wide and targeted assistance programs must be based on effective means of improving student achievement and include strategies to support parent and family engagement.

### TITLE II

All LCSD schools are eligible for Professional Development and High Qualified Status .

### TITLE IV

All LCSD schools are eligible for Student Support and Academic Achievement (Well Rounded Education)

We look forward to your involvement in school activities and your child's education. You will receive notices and information throughout the school year to keep you informed about the progress of your child and the status of the school in making progress toward helping all children meet high academic standards. We also look forward to your attendance at school meetings when we will discuss the development, revision, and implementation of our School-wide Program Plan. You are an important partner in our effort to provide the best education possible for your child. Please call the school if you have any questions or would like additional information.

## ANNUAL PARENT NOTICE

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### RIGHT TO REQUEST TEACHER QUALIFICATIONS

We are very proud of our teachers and feel they are ready for the coming school year and we are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. Under these regulations, you have the right to request information regarding the professional qualifications of your child's classroom teacher(s) or

paraprofessional(s). If you request this information, the district or school will provide you with the following as soon as possible:

- if the teacher has met state licensing requirements for the grade level and subjects in which the
- teacher is providing instruction;
- if state licensing requirements have been waived for the teacher on a temporary basis;
- the type of college degree major of the teacher and the field of discipline for any graduate degree
- or certificate; and
- if your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you would like to request this information or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact your child's school.

The school district does not discriminate on the basis of race, color, national origin, sex, age, or disability in matters affecting employment or in providing access to programs and services and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries and complaints regarding nondiscrimination policies and to coordinate compliance efforts:

Name: Nickie Malone Title: Director of Human Resources  
Address: 100 Commodore Drive, Oxford, MS 38655  
Telephone: 662-234-3271

*Inquiries or complaints may also be directed to the Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue S.W., Washington D.C. 20202, or by calling (800) 421-3481 or (877) 521-2172 (TTY).*

## PARENT INVOLVEMENT POLICY

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### POLICY INVOLVEMENT

Parent Involvement Policy is jointly developed with, agreed upon with, and distributed to all parents of participating children. To the extent possible, we will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a language that the parent can understand. Furthermore, we will coordinate and integrate parental involvement programs and activities at the school level with other federal, state, and district programs. The Parent Policy is presented for discussion and approval with parents and the community during the initial annual Title I meeting. The policy is updated as needed and reviewed annually by a team of people – including parents, community members, school and district administrators, and school faculty and staff members – to continuously meet the hanging needs of our parents, students, and the school.

### SHARED RESPONSIBILITY: PARENT-SCHOOL COMPACT

School-Parent Compact, jointly developed with, agreed upon with, and

distributed to all parents, describes how parents, students, and the entire school staff share responsibility for high student achievement. A team of people, including parents, community members, school and district administrators, and school faculty and staff – annually review the School Compact.

Building Capacity for Involvement to ensure effective involvement of parents and to support a partnership among the parents, community, and school to improve student achievement; we will:

- Assist parents in understanding Mississippi's academic and achievement standards by disseminating pamphlets, handouts, parent-teacher conferences, parent workshops, and Open Houses.
- Communicate and monitor a child's progress by progress reports, report cards every nine weeks, IEP meetings, weekly/monthly telephone calls, parent-teacher conferences, weekly folders, dissemination of MAAP scores and STAR data, and classroom assessments.
- Assist parents in helping them to improve the achievement of their children through parenting workshops, ESL classes for parents, monthly newsletters that provide activities and suggestions, technology training, and orientation.
- Educate teachers and other staff members, with the assistance of parents, in reaching out to, communicating with, and working with parents through PTO conferences, workshops, and staff development.
- Send information related to school and parent programs, meetings, and other activities to the parents in a format and language they can understand through teacher generated newsletters, PTO meetings, school calendar, parent/student handbook, student communication folder/student planner, School Messenger All Calls, and website.
- Provide opportunities for parents to communicate with the school through an open-door policy, student communication folders designating time to meet with the principal and/or teachers.
- Provide other activities but limited to promote parental involvement such as the Literacy and Math Night, beautification of the campus, Field Day, Teacher Appreciation Week, Literacy Leaders, field trips, reward trips for accomplishments, Red Ribbon Week, Book Fair, parenting workshops, Volunteer and Mentoring Program, and Accelerated Math and Reading Programs.

The Parent Involvement Policy has been developed jointly with parents. Additional activities are needed to ensure parents' full participation in the Title I programs of each school. These activities include:

- Convening an annual meeting at a convenient time to inform parents of the school's participation in the Title I program, the requirements of Title I law, and their right to be involved.
- Lafayette Lower, Upper and Middle Schools provide information concerning Title I programs and its requirements at a Title I meeting in August/September. This meeting outlines the supplemental academic services provided to students, additional staff, continuous staff development, and other ways the funds are utilized. The district website has a Title I with site-specific information.
- Offering a flexible number of meetings and parent training at convenient times for parents to participate, give suggestions, and take part in decisions regarding the school's instructional program.
- PTO, Parent Workshops, etc., give the elementary schools the flexibility needed to offer meetings at convenient times for parents to give their input on Title I programs. Opportunities are offered during the day and in the evening.
- Parents are involved in an "organized, ongoing, and timely way" to plan, review, and improve the Parent Involvement Policy and Title I Programs. Parents will receive timely information about Title I programs.

**The Parent Involvement Policy is reviewed throughout the year. Changes to the program, new information, and a review and**

**evaluation of the policy and programs, are included as an agenda item for these meetings.**

- Allowing parents to submit comments on the plan and the school-wide programs if it is not satisfactory to participating parents.
- Surveys and meeting evaluations are used to provide opportunities for parents to offer comments and make suggestions.

*Each School Parent Involvement Policy is found on the district website.*

## ESSER FUNDS

### ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS

As you are aware, the Federal Government has allocated monies (ESSER FUNDS-Elementary and Secondary School Emergency Relief Fund) to address the impact that the Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the United States. Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students. These funds are to assist schools with purchasing technology, distance learning needs, health and safety resources, learning loss, etc. The following is information on the plans for the money allotted to Lafayette County School District. The plans may be amended as other needs arrive.

#### ESSER I

**Approximately \$ 372,672.00**

Computer equipment and supplies for students, carts, PPE, and professional development to support distance learning and bridge the learning gap, health, and safety resources.

#### ESSER II

**Approximately \$ 1,542,128.00**

Planned Expenditures: learning support, direct support to elementary, middle, and high schools; summer school programs to support bridging the learning gap and enrichment across all grade levels, behavior counselors, and emotional supports, assistant teachers to support interventions to bridge the learning gap, professional development for teachers and leaders, resources to support library media centers, support for (nurses), HVAC technician support, custodial support, IT support, building infrastructure improvements as outlined by legislation to support air quality (HVAC) and mitigation of the spread of infection. Plans will be amended as necessary based on the identified needs in the district.

#### ARP

**Approximately \$3,391,428.00**

This money has not been released. Preliminary planning is in progress, but MPSD anticipates the continuation and expansion of the planned expenditures in ESSER II: Continued early learning support, direct support to elementary, middle, high school; summer school programs to support bridging the learning gap and enrichment across all grade levels, behavior counselors, and emotional supports, assistant teachers to support interventions to bridge the learning gap, professional development for teachers and leaders, support for nurses, HVAC technician support, custodial support, additional building infrastructure improvements as outlined by legislation to support air quality (HVAC) and mitigation of the spread of infection. The plan will be amended as necessary based on the identified needs in the district. If you have any questions contact Federal Programs at 662.234.3271 Take the [CARES/ ESSER/ ARP Funds Public Comment/ Survey](#) located on the district website.

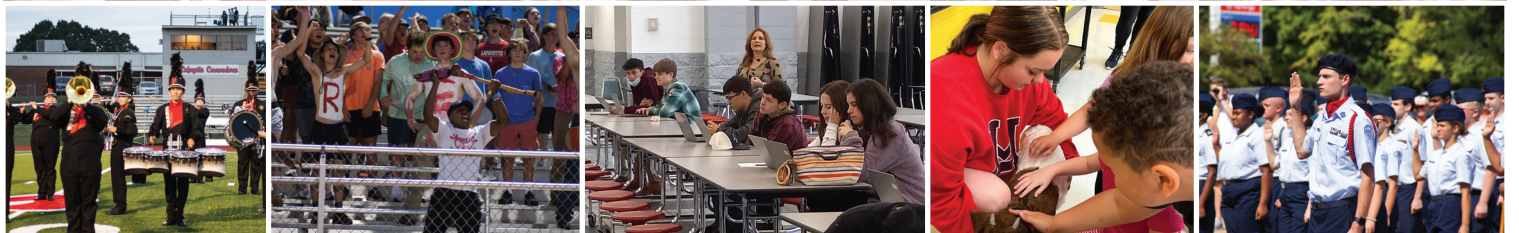
## **SCHOOL JURISDICTION**

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All policies and procedures outlined in the first section of this guidebook, approved by the LCSD Policy manual, or mandated by local, state, and federal laws will be strictly enforced by school administration while in school jurisdiction. School jurisdiction shall include but not be limited to school property, property as described in Section 97-37-17 of the 1972 MS Code, buses, extracurricular activities located at another school, or any school-sponsored activity, regardless of its location. Any violation of policy, procedure, or law at an off-campus activity or function or in transit to an off-campus activity or function will be treated in the same manner as it would if the violation had occurred on school property.

The following sections of the guidebook are school/building specific guidelines and policies and are an addition to the district-wide policies previously outlined.

# LAFAYETTE HIGH & MIDDLE SCHOOLS



## LAFAYETTE HIGH SCHOOL

160 COMMODORE DRIVE  
OXFORD, MS 38655

**GLENN KITCHENS**  
PRINCIPAL

**TAMEKIA HELM**  
ASSISTANT PRINCIPAL

**COREY BURT**  
ASSISTANT PRINCIPAL

**CLINT JORDAN**  
LAFAYETTE LEARNING CENTER  
DIRECTOR

## LAFAYETTE MIDDLE SCHOOL

102 COMMODORE DRIVE  
OXFORD, MS 38655

**JAMES EVERETT**  
PRINCIPAL

**BRAD GRAY**  
ASSISTANT PRINCIPAL

# GENERAL INFORMATION & POLICIES

## THE SCHOOL DAY

The LMS and LHS school day begins at 7:50 AM and ends at 3:03 PM.

The schedule is divided into four daily blocks, plus morning and lunch breaks. Students should not arrive at school before 7:15 AM. Upon arrival, students should enter the building and go to their first-period classroom or to the cafeteria if eating breakfast.

Upon arrival, students who drive should enter the building nearest to their 1st-period class or enter through the Commons if eating breakfast.

## DISMISSAL

Dismissal consists of three waves of buses followed by those students who ride in a car. Parents who are picking up their students should line up in the circular drive area in front of LMS while awaiting the completion of bus rider dismissal.

## BELL SCHEDULE

|  |                    |
|--|--------------------|
| <b>School Open to Students/<br/>Breakfast</b>      | <b>7:15</b>        |
| Report to Classrooms                               | 7:25               |
| <b>1st Block</b>                                   | <b>7:50 - 9:31</b> |
| In-Room Break                                      | 9:31-9:38          |
| <i>Transition (Odd Rms: 9:38/Even Rms: 9:39)</i>   | 9:38-9:43          |
| <b>2nd Block</b>                                   | <b>9:43-11:19</b>  |
| <i>Transition (Odd Rms: 11:19/Even Rms: 11:20)</i> | 11:19-11:24        |
| <b>3rd Block (Includes Lunch)</b>                  | <b>11:24-1:22</b>  |
| <b>1st Lunch</b>                                   | <b>11:24-11:44</b> |
| <b>2nd Lunch</b>                                   | <b>11:49-12:09</b> |
| <b>3rd Lunch</b>                                   | <b>12:14-12:34</b> |
| <b>4th Lunch</b>                                   | <b>12:39-12:59</b> |
| <i>Transition (Odd Rms: 1:22/Even Rms: 1:23)</i>   | 1:22-1:27          |
| <b>4th Block</b>                                   | <b>1:27-3:03</b>   |
| Bus Waves  |                    |
| 1  | 3:03               |
| 2  | Bell Will Sound    |
| 3  | Bell Will Sound    |

## OXFORD-LAFAYETTE SCHOOL OF APPLIED TECHNOLOGY

Bus schedule for OLSAT students

|                      |                       |
|----------------------|-----------------------|
| 7:55                 | BUS DEPARTS LHS       |
| <b>8:05 - 9:40</b>   | <b>FIRST SECTION</b>  |
| 10:00                | BUS DEPARTS LHS       |
| <b>10:05 - 11:40</b> | <b>SECOND SECTION</b> |
| 1:14                 | BUS DEPARTS LHS       |
| <b>1:15 - 2:50</b>   | <b>THIRD SECTION</b>  |

## PARKING (LHS STUDENTS)

Due to limited space, the number of student vehicles on campus will be restricted. All student parking permits will be sold in the LHS office. The procedure used in offering student parking privileges will be:

1. Seniors will be allowed the first opportunity to obtain a student parking permit. They will be made available over a given number of days, which will be announced during the first days of school
2. Any students whose class responsibilities make it necessary for them to leave during the school day will be allowed to obtain a parking permit after the seniors have been given their opportunity.
3. Juniors, sophomores, and freshmen, in that order, will have the next opportunity to purchase parking permits.

