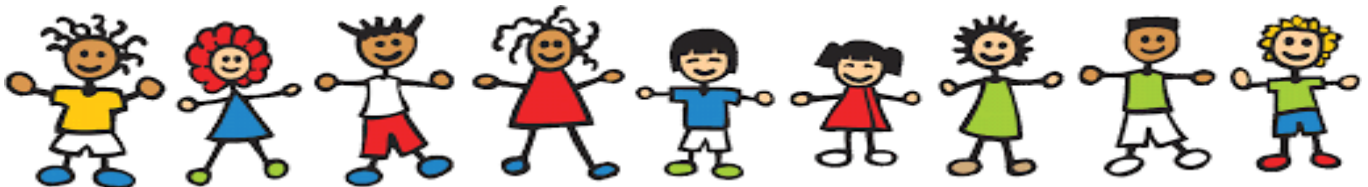


The Summit

*An Elementary Program for Scholar-Centered
Teaching & Learning*

*Scholar/Parent Handbook
2018 -2019*



“Time the Variable, Learning the Constant, Scholars the Focus”

SUMMIT ELEMENTARY

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The following procedures, abridged board policies and general information are provided as a guide for scholars and parents. Complete school board policies are available at each school and the central office.

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**MCCOMB SCHOOL DISTRICT
2018-2019 SCHOOL CALENDAR**

		<u>Student Days</u>	180	<u>Teacher Days</u>	187
2018	AUGUST	1-3	(W-F)	Teacher/Child Nutrition Work Days	
		5	(M)	First Student Day	
	SEPTEMBER	3	(M)	Holiday (LABOR DAY) (All district offices will be closed)	
	OCTOBER	3	(M)	End of First Nine Weeks (45 days)	
		9	(T)	Second Nine Weeks Begins	
		10-12	(W-F)	FALL INTERSESSION (Work Days for 12 Month Employees)	
	NOVEMBER	19-23	(M-F)	Holidays (THANKSGIVING) (All district offices will be closed)	
	DECEMBER	20	(TH)	End of Second Nine Weeks (45 days)/End of First Semester (90 days)	
		21-31	(F-M)	Holidays (CHRISTMAS) (All district offices will be closed) (Dec. 21, 27-28 (F, TH-F) Work Days for 252 Day Employees)	
2019	JANUARY	1-3	(T-TH)	Holidays (CHRISTMAS) (All district offices will be closed) (Jan. 3 (F, TH-F) Work Days for 252 Day Employees)	
		4	(F)	Teacher/Child Nutrition Work Day	
		7	(M)	Students Return	
		7	(M)	Third Nine Weeks Begins/Second Semester Begins	
		21	(M)	Holiday (MARTIN LUTHER KING CELEBRATION DAY) (All district offices will be closed)	
	FEBRUARY	18	(M)	Holiday (President's Day) (All district offices will be closed)	
	MARCH	11-15	(M-F)	SPRING INTERSESSION (All district offices will be closed) (March 11-15 (M-F) Work Days for 252 Day Employees)	
		19	(T)	End Third Nine Weeks (45 days)	
		20	(W)	Fourth Nine Weeks Begins	
	APRIL	19, 22	(F, M)	Holiday (EASTER) (All district offices will be closed)	
	MAY	23	(TH)	Graduation	
		23	(TH)	Last Student Day	
		23	(TH)	End of Fourth Nine Weeks (45 days)/End of Second Semester (90 days)	
		27	(M)	Holiday (MEMORIAL DAY) (All district offices will be closed)	
		29	(W)	Last Teacher Day	
		<hr/>			
	Month 1 (Aug./Sep.)	39 days		Month 6 (Feb.)	19 days
	Month 2 (Oct.)	20 days		Month 7 (March)	16 days
	Month 3 (Nov.)	17 days		Month 8 (April)	20 days
	Month 4 (Dec.)	14 days		Month 9 (May)	<u>17 days</u>
	Month 5 (Jan.)	18 days			180 days

DISTRICT VISION, MISSION, CORE BELIEFS AND GOALS

VISION

We produce scholars empowered to change the world.

MISSION

The mission of the McComb School District is to become a premier, world class school system where scholar success is inevitable and each scholar is cultivated to become a fierce competitor in a global society.

CORE BELIEFS

We believe that:

1. Every individual matters therefore, his or her opinions and voice should be heard, represented, and respected
2. Every individual should have the opportunity to achieve his or her goals and dreams
3. People should open their minds to new ideas
4. Collaboration and cooperation are essential for success
5. Communities should be highly engaged
6. Every individual can rise to high standards
7. Every individual should be held accountable
8. Character counts

GOALS

- Increase Scholar Achievement
- Maintain a safe and orderly school climate
- Maintain a solid financial fund balance

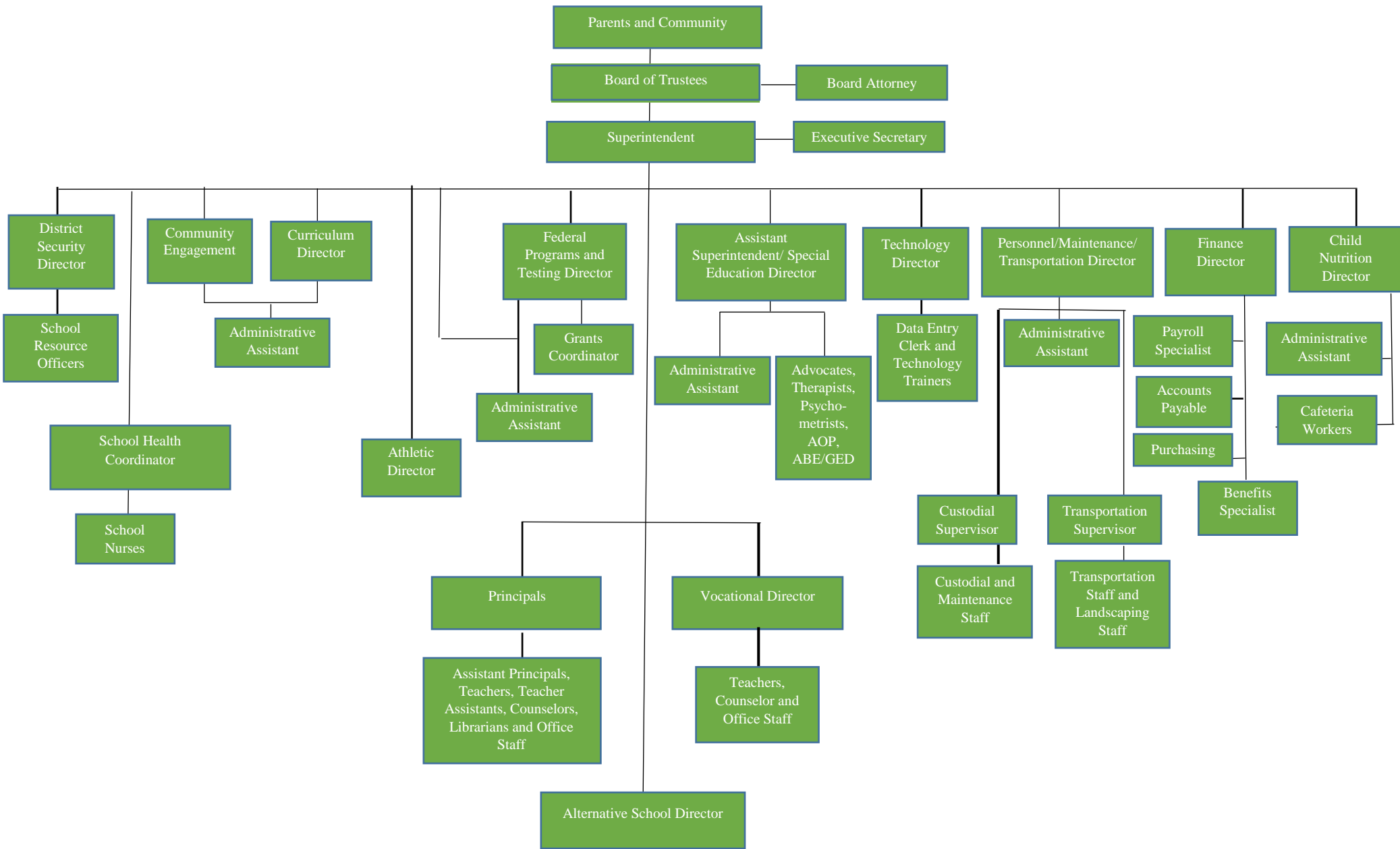
**MCCOMB SCHOOL DISTRICT
BOARD OF TRUSTEES**

Mrs. Betsy MurrellChairman
Mrs. Eliece S. Rayborn Vice Chairman
Mr. Maurice E. Chester..... Secretary
Mrs. Lorraine Gayden Member
Ms. Kizzy Coney Member
Mr. C. Ashley Atkinson Attorney

DISTRICT ADMINISTRATION

Dr. Cederick L. Ellis, Sr..... Superintendent
Mrs. Ruby HusbandAssistant Superintendent
Mrs. Sue Ellen Coddling.....Child Nutrition Director
Mr. Greg GilmoreSecurity Supervisor
Ms. Cornelia Gayden.....Community Engagement Coordinator
Mrs. Sue Jarvis..... Technology Coordinator
Mrs. Susan CochranFinance Director
Mr. Mike JeansonAthletic Director
Mr. Jonathan McLendon Personnel and Transportation/Maintenance Director
Mrs. Betty Wilson Federal Programs Director
Ms. Louise SandersCurriculum Director

McComb School District Organizational Chart



MCCOMB SCHOOL DISTRICT

SCHOOL SITES

Central Office

695 Minnesota Avenue
P.O. Box 868
McComb, MS 39648
(601) 684-4661
(601) 249-4732

Kennedy Early Childhood Center

(Grades Pre-k-Kindergarten)
Mrs. Felicia Thomas, Principal
207 South Myrtle Street
McComb, MS 39648
(601) 684-2889, Office
(601) 249-4739, Fax

Otken Elementary School

(Grades 1-3)
Dr. Cynthia Lamkin, Principal
401 Montana Avenue
McComb, MS 39648
(601) 684-3749, Office
(601) 684-2133, Counselor
(601) 684-8304, Fax

Summit Elementary School

(Grades 1-5)
Mrs. Lakya Washington, Principal
1201 Baldwin Street
Summit, MS 39666
(601) 276-3077, Office
(601) 276-2820

Higgins Middle School

(Grades 4-6)
Mrs. Kelli Little, Principal
1000 Elmwood Street
McComb, MS 39648
(601) 684-2038, Office
(601) 684-7360, Counselor
(601) 249-4734, Fax

Denman Junior High

(Grades 7-8)
Mr. James Brown, Principal
1211 Louisiana Avenue
McComb, MS 39648
(601) 684-2387, Office
(601) 684-5738, Band
(601) 249-3564, Fax

McComb High School

(Grades 9-12)
Mr. Robert Lamkin, Principal
310 Seventh Street
McComb, MS 39648
(601) 684-5678, Office
(601) 684-2812, Asst. Principal
(601) 684-3466, Counselor
(601) 684-1979, Band Room
(601) 249-4737, Fax

Business and Technology Complex

(Grades 9-12)
Mr. Robert Biggs, Director
1003 Virginia Avenue
McComb, MS 39648
(601) 684-5288, Office
(601) 684-8220, Counselor
(601) 249-2454, Fax

TAC Alternative School

(Grades 7-12)
Mr. Mike Jeanson, Director
906 Louisiana Avenue
McComb, MS 39648
(601) 249-4765
(601) 249-4766, Fax

Athletic Department

Mr. Mike Jeanson, Director
601) 684-4839, Fieldhouse
(601) 684-4014, Gym
(601) 684-2094, Baseball Field

Vehicle Service Center

Mr. Jonathan McLendon, Director
4042 Martin Road
McComb, MS 39648
(601) 684-8260, Transportation
(601) 684-0177, Maintenance

You have arrived at “The Summit”

Welcome to Summit Elementary School for Scholar-Centered Teaching & Learning!

The Summit offers a fully certified administrative and instructional staff as well as exemplary support personnel, all of whom are excited about the opportunity to provide you and your scholar with a high quality educational experience. These dedicated professionals fulfill a very real commitment to the successful implementation of the McComb School District’s first Scholar-Centered Teaching & Learning School. Careful planning, preparation, and Scholar-Centered instructional practices are focused toward providing the best possible education by meeting all scholars where they are.

The climate and culture at The Summit is purposefully geared to the individualized needs of scholars. Great care is taken to provide a climate that is developmentally appropriate, academically challenging, and where Teacher Practitioner utilizes Scholar-Centered instructional practices designed to help scholars achieve significant increases in their academic growth.

Parents are encouraged to visit learning laboratories and will be required to actively participate in the education of their child. A parent’s presence at school is one of the most effective ways of letting the scholar know that he/she is important and that his/her education is a top priority. At The Summit, we believe that you and your scholar are not interruptions of our work, but rather the purpose for it. Even if only briefly, visiting also helps to build a positive and mutually supportive relationship between home and school and between you and your scholar’s Teacher Practitioner. For the safety of all, any person entering the building during the school day must report directly to Mission Control (Main Office) and sign in prior to proceeding to learning laboratories or other areas of the building.

You will be escorted to your destination by school personnel.

This handbook has been prepared as a source of information to assist parents and scholars of The Summit with following school guidelines and regulations and to enhance understanding of the Scholar-Centered teaching & learning process as we make a pivotal paradigm shift from traditional public schooling.

After reading this handbook, keep it in a convenient place for future reference. If there are any questions, please do not hesitate to contact the Principal, or your Teacher Practitioner by calling (601) 276-3077.

Please take a moment to sign the statement on the last page, and send that sheet to school with your child. This will help us in our efforts to be certain that each family has received a copy of the handbook.

The faculty and staff of The Summit extend a warm welcome and express the hope that the coming school year will be a positive experience for both you and your child. In the very best interest of all scholars, I remain;

Sincerely,

Lakya Taylor-Washington,
Lead Learner, Principal

The Summit: An Overview

The Summit is the McComb School District's first Scholar-Centered Teaching and Learning school. This journey of school transformation began August 2015. The school has a primary mission to meet each scholar where he/she is, to provide all scholars with an individualized success plan, and to employ instructional practices that maximize scholars' chances to achieve 1.5 to 2 years of academic growth in one year. The basic tenants of The Summit include:

1. Scholars are grouped by readiness and progress via mastery
2. Scholars create and assume ownership for their respective Individualized Success Plan (ISP)
3. Scholars are allowed to work at their own pace
4. Scholars provide evidence of mastery
5. Scholars, Teacher Practitioners, administrators and parents are provided with continuous feedback
6. Teachers serve as practitioners

Scholars enrolled in the Summit will be provided with two (2) nutritious meals each day, a 1:1 ratio of iPads, and a robust, dynamic and innovative education platform which allows scholars to progress through instructional levels based upon mastery of skills rather than the amount of time they sit in the seat. Scholars' work is continually monitored via a "learn, practice, apply and assess" process.