## PURCHASING A PARKING PERMIT

The cost of a parking permit is \$20.00 (\$10.00 per semester). If a permit is lost, the replacement permit will cost \$5.00. In order to purchase a parking permit the student must:

- sign and have a parent/guardian sign a consent form for random, suspicion-less drug testing and car searches,
- have a valid driver's license,
- have proof of liability insurance,
- agree to comply with the terms of the parking permit,
- understand that no off-road vehicle is allowed on campus,
- agree to a car search by school officials if deemed necessary
- park in assigned areas only.

Students who do not have permission to leave may not go to the parking lot or their vehicle for any reason during school hours. Students who bring a vehicle on campus must have their own parking permit. Sharing of permits is not allowed and under no circumstances should a permit or parking space be given to another student to use. Violation of this policy will result in the purchaser of the permit forfeiting the use of the parking space with **NO REFUND**.

Any vehicle brought on campus without a parking permit can be searched immediately without supervision. Any student who plans to bring a vehicle on campus must either purchase a parking permit or request a pass from the office. All others can be searched.

## PARKING VIOLATIONS

Vehicles must be driven in assigned areas only! At no time may vehicles be driven on unpaved or unapproved graveled areas. Reckless driving, violation of parking procedures, or excessive disciplinary problems will result in the driver losing the privilege of parking and driving on campus. **NO REFUND WILL BE GIVEN.**

## SCHOOL PROPERTY

All LCSD properties are to be treated with respect. Under no circumstances are students to handle property that is off-limits. Violation can result in removal from class, suspension, and restitution. The appearance of the school grounds/facilities speaks volumes about our care and concern for our resources. Students should assist in keeping a clean, organized campus. Litter is unsightly, damaged window blinds represent a poor image to passersby, and misplaced items such as books, backpacks, and clothing contribute to an unappealing environment. While litter can be picked up (though it shouldn't be necessary and doing so drains other resources), other careless actions are not as easy to correct. Students should take pride in their facility and environment. Parents should hold their children accountable for protecting the resources that their tax dollars provide at great sacrifice by them and every other member of the Lafayette County community.

## STUDENT PRESENCE ON CAMPUS

Because unsupervised students present a potential hazard to both the student and the school, school policy mandates that any student not involved in a school-related activity must be off campus by 3:30 p.m. Students not involved in a school-related activity cannot wait for a ride with a student who is involved in an activity. At no time are any students allowed to enter other buildings on the LCSD campus without permission from the administration. Bus transportation is provided for all students. If there is a situation where a student must stay later than 3:30 p.m. that student's parent should provide an explanation.

## LUNCH PROCEDURE

All students are required to report to their cafeteria during their lunch period. All other locations are off-limits to students during their lunch break. This rule includes gyms, libraries, and the ROTC building. Failure to report to the cafeteria for lunch will be considered a failure to be at an assigned place.

Students may not order food to be delivered to the school from an outside vendor. Parents or guardians who wish to bring food for their students may leave the food at the designated table in the entry/office area. Food should be clearly marked with the student's name and placed on the table prior to the student's lunch period. Parents are responsible for notifying students to pick up their food. **The school will not be held responsible for items lost or stolen from this table.** No parties will be allowed during lunch. All vendors or food delivery services will be turned away.

Students who are on early release after the fourth period or during the 5th period may eat a meal in the cafeteria. Students must eat a meal in the cafeteria before exiting the property. Carry-out trays are not available from the LHS cafeteria for students on an early release schedule. Carry-outs will be available at the request of a teacher or administrator for a group of students who need to eat their meal in an alternate location such as for a special event or travel to school activity with a school group.

Water is the only beverage allowed in the classrooms. Food is not allowed in the classroom unless approved by teachers and administrators for educational purposes. Lunches or class rewards will be eaten in the cafeteria. Any exception to this rule must be approved through the office.

## SUBSTITUTE AND STUDENT TEACHERS

Courtesy to substitute and student teachers is a vital way to build good school-community relations. Students should treat substitutes with the same respect as that of the classroom teacher. The school is obligated to take action against any student who persists in being uncooperative

and disturbing to the substitute or student teacher.

## TEACHER WORKROOM

Students may not enter the teacher's workroom. This includes before and after school hours. Vending machines are off-limits for all students.

## PROHIBITED ITEMS

Possession of the following items on school property, school buses, or at a school-related activity is strictly prohibited:

|                                |                                   |                         |
|--------------------------------|-----------------------------------|-------------------------|
| Alcoholic Beverages            | Any Type of Weapon                | Bandanas                |
|                                | Bullets                           | Cigarette Lighters      |
| Drug Paraphernalia of Any Kind | E-Cigarettes/Juuls/Vaping Devices | Fingernail Files        |
| Firearms                       | Fireworks                         | Gambling Paraphernalia  |
| Gun Jewelry                    | Illegal Drugs                     | Incendiary Materials    |
| Knives                         | Laser Lights/Pens                 | Mace/Pepper Spray       |
| Paint Guns                     | Party Shockers                    | Pornography             |
| Rolling Backpacks              | Slingshots                        | Stink Bombs             |
| Stolen Property                | Tobacco (All Forms)               | Toy/ Look-Alike Weapons |
| Walking Canes (unless medical) |                                   |                         |

## GENERAL RESTRICTIONS

- Students are not permitted to sell or trade any items at school other than for school-approved club/organization/school fundraisers.
- Students are not permitted to sit on the tops of any student desks, teachers' desks, or tables.
- Students are expected to properly dispose of all garbage and litter in the designated receptacles provided throughout the campus.
- Pets are not allowed on campus except for instructional purposes approved by the principal.
- Students are not permitted to bring food into classrooms without permission from the principal.
- Toys are not to be brought to school unless a teacher requests them for instructional purposes.

## CAMPUS SECURITY AND CLASSROOM ORDER

The authority of school administrators to take disciplinary action extends year-round to any off-campus, non-school-related student behaviors that have a direct and immediate impact on school discipline, the educational function of the school, or the welfare of students and staff. A student who has committed a criminal act while off campus is subject to disciplinary action at school. School administrators have the authority and responsibility to attend to any offense not specifically addressed in the discipline code.

## PARENT INVOLVEMENT

Active parental involvement in the educational process can make a huge difference in student success. Below are some things parents can do to support their child's daily educational endeavors:

- Closely monitor and encourage good home study habits.

- Provide materials and supplies needed to complete assigned tasks.
- Be open to discuss school with your child.
- Report/discuss any concerns with appropriate school personnel.
- Periodically go through the student handbook with your child.
- Support your child and his or her teachers by working with the teacher to establish high expectations.
- Hold your child accountable for reporting notices to you about school events, academic progress, and behavior.
- Make sure your child has some downtime.

### FIELD TRIPS

Criteria set by individual organizations will determine field trip opportunities for individual students. All exclusions and inclusions are subject to change at the discretion of the school administration. Examples of considerations include but are not limited to academic performance, attendance records, and disciplinary concerns.

### LIBRARY

The purpose of the school library is to provide books and other printed materials as well as library services most appropriate and meaningful to students in their development as people. Students may browse among the books as much as they like as long as they do so quietly and replace books in their proper places on the shelves. A book should never be taken from the library without being checked out at the circulation desk. No student can check out the material for another student. The LHS library charges a fine of 10¢ per day for overdue books. LMS and LHS both require students to pay for all lost or unreturned books.

One set of encyclopedias may be checked out overnight; all other reference books/magazines must be used in the library. As nearly as possible, absolute quiet should prevail in the library. There should be no marking or defacing of the furniture or materials in any way.

### EDUCATION ATTENDANCE FORM FOR MS DRIVER'S PERMIT

To obtain a driver's permit/license the state of Mississippi requires a School Attendance Form. This form must be notarized by one of our front office secretaries. Students may pick one up from the LHS front office before or after class.

### ONLINE COURSES

For information on Online courses, please contact the LHS Counseling Office at 234-3241.

### FINANCIAL HARDSHIP WAIVER

• Applications for hardship waivers may be obtained in every school office and will be kept in the strictest of confidence, with all files and personal disclosures restricted from review by the general public. Financial waivers are not granted for elective courses or extra-curricular activities.

- There shall be no discrimination against a student eligible to have any such fee waived as a result of an inability to pay.
- The inability to pay fees shall not result in a student being denied any academic awards or standards, any class selection, grade, diploma, transcript, or the right to advance academically in any activity relating to his/her educational advancement.
- Applications should be submitted to the principal's office.

### FEES

Fees for LMS classes are paid to the individual teachers. LHS class fees are paid to the front office. Students taking more than one science class per year will pay one \$10.00 fee. Other fees will be announced

at the beginning of the school year. Failure to pay fees may result in the student not being allowed to go on class trips, take exams, or participate in graduation until all fees are paid.

| Type of Class                                  | Assigned Fee                        |
|--|-------------------------------------|
| Acc. English 2 (book fee)                      | \$16.00                             |
| Agriculture                                    | \$15.00                             |
| All AP Courses Determined by the College Board |                                     |
| Art  | \$15.00 (LMS)   \$20.00 (LHS)       |
| Band   | Refer to Band Handbook              |
| Choir  | \$30.00                             |
| Commodore Media Group                          | \$20.00                             |
| Drama  | \$20.00                             |
| Drawing  | \$10.00                             |
| Drivers Ed.                                    | \$25.00                             |
| All Dual Enrollment Courses                    | Determined each term by NW          |
| English 4                                      | \$3.00                              |
| German 1 & 2                                   | \$ 6.00 National Exam fee           |
| Cyber Foundations 1                            | \$5.00                              |
| Cyber Foundations 2                            | \$5.00                              |
| Math   | \$5.00 (LHS)                        |
| Nutrition                                      | \$6.00                              |
| ROTC   | Refer to ROTC handouts              |
| Senior costs                                   | \$20.00 diploma                     |
| Cap/Gown                                       | Market Price (determined by Vendor) |
| Sciences (labs)                                | \$ 5.00 (LMS)   \$10.00 (LHS)       |
| Spanish II                                     | \$10.00                             |
| Spanish III, IV                                | \$20.00                             |

## OXFORD-LAFAYETTE SCHOOL OF APPLIED TECHNOLOGY

Known as the TECH, this complex offers seven vocational courses to Oxford and Lafayette High School students. Each course offers two units of credit. It is strongly recommended that a student complete as much required coursework as possible before entering the program. Any prospective TECH student should bear in mind that this is a two-year commitment. Dropping out after one year is discouraged. The following courses are currently offered at the TECH complex:

|                         |                  |
|-------------------------|------------------|
| Software Development    | Metal Technology |
| Automotive Technology   | Teacher Academy  |
| Construction Technology | Health Sciences  |

Unless otherwise permitted by the school administration, all TECH students must ride the bus provided. Any student who chooses another mode of transportation or misses the technology bus due to an unexcused tardy will be considered in violation of discipline code #9 (Out of Place) and will be given either Saturday School or ISS/OSS.



# LHS & LMS STUDENT LIFE

## COUNSELING DEPARTMENT

The schools of the Lafayette County School District make every effort to provide for the academic and personal needs of our students. Each teacher is available to help with classwork. Full-time counselors are available throughout the day for individual conferences pertaining to courses of study, vocational and occupational information, and any personal concerns that students may wish to discuss. Teachers are expected to refer students to the counselor, and students are to solicit the counselor's help, whenever they feel the need for these services. The counselors are here to help students with any area of their lives, whether school-related or not.

Some of the areas in which the Counseling Departments at Lafayette High School and Middle School help students every day include:

- Academic advisement
- Behavioral health
- Progress reports
- Reality Fair
- College Night
- Self-esteem issues
- Report cards
- Access to Online grades
- Preparation for graduation
- FAFSA support
- Career guidance
- Academic transcripts
- Planning for college
- Education verification
- Scholarship information
- Course selection
- Graduation
- Psychological referral
- Academic awards
- Scheduling
- Student of the Month
- Withdrawals
- Registration of returning students
- Testing
- Enrollment of new students
- Commencement
- New student orientation
- Application to colleges
- Honor Roll & Principal's List
- Grade point averages
- Proofs of residency
- Class ranking
- Crisis/grief counseling
- Student data management
- Mental health issues
- Parent/teacher conferences
- Character building
- Family support
- Conflict resolution
- GED referral
- Bullying
- Failure intervention
- Suicide prevention
- Stress/anxiety management
- Adolescent issues
- Homeless student support
- Goal setting
- Love Packs (food-related)
- Substance abuse
- Coats/backpacks/school supplies for low-income students
- Records requests

## ORGANIZATIONS

An innovative, distinguished school is more than a place for learning lessons. It is also a place for students to practice the art of efficient, wholesome, and worthy living. Clubs provide experiences that foster the development of citizenship and responsibility. All clubs and organizations will meet at designated times before or after school. Eligibility rules as set by the Mississippi High School Activities Association and other governing bodies will be enforced. Students must have a combined 70+ average at the end of each semester and be on track for graduation to be eligible for extracurricular activities. As a part of the Lafayette High School anti-drug initiative, any student who participates in any school organization must comply with the procedures stated in the Random Suspicion-less Drug Testing Policy and Random Suspicion-less Vehicle Search.

## LAFAYETTE MIDDLE SCHOOL CLUBS

### JUNIOR BETA CLUB

The purpose of the Beta Club is to promote the ideals of academic achievement, character, service, and leadership among elementary and secondary students. Students must be willing to work on service projects within the school and community throughout the year. Seventh and Eighth graders with an average of 90 or above in all coursework are invited to join Jr. Beta.

### STUDENT COUNCIL

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body. Members are elected by following the guidelines of the LMS Student Council Constitution. Members are required to participate in school and community projects.

## LAFAYETTE HIGH SCHOOL CLUBS

### AMATEUR RADIO (HAM RADIO) N5LAF

The Dores Amateur Radio Club is open to 7-12 graders. It consists of students who are interested in wireless technology through the use of amateur radio. Members experiment with electronics, kit building, computers, and more. The club has a fully functioning amateur radio station. Students who are licensed and active in some aspect of the amateur radio service are eligible for scholarships that can reach as high as \$25,000 each.

### ANCHOR CLUB

The Lafayette High School Anchor Club is an organization that is committed to teaching girls leadership and giving service in the school and in the community. Only students with a 3.0 GPA are considered. Members must maintain a 3.0 GPA, complete community service hours, and attend meetings regularly to keep their membership.

### BETA CLUB

Students who have an overall average of 90 or above in grades 9-12 are invited at the beginning of each school year. Our club stresses the importance of academics, character, and community service. Students are required to complete 10 hours of community service each year they are in Beta Club and maintain an overall 90 average. Students also must not have any office referrals. Once you are a Beta Club member these requirements must be met each year in order to remain a member.

### BOOK CLUB

The LHS Book Club is the perfect place to read and meet other 'bibliophiles.' You can read together and then discuss and share the experiences of favorite novels in the positive library environment. Book Club will give you insight on some of the newest and best books and will engage in fun, literacy-related activities. Those who join should have a desire to read, discuss books, and try ones from new categories.

### COMMODORE VISUALIZATION & IMAGINATION PROGRAM (VIP)

If art is life then the Commodore Visualization & Imagination Program is for you. Drawing, painting, photography, and more. Flex your creative

muscle and show the world that you're a VIP!

### **COMMODORES FOR CHRIST**

This club meets before school and is for students who share a belief in/commitment to Jesus Christ.

### **DECA**

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe. DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community, and promoting competition.

### **ENVIRONMENTAL CLUB**

The Environmental Club is a group of concerned students, teachers and volunteers that are committed to raising awareness about environmental issues and to reducing environmental impact as individuals, a school community, and as citizens of the world.

### **FAMILY CAREER & COMMUNITY LEADERS OF AMERICA (FCCLA)**

FCCLA is a nonprofit, national, vocational organization for students in family and consumer sciences education through grade 12. FCCLA helps young men and women become leaders and address important personal, family, work, and societal issues. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition, fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their potential and develop skills for life planning, goal setting, problem-solving, decision-making, and interpersonal communication.

### **FUTURE BUSINESS LEADERS OF AMERICA (FBLA)**

FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. The focus is on leadership development, academic competitions, educational programs, and community service.

### **GAMERS' LEAGUE**

The world is filled with digital signals, high-tech encounters, and pixelated realities. If you like to spend time exploring the grid, join us to compete and interact with like-minded people. Greatness awaits.

### **GAY-STRAIGHT ALLIANCE (GSA)**

The GSA is a club that provides a safe place for students of all sexual orientations to meet, support each other, talk about issues related to sexual orientation, gender identity, expression, and work to end homophobia and trans-phobia.

### **MU ALPHA THETA**

The purpose of Mu Alpha Theta is to promote scholarship in, and enjoyment, and understanding of mathematics among high school students. It is open to any students who have completed at least Algebra I, Algebra II, and Geometry and have maintained at least a "B" average in their mathematical work.

### **NATIONAL FFA ORGANIZATION**

FFA is a national organization and for students studying agriculture. No national student organization enjoys greater freedom of self-government under adult counsel & guidance than FFA. Their motto: "Learning to Do, Doing to Learn, Earning to Live, Living to Serve" aptly expresses their purpose. Members of the LHS chapter may attend the

FFA Convention and participate in various contests as well as the many worthwhile community service projects each year.

### **NATIONAL HONOR SOCIETY (NHS)**

The NHS organization has four main purposes:

- to create enthusiasm for scholarship,
- to stimulate a desire to render service,
- to promote leadership, and
- to develop character in the students of secondary schools.

Membership in the NHS opens doors for its members and provides scholarship and community service opportunities. Students with an overall GPA of 93 and above are invited to apply at the beginning of their junior year. Students must maintain an overall 93, complete community service hours each semester, and attend meetings regularly to maintain their memberships.

### **STUDENT COUNCIL**

The Student Council at LHS is service-oriented. They conduct activities in the area of school spirit and other areas that are beneficial to the entire student body. Election and qualifications of representatives will be according to the student council constitution.

## **PROM**

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### **TICKETS**

Juniors and Seniors may purchase individual tickets near the end of January. Tickets for students and approved guests can be bought at announced times. Guests must be current LHS students or approved by the administration. No guests under the 9th-grade level or over 20 years of age are allowed. Ticket refunds are not allowed.

### **ATTENDANCE POLICY**

If at any time before or after a ticket to prom has been purchased, the owner of the ticket or their guest receives a school suspension, accumulates five or more unexcused absences from January to the date of prom, receives four or more office referrals (not including tardies), or has any unpaid fines, that person forfeits the opportunity to attend prom. The ticket purchaser and his/her date are responsible for knowing if they have violated the rules.

### **FORMAL ATTIRE**

Either dresses or dress suits are acceptable. Dresses that expose excessive cleavage are not allowed. Dress hems should follow the fingertip rule for appropriate length guidelines (including top of slits). NO skin cutouts in dresses will be allowed. The scoop in the back of the dresses must not extend below the waistline. Formal attire (dress pants and dress shirt, plus a jacket and/or tie) is also acceptable. All juniors and seniors who purchase tickets must follow dress requirements and make sure their dates follow the dress code. All guests are required to abide by the dress code!

### **BEHAVIOR**

The use of alcohol, drugs, tobacco, or any other controlled/ dangerous substance before, during, or after the prom is strictly prohibited by state law and school policy/procedure. Anyone found in violation of this rule will be referred to authorities and referred for school discipline on the first day of return to school.

## **WHO'S WHO**

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The student body selects students annually to represent LHS in a variety of categories. This selection process is sponsored and managed by the annual staff and winners are featured in the annual. Nominees for Mr. and Miss LHS must have a C average or higher and an exemplary behavior record. Most Intellectual nominees must have a B average or higher.

# LHS & LMS ACADEMICS

## EVERY STUDENT SUCCEEDS ACT (ESSA)

### REAUTHORIZED ESEA OF 1965

The Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2002 (NCLB), and now as amended by ESSA in 2015 has been a longstanding national education law committed to providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps for all children. ESSA was signed into law on December 10, 2015, by President Obama with a focus on the clear goal of preparing all students for success in college and careers.

**Notification of Teacher Qualifications:** A district must notify all parents of children in Title I schools that they may request information on teacher qualifications at any time. Additionally, parents must be notified if a child is assigned to, and/or is being taught for four or more consecutive weeks by a teacher who does not meet state certification and licensure requirements.

**Notification of School Designation:** The LEA is required to provide notification of academic status to parents of each child enrolled in a school identified for improvement and the notices must contain school status, reasons for the identification, planned interventions to address the academic problems, district support, and parent support.

**Notification of Assessments and Individual Student Assessment Results:** A district must provide information to parents regarding state assessments, locally selected assessments for high school students, alternate assessment plans for children with the most significant cognitive disabilities, and individual student assessment results, including details about parent opt-out rights, if applicable. Districts must test 95% of all students and every student subgroup.

**Notification and Permission for Placement of Eligible Title III Students:** The district and schools serving English learners shall inform the parents that their child(ren) has/have been placed in an instructional program for English Learners no later than 30 days after the beginning of the school year. If the student is identified after the beginning of the school year, the LEA/school shall notify parents within the first two weeks of the child's placement in a program for ELs. Once a child has been identified as eligible for language assistance, the parent must be notified of the instructional program offerings and services in an understandable and uniform format and to the extent practicable in a language that the parent can understand.

**Report Cards:** States, districts, and schools must publish report cards for public dissemination in the fall semester of each school year. ESSA report cards start in December 2018. Reports must include professional qualifications of teachers, emergency and provisional credentials, teachers who teach in areas outside of certification, disaggregated data on the graduation rates, foster care data, and the academic achievement of homeless children and youth experiencing homelessness. Report cards must be in a language that parents can understand.

## LCSD & STATE ASSESSMENTS

### CASE 21 BENCHMARKS (GRADES 7-11)

Customized criterion-referenced common assessments designed to reflect Mississippi state tests in both format and content for the subject areas of Language Arts, Math, Science (8th Grade and Biology I), and Social Studies (US History). Results are utilized to guide classroom instructional decisions as well as sometimes serving as nine-week and semester tests. Administered typically at the conclusion of the first three nine-week periods.

### LAS LINKS (GRADES 7-12)

English language proficiency assessment administered to students who have been officially identified as English learners (ELs). This assessment is administered annually to monitor English learners' progress in acquiring academic English. Academic language is defined as the language required to succeed in school that includes a deep understanding of the content and communication of that language in the classroom environment. These understandings revolve around specific criteria related to dialogue, sentence, and word/phrase levels of language. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Administered during the month of March.

### MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM - ALTERNATE (GRADES 7-12)

Alternate (MAAP-A) is a computer-based assessment for the 1% of the public school student population with significant cognitive disabilities for whom, even with accommodations, general state assessments are not appropriate. These alternate assessments, just like the general assessments, must be aligned to academic content standards that apply in Reading, Writing, and Mathematics in grades 6-8 and once in high school and in science in at least one grade in each 6-8 and high school grade ranges. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Administered in the spring.

### MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (QUESTAR GRADES 7-8, ALGEBRA I, ENGLISH II)

Customized criterion-referenced language arts and mathematics tests that are fully aligned with the Mississippi College and Career Readiness Standards; Performance-Based Assessment (PBA) format that includes multiple-choice, both short and extended responses and an essay-writing component. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Algebra I and English II assessments are required for students earning a high school diploma. Administered during an Online window in mid-April to mid-May.

### MAAP-SCI (GRADE 8)

Customized criterion-referenced science assessments that are fully aligned with the 2018 Mississippi College and Career Readiness Standards for Science. Results are used for school and district accountability purposes as well as to determine individual student progress. Administered during an Online window in mid-April to mid-May.

### MAAP-EOC (GRADES 9-11)

Customized criterion-referenced assessments in Biology I and U.S. History that are fully aligned with Mississippi science (2018) and history (2011) Frameworks. Results are utilized for school and district accountability purposes as well as a graduation requirement for students earning a high school diploma. Primary administration is typically scheduled Online for mid-April to mid-May with retests occurring in December and April/May.

### ACT AND ACT WORKKEYS (GRADE 11)

Mississippi requires all juniors to participate in both the ACT and ACT WorkKeys assessment program for college and career guidance.

### CPAS3 (GRADES 10-12)

Occupational-specific portion of the Mississippi Career Planning and Assessment System. Results are utilized for establishing accountability for secondary Career and Technical School programs as well as to determine individual student progress. Administered typically during April and May.

### OPT-OUT

The school board believes that state student assessments are a useful and valid tool in helping the school board assess the progress the school district is making in raising the level and quality of education throughout the district and is so important that it has been codified in state law (Mississippi Code Section 37-16-1, et seq.). Mississippi law mandates that “basic skills test shall be completed by each student” and “in the event of excused or unexcused absences, make-up tests be given” [Mississippi Code Section 37-16-3(2)]. Whereas state law requires every school district within the state to “periodically assess student performance and achievement in each school” (Mississippi Code Section 37-16-5), student assessment, therefore, is not an option in the Lafayette County School District, but rather a requirement.

The superintendent has developed the following procedures for students who arrive on campus on testing days whose parents refuse to allow the students to take state tests:

1. Students “opting out” of testing will not be allowed to disrupt the administration of state tests.
2. The names, grades, and actual assessments for students who refuse to be tested will be documented:
3. A safe and orderly environment for all students in attendance each day will be provided.

The school district is not required to provide alternative activities on testing days for students whose parents refuse to allow their children to take state tests.

## ACADEMIC POLICIES

### ADVANCED PLACEMENT OPTIONS

AP classes meet all requirements for graduation. AP classes are taught on a higher level of rigor in order for students to successfully complete the AP exam administered each May. With some AP courses, there may be associated with summer reading requirements. College credit awarded is based on scores from the AP Exam. Students are expected to take the AP Exam at their own expense; the fee for the test must be paid at the beginning of the school year. AP classes are multiplied by a factor of 1.10; however, **beginning with the graduating class of 2026, AP classes will be multiplied by a factor of 1.15.**

### DUAL ENROLLMENT

A dual credit student is one who is enrolled in a community college or IHL while enrolled at LHS and is receiving high school and college credit

for the course. The course must be listed in the Approved Courses for the Secondary Schools of MS Guide. To be eligible for enrollment, a high school student must meet the following criteria:

- a. Have earned 14 Core CUs as listed as defined in Appendix B of the MPSAS
- b. Meet ACT requirements in specific areas for each course taking
- c. Have a minimum overall high school GPA of 3.0 on a 4.0 scale; and
- d. Obtain an unconditional written recommendation from his/her high school counselor, principal, or principal’s designee.