The Summit employs highly trained Teacher Practitioners to assist scholars with personal goals as identified in their Individual Success Plan and with achieving substantial academic growth. The Summit constructively disrupts traditional public schooling by deploying instructional levels in conjunction with grade levels. Curricula used at each instructional level are tightly aligned to Mississippi content, the common core, and international standards.

At The Summit, members of the School Transformation Team will provide invaluable assistance to the administration and staff for successful school operation and achievement of school goals. Additionally, parents are required to actively participate in the education of scholars. These requirements are specifically outlined in the parent involvement section of this handbook.

ADDRESSES AND PHONE NUMBERS

Parents are required to inform the office when home and emergency addresses and phone numbers change. Failing to provide and update at least two emergency phone numbers for a young scholar may result in charges of educational neglect.

BUSES

Scholars are assigned to a school bus based on the residence on file in the school office. If a scholar's address changes, parents must prove residency again in the school office before the scholar may be assigned to another bus.

If there is an emergency which would require your scholar riding a bus other than the assigned bus, please call the office. Your scholar may be given an emergency change of bus slip for one day.

For obvious safety reasons scholars are expected to follow all school rules while riding the bus. In the event that parents can't see the bus stop from their home, we recommend going to the bus stop with their scholars in the morning and waiting for them in the afternoon. It is also a good idea to get to know the bus driver.

CONSEQUENCES FOR BREAKING SCHOOL BUS SAFETY RULES:

The school principal may use any of the following actions if any bus conduct rules are violated:

1. First offense - Counseling or suspension of bus riding privileges for up to 10 school days
2. Second offense - Suspension of all bus riding privileges for 10 school days
3. Third offense - Suspension of all bus riding privileges for nine weeks
4. Fourth offense - Suspension of all bus riding privileges for the remainder of the school year
5. When any scholar is suspended from riding a school vehicle parent contact is required
6. Bus suspensions are applicable to all MSD buses and routes

Note 1: In the case of repeated minor offenses, parental contact must be made before bus privileges are suspended.

Note 2: The McComb School District's vehicle fleet is equipped with video recording equipment, and passengers will be subject to recording at any time. Actions recorded in this manner may be used in discipline cases.

Note 3: The district reserves the option to waive any or all of the procedural sequences should the safety of scholars be of concern.

Note 4: Removal from the bus will require parents to bring and pick-up the scholars to school on time.

CAR PICK UP

Designated areas are provided for parents to drop off their scholars in the morning and pick them up when school is dismissed. These areas will be communicated to parents at orientation and transportation handout provided. The earliest a scholar may get dropped off in the morning is 7:15 a.m. If scholars are dropped off after 7:45 a.m., make sure they have already eaten breakfast, as breakfast ends at 7:45 a.m.

For the safety of all scholars, we ask that parents/guardians **not** let your scholar out of the car where he or she would be allowed to move in front of a parked car. We also ask that you **remain in a single line** and **not** call your scholar to the car if you are not in the pick-up area. Scholars who are "car pickup" will be issued a "car pickup" number. The person who picks up a scholar at car pickup will be assigned a matching number. Anyone picking up will be required to display the matching "car pickup" number in the lower right front windshield of their vehicle. **Duty Teacher Practitioners will not allow scholars to get into a vehicle which is not displaying the matching number.** If an adult in a vehicle without the assigned "car pick up" number wishes to pick up a scholar(s), s/he will be required to come into the school office. The adult will sign that scholar out OR GET A CAR PICKUP RELEASE SLIP TO PRESENT TO THE TEACHER PRACTITIONER ON DUTY. **The adult must get back in the car pick-up line.**

Check out is not permitted after 2:15 p.m. Your scholar will be sent to car pick-up.

TARDIES

Regular attendance is required for all scholars enrolled in The Summit, as mandated by Mississippi State Law and/or local Board policies. Scholars who are irregular in attendance develop insecurity about their place in the school environment; this insecurity often forms the basis for poor academic achievement, academic growth, and behavior problems. Being on time for school is also a part of regular attendance. Tardiness, too, can play a part in poor academic achievement, academic growth and behavior problems. Scholars are required to be in class on time so that the scholar's day can begin in a positive and confident manner. It should be noted that The Summit structure for operations includes a 365 days per year, 24 hours per day, and 7 days per week education platform.

This anytime, anywhere, anyplace design allows scholars to log into their online learning tools and continue to work toward ISP goals and mastery of skills as outlined by their plan.

Promptness to class is very important. Anytime a scholar is driven to school and arrives after 7:55 A.M., an adult must bring the scholar to the office. If a scholar arrives tardy without an adult the tardy will be automatically marked unexcused. The scholar's name will be removed from the absentee report. A tardy slip will be given to the scholar to take to the Teacher Practitioner, and a duplicate will be placed in the office records. After three unexcused tardies, a school official will contact the home. This starts an official attendance file.

Breakfast for Tardy Scholars: Scholars who are tardy due to a late bus will eat breakfast as usual in the school cafeteria. **Tardy car riders (after 7:55 A.M.) are expected to have eaten prior to arriving at school. Documentation will be kept on car rider scholars who have not had breakfast and have come to school tardy.**

CHECK OUTS

Scholars are expected to remain at school except in cases of illness, death in the family or documentable family emergencies. Excessive check-outs may result in a school official contacting the home.

When a scholar becomes ill at school, he/she will be checked by the school nurse who will determine whether or not the scholar can remain at school. The nurse will contact parents or guardians if a scholar must be checked out.

Scholars are responsible for making up classwork that is missed during the time that they are signed out of school. **Parents are requested not to sign scholars out during our reading and math-academic instructional time.**

If a parent wishes to check out a scholar during an activity or lunch and there is not a Teacher Practitioner in the room, the parent will have the option of checking the scholar out without the book bag or waiting until the 30 minute activity is over.

Because check outs become a safety issue during dismissal, check outs will not be allowed 1 hour prior to dismissal. Scholars are required to stay in the learning laboratory until the parent arrives.

PERFECT ATTENDANCE RECOGNITION

Scholars will be recognized for "Perfect Attendance" at the end of the school year. "Perfect Attendance for the Year" is an exclusive achievement with stringent requirements. Scholars must be in attendance the full day every day of the school year. Additionally, scholars may accumulate no more than two incidences of tardiness for the entire school year. Scholars are recognized for "Perfect Attendance for the Year" at the awards ceremony in the spring.

SCHOLAR NUTRITION SERVICES

The Summit will implement an extended school day and an extended school year. The Scholar-Centered Teaching and Learning program being implemented at The Summit is designed to address the needs of the whole scholar including academic, social, and physical development. Well-balanced meals and healthy eating habits are an important part of every scholar's growth and development. All scholars will be provided with three nutritious meals per day (breakfast, lunch, and dinner) at no cost to parents. All record keeping for the hot lunch program is maintained in the office. The McComb School District follows established policies and criteria for determining eligibility for district wide free and/or reduced meal program. We encourage scholars to begin their school days with balanced breakfasts and to enjoy nutritious mid-day lunches.

Breakfast is served until 7:55 a.m. However, if you drive your scholar to school daily, or if your scholar misses the school bus, you must get him or her here no later than 7:55 a.m. in order to eat breakfast at school. If you are driving or sending your scholars to school and will arrive after 7:55 a.m., please be sure your scholar has eaten before you drop him or her off.

A lunch menu is posted in each learning laboratory, in the cafeteria, and on the school's website. We encourage scholars to eat in the cafeteria and enjoy a well-balanced meal at school. You may send your scholar's lunch if you like. However, we request that you send healthy foods, sandwiches and juices, etc., not cola's, cookies, chips or candy. Milk will be available at a charge of \$.50 for scholars who bring their own lunch. Glass items are not allowed in the cafeteria. It is school board policy that fast food is not permitted on campus during regular school hours.

Trading of lunches and/or lunch items is not permitted. The cafeteria is a public dining room. Scholars are required to use their "dining in public" behavior, which includes appropriate table manners and noise control in the cafeteria. Scholars eat at tables in the cafeteria. Noise must be kept at a conversational level so the Scholar Nutrition Staff can hear the requests of the scholars they are serving.

Breakfast, lunch and dinner will be available at no charge to all enrolled scholars. The Summit is a provisional school and is part of a program that is being provided to help promote sound nutrition by making safe nutritious meals accessible to all scholars. All meals served will meet meal patterns established by the U.S. Department of Agriculture.

DELIVERIES TO SCHOOL

Scholars are not allowed to receive floral or novelty deliveries at school for any reason including birthdays and holidays. Please have any deliveries made to your home.

Brain Breaks

Brain Breaks will be provided throughout the day in order to provide scholars with brain exercises during learning laboratory instruction.

SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

Scholars and classes who are observed to follow the rules and to demonstrate above expected levels of good character, respect, patience, self-control, empathy, kindness, honesty and courage will attend Good Behavior programs and other activities. In addition each Teacher Practitioner has a point system where scholars receive points for desired behavior in the learning laboratory.

GOOD BEHAVIOR PROGRAMS

Good behavior programs are held monthly in September, October, November, January, February, March, April and May for scholars who have followed school rules and procedures (scholars who have not received an office disciplinary referral) and scholars on behavior plans who have achieved their target behaviors 3 out of 5 days a week for that month.

Some examples of good behavior activities include: visits from special guests, field day, plays, no uniform day, musical and dance performances, extra recess and Mardi Gras parade.

GENERAL RULES OF CONDUCT

The Summit is a member of the CHARACTER COUNTS coalition. The schools use the six pillars of character as the standard for scholar conduct and behavior. Scholars are expected to know and follow the six pillars of character. The pillars of character are:

Trustworthiness
Respect

Responsibility
Fairness

Caring
Citizenship

CHARACTER EDUCATION

A person's character is that which grows and develops as the person practices doing good things and making right choices. What a person says and does really reflects what is inside of that person – basically, what that person is. Each month scholars focus on a different character trait. Messages which support the month's trait are read daily. The monthly trait will be emphasized in P.E. / Health once a month. An outline of the lesson will be given to the Teacher Practitioner for follow-up with the scholars. Other materials related to the character trait will be provided to the Teacher Practitioner s.

BEHAVIOR INTERVENTION AT SCHOOL

Approximately 80% of our scholars do well using the school-wide and the Teacher Practitioner's learning laboratory behavior incentive systems to control their behavior. However, some need extra assistance and may be referred to Teacher Support Team. A behavior intervention plan may be written by one of the team members. Behavior plans involve the Teacher Practitioner's observing the scholar more frequently during the school day. These plans are most effective when the parent also allows or withholds access to home privileges based on the scholar's behavior at school that day. Full privileges include TV/game time, playing outside, attending evening events, and having desserts or fun snacks. Scholars who have these plans also go to restorative practice time in another area immediately following inappropriate behavior, failing to obey adults, and/or failing to complete work.

ADMINISTRATIVE ACTIONS RESULTING FROM INAPPROPRIATE BEHAVIOR

1. RESTORATIVE PRACTICE TIME

A scholar may be assigned to restorative practice for failing to follow a Teacher Practitioner request or for other minor misbehavior. The scholar is sent to time out immediately after the behavior occurs and remains there for a brief period. In the event that a scholar is agitated or upset, he or she will remain until he or she calms down and is able to comply with adult requests. Skills sheets based on state curriculum or behavior will be assigned by the monitor. If a scholar is repeatedly sent to reflection, he or she may be placed on a behavior plan, or be referred to the Teacher Practitioner Support Team. The monitor will call you when your scholar is sent two times in a day or within a week. As well, parents will receive a copy of the small brief time-out form each time your scholar goes to time-out. Parents are expected to sign and return the brief time-out form.

2. IN-SCHOOL REFLECTION

Reflection refers to a consequence for violations of the Code of Conduct during which a scholar receives positive interventions using corrective strategies and/or restorative practices. Assignment to ISR cannot exceed 2 hour(s) per day and is implemented during regular school hours.

IN-SCHOOL SUSPENSION

One to three days of in-school suspension may be assigned for violation of major offenses such as fighting, stealing, major disruption or other threatening behaviors. Scholars in in-school suspension will complete state-test skill packets. Scholars who are assigned to In-School Suspension will be assigned to one or more detentions for assistance with academic work missed.

5. OUT OF SCHOOL SUSPENSION

Out-of-School Suspension, Suspension, and OSS refer to a consequence for violations of the Code of Conduct that removes a scholar off campus from his or her learning laboratory or school environment. OSS shall not be used for misconduct that occurs off school property or outside the school day unless the infraction occurs at a school-sponsored event, to or from school or on a school bus, or the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other scholars or school personnel.

6. CORPORAL PUNISHMENT

Corporal punishment will be administered by the principal or principal's designee. It will be administered according to the school's PBIS Plan. Corporal punishment will only be administered to scholars whose parents/guardians have given written consent. It will only be used once daily for scholar(s) whose behavior warrants it. If corporal punishment is used for a scholar and it is deemed not effective, other alternatives will be utilized.

OFFICE DISCIPLINE REFERRAL FORMS (ODR)

The parent copy of the office discipline referral form will be sent home when a scholar engages in a major problem behavior. The purpose of sending the Office Discipline Referral form is to inform the parent of the administrative action taken as a consequence of the problem behavior and to ask the parent to set home consequences for undesirable behavior at school. Parents are required to sign the referral, and return it to school. Whenever possible, the administrator will also call the parent.

PARENT/GUARDIAN INTERVENTION

Every effort is made to teach and re-teach desired behavior at school through the use of PBIS, Discovery Health, and character education. However, parents are the most important factor in determining how a scholar will behave at school.

If the administrators determine that school interventions have not been effective in improving a scholar's behavior, then a parent/school conference will be required. At that time a plan will be developed for the parent to assist the school in improving behavior and decreasing or stopping off-task, inappropriate behavior. Daily home support may greatly help the scholar return to the regular learning laboratory.

DRESS CODE

Scholars will wear designated school uniforms everyday unless parents are notified otherwise. This is a requirement. No uniform days may be scheduled for incentives. Parents will be notified in writing upon approval from the Superintendent.

Shirts - Green, gold or white "polo" type shirts with collars are required. Scholars may wear official school tee shirts. All shirts must be tucked in. The administration will determine what is official.

Shorts, slacks, skirts, or jumpers - Only khaki is allowed. Shorts, skirts, and jumpers must be finger-tip length. No cut-offs. Shorts or pants must be hemmed.

Belts are not required for scholars if their pants fit at the waistline without a belt. If scholars' shorts or slacks have belt loops, a belt must be worn.

Shoes Scholars will not be allowed to wear "backless" shoes or shoes that light up. Shoes with laces must remain tied at all times. Please try to get Velcro if your scholar can't tie his or her shoes. Please get new shoestrings if the ends of your scholar's shoestring are frayed and will not fit through the holes on the shoes.

Jewelry - Bracelets, rings or necklaces are not allowed. Earrings may be worn by girls as long as they are not dangling or distracting. Boys are not allowed to wear earrings. Watches may be worn unless they are promotional watches or make noise. Ear and nose-rings and other piercings which may pose a safety hazard or may distract self or other scholars are not permitted.

Caps, hats, bandanas, scarves or head coverings of any kind - These head coverings are not allowed.

Birthday money - Scholars may not wear birthday money pinned to their clothing.

Book Bags - Rolling book bags are not allowed. The book bag must be worn on the scholar's back. Scholars are not to open book bags on the school bus in the morning or after packing them in their classes prior to getting on and while riding the bus home. Please tell your scholars that notes and papers sent home are your property.

Any clothing item or accessory that may cause a distraction from the learning environment will not be allowed. The scholar will be asked to remove any such item(s).

ELECTRONIC DEVICES AND CELL PHONES

Scholars are not allowed to bring cell phones or any other electronic devices(s) to school. Such items will be taken and parent must come to the school to retrieve the item(s).

FOOD AND SNACKS

Both breakfast, and lunch and dinner are served in the school's cafeteria and are free for all scholars. Scholars are encouraged not to bring soft drinks, candy, cookies, gum, chips, etc. to school for snacks. Scholars may bring juice, fruit, cheese or peanut butter crackers, or other healthy snacks. (Check with Teacher Practitioner or office to determine if a snack is healthy.)

HOME PLEDGE

Parents and family are a scholar's first and most important Teacher Practitioner s. To encourage my scholar's learning and success in school, I will

1. Make sure my scholar gets plenty of rest.
2. Send my scholar to school on time each day.
3. Be sure my scholar has a working book bag every day and check it every day.
4. Make sure my scholar does homework every day.
5. Provide a quiet place for my scholar to study every day.
6. Spend at least 15 minutes every day reading with my child.
7. Review, sign, and return my scholar's homework folder and reading folder every day.
8. Review the school rules with my scholar and expect him/her to follow them.
9. Be sure the school has my current phone number and address.

10. Attend Back to School Night, Report Card pickup and Family Nights.
11. Come to school if requested.
12. Be sure my scholar has the required uniform.

SCHOOL PLEDGE

We understand the importance of a positive school experience for every scholar and our duty to be positive role models. Therefore, we agree to do the following to the best of our ability.

1. Provide a safe environment in which your scholar can learn.
2. Teach all the skills needed for your scholar to achieve academically.
3. Be sensitive to the individual needs of your child.
4. Communicate with you regarding your scholar's progress.

LOST AND FOUND

Please mark coats, caps, and personal articles so that lost articles may be returned to the child. Lost and found items are located at a designated area for each school.

PARENT INVOLVEMENT

Parents are our most important resource. All Summit parents will be encouraged ~~required~~ to attend a minimum of 3 scholar events per semester. A wide variety of parent activities will be planned and communicated to parents. Parent involvement activities include the following:

Back to School Night

School-wide Family Reading and Math Nights – Parent Teacher Association (PTA) is always held prior to Family Nights

Report Card Pick-up

Excel by 5

PARENT-TEACHER PRACTITIONER CONFERENCES

Parent-Teacher Practitioner conferences are sometimes needed to solve academic and behavior problems when scholars are not doing their best. Parents have an opportunity to meet briefly with their scholar's Teacher Practitioner when picking up report cards. At other times and when longer conferences are needed, parents must call the office. A message will be given to the Teacher Practitioner who will call back to schedule the conference. Calls to the Teacher Practitioner's home are discouraged. Parents are welcome to "drop-in" for an observation after checking in at the office. However, the Teacher Practitioner will not be available for a conference at that time.

If a staff member needs to schedule an additional school conference, the staff member will contact the parent by phone or in writing.

PHONE CALLS TO SCHOLARS

Scholars are not allowed to receive phone calls at school except in cases of emergency. If there is an emergency and you need to speak to your child, an administrator will be contacted. In the event you do speak to your child, that call may be monitored by the administrator.

PHONE CALLS TO TEACHER PRACTITIONERS

If you need to speak to your scholar's Teacher Practitioner, we will check to see if the Teacher Practitioner has a planning period at that time. If not, a message will be placed in the mailbox which your scholar's Teacher Practitioner checks at 7:30 A.M., at lunch, and at the end of the day. In the case of an emergency, please inform the receptionist, and an administrator will be contacted.

READING

All scholars are required to complete 30 minutes each night for homework, which is basically reading aloud to an adult.

REPORT CARD PICK UP

Report cards are a major source of home/school communication. Report cards may be picked up only by parents or legal guardians.

First Grading Period: All parents will be required to pick up their scholar's report card at the end of each grading period.

Report card pick up dates will be sent home with scholars. Parents may pick up report cards at the end of a regular school day until 6:00 p.m. Teacher Practitioners will be available to talk with parents. If more than a brief conference is needed, additional conference times may be scheduled for one of the Teacher Practitioner's planning times. If you are not able to pick up your scholar's report card within three (3) school days, please contact your scholar's Teacher Practitioner and schedule a conference.

After three (3) days, parents who are required to pick up report cards and have failed to do so will be sent a reminder letter.

TOYS AT SCHOOL

Scholars are asked not to bring toys to school without the permission of the Teacher Practitioner. Toy guns and toy knives are not allowed and may be subject to more serious actions by the administrator. Toys which are brought will be kept at school until the parent comes to retrieve them. After the 2nd or 3rd instance, toys are not generally returned.

VISITING YOUR SCHOLAR AT SCHOOL

All visitors MUST sign in at the main office, obtain a visitor's pass, be escorted to the learning lab by staff, and leave keys or some form of identification before going to a learning laboratory. Teacher Practitioners have been instructed to check for the visitor pass before allowing you to enter. Please follow this rule to ensure the safety of every child. If you simply want to drop off materials for your scholar or your scholar's Teacher Practitioner, you may leave them in the office, and the office staff will send it to the learning laboratory. If your desire to observe your scholar's reading class, you must check into the office before the start of reading. No interruptions are allowed in math or reading. No conversations with your scholar or scholar's Teacher Practitioner will be allowed during this observation time. If you would like to visit your scholar's math class, please check with the front office for the math time.

SCHOOL TRANSFORMATION COUNCIL

The Summit has a School Transformation Council (STC). This council of parents and school stakeholders meet periodically with the principal for the purpose of direct two-way communication between the school and the parents. The goal is to have parent representatives of The Summit's scholars' instructional levels, scholars and other community stakeholders be actively involved in the transformation of The Summit. Parents and other community stakeholders who are interested in serving on the STC are encouraged to contact the principal.

VOLUNTEERS

Parents, grandparents, and friends are invited to make a difference at school. There are many opportunities to help such as listening to scholars read, assisting Teacher Practitioners with making materials, helping in the library, being a learning laboratory volunteer, and many more. If you are interested, please call and state your desire to volunteer. We'll get you started.

STATE LAW - PARENT RESPONSIBILITY
SECTION 37-11-53

- (1) A copy of the school district's discipline plan shall be distributed to each scholar enrolled in the district and the parents, guardian or custodian of such scholar shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. The school board shall have its official discipline plan legally audited on an annual basis to insure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.
- (2) All discipline plans of school districts shall include, but not be limited to, the following:
 - (a) A parent, guardian or custodian of a compulsory-school-age scholar enrolled in a public school district shall be responsible financially for his or her minor scholar's destructive acts against school property or persons;
 - (b) A parent, guardian or custodian of a compulsory-school-age scholar enrolled in a public school district may be requested to appear at school by an appropriate school official for a conference regarding acts of the scholar specified in paragraph (a) of this subsection; and
 - (c) Any parent, guardian or custodian of a compulsory-school-age scholar enrolled in a school district who refuses or willfully fail to attend such discipline conference specified in paragraph (b) of this section may be summoned by proper notification by the superintendent of schools and be required to attend such discipline conference; and
 - (d) A parent, guardian or custodian of a compulsory-school-aged scholar enrolled in a public school district shall be responsible for any criminal fines brought against such scholar for unlawful activity as defined in Section 37-11-29 occurring on school grounds.
- (3) Any parent, guardian or custodian of a compulsory-school-age scholar subject to the provisions of this section who (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or (b) refuses or willfully fails to perform any other duties imposed upon him or her under the provisions of this section shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed Three Thousand Five Hundred Dollars (\$3,500.00).
- (4) Any public school district shall be entitled to recover damages in an amount not to exceed Twenty Thousand Dollars (\$20,000.00), plus necessary court costs, from the parents of any minor under the age of eighteen (18) years and over the age of six (6), who maliciously and willfully damages or destroys property belonging to such school district. However, this section shall not apply to parents whose parental control of such scholar has been removed by court order or decree. The action authorized in this section shall be in addition to all other actions which the school district is entitled to maintain and nothing in this section shall preclude recovery in a greater amount from the minor or from a person, including the parents, for damages to which such minor or other person would otherwise be liable.

NOTIFICATION OF AHERA COMPLIANCE

Dear Parents, Scholars and Staff of the McComb School District:

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in the fall of 1988, inspections were performed at each of our school buildings to identify and assess the condition of all Asbestos Containing Building Materials (ACBM). Management Plans were then developed to establish guidelines for managing the ACBM.

The EPA requires re-inspections of the asbestos materials every three years with continued surveillance reports and documentation of any and all activities involving the disturbance of asbestos materials to include: abatement, repairs, cleanup, etc.

Management Plans containing documentation of all activities involving ACBM are on file at the district administrative office and at each school administrative office. The Management Plans are available for view by the general public anytime during normal school hours (M-F, 8:00 A.M. – 4:30 p.m.). The Asbestos Program Manager, Mr. Jonathan McLendon, is available at (601) 684-0177 to answer any questions you may have regarding asbestos in our buildings.

Sincerely,

Dr. Cederick L. Ellis, Sr.
Superintendent
McComb School District

NON-DISCRIMINATION POLICY

It is the policy of the McComb School District not to discriminate on the basis of sex, race, age, religion, national origin, or handicap arising out of the following statutes:

1. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq. and its implementing regulation, 34 C.F.R., Part 100
2. Section 504 of the Rehabilitation Act of 1973, 20 U.S.C. 794 and its implementing regulation, 34 C.F.R. Part 104;
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. and its implementing regulation, 34 C. F. R. Part 106; and
4. The Age Discrimination Act of 1975, 42 U. S.C. 6601 et seq. and its implementing regulation, 45 C.F. R. Part 90.
5. The Americans With Disabilities Act of 1990.

Inquiries regarding compliance may be directed to Dr. Cederick L. Ellis, Sr., Superintendent, McComb School District, P.O. Box 868, McComb, MS 39649, (601) 684-4661 or Ruby Husband, Support Services Director, McComb, School District, (601) 684-8777 or the Director of the Office of Civil Rights, Department of Education, Washington, D. C.

MCCOMB SCHOOL DISTRICT
POLICIES
AND
PROCEDURES

2018-2019

MCCOMB SCHOOL DISTRICT ACCEPTABLE USE POLICY

The following policy is written to promote positive and effective digital citizenship among scholars, faculty, and staff.

McComb School District is pleased to be able to offer its scholars, faculty, and staff access to its network and the Internet. Access will provide scholars, faculty, and staff the ability to explore thousands of files, libraries, databases, bulletin boards, and network resources in support of educational research.

Network

The District network includes wired and wireless computers and peripheral equipment, files and storage, email and Internet content. The District reserves the right to prioritize the use of, and access to, the network. All use of the network must support education and research and be consistent with the mission of the District. The network is property of the district and is subject to be monitored or audited at any time. Equipment used to access the district's network may also be subject to be monitored or audited at any time.

The education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response shall be the responsibility of all members of the McComb School District's staff. The safety and security of minors will be maintained through the monitoring of appropriate use of online resources, email, chat rooms, and other forms of electronic communications.

Cyberbullying

Cyberbullying is defined as the use of electronic information and communication devices—such as email, cell phone and text messages, instant messaging, videos, defamatory personal Web sites and online personal polling sites—to willfully frighten or harm others. Examples of this behavior include but are not limited to:

- sending false, cruel, or vicious messages
- creating websites that have stories, pictures and jokes ridiculing others
- breaking into an email account and sending vicious or embarrassing materials to others
- engaging someone in electronic communication and tricking that person into revealing sensitive personal information and forwarding that information to others.

The McComb School District has adopted the following policies to address the abuse of electronic communication technologies:

1. Any McComb School District staff or scholar who uses a school-provided communication device (including a computer) or computer network (a) with the intent to intimidate, harass, or coerce another person, or (b) to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or (c) to threaten an illegal or immoral act shall be subject to district/school disciplinary procedures.
2. Any McComb School District staff or scholar who uses a personal communication device on school grounds or at a school-related function (a) with the intent to intimidate, harass, or coerce another person, or (b) to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or (c) to threaten an illegal or immoral act shall be subject to district/school disciplinary procedures.

Consequences for Violation

Any violation of these regulations may result in loss of computer-system privileges and may also result in appropriate disciplinary action, as determined by district/school administrators, or possible prosecution through the judicial system.

Reporting and Investigating

Scholars and staff are required to report to designated staff any incidents of cyberbullying about which they are aware. Reports may be made anonymously. Designated staff will investigate all reports, using any electronic communications records currently kept by the school division, and recommend the district's/school's next course of action.

Unacceptable network use by district scholars and staff includes but is NOT limited to:

- Downloading, installation and use of non-educational games, audio files, video files or other applications (including shareware or freeware)

- Non-approved software use is prohibited for staff and scholars.
- Websites that promote “social networking” are prohibited for scholars. Posting or publishing any information on the Internet or in any other publication that portrays McComb School District or its affiliates negatively is prohibited.
- Outside, non-district email systems are prohibited (i.e. Yahoo, Gmail, Hotmail, etc.)
- Attaching unauthorized or personally owned software or network equipment including, but not limited to, items such as routers, switches, or wireless access points to the district network without written approval from the Superintendent or his/her designee is prohibited. Any such equipment may be confiscated.
- Hacking, cracking, vandalizing, and/or the introduction of viruses to networks and information systems. Physical modification or defacing equipment is strictly prohibited.
- Cyber bullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material

Cell Phone/Text Messaging

Cell phone procession/use by scholars on all McComb School District campuses must adhere to the individual school’s policy.

Filtering and Monitoring

To the extent practical, Internet filtering software shall be used to block or filter access to inappropriate information on the Internet or on other forms of electronic communications. As required by the Scholars’ Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or scholar pornography, or to any material deemed harmful to minors. Other objectionable material could be filtered. The determination of what constitutes “other objectionable” material is a local decision determined by the Superintendent or his/her designee. The district reserves the right to block any website it deems inappropriate. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

- Any attempts to defeat or bypass the District’s Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content.
- FERPA (Family Educational Rights and Privacy Act of 1974) protects the privacy of scholar education records. There will be an agreement on file signed by all McComb School District employees stating that they will follow FERPA guidelines when accessing or releasing scholars’ educational records.

Stolen, Missing or Damaged Laptop

Any laptop, tablet, related equipment or software that is discovered to be stolen, missing or damaged must be reported to the administrator/supervisor at the building at which the item(s) was checked out IMMEDIATELY. The User should submit a report of the relevant events as well as any relevant documentation. If the User is found to have been negligent for the theft, loss, or damage, that User will be assessed the repair or replacement fee of the equipment.