OR (If not Junior Status with 14 Carnegie units)

- a. Have a minimum high school GPA of 3.0 on a 4.0 scale;
- b. Earned a minimum composite ACT score of 30 or the equivalent SAT score, and c. Meet ACT requirements in a specific area for each course taking
- d. Obtain unconditional written recommendation from the high school counselor or principal.

LHS offers dual enrollment/credit courses on campus. Students who wish to enroll in dual credit courses may be approved to take courses off-campus IF the course is not offered on the LHS Campus. The cost of dual enrollment courses is the student’s expense (tuition+books) and must be paid at the start of each course. To enroll in dual credit courses, students must meet the requirements to enter without remediation. Dual credit courses are weighted by a factor of 1.10.

### EXAM EXEMPTION POLICY

**LHS students** with a 90+ avg. will be considered for exemption from end-of-course exams provided they meet the attendance requirement. For semester courses the semester average will be used to determine exemption. In either case, students with 6 or more unexcused absences in a semester course or 3 or more unexcused absences in a quarter course may NOT be exempt from end-of-course exams.

**LMS students** will be considered for exemption if they have no out-of-school suspensions, maintain an overall average of 90, and have no more than 10 (final) absences per class. Other incentives may be instituted as deemed appropriate. All absences will be counted except those that are school-related such as choir and band trips, athletic contests, etc. LMS students who owe fees or fines will NOT be exempt from any exam.

### CREDIT RECOVERY POLICY

Mississippi State Board of Education Policy 2905 allows school districts to have a credit recovery program; this is defined as a course-specific skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit toward graduation. The LCSD credit recovery program is designed for secondary students who fail due to not mastering necessary objectives. In order to be eligible for credit recovery, the student must receive a final grade of at least 50 for the course and must have taken all End-of-Course exams. Even if successful in the credit recovery program, the student will not receive a diploma until they pass all state subject area exams. The method of credit recovery for the district is direct-individualized instruction. The building principal has discretion on decisions regarding placement in credit recovery. If a student is successful in a credit recovery course, the highest grade they can earn is 65.

### DROPPING A COURSE (LHS)

- Course drop requests after five (5) days must be preceded by a teacher/student/parent conference and must be submitted through the counseling center and approved by the principal.
- Courses will not be dropped if no other suitable course is

available.

## **SUMMER SCHOOL/EXTENDED SCHOOL**

Grades 7 – 8: Students in grades 7 and 8 will be allowed to register for one course only. Courses offered may be science, social studies, math, or language based on the overall demand and funding available for each course. Students considered for the Extended School Year Program must have made at least a grade of 50 in the course for which they are registering.

Students in grades 7 – 8 registered in the Summer School Program will not be considered for promotion if they miss more than two days. Any student who becomes a discipline problem at school or on the school bus will be dropped from the program and the privilege of attending the Extended School Year Program will be lost.

## **FORGIVENESS POLICY**

LHS students may improve their overall GPA by repeating a maximum of two courses in which they received a grade of “D” and requesting that the repeat grade be the only one counted in the GPA calculation. This opportunity is subject to available seats in the desired course; the repeat must be the same course, taken at LHS in the regular school year (fall/spring.) Correspondence courses will not count in this policy. The student must file a Petition to Invoke Grade Forgiveness with the principal stating which course(s) are to be substituted. This policy cannot be used to remove grades given for reasons of discipline. Although both courses will remain on the student’s permanent record, the last grade received will be the one used to determine credit/GPA. The recalculated GPA will be used for determining graduation honors.

## **NO PASS - NO PLAY POLICY**

(Mississippi High School Activities Association)

- To be eligible for athletic competition and co-curricular activities in the following semester, students must meet the following minimum scholastic requirements at the end of a semester and the school year:
- To be eligible for athletics/activities, students must pass the number of courses required by their local district in order to stay on the graduation track. The units will be averaged as a whole, either numerically or by GPA, and must be 2.0 or better each semester in order to maintain eligibility. A student may become eligible for the second semester only once during his/her high school career if s/he fails the year-end average the previous year, by passing the required number of units with a 2.0. This will be done to keep them on track for graduation. Special ed. students will be academically eligible if they are making satisfactory progress according to the committees reviewing their IEP.
- If a pupil who is eligible for a given semester drops out of school for one or more semesters, s/he is then ineligible until he/she passes the required number of courses with an overall average of 2.0 during a semester. A pupil who is eligible for a given semester cannot drop out of school during the semester or remain out of school for one or more semesters and then be eligible for the next semester he attends.
- An accredited summer school will be an extension of the second semester of the school session. Credits earned in such a school may be considered in determining the scholastic eligibility of students. A student may earn no more than a total of one Carnegie unit in a summer school/extended year session. Credit recovery courses and accredited correspondence courses may be accepted for establishing athletic eligibility provided the course has been completed and recorded by the opening of school or beginning of the second semester. The director of activities may make exceptions to the above in the following cases:
  - > Students tested, screened, and placed in a special ed. program.

> Students that have been tested, screened and placed in accordance with their IEP in a special education certification program (does not earn Carnegie units). Students ruled eligible under the exceptions will be assigned a date of entering the 9th grade which corresponds to other students of that age. These students are subject to all other rules and regulations of the MHSAA governing activities for regular students, including attendance.

Reminder: To participate in a school activity on a regular school day, a student must be present at least 63% of the school day of the activity. Additional information on eligibility can be found on the MHSAA website [www.misshsaa.com](http://www.misshsaa.com), under the tab “Eligibility.”

## **ACADEMIC HONORS & AWARDS**

### **AWARDS AND RECOGNITION (LMS)**

#### ***Principal’s List***

A Principal’s List for each grade will be determined and posted for each grading period. To qualify for the Principal’s List, a student must be taking at least three academic classes and have no grade below 90.

#### ***Honor Roll***

Honor Roll for each grade will be posted for each grading period. To qualify for the Honor Roll, a student must be taking at least three academic classes and have no grade below 80.

#### ***Principal Progress***

A Principal Progress list will be determined for the second – fourth 9 weeks based on a student raising his/her overall 9 weeks average 5 points from one 9 weeks to the next.

### **AWARDS AND RECOGNITION (LHS)**

#### ***Red and Gold Awards***

Red and Gold Awards are given at the end of each regular school year. To qualify, a student must have an overall average of 95 based on the first three quarters, with no report card grade below 85.

#### ***Honor Roll***

The Honor Roll is published at the end of each nine-week grading period. To be included, a student must have no grade below a B on their report card.

#### ***Principal’s List***

The Principal’s List is published at the end of each nine-week grading period. To be included, a student must have no grade below an A on their report card.

#### ***Subject Area Awards***

Each year, each teacher names one student as their subject area award winner for each subject they teach. These awards are presented at the awards ceremony at the end of the year. Winners and their parents are notified in advance that they will receive an award of some type.

#### ***Graduating with Honors***

Prospective graduates who have earned a cumulative course average of 90 or above will graduate with “HONORS.” They will be designated at graduation by a gold cord.

#### ***Graduating with Special Honors***

Prospective graduates who have earned a cumulative average of 90 and above on a prescribed set of Honors/AP courses will graduate with

“SPECIAL HONORS.” They will be designated at graduation with a red and gold entwined cord.

### Star Student

To be eligible for the STAR Student honor, a student may be a regularly enrolled senior or an approved dually enrolled student in an accredited public, private, or parochial school and/or an accredited post-secondary institution. The student must be completing his or her last year of work and must be eligible to receive a diploma in the current school year. The student must have an overall ACT composite score of at least 25 and an overall average of 93 or above in selected subjects in the ninth, tenth, eleventh, and first-semester twelfth grades.

### Valedictorian and Salutatorian

These awards go to the seniors with the two highest numerical grade point averages upon completion of the third nine-week grading period of their senior year. They also must have taken the prescribed list of Honors/AP courses that meet the Special Honors requirements listed below.

### Hall of Fame

Seniors may apply to be selected for the Hall of Fame in the spring semester of their senior year. The application consists of GPA, testing, extracurricular activities such as sports and clubs, leadership positions, and community involvement. Up to five (5%) percent of the graduating class will be selected to the Hall of Fame.

## REQUIREMENTS FOR GRADUATING WITH HONORS

Requirements for Valedictorian, Salutatorian, and Special Honors:

### English

Honors English 1

Honors English 2

*Junior/Senior year: must have any two of the following:*

AP English Lit.

English Comp. 1 (Dual Enrollment)

AP English Lang.

English Comp. 2 (Dual Enrollment)

NOTE: To be eligible for Valedictorian or Salutatorian, Honors English 1 and 2 plus two of the following are required: AP English Lit. , AP English Lang, English Composition 1, or English Composition 2.

### Science

Biology 1, plus **three** of the following courses:

Chemistry 1

AP Biology

Physics

AP Chemistry

Physical Science

Principles of Biology (Dual Enr.)

Allied Health 2

AP Physics

Human A&P

### Math

Algebra 1, plus **three** of the following courses taken in sequence

Geometry

AP Calculus

Algebra 2

College Algebra (Dual Enr.)

Algebra 3

AP Statistics

### Other considerations for graduating with excellence

- Academic class rank is determined by the cumulative numerical grade point average earned for subjects taken for Carnegie Units (ending after the fourth nine weeks of senior year.)
- Courses or classes that issue a blanket grade for all students taking that course will not be averaged into their grades when computing their rank in class. (Ex: All P.E. students get a “100” average, therefore that course will not be used in computing rank in class.)

## HONOR CLASS PLACEMENT OPTIONS

The minimum requirements to apply for placement in the Honors classes are listed by subject below:

### Compacted Math for 7th graders

Students in these classes are selected based on prior grades, teacher input, and a placement test.

### Algebra 1 for 8th graders

Students in these classes are selected based on prior grades, teacher input, and a placement test.

### Honors English 1 - 9th:

- 85 or above average in 8th grade English, Semester 1, 2 & Final
- Teacher recommendation
- High Proficient or Advanced on the 7th & 8th grade State Test
- STAR reading score at grade level or higher
- An acceptable score on the Entrance Exam
- Good standing in attendance and discipline

### Honors English

Only students who meet the above requirements may be considered for placement in Honors English. Placement will be made starting with students who score the highest combination of all requirements listed above until all available seats are filled. Students recommended by their teacher for entrance into or exit from the program may be re-screened after 9th grade. A teacher committee will evaluate writing, test scores, and other grades. Once a student leaves the program they may not return. To enter Honors English from regular English a student must have been recommended by their English teacher, have an A in English, and read at or above grade level.

The requirements for continuing on to Honors English 2 are:

- Must maintain an 85 or higher in the previous class
- Must pass English 1 MAAP benchmark

Student transferring from another school who was in Honors English in their former school will automatically be placed in the program. Students transferring from a school that did not offer Honors English who wish to be in the program will need to go through the above screening process for admittance into the program.

### Algebra 1 - 9th (not weighted):

- 80 or above average in 8th Math, Semester 1, 2 & Final
- Teacher recommendation
- Proficient or Advanced on 7th & 8th Math State Test
- Good standing in attendance and discipline

### Biology 1 - 9th (not weighted):

- 85 or above average in 8th grade Science, Semester 1, 2 & Final
- Teacher recommendation
- High Proficient or Advanced score on the 7th & 8th grade Reading & Math State Test
- High Proficient or Advanced score on the 7th & 8th grade Science State Test
- An acceptable score on the Entrance Exam
- Good standing in attendance and discipline

### Physical Science - 9th (not weighted):

- 80 or above average in 8th grade Science, Semester 1, 2 & Final
- Teacher recommendation
- High Proficient or Advanced score on the 7th & 8th grade Reading & Math State Test
- High Proficient or Advanced score on the 8th grade Science State

Test

- Good standing in attendance and discipline

**Chemistry - 9th (not weighted):**

- Algebra 8th

classroom or curriculum to be successful. If the student is in a regular program s/he may need assistance from a special education teacher. The regular education and special education teachers must work cooperatively to meet the needs of the student.

## PROMOTION CRITERIA

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### LMS (GRADES 7-8)

| GRADE | REQUIREMENTS  |
|-------|---|
| 7th   | Must pass language, math, and two of the following: science, social studies, or Cyber Foundations I.  |
| 8th   | Must pass language, math, and two of the following: science, social studies, or Cyber Foundations II. |

### LHS (GRADES 9-12)

Promotion is determined by the successful progression through each completed school year, completion of required courses and accumulation of the minimal number of credits required for graduation.

NOTE: Students must enter the Advanced Placement Program in the 9th grade and continue in the program through 12th grade as part of the requirements for consideration for valedictorian, salutatorian, and special honors.

### DECEMBER GRADUATES

Students who choose to graduate in December of their graduating year must first have a parent/student meeting with counselors and have administrator approval by March of their junior year. December graduates will be eligible to walk at graduation in May, but will not be eligible to participate in any school activities that take place after December including:

- Extracurricular Activities (Sports, JROTC, Choir, Drama, Band)
- Clubs
- Pageants
- Prom: unless attending as a date to a currently enrolled student
- Senior Breakfast
- Senior Field Day
- Senior Walk
- Senior Awards Night

### PROMOTION OF STUDENTS WITH DISABILITIES

Students with disabilities who have current eligibility in special education and a current individual education plan (IEP) on file will receive grades fairly reflecting their achievement on the instructional level at which they are functioning. All those involved in reporting and using these grades will understand that a high grade does not necessarily mean a disability no longer exists. A high grade should accurately reflect that, based on expectations for that student, s/he is performing well. Students with IEPs are graded based on mastery of the objectives in their IEP.