AUP Forms

Acceptable Use Policy (AUP) forms for staff, scholars and volunteers must be filled out **before** accessing network resources. By signing this form, you are declaring that all use of the system will be in support of education and research and consistent with the mission of the District.

McComb School District Internet Safety Policy

Introduction

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

Definitions

The definition for the following key terms as defined in the Scholars’ Internet Protection Act can be found at <http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/advleg/federallegislation/cipa/cipatext.pdf>.

- (1) TECHNOLOGY PROTECTION MEASURE
- (2) HARMFUL TO MINORS
- (3) SEXUAL ACT; SEXUAL CONTACT

Access to Inappropriate Material

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

Specifically, as required by the Scholars’ Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or scholar pornography, or to any material deemed harmful to minors.

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

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the McComb School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Scholars’ Internet Protection Act, prevention of inappropriate network usage includes:

(a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Specifically, as required by the Scholars’ Internet Protection Act, prevention of inappropriate network usage includes:

(a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

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

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

The McComb School District or designated representatives will provide age-appropriate training for scholars who use the McComb School District’s Internet facilities. The training provided will be designed to promote the McComb School District’s commitment to:

- I. The standards and acceptable use of Internet services as set forth in the McComb School District Internet Safety Policy;
- II. Scholar safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. cyber-bullying awareness and response.
- III. Compliance with the E-rate requirements of the Scholars’ Internet Protection Act (“CIPA”).

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

Procedures for Appropriate Technology Use

The purpose of connection to the Internet and McComb School District Intranet is to encourage communications that will support education and research and to provide opportunities for collaborative work. For an individual to remain an eligible user, the use of the Internet and Intranet must support and be consistent with the educational objectives of McComb School District.

Before accessing the McComb School District network or using a McComb School District computer, the scholar shall obtain permission from the Teacher Practitioner. All scholars are expected to follow the written and/or oral learning laboratory instructions. Teacher Practitioner s may give scholars permission to access the McComb School District network or use a McComb School District computer after demonstrating and discussing with scholars appropriate online behavior and the appropriate use of email and other forms of electronic communications. The Internet provides a wealth of information that can be used by scholars and Teacher Practitioner s for research purposes. For this reason, it is extremely important that Teacher Practitioner s ensure scholars understand the proper manner of citing a source and the importance of rephrasing (putting into one’s own words) the information gained from the Internet. Scholar use of computers and/or the Internet and Intranet will be monitored by Teacher Practitioner s to ensure that

scholars are viewing appropriate content. Teacher Practitioner s will also monitor scholar use to ensure that scholars follow the McComb School District Acceptable Use policy through the safe use of email and other forms of electronic messaging, the nondisclosure of personal information, and unlawful online activities.

Even though an Internet filter is in place, it is possible that a scholar may access inappropriate sites/materials. An inappropriate site is any site that includes pornography, profanity, or advocates violence, and/or the use of illegal drugs. Some sites may be acceptable if used as part of a specific class research assignment but should be approved by the Teacher Practitioner before being accessed by a scholar. If a scholar accidentally accesses an inappropriate site, he/she must report the site to the Teacher Practitioner, and then exit as soon as possible.

The downloading, uploading, viewing, storage, etc., of scholar pornography is a state and federal offense. Anyone finding scholar pornography on a McComb School District computer should adhere to the following procedures:

- a. A scholar finding scholar pornography on a computer shall report this to his/her Teacher Practitioner immediately. The Teacher Practitioner shall notify the building administrator, and the building administrator shall notify the Technology Services Department of the incident immediately.
- b. A McComb School District staff member finding scholar pornography on a computer shall report this to the building administrator immediately. The building administrator shall notify the Technology Services Department of the incident immediately.

The computer should be shut down and no attempt should be made to delete or remove this material from the computer. Removing or deleting this material could be considered to be tampering with or destruction of evidence. These incidents must, by law be reported to the Attorney General's office and depending on the findings by that office, could result in prosecution.

All data transferred and/or transmitted over the McComb School District's network may be monitored and recorded at any time. All data transferred or transmitted over the network may be tracked and identified, and originating users can be held liable if their use of the network violates any established policy, regulation, or law. Any data stored on district-owned equipment may be archived and preserved by the district for an indefinite period. Such data includes, but is not limited to E-mail, text documents, digital photographs, music and other digital or electronic files.

Authorized personnel may make periodic audits of District owned computers for compliance with rules and regulations. Any software found without proper license or that is not authorized through the Technology Department, will be removed from the computer and the user involved could lose the privilege of using the McComb School District computers.

Burned CDs/DVDs/jump drives may be used to share information between schools and/or between home and school as long as the CD/DVD/jump drive is scanned for viruses before use in a McComb School District computer. An antiviral software program will be installed on computers in each school. Before a CD/DVD/jump drive that has been used in another building or at home can be used on a McComb School District computer, it must be scanned for viruses using the program available in each building and determined to be free of viruses. If a virus is found, it is not to be inserted into a McComb School District computer. Any individual who uses a CD/DVD/jump drive between schools and home and does not scan it for a virus will be financially responsible for any repairs needed because of the virus.

Procedures for web site use as district representatives

Use of NON-District websites to present information, learning laboratory s, clubs and any other officially sponsored activities of the McComb School District is prohibited. Any sanctioned activity must be hosted on the District's web site (<http://www.mccomb.k12.ms.us>). Any class or scholar created web pages relating to McComb School District must be submitted to McComb School District's webmaster for review and posting. Pictures of scholars must not single out individual scholars: close-up photos of scholars must not be posted. Scholars should not be identified by name in captions under pictures but can be identified by first name in the description of what the picture depicts.

Penalties for Misuse

Violation of these rules, any applicable state and federal laws, and learning laboratory and district rules could result in suspension and/or the temporary or permanent loss of the privilege of using the Internet and/or McComb School District computers. Each school will administer appropriate disciplinary action when a scholar intentionally accesses inappropriate web sites or uses the McComb School District network or computers inappropriately.

Each school in the district will set up a discipline code in SAM6i to track the number of scholar violations; this history of scholar violations will follow the scholar as he/she moves through schools in the district.

FERPA-Notification of Family Educational Rights and Privacy Act (FERPA) Compliance

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of scholar education records. An

education record is defined as any record that directly identifies a scholar and is maintained by the institution or educational agency or by a party acting for the institution or educational agency. Education records can exist in any medium including the following: handwritten, typed, computer generated, videotape, audiotape, film, microfilm, microfiche, e-mail, transcripts of Section 504 hearings and IEP meetings, letters between parent and school, and others.

FERPA gives parents certain rights with respect to their scholars' education records. Under FERPA, schools must generally afford parents access to their scholars' education records, an opportunity to seek to have the records amended, and some control over the disclosure of information from the records. These rights transfer to the scholar when he/she reaches the age of 18 or is an emancipated minor under applicable State law, or attends a school beyond the high school level. Scholars to whom these rights have transferred to are "eligible scholars".

- Parents or eligible scholars have the right to inspect and review the scholar's education records maintained by the school. Schools must provide a parent or eligible scholar with an opportunity to inspect and review his or her scholar's education records within 45 days of the receipt of a request.
- Schools must provide a parent with copies of education records or otherwise make the records available to the parent if the parent lives outside of commuting distance of the school. Schools may charge a reasonable fee for copies of scholar records unless the fee would effectively prevent the parent or eligible scholar from exercising the right to inspect and review the records.
- Parents or eligible scholars have the right to request that a school correct records which they believe to be inaccurate or misleading.
- Generally, schools must have written permission from the parent or eligible scholar in order to release any information from a scholar's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest
 - Other schools to which a scholar is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a scholar
 - Organizations conducting studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools should not release the following types of information without written authorization from a parent or eligible scholar:

- Scholar number
- Grades/Exam Scores
- Grade Point Average
- Social Security Number
- Parent Address/Phone Number
- Race, Ethnicity, or Nationality
- Gender
- Date of Birth
- Emergency Contact

The public posting of grades either by the scholar's name, scholar number, or social security number without the scholar's written permission is a violation of FERPA. Notification of grades via e-mail is in violation of FERPA. There is no guarantee of confidentiality on the Internet.

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Phone: (202) 260-3887

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
 - Relevant dates, such as the date of a request or a disclosure and the date the scholar learned of the alleged violation
 - Names and titles of those school officials and other third parties involved
 - A specific description of the education record around which the alleged violation occurred
 - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the scholar and the school regarding the matter
 - The name and address of the school, school district, and superintendent of the district
 - Any additional evidence that would be helpful in the consideration of the complaint.

More information about FERPA can be found at the following websites:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/scholars.html>

ADMISSION TO SCHOOL

This board encourages the admission of all eligible pupils into our schools. Verification of eligibility shall be the duty of the administration to protect our pupils from possible overcrowding with all of its attendant disadvantages and to protect our taxpayers from unwarranted financial burden.

I. General Eligibility

1. This school district shall admit into its free public schools all eligible residents and legally transferred minor scholars who are five years of age and not over 21 years of age on or before September 1 of the school year.

The school district will provide a free appropriate public education (FAPE) for all identified exceptional scholars. Disabled preschool age scholars identified as eligible for special education services will be allowed to attend school for appropriate services. Scholars enrolled in private schools have a genuine opportunity for equitable participation in accordance with requirements in 34CFR76.652-662 of the Education Department General Administration Regulations (EDGAR) and in the authorizing statute and implementing regulations for a program. Eligible residents, legally transferred residents, and scholars with a disability attending a private or parochial school within the district have the option to enroll their scholar in the public school only for that portion of the day necessary for special education services, or for the entire day, or decline services as determined by the Individual Education Plan(IEP).

2. Each minor scholar shall attend school in the school district of his/her residence, unless legally transferred to another school district by the school board pursuant to Section §37-15-29 (1992).
3. Except for those scholars who have been legally transferred, each minor scholar seeking to enroll in this school district shall be a school district resident. All scholars shall register at the school they are assigned to attend. Scholars must be accompanied at registration by a parent, legal guardian, or established custodian (that is court or Department of Human Services appointed).
4. Any new scholar enrolling in this school district or any continuing scholar whose residence has changed shall be accompanied to enrollment by a parent, guardian or custodian that is court or Department of Human Services appointed who shall register the minor scholar for admission, except scholars who have been legally transferred. The accompanying parent, guardian or custodian that is court or Department of Human Services appointed shall be

required to verify his/her residence as herein provided as part of the registration process. In the case of separated or divorced parents, court orders and decrees involving custody of scholars will be controlling.

5. The principal in charge of each school shall require any scholar enrolling in kindergarten or grade 1 to present a certified birth certificate, valid immunization certificate and social security number upon enrollment. Except as provided in paragraph 6 below, no scholar shall be admitted to any school in this school district during any school year unless such scholar will reach his fifth birthday on or before September 1 of said school year for kindergarten enrollment; or unless such scholar will reach his fifth birthday on or before September 1 of said school year for first grade enrollment. (No scholar will be allowed to enroll in or attend any school without a certified birth certificate, valid immunization certificate, social security number, report card, and name and address of former school attended.)
6. Any scholar who transfers from an out-of-state public or private school in which that state's law Provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in this school district at the same grade level as their prior out-of-state enrollment, if:
 - a. The parent, guardian or custodian that is court or Department of Human Services appointed of such scholar was a legal resident of the state from which the scholar is transferring;
 - b. The out-of-state school from which the scholar is transferring is duly accredited by that state's appropriate accrediting authority;
 - c. Such scholar was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
 - d. The superintendent of schools of this school district or designee has determined that the scholar was making satisfactory educational progress in the previous state.
7. No scholar in grades two through twelve shall be considered permanently enrolled in any school without a valid immunization certificate, birth certificate (new scholars to district), report card, and name and address of former school attended. Valid certificates include:
 - a. Form 121 -- Certificate of Compliance
 - b. Form 121-A -- Medical Exemption Certificate
 - c. Form 121-T -- Temporary Compliance Certificate

The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such scholar unless or until the principal is furnished another Temporary Compliance Certificate, Form 121-T, or a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 121-A.

II. Residence Verification Procedure

DEFINITION OF RESIDENCE FOR SCHOOL ATTENDANCE PURPOSES: The scholar physically resides full-time week days/nights and weekends, at a place of abode located within the limits of this school district.

1. Except for those scholars who have been legally transferred, each scholar identified in paragraph 4 above must establish his or her residency in the following manner:

SCHOLARS LIVING WITH PARENTS, GUARDIAN OR CUSTODIAN THAT IS COURT OR DEPARTMENT OF HUMAN SERVICES APPOINTED.

The parent, guardian or custodian that is court or Department of Human Services appointed of a scholar seeking to enroll must provide this school district with at least two of the items numbered (1) through (9) below as verification of their address, except that a document with a post office box as an address will not be accepted. At the discretion of an administrator item 1, 2, or 3 may be required.

- (1) Filed Homestead Exemption Application form;
- (2) Mortgage documents or property deed;
- (3) Apartment or home lease;
- (4) Utility bills;
- (5) Driver's license;

- (6) Voter precinct identification;
- (7) Automobile registration;
- (8) Affidavit and/or personal visit by a designated school official
- (9) Any other documentation that will objectively and unequivocally establish that the parent, guardian or custodian that is court or Department of Human Services appointed resides within the school district; such documentation shall first be approved by the superintendent or designee;
- (10) Certified copy of filed petition of guardianship if pending and final decree when granted.

b. HOMELESS SCHOLARS

- (1) When a scholar is determined to be homeless, as defined by the Stewart B. McKinney Act 42 USC Section 11431 (1), 11432 (e) and 11302 (a), this school district shall consider and take enrollment action that is in the best interest of the scholar pursuant to 42 USC 11432 (e) (3).
- (2) The assistant superintendent is designated as the staff person to investigate and report complaints that are believed to be in noncompliance with the Stewart B. McKinney Act, P.L. 100.77-Subtitle B and deal with the educational placement of homeless scholars and youth. The assistant superintendent will investigate and initiate steps to resolve any disputes in relation to the homeless scholars and youth in the school district

c. SCHOLARS LIVING WITH ADULTS OTHER THAN PARENTS OR LEGAL GUARDIANS:

- (1) The non-parent(s) claiming district residency must meet the criteria of subparagraph (a) (1) through (10) above, required of a parent or legal guardian.
- (2) The district resident must provide the school with an affidavit stating his or her relationship to the scholar, and that the scholar will be living at his/her abode full time, and provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The assistant superintendent will make the necessary factual determinations as required under this policy. Examples of situations where “in loco parentis” authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
 - Death or serious illness of the scholar’s parent(s) or guardian(s);
 - Abandonment of the child;
 - Scholar abuse or neglect;
 - Unstable family relationships or undesirable conditions in the home of The scholar’s parents or guardians having a detrimental effect on the child;
 - Scholars enrolled in recognized exchange programs residing with host families.