Students with disabilities who attend regular education classes will be graded on the LCSD grading scale. If they attend a regular education class, the regular education teacher will assign the grade for that class. If they attend a resource class, the special education teacher will assign the grade for that class. The special education teacher will work jointly to design a program and grade a student with disabilities.

A student with disabilities may need adaptations or modifications in the

# GRADUATION REQUIREMENTS

## MISSISSIPPI COLLEGE AND CAREER READINESS STANDARDS:

Scholastic achievement as set forth by the MS Accrediting Commission and the LCSD Board of Education requires the completion of 24 units for graduation. Students will earn 24 or more units for a Traditional Diploma and should choose an endorsement option of 26 or 28 units as their goal. LHS follows the Mississippi College and Career Readiness Standards.

## GRADUATION POLICY

Participation in any Lafayette High School Graduation is limited to those students who have completed all graduation requirements, as specified by the LCSD School Board and the Mississippi State Board of Education. *Seniors must finish/pass all coursework by the last day of senior exams in order to participate in the graduation ceremony. After exams, a senior may earn credits in credit recovery to earn a diploma but is not eligible to participate in the graduation ceremony.* In addition, students participating in graduation shall comply with all rules and regulations regarding attendance at practice for graduation exercises, proper dress and/or attire, and any other regulation deemed appropriate. The District reserves the right to hold diplomas and impose disciplinary action for disruptive incidents at the graduation ceremony. Students enrolled in the Alternative Setting are not eligible to participate in graduation ceremonies without approval from the superintendent of schools. Students served off-campus for discipline or safety issues may not participate in graduation exercises. Students need to plan their four years of high school with an LHS school counselor before entering the ninth grade. The curriculum is flexible enough to offer a wide variety of courses to meet the needs of the entire student body.

- Freshmen and sophomores should concentrate on completing the required subjects for graduation, whereas junior and senior students should select courses that meet their needs for future college or occupational training.
- Course Load: Students may take up to 8 full units on campus during each regular academic year.
- Seniors may enroll in Dual Enrollment Courses off-campus with the approval of the Administration. Schedules can be adjusted to accommodate dual enrollment.

## DIPLOMA OPTIONS

(Entering ninth-graders 2018-2019 and thereafter)  
(Seniors of School year 2021-2022 and thereafter)

Mississippi has two diploma options: Traditional and Alternate

The **Traditional Diploma** is for all students.

The **Alternate Diploma** is an option for students with a Significant Cognitive Disability (SCD).

*Students pursuing a Traditional Diploma should identify an endorsement option prior to entering 9th grade.*

There are three endorsement options:

- Career and Technical
- Academic
- Distinguished Academic Endorsement

## TRADITIONAL DIPLOMA

| Curriculum Area                | Carnegie Units | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> </ul>  |
| Mathematics                    | 4              | <ul style="list-style-type: none"> <li>• Algebra I</li> </ul>  |
| Science                        | 3              | <ul style="list-style-type: none"> <li>• Biology I</li> </ul>  |
| Social Studies                 | 3 ½            | <ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• ½ US Government</li> <li>• ½ Economics</li> <li>• ½ Mississippi Studies</li> </ul> |
| Physical Education             | ½              |  |
| Health                         | ½              |  |
| Art                            | 1              |  |
| College and Career Readiness   | 1              | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.  |
| Technology or Computer Science | 1              |  |
| Additional Electives           | 5 ½            |  |

## Total Units Required 24

Early Release: Students must be on track for graduation AND

- Earn Mississippi IHL and community college and career readiness benchmarks of: **17 on English Section of ACT & 19 on Math section of ACT** or the SAT equivalency subscore, or earn a Silver Level on ACT WorkKeys.

*If a student does not meet the above criteria THEN a student must meet ALL of the following:*

- Have a 2.5 GPA
- Passed or met all MAAP assessments required for graduation
- Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy or SREB Math and/or SREB English





## DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT

| Curriculum Area                | Carnegie Units | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> </ul>  |
| Mathematics                    | 4              | <ul style="list-style-type: none"> <li>Algebra I</li> </ul>  |
| Science                        | 3              | <ul style="list-style-type: none"> <li>Biology I</li> </ul>  |
| Social Studies                 | 3 ½            | <ul style="list-style-type: none"> <li>World History</li> <li>US History</li> <li>½ US Government</li> <li>½ Economics</li> <li>½ Mississippi Studies</li> </ul> |
| Physical Education             | ½              |  |
| Health                         | ½              |  |
| Art                            | 1              |  |
| College and Career Readiness   | 1              | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.  |
| Technology or Computer Science | 1              |  |
| CTE Electives                  | 4              | Must complete a four-course sequential program of study.   |
| Additional Electives           | 3 ½            |  |

### Total Units Required 26 + Additional requirements below

#### Additional Requirements:

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Must successfully complete one of the following:
  - > One CTE dual credit course or earn articulated credit in the high school CTE course
  - > Work-Based Learning experience or Career Pathway Experience
  - > Earn a State Board of Education-approved national credential

## DIPLOMA WITH ACADEMIC ENDORSEMENT

| Curriculum Area                | Carnegie Units | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> </ul>  |
| Mathematics                    | 4              | <ul style="list-style-type: none"> <li>Algebra I + 2 Math courses above Alg. 1</li> </ul>  |
| Science                        | 3              | <ul style="list-style-type: none"> <li>Biology I + 2 Science courses above Bio. 1</li> </ul>   |
| Social Studies                 | 3 ½            | <ul style="list-style-type: none"> <li>World History</li> <li>US History</li> <li>½ US Government</li> <li>½ Economics</li> <li>½ Mississippi Studies</li> </ul> |
| Physical Education             | ½              |  |
| Health                         | ½              |  |
| Art                            | 1              |  |
| College and Career Readiness   | 1              | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.  |
| Technology or Computer Science | 1              |  |
| Additional Electives           | 7 ½            |  |

### Total Units Required 26 + Additional requirements below

#### Additional Requirements:

- Earn an overall GPA of 2.5
- Courses must meet Mississippi IHL requirements
- Earn Mississippi IHL and community college and career readiness benchmarks of **17 on English section of ACT & 19 on Math section of the ACT** or the SAT equivalency subscore
- Must successfully complete one of the following:
  - > One AP course with a C or higher and take the appropriate AP exam
  - > One academic dual credit course with a C or higher in the same course.

## STUDENTS WITH DISABILITIES

### (Individuals with Disabilities Education Act)

The District's students with disabilities and their parents/guardians shall be given the option for the student to work toward a high school diploma, an occupational diploma, or a certificate of life skills completion. This decision will be made at the student's Individual Education Plan (IEP) meeting prior to 9th grade. When considering the occupational diploma option, the IEP Committee must include a school counselor. The IEP shall thereafter reflect the option selected by the Committee and shall specify whether the student is seeking a high school diploma, an occupational diploma, or a certificate of life skills completion. Students with disabilities will be issued a regular education high school diploma, an occupational diploma, or a certificate of life skills completion as follows:

- Students pursuing a regular education high school diploma must meet the requirements set forth by the State Board of Education and

the Lafayette County School District. Special education and related services will be provided to assist a student in reaching this goal based on the student's IEP.

- Students who choose the occupational diploma will be required to complete the criteria as designated in the occupational diploma curriculum requirements.
- For students pursuing a certificate of life skills completion, a curriculum of basic life skills will be used for instructional purposes.
- An IEP Committee will review the previous exiting option decision for each student at least annually. The committee, along with the parent(s) and, if appropriate, the student, may change the original/previous decision regarding the student's exiting option.
- Every student who completes an approved course of study by or before age will receive a regular education high school diploma, an occupational diploma or a certificate of life skills completion and will be permitted to participate in graduation activities.

## DIPLOMA WITH DISTINGUISHED ACADEMIC ENDORSEMENT

| Curriculum Area                | Carnegie Units | Required Subjects   |
|--------------------------------|----------------|---|
| English                        | 4              | <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> </ul>   |
| Mathematics                    | 4              | <ul style="list-style-type: none"> <li>Algebra I + 2 Math courses above Alg. 1</li> </ul>   |
| Science                        | 4              | <ul style="list-style-type: none"> <li>Biology I + 2 Science courses above Bio. 1</li> </ul>  |
| Social Studies                 | 4              | <ul style="list-style-type: none"> <li>World History</li> <li>US History</li> <li>½ US Government</li> <li>½ Economics</li> <li>½ Mississippi Studies</li> <li>½ SS Elective</li> </ul> |
| Physical Education             | ½              |   |
| Health                         | ½              |   |
| Art                            | 1              |   |
| College and Career Readiness   | 1              | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.   |
| Technology or Computer Science | 1              |   |
| Additional Electives           | 8              |   |

**Total Units Required 28 + Additional requirements below**

### Additional Requirements:

- Earn an overall GPA of 3.0
- Courses must meet Mississippi IHL requirements
- Earn Mississippi IHL and community college and career readiness benchmarks of **18 on English section of ACT & 22 on Math section of the ACT** or the SAT equivalency subscore
- Must successfully complete **one** of the following:
  - > One AP course with a B or higher and take the appropriate AP exam
  - > One academic dual credit course with a B or higher in the same course.

## SUBJECT AREA TESTING (MAP/MAAP)

The state of has the following graduation requirements regarding state testing.

- Students must pass the Subject Area Tests in U.S. History from 1877, Eng. 2 (with writing component), Bio. 1, and Alg. I.** Students must pass all four Subject Area Tests even if they take the course(s) prior to their 9th-grade year. If a passing score is not achieved on the first attempt, the student's end-of-year grade may be used with a scale provided by the MS Dept. of Education in order to pass the test.
- Students entering an MS public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a private school as fulfilling the requirements for a MS high school diploma, provided the private school is accredited regionally or by the state of MS.
- Students entering a MS public school must pass any end-of-

course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through homeschooling as fulfilling the requirements for a MS high school diploma.

- Any MS public school student who fails a required Subject Area Test will be offered a chance to retake the test at regular intervals as scheduled by the Mississippi Department of Education until a passing score is achieved.
- Any MS public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework have been mastered. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be criteria for awarding Carnegie unit credit.
- Students enrolled in state-tested subject area courses will be monitored for progress throughout the school year. At any point the student is not progressing to meet the requirements of the SATP, LHS reserves the right to place him/her in a preparatory course.
- The Lafayette County School District reserves the right to require remediation to improve a student's test scores.

### SATP STANDARDS

| Assessment Option      | Algebra I  | Biology I   | English II  | US History  |
|------------------------|--|---|---|---|
| <b>ACT</b>             | 17 ACT Math sub-score                            | 17 ACT Science sub-score                            | 17 ACT English sub-score                            | 17 ACT Reading sub-score                            |
| <b>Dual Credit</b>     |  |   |   |   |
| <b>Dual Enrollment</b> | <b>C</b> or higher in MATH credit bearing course | <b>C</b> or higher in BIOLOGY credit bearing course | <b>C</b> or higher in ENGLISH credit bearing course | <b>C</b> or higher in HISTORY credit bearing course |
| <b>College Credit</b>  |  |   |   |   |

- ACT sub-scores resulting from state-allowed accommodations can be used for graduation options, but they are non-college reportable.
- ACT sub-scores resulting from residual ACT testing cannot be used for graduation options.

### The following options apply to any state tested area assessment:

|   |   |
|---|---|
| ASVAB + MS-CPAS or Industry Certification         | ASVAB AFQT score of 36, plus one of the following: <ul style="list-style-type: none"> <li>CPAS score that meets the attainment level assigned by Federal Perkins requirements (year 1 &amp; 2 combined for an average of 60 or above) OR</li> <li>Industry certification attainment based on industry standards (MDE approved certifications only)</li> </ul> |
| ACT WorkKeys + MS-CPAS2 or Industry Certification | <ul style="list-style-type: none"> <li>WorkKeys Silver Level plus one of the following: CPAS score that meets the attainment level assigned by Federal Perkins requirements (year 1 and 2 combined for an average of 60 or above) OR</li> <li>Industry certification attainment based on industry standards (MDE approved certifications only)</li> </ul>     |

**Students shall graduate by passing the course and meeting one (1) of the following options:**

- a) Passing the applicable end-of-course Subject Area Test **OR**
- b) Using options outlined in State Board Policy 3804 **OR**
- c) Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the four end-of-course Subject Area Tests as provided to the school districts by the Mississippi Department of Education (MDE). (Students must be enrolled in school in order to utilize this option.) The Concordance Table is available for review in the LHS Counseling Center.

## TRANSCRIPT SERVICES

The counseling center will send the first two copies of a currently enrolled student's high school transcript anywhere free of charge. After the second copy, a fee of \$2.00 will be charged for each additional copy prepared for currently enrolled students. All other transcripts will be charged \$5.

## ADMISSION TO MISSISSIPPI UNIVERSITIES

**The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:**

| Curriculum Area | Carnegie Units | Required Subjects  |
|-----------------|----------------|--|
| English         | 4              | <ul style="list-style-type: none"> <li>• Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul> |
| Mathematics     | 4              | <ul style="list-style-type: none"> <li>• Algebra I or equivalent</li> <li>• Math higher than Algebra I (2 units)</li> </ul>  |
| Science         | 3              | <ul style="list-style-type: none"> <li>• Biology I or equivalent</li> <li>• Science higher than Biology I (2 units)</li> </ul>   |
| Social Studies  | 3 ½            | <ul style="list-style-type: none"> <li>• Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>  |
| Art             | 1              | <ul style="list-style-type: none"> <li>• Includes anyone Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation</li> </ul>                   |

|                                |             |   |
|--------------------------------|-------------|---|
| Technology or Computer Science | 1           | <ul style="list-style-type: none"> <li>• A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware, and software designs, their applications, and their impact on society and should include a focus on one or more of the following core concepts: computing systems, networks, and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced electives may be acceptable for non-Mississippi residents.</li> </ul> |
| Advanced Electives             | 2           | <ul style="list-style-type: none"> <li>• Option 1: Foreign Language I and Foreign Language II</li> <li>• Option 2: Foreign Language I and one unit from Option 3</li> <li>• Option 3: (1) Any combination of an advanced level course above the required Carnegie units in (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. For example: completion of both Health Sciences I &amp; II will count as an advanced elective.</li> </ul>   |
| <b>Total Carnegie units:</b>   | <b>18 ½</b> |   |

**The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:**

| Curriculum Area                | Carnegie Units | Required Subjects   |
|--------------------------------|----------------|---|
| English                        | 4              | <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>  |
| Mathematics                    | 4              | <ul style="list-style-type: none"> <li>Algebra I or equivalent</li> <li>Math higher than Algebra I (2 units)</li> </ul>   |
| Science                        | 4              | <ul style="list-style-type: none"> <li>Biology I or equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>  |
| Social Studies                 | 4              | <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>   |
| Art                            | 1              | <ul style="list-style-type: none"> <li>Includes anyone Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation</li> </ul>  |
| Technology or Computer Science | 1              | <ul style="list-style-type: none"> <li>A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware, and software designs, their applications, and their impact on society and should include a focus on one or more of the following core concepts: computing systems, networks, and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced electives may be acceptable for non-Mississippi residents.</li> </ul> |

|                              |           |   |
|------------------------------|-----------|---|
| Advanced Electives           | 2         | <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: (1) Any combination of an advanced level course above the required Carnegie units in (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. For example: completion of both Health Sciences I &amp; II will count as an advanced elective.</li> </ul> |
| <b>Total Carnegie units:</b> | <b>20</b> |   |

**Notes:**

- The required CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Academic Endorsement.
- The recommended CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Distinguished Endorsement. IHL recommends 3 additional units higher than Algebra I and Biology I. The Mississippi Department of Education Distinguished Endorsement requires 2 units higher than Algebra I and Biology I.
- Pre-High School units:** Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- Substitutions:** Advanced Placement (AP), International Baccalaureate (IB, Academic or Career and Technical Dual Credit (DC) and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum
- Course Acceptance:** A course may not be used to satisfy more than one requirement.
- The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC classifications for each course.

# ATHLETICS

## OVERVIEW

Lafayette County School District (LCSD) offers athletic opportunities for students in grades 7 through 12 on Varsity and Junior Varsity levels.

All sanctioned sports and activities offered on campus are governed under the Mississippi High School Activities Association.

The LCSD Athletic Program is directed by Greg Lewis, 662-234-3271

Lafayette's athletic program is designed to provide wholesome extracurricular opportunities for students who desire competitive activity.

Lafayette offers interscholastic competition in the following sports:

| <b>Fall</b>          | <b>Winter</b>     | <b>Spring</b>  |
|----------------------|-------------------|----------------|
| Bass Fishing         | Archery           | Baseball       |
| Cheerleading & Dance | Basketball        | Bass Fishing   |
| Cross Country        | Bowling           | Gaming         |
| Football             | Indoor Percussion | Golf           |
| Gaming               | Powerlifting      | Skeet Shooting |
| Skeet Shooting       | Soccer            | Softball       |
| Swimming             | Winter Guard      | Tennis         |
| Volleyball           |                   | Track & Field  |

All athletes must have a current physical and consent form on file and be academically eligible to play.

## RANDOM SUSPICIONLESS DRUG TESTING

### Purpose

The purpose of the LHS/LMS Random Suspicionless Drug Testing Policy is to implement a proactive, preventive program to help eliminate the possible use of drugs by the students of LHS/LMS. This program will increase awareness of the dangers of drugs and help ensure that students who have a history of drug use receive proper counseling. Finally, this program will ensure that no student compromises their own or others' health and safety by participating in activities and privileges while under the influence of drugs.

### Definitions

The terms set forth below shall have the following meanings in this Policy unless the context clearly otherwise requires. Except where the context otherwise requires, words referencing the single number shall include the plural number and vice versa.

**Drug:** Any controlled substances as defined by the Uniform Controlled Substances Law of the State of Mississippi.

### Extra-Curricular Activities and/or Functions (as defined below):

- **SPORT:** Any interscholastic athletic or cheerleading program sponsored by the Lafayette County School District.
- **SPORTS SEASON:** A season begins on the first day of practice as allowed by the Mississippi High School Activities Association and ends when a team has completed its season. This policy is in effect twenty-four hours a day, seven days a week during a sports season.
- **CLUBS AND ORGANIZATIONS:** Any group that engages in any after-school activity or off-campus activity as well as any event, which is non-curricular in nature.
- **PRIVILEGES AND RECOGNITIONS:** Any right or recognition that is awarded to a student that is non-curricular in nature (ex: driving a

vehicle on campus or participating in Homecoming).

### Policy Statement

LHS/LMS has instituted a mandatory drug-testing program. The goals of this policy include:

- A. To provide for the health and safety of students
- B. To undermine the effects of peer pressure by providing a legitimate reason for students to refuse illegal drugs
- C. To encourage students who use drugs to participate in drug or alcohol treatment programs
- D. To enforce this policy LCSD will conduct drug testing as indicated

### Students Participating In the Policy

Students who are involved in the following activities or privileges will be required to participate in the Lafayette High School/Lafayette Middle School RSDT Policy. If a student refuses to participate in the Lafayette High School/ Lafayette Middle School RSDT Policy, that student will not be allowed to participate in the activities and privileges covered by the policy. The activities and privileges covered are:

- a. Any sports, sports seasons, clubs, and organizations sponsored by the Lafayette County District.
  - b. Any after-school activity or off-campus activity as well as any event, which is non-curricular in nature.
  - c. Any right or recognition that is awarded to a student that is non-curricular in nature (ex: driving a vehicle on campus or participating in Homecoming)
  - d. Participation in the Driver's Education Program.
- From this point on, any student involved in the above activity and obligated to the Lafayette High School/ Lafayette Middle School Random Suspicionless Drug Testing Policy will be referred to as RSDT (Random Suspicionless Drug Testing) Participants.

### Drug Education Program

All participating students at Lafayette High School and Lafayette Middle School will adhere to this policy. The Lafayette County School administrators, as well as the LHS and LMS staff, will be expected to communicate this policy in the following manner:

- a. Every sport must have a pre-season meeting with parents or guardians to cover the expectations of the coach, cheerleader sponsor, and the RSDT Participant. The Student Drug Testing Policy will be explained, and the parent or guardian of each RSDT Participant shall sign a consent form at this meeting or prior to the beginning of the current sport season. An RSDT Participant shall not participate in any way until the consent form and certification of understanding have been properly executed.
- b. Every head coach and cheerleader sponsor shall conduct a minimum of one drug education meeting per season. The head coach and cheerleader sponsor shall prepare an agenda prior to any meeting and shall require each RSDT Participant to sign in at all meetings. The agenda and the sign-in sheet shall be forwarded to the Athletic Dept. after each meeting. Such other drug education meetings shall be conducted as directed by the administration.
- c. Any RSDT Participant who has tested positive for drugs will be turned over to the Lafayette County Attendance Officer who will find and suggest drug counseling options for the RSDT Participant.

**Consent Form**

Any student interested in participating in any organization, athletic program, privilege or other extracurricular activity listed under the heading in this document STUDENTS PARTICIPATING IN THE POLICY will be required to sign a consent form stating the student agrees to take the drug test if chosen by the company performing the test. The student also agrees to the consequences involved should s/he test positive. The parent/guardian must also sign the consent form.

**Implementation of Test**

A private company will conduct the implementation of the test. All names of RSDT Participants will be given to the company. This company will choose which RSDT Participant will be tested. In addition, the company will decide when the testing will take place. The LCSD Board will determine the drug testing company.

**Retest**

In order for the RSDT Participants who have tested positive for drug use to participate in any activities or privileges, the RSDT Participant must submit to a mandatory urinalysis after the date on which the district received notification of the positive test result. A letter of request for testing must be submitted to the school by the parent or guardian by a specified time (see section entitled Consequences For Violations). If the RSDT Participant fails to submit the request, their suspension dates will be increased. In other words, if the RSDT Participant plans to become eligible to participate in any extracurricular activities and/or functions at the end of the suspension, a letter of request must be submitted by the specified time. The school will be responsible for the test and the date it will be given. The RSDT Participant will be taken off-campus by school administration and tested.

**Reasonable Suspicion**

The district will also conduct reasonable suspicion testing of RSDT Participants for both alcohol and drugs. A decision to conduct reasonable suspicion testing must be based on specific observations concerning the appearance, behavior, and speech or body odors consistent with drug or alcohol use. In the case of reasonable suspicion, the student will be removed from the school until the student is tested at the student's expense. In the case where a student is tested positive, that student, due to the fact that he/she not only has traces of drugs in his/her system but also is was seen to be clearly under the influence, will be subjected to the consequences stated in the Student Discipline Code, as item #2.

**Refusal to Be Tested**

Any refusal to submit to a test when required by this policy is also treated as a positive test result. Whenever this policy talks about a positive test, it includes a refusal to submit to testing as well as a confirmed and verified positive test result certified by a testing agency.

**Notification of Test Results**

The results of the RSDT Participant's drug test will be reported to him/her and the parent or guardian by the head coach, cheerleader sponsor, or club sponsor in which the RSDT Participant is participating. Positive test results will be reported to the RSDT Participant and parent or guardian.

# LAFAYETTE UPPER ELEMENTARY SCHOOL



## LAFAYETTE UPPER ELEMENTARY 5-6 GRADE

120 COMMODORE DRIVE  
OXFORD, MS 38655

**DR. THOMAS TILLMAN**  
PRINCIPAL

**JANINE LEE**  
VICE PRINCIPAL

## LAFAYETTE UPPER ELEMENTARY 3-4 GRADE

150 COMMODORE DRIVE  
OXFORD, MS 38655

**NICKIE MALONE**  
ASSISTANT PRINCIPAL

**JENNIFER FOSTER**  
ASSISTANT PRINCIPAL

# WELCOME TO LUES

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Welcome to Lafayette Upper Elementary School! We're so pleased to have such a bright group of young students at our school. We have great things in store for our students and are grateful for the participation and support of parents and community members. Our staff of talented teachers and faculty members is committed to providing a challenging curriculum for your child, creating opportunities for each student to succeed.

We encourage you to read this guidebook! It is meant to be a user-friendly resource for students, teachers, parents, and members of the community. We also invite to visit our district and school web-pages for dates to mark on your calendar, as well as all of the latest news at Lafayette Upper Elementary. Don't hesitate to contact us with any questions you may have or let us know if we've left any important information out. We look forward to an outstanding upcoming year for our Commodores.

Sincerely,

Thomas Tillman  
Principal

## OVERVIEW

Our school is unique and is house in two separate buildings.

5th-6th grade main office: **662.236.3761**  
3rd-4th grade main office: **662.371.1440**

Each building has a full office staff and nurse. Parents/guardians can direct questions to the corresponding grade building.

## ABSENCES

Good attendance is important to academic and social success. Attendance, tardies, and early check-outs are counted and reported daily. If your child is absent from school, a written letter from the parent or a doctor's note must be sent to the school office for absences to be excused within two (2) days of absence. Students may have up to three (3) excused parent notes per semester excused. Unused days cannot be carried over to the next semester. Students may have unlimited days excused with a note from a doctor. Each week, the School Attendance Officer will communicate with families that have a student or students with 5, 10, 12 unexcused absences.

Make-up work and tests will be due the day of the student's return if the student has only missed one day. In the event a student has missed multiple days the teacher will work with the student on completing work assignments in a timely manner.

**Unexcused Absences:** an absence that does not qualify for any other type of excuses or a student's failure to bring an excused absence or parent explanation within the stated deadline results in an unexcused absence. Suspensions are reported as unexcused absences. {MS Code 37-13-91}

**Parent Explanation Which Constitutes Valid Excuses:** a written note from parents with a telephone number is required. A parent explanation explains the reason for the absence and lets the school know that the parent/guardian is aware that the student was absent. Up to three (3) parent notes per semester will be accepted. If a parent excuse is not received within two (2) school days, that absence will be considered an

unexcused absence.

The following are excusable reasons for missing school: personal illness, illness in the family, death in the family, extreme emergencies, or any other reasons that are covered by Board Policy JBD.

*Note: Parents are encouraged to make a student's medical or dental appointments after 3:00 (except in cases of emergency).*

**Medical Excuses:** a medical note from a doctor is considered an excused absence. If a note is NOT received within two (2) school days, the absence is considered unexcused.