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

III. Transferring Scholars

1. No scholar is to be enrolled in this school district until any and all questions regarding residence or immunizations have been resolved.
2. Scholars suspended or expelled from another school or school district may not be allowed to enroll.
3. No pupil shall be permanently enrolled in a school in this school district that formerly was enrolled in another school within the state or outside the state until the cumulative record of said pupil shall have been received from the school from which he transferred. Should such record become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record. An official withdrawal form or current report card from the school from which the scholar transferred can be accepted for temporary enrollment.
4. Unless a transfer scholar is tested in the manner provided in paragraph 5 below, the scholar will be permanently enrolled and placed in a grade or class on the basis of an official transcript of credits from the last school attended.

5. All scholars seeking to transfer from any school, public or private, within or outside of the boundaries of the State of Mississippi, to a school within this school district may be required to take a test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer.

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

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

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

6. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by this school board.

Any scholar found to be attending the McComb School District under false pretense will be removed from the school district immediately, (e.g., not receiving an official transfer from home district, residency, custodial/guardianship).

IV. HOME SCHOOLING

The School Board encourages the admission of all eligible scholars in the McComb School District. A parent, guardian or custodian that is court or Department of Human Services appointed who elects home schooling is in violation of the compulsory school attendance law if they fail to submit a certificate of enrollment for home schooling by September 15, or within ten (10) days of withdrawal from a school during the year, to the proper attendance officer. Home instruction may not be a sham used to circumvent the compulsory attendance law nor to attempt skipping grades. Scholars transferring from home schooling must meet all regular admission requirements. All scholars seeking to enter the McComb School District from a home school environment shall be placed in grades and classes in accordance with the following criteria:

ELEMENTARY (Grades K-8)

1. Proof of legitimate home schooling. Such proof shall consist of progress reports, actual scholar work reflecting instructional level, and proof of purchase of home schooling materials, samples of home schooling material, time schedules showing time spent on each subject, list of objectives mastered in each subject.
2. Chronological age
3. Other factors indicated by other tests that may be administered by the school.
4. The scholar shall not be placed above the grade or class nor more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil been enrolled during the year the scholar reached his sixth birthday on or before September 1.
5. The scholar shall be required to take a test deemed appropriate by the McComb School District. This test will be a major determining factor in the scholar's grade/class placement. No enrollment of the home school scholar shall be considered official until the test has been given. The pupil will be assigned to the grade or class for which the above criteria shows the scholar is best suited in accordance with the age limitation as set forth in Number 4 above.

LEGAL REF.: §37-15-1, §37-15-3, §37-15-9, §37-15-11, §37-15-13, §37-15-29, §37-15-33, §41-23-37, Mississippi Code 42 United States Code Sections 11431--11434
State Board of Education: Residency Verification Process
Bulletin 171, (1998)

ATTENDANCE POLICY

ATTENDANCE REGULATIONS: ELEMENTARY

School attendance is very important in order for a scholar to obtain maximum benefits from his educational program. Scholars are expected to attend all classes except in cases of illness, death in family, or when representing the school in some official capacity in or out of McComb. A scholar must attend sixty-three percent (63%) of his/her instructional day.

All absences from school shall be classified under the following headings:

1. **OFFICIAL** - An official absence is when a scholar is representing the school in some official capacity in or out of McComb. The Teacher Practitioner or sponsor will issue a list of all scholars who are to be excused. This list will be approved by the principal. The list will be the excuse for the absence, no other excuse will be necessary. All work missed must be made up as arranged by the Teacher Practitioner whose class was missed.
2. **EXCUSED** - These absences will be excused when it is believed that the scholar has an acceptable non-school reason for being absent. Absences, other than sickness or death in the immediate family; such as a parent, guardian or custodian that is court or Department of Human Services appointed taking a scholar on a trip out of town, should be cleared through the principal's office before the scholar is absent. When a scholar returns to school after an absence, the scholar must present the homeroom Teacher Practitioner with a medical/legal excuse or written note from the parent, guardian or custodian that is court or Department of Human Services appointed. The scholar should bring this excuse the day (or not more than two (2) days) she or he returns to school after an absence.

The excuse should contain the scholar's name, the date of the absence, reason for being absent, and signature of parent, guardian or custodian that is court or Department of Human Services appointed.

A suggested excuse is:

Please excuse Scholar's Name for absence from school Date of absence because of (illness, death in immediate family, etc.).

Signature of parent, Guardian or custodian that is court or Department of Human Services appointed.

3. Extenuating circumstances may be excused with proper documentation and district office approval.
4. **UNEXCUSED (UNLAWFUL)** - If the scholar does not bring an acceptable note; medical or legal excuse, the Teacher Practitioner will record the absence as unexcused. When a scholar accumulates five (5) unexcused absences, the county attendance officer will be notified.

TARDIES - Promptness to class and school is very important.

Anytime a scholar is driven to school and arrives after 7:45 A.M., an adult must bring the scholar to the office or send a written note. The scholar's name will be removed from the absentee report. A tardy slip will be given to the scholar to take to the Teacher Practitioner, and a duplicate will be placed in the office records.

LEAVING SCHOOL – Parents, guardian or custodian that is court or Department of Human Services appointed are encouraged to check their scholar out of school only if the scholar is sick, a family emergency occurs or for a medical appointment. All medical checkouts initiated by office personnel will be approved and documented appropriately.

Parents must go to the office first to check their scholar out of school. The office will call the scholar's room to inform the Teacher Practitioner to dismiss the child.

When the scholar is leaving school with someone other than the parent, guardian or custodian that is court or Department of Human Services appointed, a written note should be presented to the Teacher Practitioner and approved by the office personnel.

MISSISSIPPI COMPULSORY SCHOOL ATTENDANCE LAW SUMMARY

- A. A parent, guardian, or custodian of a compulsory-school-age scholar in this state shall cause such scholar to enroll in and attend a public school or legitimate nonpublic school for the period of time that such scholar is of compulsory-school-age, except under the following circumstances:

1. When a compulsory-school-age scholar is physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation
 2. When a compulsory-school-age scholar is enrolled in and pursuing a course of special education, remedial education, or education for handicapped or physically or mentally disadvantaged scholars
 3. When a compulsory-school-age scholar is being educated in a legitimate home instruction program
- B. Unlawful Absences - An “unlawful absence” is an absence during a school day by a compulsory-school-age child, whose absence is not due to a valid excuse for temporary nonattendance. Days missed from school due to disciplinary suspension shall not be considered an “excused” absence under the provisions of this section.
- C. Excused Absences - The following are the only reasons for which an absence may be considered excused.
1. Authorized school activities (requires prior approval)
 2. Personal illness/injury
 3. County health officer isolation
 4. Death/serious illness of immediate family member (scholars, spouse, grandparents, brothers, sisters, including step-brothers and step-sisters)
 5. Medical or dental appointment (requires prior approval, except in cases of emergency)
 6. Attendance in court as a witness if under subpoena or party to the action
 7. An absence may be excused if the religion to which the compulsory-school-age scholar or such scholar’s parents adhere requires or suggests the observance of a religious event. The approval of such absence is within the discretion of the superintendent of the school district or his designee, but approval should be granted unless the religion’s observance is of such duration as to interfere with the education of the child.
 8. An absence may be excused when it is demonstrated to the satisfaction of the superintendent of the school district or his designee that the purpose of the absence is to take advantage of a valid educational opportunity, such as travel, including vacations or other family travel. Approval of such absence must be gained from the superintendent of the school district or his designee prior to the absence, but such approval shall not be unreasonably withheld.
 9. An absence may be excused when it is demonstrated to the satisfaction of the superintendent of the school district or his designee that conditions are sufficient to warrant the compulsory-school-age scholar’s nonattendance. However, no absences shall be excused by the school superintendent or his designee when any scholar suspensions or expulsions circumvent the intent and spirit of the compulsory attendance law.
- D. Any parent, guardian or custodian of a compulsory-school-age scholar subject to the provisions of this law who refuses or willfully fails to perform any of the duties imposed upon him or her under the provisions of this section or who intentionally falsifies any information required to be contained in a certificate of enrollment, shall be guilty of contributing to the neglect of a scholar and, upon conviction, shall be punished in accordance with the provisions of Section 97-5-39, Mississippi Code of 1972.

Upon prosecution of a parent, guardian or custodian of a compulsory-school-age scholar for violation of this section, the presentation of evidence by the prosecutor that shows that such scholar has not been enrolled in school within eighteen (18) calendar days after the first day of the school year of the public school which such scholar is eligible to attend, or that such scholar has accumulated twelve (12) unlawful absences during the school year at the public school in which such scholar has been enrolled, shall establish a *prima facie* case that such scholar’s parent, guardian or custodian is responsible for the absences and has refused or willfully failed to perform the duties imposed upon him or her under the provisions of this section. However, no proceedings under this section shall be brought against a parent, guardian or custodian of a compulsory-school-age scholar unless the provisions of subsection (7) (g) of this law have first been complied with.

If a compulsory-school-age scholar has not been enrolled in a school within fifteen (15) calendar days after the first day of the school year of the school which such scholar is eligible to attend, or such scholar has accumulated five (5) unlawful absences during the school year of the public school in which such scholar is enrolled, the school district superintendent shall, within two (2) school days or within five (5) calendar days, whichever is less, report such absences to the school attendance officer of the youth court or family court. See Descriptor Code: JBE

POINTS TO REMEMBER:

- A. Scholars who will attain the age of six (6) years on or before September 1 of the calendar year and who have not attained the age of seventeen (17) years on or before September 1 of the calendar year are considered compulsory-school-age scholars. This generally covers scholars who range in age from 6-16.

- B. These scholars must be enrolled in school within eighteen (18) calendar days after the first day of the school year of the public schools which such scholar is eligible to attend.
- C. These scholars can have no more than eleven (11) unlawful (unexcused) absences during any one school year.
- D. The parent(s) of these scholars are responsible for seeing that their scholars attend school.
- E. Days suspended from school are unexcused and count as part of the eleven (11) unexcused days allowed.

SCHOLAR BULLYING

The McComb School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a scholar 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 scholar'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 learning laboratory a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and Teacher Practitioner of such class as a whole.

The McComb School District will make every reasonable effort to ensure that no scholar or school employee is subjected to bullying or harassing behavior by other employees or scholars. Likewise, the District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. The District encourages anyone who has witnessed or has reliable information that a scholar or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school office.

The McComb School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in the District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedure that deals with scholar or employee behavior. The discipline policies and procedures must recognize the fundamental right of every scholar to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another scholar who has evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the McComb School District defines "reasonable action" as promptly reporting the behavior to a Teacher Practitioner, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

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

PROCEDURES FOR SCHOLAR BULLYING

SCHOLAR COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Scholars and employees in the McComb School District are protected from bullying or harassing behavior by other scholars or employees. It is the intent of the Board and the administration to maintain an environment free from bullying and harassing behavior. This complaint procedure provides a process for filing, processing and resolving complaints of such conduct. Adherence to these procedures is mandatory. The failure of any person to follow these procedures will constitute a waiver of the right to pursue a complaint at any level, including review by the Board.

I. 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 scholar 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 scholar'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 learning laboratory a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and Teacher Practitioner of such class as a whole.

II. Procedures for Processing a Complaint

Any scholar, 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 scholar, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a Teacher Practitioner, principal, counselor or other school official. The report shall be made promptly but no later than five (5) calendar days after the alleged act or acts occurred. The school official shall complete a "Bullying/Harassing Behavior" complaint form which shall include the name of the reporting person, the specific nature and date of the misconduct, the names of the victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation. Complaints against the principal shall be made to the superintendent and complaints against the superintendent shall be made to the Board chairman.

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

If the victim is not satisfied with the decision of the District official, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.

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

BUS CONDUCT

Eligible scholars will be given school bus rules and regulations at the beginning of the school year.

Scholar cooperation is imperative. Scholars who do not conduct themselves properly as set forth in the rules and regulations will not be allowed to ride the bus. Severe scholar behavior on the bus can also result in suspension or other disciplinary action.

The school bus driver is responsible to the school district to maintain scholar order and to insure maximum safety at all times. Therefore, he is authorized to instruct and otherwise control scholars as to proper conduct and safety while they are on the bus.

The school principal will be responsible for disciplining scholars reported to him by the driver. Questions and inquiries regarding discipline should be directed to the school's principal.

Questions and inquiries regarding stops, routes, and scholar eligibility must be directed to the Transportation Supervisor.

The bus driver should be certain that passengers understand and observe the following rules of safety:

Meeting the Bus:

- A. Scholars must be on time.
- B. In approaching the bus stop, if pupils walk along the highway, they should always walk on the left, on the shoulder, facing traffic.
- C. When crossing the highway, pupils should walk, not run.
- D. Pupils should not run alongside the bus when the bus is moving, but should wait until it stops and then walk to the door.

On the Bus:

- A. Passengers should sit in their assigned seats, without crowding or pushing, and remain seated while the bus is in motion.
- B. Passengers must never extend arms, legs, or head out of the bus.
- C. Passengers should not talk to the driver while the bus is in motion, except in an emergency.
- D. Passengers must never tamper with the emergency door or any other part of the bus equipment.
- E. Only the driver or other authorized person should remove first aid equipment, which is to be used only for emergency treatment.
- F. Passengers must not tamper with the fire extinguisher, which is to be used only by the driver in an emergency.
- G. Passengers are not permitted to open bus windows, which should be done only by the driver when necessary.
- H. Passengers must not wave or shout to pedestrians or occupants of other vehicles and must not throw objects from the bus windows.
- I. Books, lunch boxes, or other objects should not be placed in the aisle of the bus.
- J. Passengers must obey all rules in the schools' Code of Conduct while riding school vehicles.
- K. Passengers must not talk loudly, shout or yell on the bus so as not to distract the driver.
- L. Passengers may not eat, drink, chew gum (or anything else), or litter on the bus.
- M. Cell phones, personal entertainment and communication devices are prohibited.
- N. Hats, caps, and hoods are not to be worn on the bus.

Leaving the Bus:

On the School Grounds:

- A. Passengers must remain seated until the bus comes to a complete stop. They must never attempt to leave until the bus has come to a full stop and the door is opened to indicate that they may leave.
- B. Passengers should leave in an orderly manner. Pupils in the front seats leave first.
- C. Pupils must not loiter or play around in the stopped or parked buses.
- D. Pupils should not enter a restricted area set aside for bus parking or loading the bus unless the bus is at a complete stop.

On the Trip Home:

- A. Passengers are permitted to leave only on regular designated stops. Any changes must be made with parent's request approved by the school official.
- B. The pupil, after alighting from the bus if he/she must cross the highway, should go around to the front of the bus and wait until the bus driver or school bus patrol directs him/her across.

SCHOLAR CARE FACILITY RESPONSIBILITIES:

Any request for transportation to a childcare facility must be made by completing a SPECIAL REQUEST FOR TRANSPORTATION form and must be approved by the Transportation Supervisor. Requests will be approved on a first come basis and are contingent upon available seating space on the bus serving the facility.

A parent, guardian or custodian that is court or Department of Human Services appointed are responsible for making all arrangements with childcare facilities for receiving and care of scholars. Parents, guardians or custodians that are court or Department of Human Services appointed and childcare facility operators should understand that the facility is acting as an agent on behalf of the parent, guardian or custodian that is court or Department of Human Services appointed and assumes any and all responsibilities of the parents.

Regardless of transportation provision, the childcare facility is responsible for the supervision and safety of scholars to and from the drop-off/pick-up point.

Child Care Facilities are responsible for providing parents with:

Arrival and departure procedures for scholars

- a) Procedures must be approved by licensing authority for assuring a scholar's safe arrival and departure.
- b) Procedures must be in place for protecting scholars from traffic and other hazards during arrival and departure and when crossing streets.

CONSEQUENCES FOR BREAKING SCHOOL BUS SAFETY RULES:

The school principal may use an the following actions if any bus conduct rules are violated:

- 1. First offense - Counseling or suspension of bus riding privileges for up to 10 school days

2. Second offense - Suspension of all bus riding privileges for 10 school days
3. Third offense - Suspension of all bus riding privileges for nine weeks
4. Fourth offense - Suspension of all bus riding privileges for the remainder of the school year
5. When any scholar is suspended from riding a school vehicle parent contact is required

Note 1: In the case of repeated minor offenses, parental contact must be made before bus privileges are suspended.

Note 2: The McComb School District's vehicle fleet is equipped with video recording equipment, and passengers will be subject to recording at any time. Actions recorded in this manner may be used in discipline cases.

Note 3: The district reserves the option to waive any or all of the procedural sequences should the safety of scholars be of concern.

CODE OF SCHOLAR CONDUCT

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

PBIS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate scholar behaviors to create positive school environments.

PBIS emphasizes teaching scholars to behave in ways that contribute to academic achievement and school success and that support a school environment where scholars and school staff are responsible, respectful, and safe. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors and by treating defined minor misbehavior as "teachable moments" rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers scholars an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner. In relation, data are collected to evaluate the compliance and integrity with which positive behavior supports and disciplinary practices are implemented by school personnel.

The McComb School District has been implementing the *PBIS* program across the entire district. The Scholar Code of Conduct compliments and supports the district-wide implementation of *PBIS* to foster scholar academic and behavioral success. PBIS uses a three stage model that focuses on prevention, early intervention, and intensive services to address the behavioral or academic problems of scholars:

I. Primary prevention (Tier I) – includes the implementation of school-wide strategies designed to reduce the development and occurrences of new problem behavior by teaching and encouraging expected pro-social behavior among all scholars, across all school settings and by all staff members. Rather than assuming that all scholars enter school with the knowledge and skills necessary to meet expectations for behavioral decorum, educators must directly teach and acknowledge those behavioral expectations that lead to social success in classrooms and all other school settings. When these strategies are implemented accurately and school-wide, approximately 80 percent of scholars contribute to a positive and safe school environment and rarely experience an office discipline referral for a major rule violation.

II. Secondary prevention (Tier II) - targets scholars who are considered at risk for problem behavior skill deficits who are not responding to primary level prevention efforts. Strategies are implemented to reduce repeated episodes of established problem behavior through the use of supplemental interventions, especially for the relatively small proportion of scholars (approximately 15 percent of the school population) for whom primary prevention strategies are not sufficient to support their behavioral success. The purpose of the secondary level is to reduce current cases of problem behavior and academic failure by using specialized group interventions that provide more support. Some common secondary prevention practices include: 1) behavioral contracts, 2) conflict resolution training, 3) social skills training, 4) mentoring (e.g. Check-in Check-out, Check-n-Connect), and 5) self-management strategies.

III. Tertiary prevention (Tier III) – represents the most individualized and intensive level of behavioral supports. Interventions are developed specifically to address the behavior support needs of the smallest proportion of scholars (approximately 1-5 percent of the school population) who display chronic academic and/or behavioral difficulties. These behaviors impede learning, include dangerous or disruptive behavior, and/or result in social or educational exclusion.

PURPOSE OF THE SCHOLAR CODE OF CONDUCT

- Create a consistent set of expectations for scholar behavior in the McComb School District that reinforce positive behavior and provide scholars with opportunities to develop appropriate social skills
- Outline the interventions and consequences for scholars who engage in inappropriate behavior
- Explain the rights of scholars with disabilities including procedural protections when disciplinary action is taken
- Describe the rights and responsibilities of all members of the school community
- Engage scholars in a safe, positive, and supportive learning environment

DEFINITION OF DISCIPLINE

“*Discipline*” is defined as actions that teachers, administrators, support staff, and parents employ to teach scholars the essential skills necessary for academic and social success.

SCOPE OF THE SCHOLAR CODE OF CONDUCT

The Scholar Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Scholar Code of Conduct must not be used to discipline scholars for poor academic achievement or an academic skills deficit.
- A parent’s refusal to appropriately support their child’s education cannot be considered misconduct on the part of the child.
- The Scholar Code of Conduct applies to all scholars. However, discipline for scholars with disabilities shall be administered in accordance with federal and state law.

The Scholar Code of Conduct applies to actions of scholars at school, at school-sponsored and school-related activities, including school-sponsored travel, and for school-related misconduct.

BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES

The District recognizes the critical importance of developing school-wide behavioral expectations for all scholars including those without behavior problems or disabilities, and being sensitive to individual and cultural differences. Each school will identify 3-5 behavioral expectations for all academic and non-academic settings and develop lesson plans designed to directly teach scholars the specific behavioral expectations for each environment. In addition, the District has outlined specific responsibilities of school staff, scholars, and parents.

Responsibilities of District Administrators

- Provide appropriate training and resources to successfully implement *positive behavioral interventions and supports* at each school with adequate levels of compliance and integrity
- Assist parents who are unable to resolve issues at the school-level
- Review and revise (if needed) the district Scholar Code of Conduct annually
- Conduct *expulsion* hearings
- Review *suspension* appeals

Responsibilities of School Administrators

- Define, teach, model and support appropriate scholar behaviors to create positive school environments
- Distribute the Scholar Code of Conduct to scholars, parents, and all school personnel
- Implement the Scholar Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence in regards to State Codes and the McComb School District Code of Conduct
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *positive behavioral interventions and supports* with adequate levels of compliance and integrity
- Implement the McComb School District Board policy in a fair and consistent manner
- Maintain accurate personal discipline data of scholars
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance
- Monitor, support, and sustain the effective implementation and maintenance of PBIS

Responsibilities of Teachers

- Define, supervise, teach, model, and support appropriate scholar behaviors to create positive school environments
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Scholar Code of Conduct
- Provide corrective instruction to scholars who demonstrate challenging behavior
- Address infractions through a variety of interventions including positive behavioral interventions and supports as well as the use of alternatives to suspension and expulsion
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed
- Implement prescribed tiered interventions with high levels of compliance and integrity

Responsibilities of Scholars

- Attend school and all classes daily as scheduled
- Follow all behavioral expectations outlined in the Scholar Code of Conduct
- Respect the rights of other parents, scholars, faculty, staff, school visitors, school property, and the property of others
- Be persistent and always do your best
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

Responsibilities of Parents/Guardians

- Carefully read the Scholar Code of Conduct
- Support your child in following the Scholar Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Scholar Code of Conduct
- Seek available resources to support your child within the school and the community
- Make sure your child comes to school every day on time and ready to learn
- Be committed and available to visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress

CLASSIFYING INFRACTIONS

The McComb School District has established five levels of behaviors and specified specific empirically-based intervention strategies/disciplinary measures for all scholars. Before determining a classification, the principal or designee will conference with the involved scholars and school personnel. Once the classification of the violation is determined, the principal or designee will implement the disciplinary procedure according to the written policy. Scholar behavioral infractions shall be noted in the scholar's folder. School officials must consult the Code of Scholar Conduct when determining which disciplinary measure to impose. In addition to consulting the Code of Scholar Conduct, prior to determining the appropriate disciplinary and/or intervention measures, the following must be considered: the scholar's age, maturity level, and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each prior incident; the circumstances surrounding the incident leading to the discipline; and the level of integrity for implementing the scholar's Individualized Education Program (IEP), Behavior Intervention (BIP) and 504 Accommodation Plan, if applicable). In addition, this information will be required to assist the school administrator in determining the most appropriate corrective strategy/strategies to be implemented to address the scholar's behavior and/or to determine whether the scholar has reached a level where the consideration for formal tiered behavioral supports is mandatory.

Each teacher will respond to general classroom disruption through the use of effective classroom management, involvement of parents, and/or school counselors and/or other appropriate school personnel. Only when the action taken by the teacher proves to be ineffective, or the disruption is severe, should the scholar be referred to the principal or designee.

Level 1 Infractions –

Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 infractions. Teachers shall manage Level 1 infractions by using effective classroom management techniques and a range of corrective strategies implemented with adequate levels of compliance and integrity. Scholars shall not receive exclusionary discipline (e.g., In-School Suspension, Out-of-School Suspension) for Level 1 infractions.

Level 2 Infractions –

Misbehaviors that are moderate in intensity and non-threatening in nature shall be classified as Level 2 infractions. Teachers, in collaboration with the school discipline administrative team as appropriate, shall manage Level 2 infractions by using a range of corrective strategies implemented with adequate levels of compliance and integrity. Scholars shall not receive exclusionary

discipline (e.g., In-School Suspension, Out-of-School Suspension) for Level 2 infractions.

Level 3 Infractions –

Misbehaviors that are more serious in intensity and non-threatening in nature shall be classified as Level 3 infractions. The principal (or designee) in conjunction with counseling and/or behavior support staff shall manage Level 3 infractions by using a range of tiered behavioral support strategies and intensive in-school corrective strategies implemented with adequate levels of compliance and integrity. The principal or designee may assign in-school suspension (ISS) partial or full-day for a Level 3 infraction, but may not assign an out-of-school suspension (OSS).

Level 4 Infractions –

Misbehaviors that significantly interfere with others' safety and learning and/or are threatening or harmful in nature shall be classified as Level 4 infractions. School administrators may, but are not required to, assign an out-of-school suspension (OSS) for a Level 4 infraction. The principal (or designee) in conjunction with counseling staff and/or behavior support staff shall utilize a range of tiered behavioral support strategies and other corrective strategies as appropriate, except in emergency situations involving serious and immediate threats to safety. All behavioral support and corrective strategies shall be implemented with adequate levels of compliance and integrity. The principal shall ensure that any scholar committing a Level 4 infraction(s) is considered for receiving formal Tiered supports, including the development of a function-based, individualized Behavior Intervention Plan (BIP), if appropriate.

Level 5 Infractions –

The most serious misbehaviors that require immediate response from the school principal (or designee) and/or Central Office shall be classified as Level 5 infractions. The District may, but is not required to, assign an expulsion for a Level 5 infraction. The principal shall ensure that a function-based, individualized behavior intervention plan is developed for scholars after a Level 5 infraction, if appropriate.

CORRECTIVE STRATEGIES: ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSION AND EXPULSION

In the effort to fully implement Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI) strategies and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the McComb School District will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time. These strategies are designed to prevent the occurrence of scholar infractions, teach appropriate replacement behaviors, or motivate scholars to demonstrate compliance with established school expectations outlined in the Code of Conduct. Corrective Strategies must be implemented by educational personnel with adequate levels of compliance and integrity prior to administration utilizing out-of-school consequences. As such, these strategies serve as a first line of remediation in the successful management of scholar behaviors.

Corrective Strategies, also known as alternatives to suspension and expulsion, include but are not limited to:

- Brief Time Outs (BTOs), After-school Detention (ASD), and Before-school Detention (BSD) in conjunction with instruction designed to teach replacement behaviors when appropriate (See definition in glossary for further information)
- Behavior Contracts, Behavior Intervention Plans, and/or Behavior Support Plans
- Bus – Assigned Seat
- Bus – Probation
- Bus Suspension (see School Bus Conduct)
- Check-in/Check-out (CICO) (See definition in glossary for further information)
- Conflict Resolution, Social Skills Instruction, Social and Emotional Learning Instruction
- Contact and/or conference with parent/guardian
- Corporal Punishment (See parameters for the use of Corporal Punishment in the next section)
- Effective de-escalation strategies designed to prevent the occurrence of behavioral infractions
- Home/school communication systems
- In School Detention (e.g., Lunch Detention, Recess Detention, Activity Detention) in conjunction with instruction designed to teach replacement behaviors when appropriate
- In-School Suspension (ISS) in conjunction with instruction designed to teach replacement behaviors
- Loss of privilege
- Mentoring with specific focus on the remediation of behavioral infractions and plans to teach replacement behaviors
- Pre-correction and effective limit-setting strategies designed to prevent the occurrence of behavioral infractions
- Refer the scholar to the Response to Intervention (RtI) Team, PBIS Team, Teacher Support Team
- Referral to the school counselor or other appropriate behavior support personnel
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution activities

- Seat change
- Schedule adjustment
- Schedule re-teaching of school-wide behavioral expectations during scholar's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Scheduled mandatory social skills instruction aimed at specific repeated behavioral infractions during scholar's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Self-charting of behavior in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel
- Short-term Behavioral Progress Reports (Daily/Weekly) in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel and communication with home environment when appropriate
- Supervised work assignment (before; during; and/or after school) at scholar's level or designed to address specific behavioral infractions
- Teaching, Modeling of expectations and skills using effective instruction strategies
- Temporary classroom change
- Written Apology with appropriate model and/or guidance from school personnel

Use of Corporal Punishment

Reasonable corporal punishment of a scholar is permitted as a disciplinary measure in order to preserve an effective educational environment which is free from disruption and is conducive to furthering the educational mission of the board. The superintendent shall establish and enforce rules and regulations governing the administration of corporal punishment which are consistent with the following requirements:

1. Corporal punishment shall be administered only after less stringent measures such as counseling, parental conferences and other forms of discipline have failed to produce the desired results, unless the conduct of a scholar is of such an extreme nature that corporal punishment is the only reasonable form of discipline under the circumstances.
2. Any corporal punishment shall be reasonable and moderate and may not be administered maliciously or for the purpose of revenge. Such factors as the size, age and condition of the scholar, the type of instrument to be used, and the amount of force to be used and the part of the body to be struck shall be considered before administering any corporal punishment.
3. Corporal punishment may be administered by the school principal and assistant principal.
4. When corporal punishment is administered, it shall be done in the presence of another certified employee.
5. Parents must give written permission for the use of corporal punishment.
6. Corporal punishment may only be used as a disposition for Levels 3-5.

Level 1 Infractions (Minor Infractions, Teacher-Managed Behaviors)

Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 infractions. Teachers shall manage Level 1 infractions by using effective classroom management techniques and a range of corrective strategies implemented with adequate levels of compliance and integrity. Scholars shall not receive exclusionary discipline for Level 1 infractions.

Academic Dishonesty

Scholar engages in an act of academic dishonesty (e.g., cheating on a test or exam; plagiarism).