## Tardies/Late Arrivals To School:

Students will be considered tardy if he/she arrives after 7:50 a.m. School Phone Messenger will notify parents of absences according to the District Attendance Policy.

## CAR RIDER PROCEDURES

### PARENT PICK-UP AND DROP-OFF INFORMATION

#### Car Rider Drop-Off

Student drop-off begins at 7:15 a.m. Children eating breakfast at school should arrive by 7:10 a.m. Students are tardy at 7:50 a.m. **Late arrivals must be accompanied with an adult into the office to receive a tardy slip.** All Lafayette Upper Elementary students will be dropped off in the circle drive, continue around the 3rd & 4th grade building, and exit onto Hwy 334.

#### Car Rider Pick Up

Student pick-up begins at 2:45 p.m. Parents will stay to the right while entering the circle drive in front of Lafayette Upper Elementary School, and children will be escorted to cars curbside. **Parents are asked to stay in their vehicles. Parking is not allowed in the pickup area. Please DO NOT BLOCK the circle drive.** Student identification cards, which are available in the office\*, must be displayed on the sun visor or in the front window and must be visible when picking up children. If someone other than the parent is to pick up your child from school, a note must be sent to school regarding alternate pickup arrangements. Car rider pick up ends at 3:20 p.m. After 3:20 p.m. students will be taken to Y-Care and a \$20 non-refundable fee will be charged per day.

*Student identification cards include your child's name to allow for quick identification of parents. These cards also provide for the security and safety of your child. PICTURE IDENTIFICATION is required for individuals driving vehicles not displaying these cards.*

## YMCA AFTER-SCHOOL CARE

LCSD and the YMCA are partnering again for the 2022-2023 school year. In this partnership, the Y is contracted to operate the After-school Program for both elementary schools. This partnership will allow us to provide year-round care for our families to include summer camp, school holidays, breaks. Surveys will be sent to all parents who sign up for Y-Care asking for dates your child or children will be attending during holiday breaks such as Thanksgiving. We encourage you to complete the surveys the Y sends out.

The Y understands the many demands on families; a supportive community is key to the success of families and children. The program provides a safe, structured, and fun environment for children right on the school campus. It is designed to align with the school to provide academic success in a fun, enriching environment.

#### Extended Hours:

After Care: 3:00 p.m. - 6:00 p.m.

When school is out, the Y is in! The Y will provide care for the following



breaks once parents complete the holiday surveys:  
Spring and Winter Breaks                      Summer Vacation  
School holidays

There is a comprehensive, well-rounded program curriculum that includes:

|  |                 |
|--|-----------------|
| Homework Help  | Arts and Music  |
| Science, Technology, Engineering, and Math Programming | Fitness and Fun |
| Reading Enrichment                                     | Y-Clubs         |

The Y offers Online registration and account management and provides financial assistance for qualifying families. For more information, please visit our website at [www.ymcamemphis.org](http://www.ymcamemphis.org).

### FIELD TRIP/ATTENDANCE AND TRANSPORTATION

LUES provides opportunities for students off campus to enhance the learning experience to all the students. However, safety is always our first concern, and to ensure the safety of our children to and from the field trip, the following is being implemented: Before a student may be counted present for the day, the child must arrive at school.

**A parent may choose to follow the bus to the field trip location, but if the parent wishes to take the child with them in their vehicle, the parent must check out the child in the school office.** A child who arrives at the field trip without coming to school and being checked out will not be counted present for attendance. **If a child rides the bus to the field trip location the child must return on the bus from the field trip. Additionally, if a child does not ride the bus to the field trip he/she will not be allowed to return on the bus.**

## COUNSELING SERVICES

In order for our students to become independent and self-sufficient individuals, we must not only address their academic needs but also their social and emotional needs. Whether your child is in pre-kindergarten or older, school presents new and challenging experiences. At our schools, we provide counseling services, which include individual and group sessions and a character program. The school counselors are available for all students. Parents, teachers, or students themselves, can refer students to the counselors at any time. Please contact the school counselor if your child may need counseling services or is experiencing any of the following:

- Loss of a loved one or recent divorce of parents
- Fear of school or uneasy about new places
- Sudden defiant behavior
- Crying over homework or other tasks
- Unusual or excessive crying

### CHARACTER EDUCATION

A very important goal here at LUES is to create an environment of mutual respect, caring and kindness. These traits are fundamental to good citizenship and academic achievement. To accomplish this goal, we have established school-wide rules and a plan for character education.

WISE SKILLS is a character-building education program. We encourage parents to talk about the integrity words with your child so they will understand that integrity is what we practice at home, school, or wherever we are. Please refer to the table below for specific traits addressed each month. Notice that the words coincide with the alphabet.

August - Positive Attitude  
September - Respect  
October - Responsibility  
November - Self-Discipline

January - Relationships  
February - Personal Goals  
March - Citizenship  
April - Conflict Resolution

## ACADEMICS

Frequent assessment of student progress is an essential tool for providing quality instruction. Teachers use weekly assessments to guide instruction and plan for remediation and enrichment for each child. In addition to weekly assessments, cumulative benchmark/skills assessments are also given every nine-week period.

The school year is divided into two semesters. Each semester is further divided into two nine-week terms. Nine weeks grades will be determined in the following manner:

Major Grades - 60%  
Minor Grades - 40%

The final grade average is the average of the two-semester grades for each course.

### REPORT CARDS

Report cards are issued at the end of each nine-week period. Parents are encouraged to call on the teacher or principal if they have questions about their child's grades. Teachers in grades 3-6 will use numerical grades on report cards. Fourth nine weeks report cards are issued the final week of school.

90 - 100 A  
80 - 89 B  
70 - 79 C

65 - 69 D  
Below 65 F

The semester average is determined by averaging the two nine-week averages of the semester. The yearly average is determined by averaging the two semester averages. This will be consistent throughout the two schools.

### HONORS

LUES students earning all A's during a grading period will be on the Principal's List. Students earning a B or above in each subject will be on the Honor Roll. Parents will be contacted if their child/children qualify for the award. Perfect attendance will include NO early checkouts and NO tardies.

### READING

Parents are encouraged to read to and with his/her child. One cannot learn to read without reading. It is suggested that all students should read 20 to 30 minutes at home daily, so please help to make reading a meaningful part of your child's activities.

### TEXTBOOKS

Free state-owned textbooks are furnished to each student. Mississippi state law requires that teachers collect for damages to a book and for the loss of books.

### CHROMEBOOKS

The school issues a Chromebook computer device to each student. Each student/parent must sign the user agreement prior to receiving the device. The device is to be returned to the school at the conclusion of the school year or upon withdrawal from the school.

### INTERVENTION POLICY

MDE shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

- Tier 1** Quality classroom instruction based on MS College and Career-Ready Standards
- Tier 2** Focused supplemental instruction
- Tier 3** Intensive interventions specifically designed to meet the individual needs of students

Teachers should use progress monitoring information to

- (a) determine if students are making adequate progress,
- (b) identify students as soon as they begin to fall behind, and
- (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be: designed to address the deficit areas; research based; implemented as designed by the TST; supported by data regarding the effectiveness of interventions. In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

- Grades 1-3: A student has failed one (1) grade;
- Grades 4-12: A student has failed two (2) grades, OR
- A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year.

***Referrals to the Teacher Support Team must be made within the first twenty (20) school days of a school year if the student failed the preceding year, resulting in a referral as stated above.***

### **PROMOTION AND RETENTION**

All students must pass Reading, Language Arts, and Math to be promoted. Occasionally, a child with passing or borderline grades may be retained due to lack of maturity or mastery of specific skills. In this case, the decision to promote or retain a child will be made jointly by the parent, teacher, and principal. Please note, third grade students must pass the MAAP-ELA assessment. Third grade students who do not pass the MAAP-ELA assessment must pass the MAAP-ELA state alternate assessment in reading for promotion.

### **LITERACY BASED PROMOTION ACT**

In compliance with the "Literacy Based Promotion Act," it is the intent of this school district to improve the reading skills of Kindergarten, first, second or 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.

- Students may meet promotion requirements of the LBPA by:
- Earning a passing score (level 3 or above) on the multiple-choice portion of the 3rd Grade MAAP-ELAAssessment.
  - Achieving a passing score (level 3 or above) on either of the two retest opportunities on the 3rd Grade Reading Alternative Assessment.

- Achieving a composite score of Level 3 or higher on the 3rd Grade MAAP-ELAAssessment after the writing is scored.

***Please note requirement changes may be made to the Literacy Based Promotion Act for the current school year based upon state department updates.***

### **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 1-3 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 mid-year 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 improve 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. A Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

### **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
- 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. Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's third grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for third grade, the student shall not be promoted to fourth grade.

## **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:

- Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner Program
- 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
- 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 or previously was retained in Kindergarten or first, second or third grade
- Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education
- 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 an individual reading plan, which outlines 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. The 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:

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

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

Retained third grade students in this school district shall take the following actions for retained Third-Grade students:

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, as outlined in the student's individual reading plan, 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:

- Small group instruction
- Reduced teacher - student ratios
- Tutoring in scientifically research-based reading services in addition to the regular school day
- The option of transition classes
- Extended school day, week or year
- Summer reading camps

## **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 indicating 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 must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan. This notification shall be provided to the parent or legal guardian in a written format adopted by the State Board of Education and in addition to report cards.

Parents and legal guardians of third grade students shall be provided with a copy of *The Family Guide for Student Success, Grade 3* and a Read-at-Home guide to encourage regular parent-guided home reading.

## **ANNUAL REPORT**

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

- Student progression and the school district's policies and procedures on student retention and promotion;
- 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;
- By grade, the number and percentage of all students retained in Kindergarten through Grade 8;
- 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 any revisions to the school board's policy on

student retention and promotion from the prior school year.

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

*The superintendent or designee shall establish procedures to support this policy. LEGAL REF.: MS CODE – Literacy Based Promotion Act, 2013.*

## **PROMOTION STANDARDS FOR STUDENT WITH DISABILITIES**

### **Grading**

Students with disabilities who have a current eligibility in special education and a current individual education plan (IEP) on file will receive grades fairly reflecting the student's achievement on the instructional level on which he/she is functioning. The procedure used for reporting grades will be such that everyone involved in reporting and using these grades will clearly understand that a high grade does not necessarily mean that a disability no longer exists. A high grade should accurately reflect that, based on what is expected of a student with a given ability, he/she is performing well. Students with an IEP will be given a grade based on mastery of specific objectives as outlined on the IEP. Students with disabilities who attend regular education classes will be graded on the Lafayette County School District's grading scale. If a student with disabilities attends a regular education class, the regular education teacher will assign the grade for that class. If the student attends a resource class, the special education teacher will assign the grade for that class. The special education teacher will work jointly in designing a program and grading a student with disabilities. A student with disabilities may need adaptations or modifications in the classroom or curriculum so that he/she might be successful. If the student is in a regular program he/she may need assistance from a special education teacher to be successful. The regular education and special education teachers must work cooperatively to meet the needs of the student

# LAFAYETTE ELEMENTARY SCHOOL



## LAFAYETTE ELEMENTARY PRE-K TO 2ND GRADE

71 F.D. BUDDY EAST PARKWAY  
OXFORD, MS 38655

**PAULA GIBBS**  
PRINCIPAL

**MISTY PRITCHARD**  
ASSISTANT PRINCIPAL

**CHRISTINA HILL**  
INTERN PRINCIPAL

# WELCOME TO LES

Welcome to Lafayette Elementary School!

Let me begin by extending an invitation to our school. We welcome and encourage parent involvement at LES through the classroom and our Parent Teacher Organizations (PTO). We invite you to become an active part of your child's education daily.

Our school is committed to providing each student, Pre-Kindergarten through second grade, with an education in which essential information and skills are learned, knowledge is explored, and ideas are critically analyzed and evaluated. LES has an excellent educational program taught by talented and dedicated faculty and staff. Our goal each day is to "fill their buckets" with knowledge, skills, and the joy of learning while creating lifelong learners.

The elementary school years are a special time in your child's life. It is our personal goal to serve and provide a nurturing environment for all students. We appreciate, are humbled, and are very grateful for the task and opportunity of educating our future. Our doors are always open and we encourage, as well as appreciate, communication from each of you. We are looking forward to this year and all the exciting learning ahead!

Sincerely,  
Paula Gibbs,  
LES Principal

## OVERVIEW

Pre-Kindergarten to 2nd Grade: **662.234.5627**

## ABSENCES

Good attendance is important to academic and social success. Attendance, tardies, and early check-outs are counted and reported daily. If your child is absent from school, a written letter from the parent or a doctor's note must be sent to the school office for absences to be excused within two (2) days of absence. Students may have up to three (3) excused parent notes per semester excused. Unused days cannot be carried over to the next semester. Students may have unlimited days excused with a note from a doctor. Each week, the School Attendance Officer will communicate with families that have a student or students with 5, 10, 12 unexcused absences.

Make-up work and tests will be due the day of the student's return if the student has only missed one day. In the event a student has missed multiple days the teacher will work with the student on completing work assignments in a timely manner.

**Unexcused Absences:** an absence that does not qualify for any other type of excuses or a student's failure to bring an excused absence or parent explanation within the stated deadline results in an unexcused absence. Suspensions are reported as unexcused absences. [MS Code 37-13-91]

**Parent Explanation Which Constitutes Valid Excuses:** a written note from parents with a telephone number is required. A parent explanation explains the reason for the absence and lets the school know that the parent/guardian is aware that the student was absent. Up to three (3) parent notes per semester will be accepted. If a parent excuse is not received within two (2) school days, that absence will be considered an unexcused absence.

The following are excusable reasons for missing school: personal illness, illness in the family, death in the family, extreme emergencies,

or any other reasons that are covered by Board Policy JBD.

*Note: Parents are encouraged to make a student's medical or dental appointments after 3:00 (except in cases of emergency).*

**Medical Excuses:** a medical note from a doctor is considered an excused absence. If a note is NOT received within two (2) school days, the absence is considered unexcused.

## Tardies/Late Arrivals To School:

Students will be considered tardy if he/she arrives after 7:50 a.m. School Phone Messenger will notify parents of absences according to the District Attendance Policy.

## CAR RIDER PROCEDURES

### PARENT PICK-UP AND DROP-OFF INFORMATION

#### Car Rider Drop-Off

Student drop-off begins at 7:15 a.m. Children eating breakfast at school should arrive by 7:10 a.m. Students are tardy at 7:50 a.m. **Late arrivals must be accompanied with an adult into the office to receive a tardy slip.** All Lafayette Elementary students will be dropped off behind the school and exit onto Buddy East Parkway. The drop-off line is one way.

#### Car Rider Pick Up

Student pick-up begins at 2:45 p.m. Parents will line-up behind of Lafayette Elementary School, and children will be escorted to cars curbside. **Parents are asked to stay in their vehicles. Parking is not allowed in the pickup area. Please DO NOT BLOCK the circle drive.** Student identification cards, which are available in the office\*, must be displayed on the sun visor or in the front window and must be visible when picking up children. If someone other than the parent is to pick up your child from school, a note must be sent to school regarding alternate pickup arrangements. Car rider pick up ends at 3:20 p.m. After 3:20 p.m. students will be taken to Y-Care and a \$20 non-refundable fee will be charged per day.

*Student identification cards include your child's name to allow for quick identification of parents. These cards also provide for the security and safety of your child. PICTURE IDENTIFICATION is required for individuals driving vehicles not displaying these cards.*

## YMCA AFTER-SCHOOL CARE

LCSD and the YMCA are partnering again for the 2022-2023 school year. In this partnership, the Y is contracted to operate the After-school Program for both elementary schools. This partnership will allow us to provide year-round care for our families to include summer camp, school holidays, breaks. Surveys will be sent to all parents who sign up for Y-Care asking for dates your child or children will be attending during holiday breaks such as Thanksgiving. We encourage you to complete the surveys the Y sends out.

The Y understands the many demands on families; a supportive community is key to the success of families and children. The program provides a safe, structured, and fun environment for children right on the school campus. It is designed to align with the school to provide academic success in a fun, enriching environment.

#### Extended Hours:

After Care: 3:00 p.m. - 6:00 p.m.

When school is out, the Y is in! The Y will provide care for the following breaks once parents complete the holiday surveys:

Spring and Winter Breaks                      Summer Vacation  
School holidays

There is a comprehensive, well-rounded program curriculum that includes:

|  |                 |
|--|-----------------|
| Homework Help  | Arts and Music  |
| Science, Technology, Engineering, and Math Programming | Fitness and Fun |
| Reading Enrichment                                     | Y-Clubs         |

The Y offers Online registration and account management and provides financial assistance for qualifying families. For more information, please visit our website at [www.ymcamemphis.org](http://www.ymcamemphis.org).

### FIELD TRIP/ATTENDANCE AND TRANSPORTATION

LES provides opportunities for students off campus to enhance the learning experience to all the students. However, safety is always our first concern, and to ensure the safety of our children to and from the field trip, the following is being implemented: Before a student may be counted present for the day, the child must arrive at school.

**A parent may choose to follow the bus to the field trip location, but if the parent wishes to take the child with them in their vehicle, the parent must check out the child in the school office.** A child who arrives at the field trip without coming to school and being checked out will not be counted present for attendance. **If a child rides the bus to the field trip location the child must return on the bus from the field trip. Additionally, if a child does not ride the bus to the field trip he/she will not be allowed to return on the bus.**

### DRESS CODE

In addition to the district dress policy, LES enforce the following dress code guidelines.

*Parents are requested to put their child's name in sweaters, coats, jackets, book bags, and other such items. Pupils are expected to be appropriately and neatly dressed.*

Children should dress appropriately for classroom activities and outdoor play. Clothing should also be comfortable and casual. It is recommended that your child wear shoes that are suitable for running and climbing on playground equipment. Flip flops are not considered appropriate for outdoor play. If necessary, please send your child a pair of tennis shoes to wear outside.

It is also important to dress your child appropriately for the weather since children go out to recess unless it is too wet or too cold. Shorts should fall below fingertips. If tops have shoulder straps, straps should be 2 fingers wide. If clothing interferes with learning and daily activities, parents will be contacted to bring more suitable clothing for their children. Clothing that should NOT be worn at school includes the following:

- Hats (may be permitted for special events)
- Clothing with offensive language or pictures
- Clothing or jewelry, which advertises alcoholic beverages, illegal drugs, violence or displays suggestive/obscene wording or pictures may not be worn. Any design covered in Mississippi Code Section 37-11-39, 37-11-41, 37-11-43, will not be tolerated.
- All shirts/tops must cover the midriff (midsection) front, clothing, or jewelry, which advertises alcoholic beverages, illegal drugs, violence, or displays suggestive/obscene wording or pictures may not be worn. Any design covered in Mississippi Code Section 37-11-39, 37-11-41, 37-11-43, will not be tolerated.
- Cleats and taps may not be worn on shoes. Tennis shoes with built-in skates are not allowed at school

## COUNSELING SERVICES

For our students to become independent and self-sufficient individuals, we must address their academic needs and their social and emotional needs. Whether your child is in pre-kindergarten or older, the school presents new and challenging experiences. At our schools, we provide counseling services, which include individual and group sessions and a character program. The school counselors are available for all students. Parents, teachers, or students themselves can refer students to the counselors at any time. Don't hesitate to get in touch with the school counselor if your child may need counseling services or is experiencing any of the following:

- Loss of a loved one
- Recent divorce of parents
- Fear of school
- Uneasy about new places
- Sudden defiant behavior
- Crying over homework or other tasks
- Unusual or excessive crying

### CHARACTER EDUCATION

A very important goal here at LES is to create an environment of mutual respect, caring and kindness. These traits are fundamental to good citizenship and academic achievement. To accomplish this goal, we have established school-wide expectations and a plan for character education. The acronym **DORES** is used to promote academic and social/emotional development at LES.

**Determined, Organized, Respectful, Excellent, Successful**

**INTEGRITY TIME** is a character-building education program. We encourage parents to talk about integrity words with your child so that they will understand that integrity is what we practice at home, school, or wherever we are. Please refer to the table below for specific themes addressed each month.

- August - Respect (self-respect, respect for authority and others)
- September - Responsibility (dependability, perseverance, initiative, and effort)
- October - Self-Discipline (self-control, patience, learning from discipline)
- November - Relationships (cooperation, honesty, friendship, courage, thankfulness)
- January - Conflict Resolution (communication, managing feelings, forgiveness, resolving conflicts wisely)
- February - Citizenship (compassion, humility, service)
- March - Personal Goals (developing talents & facing challenges)
- April & May - Review

## ACADEMICS

Teachers will use weekly assessments to guide instruction and plan for remediation and enrichment for each child. In addition to weekly assessments, cumulative benchmark/skills assessments are also given every nine-week period.

The school year is divided into two semesters. Each semester is further divided into two nine-week terms. Nine weeks grades will be determined in the following manner:

Major Grades - 60%  
Minor Grades - 40%

The final grade average is the average of the two-semester grades for each course.

**Kinder-gardeners** will receive a numerical grade in Math. **First and second graders** will receive a numerical grade in Math, Language Arts, and Spelling. All students will receive grades **S (Satisfactory)** or **U (Unsatisfactory)** in Science, Social Studies, and QUEST (for qualifying 2nd graders).

### REPORT CARDS

Report cards are issued at the end of each nine-week period. Parents are encouraged to call on the teacher or principal if they have questions about their child's grades. Teachers in grades 3-6 will use numerical grades on report cards. Fourth nine weeks report cards are issued the final week of school.

|            |            |
|------------|------------|
| 90 - 100 A | 65 - 69 D  |
| 80 - 89 B  | Below 65 F |
| 70 - 79 C  |            |

The semester average is determined by averaging the two nine-week averages of the semester. The yearly average is determined by averaging the two semester averages. This will be consistent throughout the two schools.

### ACHIEVEMENTS

LES students participate in attendance award programs each nine-week grading period. Parents will be contacted if their child/children qualify for the award. Perfect attendance for the school year will be based on NO early checkouts or tardies.

### PARENT CONFERENCES

If the parents/guardians wish to talk with the teacher about their child, a conference should be scheduled. Parents may not conference with teachers while students are present in the classroom. Parents/guardians must contact their child's teacher or call the school office at 234-5627 to schedule a conference.

### HOMEWORK

Parents are asked to monitor student's homework. Please check the school homework folder (LES) for planning, assignments, and correspondence with the teacher.

### READING

Parents/Guardians are encouraged to read to and with their child(ren). One cannot learn to read without reading. It is suggested that all students should read 20 to 30 minutes at home daily, so please help to make reading a meaningful part of your child's activities.

### TEXTBOOKS

Free state-owned textbooks are furnished to each student. Mississippi state law requires that teachers collect for damages to a book and the loss of books.

### CHROMEBOOKS

The school issues a Chromebook computer device to each student. Each student/parent must sign the user agreement prior to receiving the device. The device is to be returned to the school at the conclusion of the school year or upon withdrawal from the school.

### PROMOTION AND RETENTION

All students must pass Language Arts and Math to be promoted. Occasionally, a child with passing or borderline grades may be retained due to a lack of maturity or mastery of specific skills. In this case, the decision to promote or retain a child will be made jointly by the parent, teacher, and principal. Third-grade students must pass the MAP ELA assessment. Third-grade students who do not pass the MAP

assessment must pass the MKAS 2 summative assessment in reading for promotion.

### LITERACY-BASED PROMOTION ACT

In compliance with the "Literacy-Based Promotion Act," this school district intends to improve the reading skills of Kindergarten, first, second, or third-grade students so that every student completing the third grade can 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.

For 2020-2021, students may meet promotion requirements of the LBPA by:

- Learning a passing score (level 3 or above) on the multiple-choice portion of the 3rd Grade MAAP-ELA Assessment.
- Achieving a passing score (level 3 or above) on either of the two retest opportunities on the 3rd Grade Reading Alternative Assessment.
- Achieving a composite score of Level 3 or higher on the 3rd Grade, MAAP-ELA Assessment after the writing is scored.

### 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 1-3 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 mid-year 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 reading instruction to improve 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, read at or above grade level, and be ready for promotion to the next grade. A Kindergarten, First, or Second, or Third Grade students identified with a reading deficiency or not promoted may be placed in a transition class.

### 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
- 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.
- 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 other factors that constitute social promotion.

Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's third-grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or an approved alternative standardized assessment for third grade, the student shall not be promoted to fourth grade.

### **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:

- Student progression and the school district's policies and procedures on student retention and promotion;
- 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;
- By grade, the number and percentage of all students retained in Kindergarten through Grade 8;
- Information on the total number and percentage of students who were promoted for a good cause, by each category of good cause described by law, and any revisions to the school board's policy on student retention and promotion from the prior school year.

*Provisions required by the Literacy Promotion Act shall be provided as an addition to the district's published handbook of policy for employees and students beginning the school year 2013-2014. The superintendent or designee shall establish procedures to support this policy. LEGAL REF.: MS CODE – Literacy-Based Promotion Act, 2013.*

### **PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES**

#### **Grading**

Students with disabilities with current eligibility in special education and a current individual education plan (IEP) on file will receive grades fairly reflecting the student's achievement on the instructional level they are functioning.

The procedure used for reporting grades will be that everyone involved in reporting and using these grades will clearly understand that a high grade does not necessarily mean that a disability no longer exists. A high grade should accurately reflect that, based on what is expected of a student with a given ability, they are performing well.

Students with an IEP will be given a grade based on mastery of specific objectives outlined on the IEP. Students with disabilities who attend regular education classes will be graded on the Lafayette County School District's grading scale. If a student with disabilities attends a regular education class, the regular education teacher will assign the grade for that class. If the student attends a resource class, the special education teacher will assign the grade for that class. The special education teacher will work jointly in designing a program and grading a student with disabilities. A student with disabilities may need adaptations or modifications in the classroom or curriculum to be successful. If the student is in a regular program, they may need assistance from a special education teacher. The regular education and special education teachers must work cooperatively to meet the needs of the student.

### **INTERVENTION POLICY**

MDE shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

- Tier 1** Quality classroom instruction based on MS College and Career-Ready Standards
- Tier 2** Focused supplemental instruction
- Tier 3** Intensive interventions are specifically designed to meet the individual needs of students

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure every student gains essential skills. Monitoring student progress is an ongoing process measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented per the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be: designed to address the deficit areas; research-based; implemented as designed by the TST; supported by data regarding the effectiveness of interventions. In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

- Grades 1-3: A student has failed one (1) grade;
- Grades 4-12: A student has failed two (2) grades, OR
- A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year.