Computer Abuse/Non-Violation of Acceptable Use and Internet Safety Policy

Scholar engages in inappropriate use of computer that does not violate internet AUP. Example: Accessing sites not assigned by instructor.

Disrespect for Authority (Non-Verbal)

After being redirected by an adult, scholar continues to engage in minor (nonverbal) disrespectful behavior such as "eye-rolling", sighing, etc.

Disrespect for Authority- (Verbal)

After being redirected by an adult, scholar engages in verbal disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc.).

Dress Code Violation

Scholar wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school district which can be corrected by the teacher (i.e., tuck in shirt, pull up pants).

Electronic Telecommunication Device – Prohibited Use

Scholar uses an electronic device (e.g. cell phone, iPod, MP3 player, etc.) on campus in areas where use is prohibited.

Inappropriate Communication

Put downs, making fun of, or negatively talking about a person or their family.

Noncompliance

Scholar fails to follow explicit adult directions and/or requests (e.g., scholar engages in passive/noncompliance or refuses to participate in a non-confrontational manner).

Inappropriate Physical Contact

Scholar continues to engage in mild physical contact that does not result in serious bodily harm (e.g., horseplay, pushing, shoving, etc.).

Mutual Display of Affection (PDA)

Scholars engage in inappropriate actions on the school campus (e.g., kissing, inappropriate hugging, etc.).

No Hall Pass

Scholar is observed by an adult and/or administrator being out of class and/or assigned area during instructional time without an approved hall pass.

Profanity (Not directed at Peers or School Staff)

Language used in conversation but is not used as a form of intentional disrespect toward school personnel and/or peers. (e.g., scholar inadvertently uses profanity with another scholar).

Throwing Objects

Tossing item(s) without intent to harm (i.e., throwing paper, spitballs, etc. in the classroom, during transitions, and/or in commons areas on campus).

Unexcused Tardiness to Class (Secondary Scholars)

Failure to be present at the beginning of the class period prior to sounding of the tardy bell.

Level 1 Intervention Strategies (Minor Infractions, Teacher-led Interventions)

Teachers are expected to use empirically-based classroom behavior management strategies throughout the school year to effectively address the occurrence of problem behavior and develop appropriate social skills and replacement behaviors in scholars. It is important to remember that effective management of behavior includes the use of multiple intervention techniques incorporated into a comprehensive classroom management package implemented with adequate levels of compliance and integrity. Options include, but are not limited to, the following strategies:

- Actively teach behavioral expectations, specific rules, procedures, and routines across settings at the beginning of the year (i.e., first 2 weeks of school) and following school breaks.
- Re-teach school-wide expectations, specific rules, routines, or procedures using direct instruction, modeling, role-play, corrective feedback, and social acknowledgement when inappropriate behavioral patterns emerge in the classroom setting.
 - Analyze the possible functions of the scholar's behavior to determine needs and appropriate remediation techniques.
- Actively acknowledge scholars at a high ratio (i.e., minimum of a 4:1 praise to correction ratio) for complying with expectations and rules.
- Actively develop and consistently implement group contingency and classroom incentive programs (e.g., Good Behavior Game, Token Economy, etc.) to motivate all scholars to engage in appropriate behavior and follow classroom rules, routines, and procedures.
 - Review the scholar's academic placement and schedule to ensure that appropriate research-based or evidence-based academic and/or behavioral supports are in place.
 - Use effective methods (i.e., interest inventories) to identify scholars' interests and incorporate their interests into class lessons and instruction.
- Actively forge relationships with scholars by greeting them, frequently acknowledging compliance, and contacting their parents to let them know how well the scholar is performing in class.

- Provide a reminder to the entire class of scholars regarding the specific expectation or rule. Use in conjunction with posted cues or reminders.
- Redirect the scholar using effective instruction delivery, precision requests, or choice provision (provide the scholar with more than one option to comply with classroom rules), or appropriate warning statements.
- Use planned ignoring for minor behaviors that are not too disruptive to the lesson or other scholars in conjunction with increased specific praise for appropriate behavior (i.e., Catch scholars “being good” in a planned manner.).
- Use active supervision in the classroom and non-classroom settings to quickly identify the signs of misbehavior and respond to them using effective prompts or cues.
- Use signal interference (i.e., a variety of prompts, cues, or gestures) at the first signs of problem behavior to cue scholars that they are engaging in problem behavior and to prompt them to engage in expected behaviors.
- Use proximity control (i.e., decreased distance between the teacher and disruptive scholar) to reduce the occurrence of problem behavior by the scholar.
- Change the scholar’s seat or placement in the classroom to remove distractions.
- Remove distracting objects from scholars who engage in off-task behavior with clear instructions as to when the object will be returned to the scholar.
- Recognize scholars who show signs of being overwhelmed, frustrated, agitated, or unmotivated and adjust the pace of the instruction, structure of the assignment, or provide needed assistance, or permission to take a brief break until individual support can be provided.
- Allow scholars who are off-task, distracted, or agitated to take a brief break by temporarily removing them from the setting (e.g., to get a drink of water, deliver a message, go to non-penalty time-out area in the classroom, etc.) to allow them to regain composure and avoid further disruption. Use supportive language and prompts to return them back to the required assignment.
- Assign scholars who continue to engage in disruptive behavior to a brief in-class time-out, inter-class time-out (e.g., time-out in another teacher’s classroom), or brief time-out to an approved, designated location in the school to reduce the occurrence of the behavior. Teaching staff should assist scholar in returning to the task, if possible, once the scholar demonstrates compliance.
- In addition to using the aforementioned research-based classroom behavior management strategies, teachers must document at least four of the following intervention strategies on the Tier I Behavioral Documentation Form (see McComb RTI and Exceptional Scholar Discipline Handbook) prior to sending the scholar to the office with an Office Discipline Referral (ODR) for continued Level 1 behavior. Each strategy may be used more than once and multiple intervention strategies may be used depending on the individual scholar’s needs following MCCOMB SCHOOL DISTRICT policies, procedures and protocols. Options include the following:**
- Mandatory: Hold a scholar conference privately** to address the specific problem behavior and encourage him or her to engage in the expected behavior.
- Mandatory: Make parent contact** (e.g., phone call, e-mail) to inform the parent of the problem behavior, describe the strategies that have been used to address the problem behavior, and request assistance in addressing the problem behavior.
- Require the scholar to complete a written assignment related to the problem behavior (e.g., reflective writing activity, problem solving activity, restitution activity) with documented direct teacher feedback.
- Assign the scholar to a temporary removal from the classroom (e.g., brief time-out to another class not to exceed 20 minutes; other designated school location for specified time with adult supervision) in order to complete a “Think Sheet” or other reflective assignment, and assist the scholar in regaining composure.
- Assign the scholar to a teacher-led before school or after school detention (ASD) for a minimum of 30 minutes to complete an appropriate written assignment related to the problem behavior (e.g., reflective writing activity, problem solving activity, restitution activity with documented teacher feedback).
- Assign the scholar to a teacher-led detention during an approved activity period to complete an appropriate writing task related to the problem behavior (e.g., reflective writing activity, problem solving activity, restitution activity with documented teacher feedback).
- Place the scholar on a teacher-developed behavior contract to address the behavior.
- Refer the scholar to the school counselor or other designated school personnel to address the behavior and consider the need for potential tiered behavioral supports.
- Use restorative discipline and practices (e.g., scholar-teacher conferencing with active listening and I-messages; conflict resolution strategies; mediation strategies; behavior change contracts and agreements with follow-up meetings) to address scholar problem behavior.
- For bus disturbances, the District Bus Policy will be followed.

Level 2 Infractions (Minor Infractions)

Misbehaviors that are moderate in intensity and non-threatening in nature shall be classified as Level 2 infractions. Teachers, in collaboration with the school discipline administrative team as appropriate, shall manage Level 2 infractions by using a range of

corrective strategies implemented with adequate levels of compliance and integrity. Scholars shall not receive exclusionary discipline for Level 2 infractions. All Level 2 infractions labeled "Continued" require the teacher to complete the Tier 1 Behavioral Documentation Form to accompany the Office Discipline Referral (ODR) Form.

Bus Disturbance

Scholar performs a deliberate and inappropriate behavior that disrupts the bus driver or interrupts the daily routine of bus operations (e.g., loud noises, talking too loudly, turning around in seat, and not sitting in assigned seat).

Campus Disturbance

Scholar performs a deliberate and inappropriate behavior that disturbs or interrupts the daily routine(s) of school operations (e.g., loud noises in the halls or other settings).

Computer Abuse (Account/Access Issues)/ Violation of Acceptable Use and Internet Safety Policy

Scholar engages in inappropriate use of computer that violates Acceptable Use Policy. (e.g., user accounts and downloading issues)

Continued Defiance

Scholar fails to follow explicit adult requests or directives that have been proactively addressed using PBIS strategies by teaching staff at Level 1 (e.g., continuing to refuse to follow directions; continued noncompliance).

Continued Disrespect for Authority-(Verbal)

After being redirected by an adult, scholar continues to engage in verbal disrespectful behavior (e.g. talking back in protest, making nonthreatening disrespectful comments to staff, etc.) that has been proactively addressed using and documenting PBIS strategies by teaching staff at Level 1.

Continued Inappropriate Communication

Scholar repeatedly uses words, gestures, photographs, drawings or any other form of communication toward another scholar (e.g., repeated verbal or written put downs).

Continued Inappropriate Physical Contact

Scholar continues to engage in mild physical contact that does not result in serious bodily harm (e.g., horseplay, pushing, shoving, tripping, etc.) and has been proactively addressed using and documenting PBIS strategies by teaching staff at Level 1.

Continued Mutual Display of Affection

Scholars continue to engage in inappropriate actions on the school campus (e.g., kissing, inappropriate hugging, etc.) that have been proactively addressed using and documenting PBIS strategies by teaching staff at Level 1.

Continued Profane/Obscene Communication (Not directed at Peers or School Staff)

Scholar continues to use inappropriate language in conversation that has been proactively addressed using and documenting PBIS strategies by teaching staff at Level 1. The profane/obscene communication is not used as a form of intentional disrespect toward school personnel and/or peers.

Continued Truancy

Scholar continues to be truant to school as defined by district attendance policy.

Cutting Class

Scholar fails to attend regular scheduled class without an excuse on days when present at school.

Excessive Tardiness (Secondary Scholars)

Habitual failure to be present at the beginning of the class period prior to sounding of the tardy bell as evidenced by being tardy for any class greater than three occasions during a grading period.

Forged Note

Scholar signs another person's name on a note and/or other written document without the other person's permission or knowledge.

Indecent behavior

Scholar displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms. (e.g., note with profanity, pornography, gang related drawings - illustration, signs or symbols in personal notebooks/items, etc.).

Initiating or Instigating a Fight

Scholar prompting, encouraging or attempting to bring about a fight (but fight does not occur).

Leaving Class without Permission

Scholar leaves the classroom without permission from the instructor and it is not deemed an emergency.

Missing Assigned Discipline

Scholar fails to report to assigned discipline (e.g., In-School Detention, After-School Detention) without reasonable explanation (e.g., family emergency) or written permission from administration.

Profane/Obscene Communication (Directed At Peers)

Scholar uses inappropriate language as a form of intentional disrespect toward peers.

Skipping School/Truancy

Scholar fails to attend school on regular school day(s) without a valid excuse per district's attendance policy or written permission from administration.

Threatening Peers

Scholar delivers disrespectful messages to peers (e.g., becoming angry and threatening to hurt peer(s) with no intent of follow-through as determined by an investigation by administrator.

Level 2 Intervention Strategies and Dispositions

Multiple teacher and/or administrator strategies may be used depending on the individual scholar's needs. Teaching staff are encouraged to consistently use the aforementioned research-based classroom management strategies and teacher-led interventions to potentially prevent the occurrence of Level 2 behaviors. If an Office Discipline Referral (ODR) is warranted, the following strategies must be documented by the school administrative team to proactively address Level 2 Infractions:

1. **MANDATORY** Scholar Conference privately to address the specific problem behavior and encourage him or her to engage in the expected behavior.
2. **MANDATORY** Parent Contact with documentation of behavioral issues discussed and potential resolutions.
3. **MANDATORY** Provision of a meaningful reflective process (e.g., problem solving activity, reflective writing activity, restitution activity, restorative discipline activity, role play activity) to directly address the Level 2 infraction and provide solutions for the behavioral concern.
4. **MANDATORY** If applicable, review or revision of behavioral supports (e.g., RTI Behavior Contract, RTI Behavior Support Plan, Behavior Intervention Plan, RTI Academic Intervention Plan, etc.) for scholars who are already receiving Tier 2 or Tier 3 supports as identified within the District Response to Intervention (RTI) policies and procedures or have an Individualized Education Program (IEP).
5. **MANDATORY** Review the McComb Discipline Flowchart on page 12 of the McComb RTI/PBIS and Scholar Support Services Discipline Handbook, to determine if a referral to the school's TST/IEP committee is necessary. The committee will decide whether formal empirically-based or evidence-based behavioral and/or academic supports are necessary within the district RTI process. For special education scholars, the IEP committee will meet to determine the need for supports.

Other interventions include the following:

- Restorative discipline and continuum of practices to address the problem behavior, collaboratively develop solutions, and make plans for resolution and follow-up.
- Referral to school counselor or other designated school personnel to address the behavior and consider the need for potential tiered behavioral supports for general education scholars.
- Referral to behavior specialist or other designated school personnel to address the behavior and consider the need for potential tiered behavioral supports for general education scholars.
- Referral to appropriate school personnel to address attendance concerns.

If the school administrative team determines that disciplinary action(s) is warranted, the following dispositions may be used to address Level 2 Infractions:

- In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (Note: ISD can be assigned across multiples days; however, administrators should use caution in removing scholars from core instruction frequently. ISD lasts for 2 hours or less in duration).
- After-School Detention (ASD) or Before-School Detention (BSD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (note: ASD and BSD can be assigned across multiple days).
- For a Class 2 Bus Disturbance, the District Bus Policy will be followed.

Level 3 Infractions

Misbehaviors that are more serious in intensity and non-threatening in nature shall be classified as Level 3 infractions. The principal (or designee) in conjunction with counseling and/or behavior support staff shall manage Level 3 infractions by using a range of tiered behavioral support strategies and intensive in-school corrective strategies implemented with adequate levels of compliance and integrity. The principal or designee may assign in-school suspension (ISS) for a Level 3 infraction, but may not assign an out-of-school suspension (OSS).

Computer Abuse (Illegal Accessing Activity)

Scholar engages in inappropriate use of computer that violates the Acceptable Use and Internet Safety Policy (e.g., inappropriate sites, materials, pornography, etc.) Child pornography must be reported to District Attorney's Office and the computer must be removed from school location.

Continued Bus Disturbance

Scholar continues to perform a deliberate and inappropriate behavior that disrupts the bus driver or interrupts the daily routine of bus operations (e.g., loud noises, talking too loudly, turning around in seat, not sitting in assigned seat) after receiving Level 2 dispositions.

Continued Campus Disturbance

Scholar continues to perform any deliberate and inappropriate behavior that disturbs or interrupts the daily routine(s) of school operations (e.g., actions that draw a crowd) after the behavior has been addressed by school faculty member(s) using and documenting proactive PBIS strategies.

Continued Defiance

Scholar willfully and continually fails to follow explicit adult requests or directives that have been addressed using and documenting PBIS strategies by teaching staff at Level 1 and administrative staff at Level 2 using and documenting proactive PBIS strategies (e.g. fails to attend ISD (In School Detention) or ASD (After School Detention).

Continued Disrespect for Authority-(Verbal)

After being redirected by an adult, the scholar continues to engage in verbal disrespectful behavior (e.g. inappropriately arguing) that has been addressed by school faculty member(s) at Level 1 and administrative staff at Level 2 using proactive PBIS strategies.

Continued Mutual Display of Affection

Scholars continue to engage in inappropriate actions on the school campus (e.g., kissing, inappropriate hugging, etc.) that have been proactively addressed using and documenting PBIS strategies by teaching staff at Level 1 and administrative staff at Level 2 using proactive PBIS strategies.

Continued Verbal Altercation and/or Initiating or Instigating a Fight

Arguments between two or more scholars which actively disrupts the learning environment. A scholar might prompt or encourage another scholar into physical action, but physical contact is made. In addition, these verbal altercations/instigating activates have been addressed by school faculty member(s) at Level 1 and administrative staff at Level 2 using proactive PBIS strategies.

Excessive Inappropriate Physical Contact

Scholar engages in physical contact that does not result in a fight.

Gambling

Scholar engages in such activity (i.e., playing a game of chance involving money – wagering or betting) on a school campus or at a school sponsored event.

Harassment (other than sexual)/Inappropriate Communication to Peers

Scholar repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters.

Leaving Campus without Permission

Scholar leaves the school campus on a regular school day without permission from an administrator.

Possessing or Using Nonprescription or Non-Controlled Substance

Scholar is in possession of or is using an unauthorized substance (e.g., over-the-counter diet pills, or pain medication), per state and

federal laws.

Possession of Tobacco/Lighter/Electronic Nicotine Delivery System (E Cigarette and/or device)

Scholar possesses tobacco products on school grounds, at school sponsored events, and/or when using school district transportation

Profanity in Communication with Staff

Scholar uses profanity in direct communication with staff but is not directly threatening or intimidating to staff.

Unapproved Fund Raising Activities

Scholar engages in an unauthorized selling, bartering, trading of merchandise.

Uses, Distributes, or Sells Tobacco Products/Lighter/Electronic Nicotine Delivery System

Scholar uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.

Level 3 Intervention Strategies and Dispositions

Multiple teacher and/or administrator strategies may be used depending on the individual scholar's needs. Teaching staff are encouraged to consistently use the aforementioned research-based classroom management strategies and teacher-led interventions to potentially prevent the occurrence of Level 3 behaviors. If an Office Discipline Referral (ODR) is warranted, the following strategies must be documented by the school administrative team to proactively address Level 3 Infractions:

1. **MANDATORY** Scholar Conference privately to address the specific problem behavior and encourage him or her to engage in the expected behavior.
2. **MANDATORY** Parent Contact with documentation of behavioral issues discussed and potential resolutions.
3. **MANDATORY** If applicable, review or revision of behavioral supports (e.g., RTI Behavior Contract, RTI Behavior Support Plan, Behavior Intervention Plan, RTI Academic Intervention Plan, etc.) for scholars who are already receiving Tier II or Tier III supports as identified within the District Response to Intervention (RTI) policies and procedures or have an Individualized Education Program (IEP).
6. **MANDATORY** Review the McComb Discipline Flowchart on page 12 of the McComb RTI/PBIS and Scholar Support Services Discipline Handbook, to determine if a referral to the school's TST/IEP committee is necessary. The committee will decide whether formal empirically-based or evidence-based behavioral and/or academic supports are necessary within the district RTI process. For special education scholars, the IEP committee will meet to determine the need for supports.

Other interventions include the following:

- Restorative Discipline and Restorative Practices Continuum (e.g., structured conference with all primary stakeholders, groups and circles, conflict resolution strategies, mediation strategies, behavior change contracts and agreements with follow-up meetings) to address scholar problem behavior.
- Referral for mental health and/or wrap-around services depending on identified scholar need.

If the school administrative team determines that disciplinary action(s) is warranted, the following dispositions may be used to address Level 3 Infractions:

- In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (Note: ISD can be assigned across multiples days; however, administrators should use caution in removing scholars from core instruction frequently. ISD lasts for 2 hours or less in duration).
- After-School Detention (ASD) or Before-School Detention (BSD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (note: ASD and BSD can be assigned across multiple days. The parent or legal guardian must be provided a 24-hour notice prior to assigning an ASD or BSD.)
- In-School Suspension (ISS) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (Note: ISS cannot be assigned for more than 1 offense. ISS cannot be assigned for more than 5 school days in one 9-week quarter. ISS is more than 2 hours in duration). NOTE: EES scholars may not be assigned to ISS for more than 3 consecutive days.
- In-School Suspension (ISS) at Alternative Site: scholar may be assigned to In-School Suspension (ISS) for 3 to 9 days at the Alternative Site. Academic instruction (e.g., Edgenuity) and behavioral remediation (e.g., problem solving activity, behavior instruction and behavior packet) will be provided to the scholar. (Note: ISS at the Alternative Site may not be assigned for more than 20 school days in a school year.)
- Alternative Placement based on documented scholar failure to respond to research-based and/or evidence-based interventions implemented within the District RTI process for scholars who display a habitual pattern of misconduct or disruptive behavior within the current school year. Alternative placement includes but is not limited to classroom, teacher, or school reassignment. The alternative placement does not necessarily mean placement at the alternative school. **Note:** Long-term alternative Placement for Level 3 offenses is based on a scholar's failure to respond to empirically-based or

evidence-based interventions implemented within the District's RTI process with adequate levels of compliance and integrity. Recommendations for long-term suspension, expulsion, or other educational options may be considered.

Level 4 Infractions

Misbehaviors that significantly interfere with others' safety and learning and/or are threatening or harmful in nature shall be classified as Level 4 infractions. The District may, but is not required to, assign an out-of-school suspension (OSS) for a Level 4 infraction. The principal (or designee) in conjunction with counseling staff and/or behavior support staff shall utilize a range of tiered behavioral support strategies and other corrective strategies as appropriate, except in emergency situations involving serious and immediate threats to safety. All behavioral support and corrective strategies shall be implemented with adequate levels of compliance and integrity. The principal shall ensure that a function-based, individualized behavior intervention plan is developed for scholars after a Level 4 infraction, if appropriate.

Alcohol Possession

Scholar involved in the possession, sale, or purchase of alcoholic beverages. Possession should be reported only if the person is caught in possession of alcohol.

Bullying

Scholar exhibits behavior such as a pattern of deliberate, negative, hurtful, or aggressive acts that are committed to intimidate another scholar and/or intentionally cause another scholar emotional suffering, physical injury, or damage to personal property. It is unlawful for any person to intimidate, threaten or coerce, or attempt to do such things, to any person enrolled in any school for the purposes of interfering with the right of that person to attend school classes or of causing him or her not to attend such classes. Bullying shall be addressed using the district approved bullying policy.

Bus Disturbance

Scholar performs a deliberate and inappropriate behavior that compromises the safety of others (e.g., throwing objects that hit bus driver) or any behavior that affects the driver's ability to maintain control and could require the bus driver to stop the bus.

Coercion/Extortion

Scholar takes money or property from someone with consent, where the consent was obtained by force or fear. The use of threats to obtain something of value from another person.

Cyber Bullying

Scholar uses information and communication technologies, such as e-mail, cell phones, pagers, text messages, instant messages, personal websites or blogs, person polling sites or a combination of these technologies, to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

Disorderly Conduct

Scholar performs deliberate and inappropriate behaviors to significantly disturb or interrupt the daily routine of school operations & significantly interferes with others' safety & learning and/or is of a threatening or harmful nature.

False Accusations

After a thorough investigation, it is found that a scholar knowingly and intentionally reports or gives untrue, false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school."

Fighting

Scholar is involved in any form of physical aggression that may or may not result in bodily harm or injury to another person(s). This is a serious physical altercation that may require adult intervention to end. This infraction does not result in prosecution (See definition for Assault).

Inappropriate Communication to an Adult

Scholar delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to adult. Disrespectful messages may include but are not limited to comments based on race, religion, age, gender, personal appearance,

and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or messages intended to harass or intimidate an adult.

Participation in Gang-related Activity

"Gang-related activity" as this level includes non-threatening behavior such as handshakes, signs, or wearing of particular colors.

Profanity Directed toward Staff

Scholar uses profanity directed at staff that is threatening (e.g., cursing the teacher in a threatening manner).

Severe Campus Disturbance

Scholar performs a deliberate and inappropriate behavior that compromises the safety of others and disturbs or interrupts the daily routine(s) of school operations (e.g., unauthorized activation of the fire alarm or any major disruption that could result in physical injury).

Stealing/Theft

Scholar is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property without the property owner's permission. Administration should require restitution activity and participation in remediation for stealing. If scholar refuses to provide restitution or participate in remediation, then administrator may take additional actions, if appropriate.

Trespassing

Scholar is on school property without permission, including breaking and entering, when such trespassing significantly interferes with others' safety and learning and/or is of a threatening or harmful nature.

Vandalism

Scholar participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events. Administration should require restitution activity and participation in remediation for vandalizing. If scholar or parent refuses then administrator may take additional actions.

Level 4 Intervention Strategies and Dispositions

Multiple teacher and/or administrator strategies may be used depending on the individual scholar's needs. If an Office Discipline Referral (ODR) is warranted, the following strategies must be documented by the school administrative team to proactively address Level 4 Infractions:

1. **MANDATORY** Investigation by the school administrative team.
2. **MANDATORY** Parent Contact to inform parent or guardian of accusation and status of investigation. Parent or guardian will be encouraged to attend the scholar conference after the investigation is complete. Parent contact will be documented by administrative team.
3. **MANDATORY** Scholar Conference to address Level 4 infraction.
4. **MANDATORY** If applicable, review or revision of behavioral supports (e.g., RtI Behavior Contract, RtI Behavior Support Plan, Behavior Intervention Plan, RtI Academic Intervention Plan, etc.) for scholars who are already receiving Tier II or Tier III supports as identified within the District Response to Intervention (RTI) policies and procedures or have an Individualized Education Program (IEP).
5. **MANDATORY** Conference with scholar, parent, and school administrative team to address Level 4 infractions, problem-solve solutions, develop a plan, and identify follow-up procedures. District due process procedures will be followed and conference will be documented by administrative team.
6. **MANDATORY** Review the McComb Discipline Flowchart on page twelve (12) of the McComb RTI/PBIS and Scholar Support Services Discipline Handbook, to determine if a referral to the school's TST/IEP committee is necessary. The committee will decide whether formal empirically-based or evidence-based behavioral and/or academic supports are necessary within the district RTI process. For special education scholars, the IEP committee will meet to determine the need for supports.

Other interventions include the following:

- Restorative Discipline and Restorative Practices Continuum (e.g., structured conference with all primary stakeholders, groups and circles, conflict resolution strategies, mediation strategies, behavior change contracts and agreements with follow-up meetings) to address scholar problem behavior.
- Referral for mental health and/or wrap around services depending on identified scholar need.

If the school administrative team determines that disciplinary action(s) is warranted, the following dispositions may be used to address Level 4 Infractions:

- In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (Note: ISD can be assigned across multiples days; however, administrators should use caution in removing scholars from core instruction frequently. ISD lasts for 2 hours or less in duration).
- After-School Detention (ASD) or Before-School Detention (BSD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (note: ASD and BSD can be assigned across multiple days).
- In-School Suspension (ISS) with assignment of related problem solving activity and/or behavioral instruction/behavior

packet (Note: ISS cannot be assigned for more than 1 offense. ISS cannot be assigned for more than 5 school days in one 9-week quarter. ISS lasts for more than 2 hours in duration).). NOTE: EES scholars may not be assigned to ISS for more than 3 consecutive days.

- In-School Suspension (ISS) at Alternative Site: scholar may be assigned to In-School Suspension (ISS) for 3 to 9 days at the Alternative Site. Academic instruction (e.g., Edgenuity) and behavioral remediation (e.g., problem solving activity, behavior instruction and behavior packet) will be provided to the scholar. (Note: ISS at the Alternative Site may not be assigned for more than 20 school days in a school year.)
- Out-of-School Suspension (OSS). Refer to a consequence for violations of the Code of Conduct that removes a scholar off campus from his or her classroom or school environment. OSS shall not be used for misconduct that occurs off school property or outside the school day unless the infraction occurs at a school-sponsored event, to or from school or on a school bus, or the conduct substantially disrupts, or will disrupt, the school environment, or seriously endangers the welfare or safety of other scholars or school personnel.
- Alternative Placement based on documented scholar failure to respond to research-based and/or evidence-based interventions implemented within the District RTI process for scholars who display a habitual pattern of misconduct or disruptive behavior within the current school year. Alternative placement includes but is not limited to classroom, teacher, or school reassignment. The alternative placement does not necessarily mean placement at the alternative school. **Note:** Alternative Placement for Level 4 offenses is based on a scholar's failure to respond to empirically-based or evidence-based interventions implemented within the District's RTI process with adequate levels of compliance and integrity. Recommendations for long-term suspension, expulsion, or other educational options may be considered.

Level 5 Infractions

The most serious misbehaviors that require immediate response from the principal (or designee) and/or Central Office shall be classified as Level 5 infractions. The District may, but is not required to, assign an expulsion for a Level 5 infraction. The principal shall ensure that a function-based, individualized behavior intervention plan is developed for scholars after a Level 5 infraction, if appropriate.

Alcohol Sale, Purchase, Possession or Use

Scholar is involved in the sale, purchase, possession, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or is discovered to have used in the course of the investigation (e.g., Possession at this level impacts school order & safety.).

Assault

Any verbal threat or physical assault which results in a court (Youth or Adult) prosecution.

Assault of a Staff or Faculty Member

Scholar is involved in an unprovoked attempt to commit on a school teacher a battery or the intentional placing of a school teacher on reasonable apprehension of receiving a battery. Scholar commits a severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm (e.g., punching a teacher).

Bomb Threat

A scholar or person is identified making verbal or written threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists. Any threat affecting a school must be reported no matter who received the call. Contact the Division of School Safety immediately via telephone.

Drugs (Use, possession and/or distribution)

Scholar is found to be under the influence or possess, use, cultivate, manufacture, distribute, or purchase any illegal drug, narcotic, controlled substance, or substance represented to be an illegal drug (spice, synthetic drugs), narcotic, or controlled substance.

Engaging in Serious Retaliation Against School Employee

Scholar engages in act(s) of retaliation against any school employee on or off campus (e.g., slashing the tires of a school employee, or keying a school employee's car).

Explosives/Incendiary Device

Scholar is in possession of substances/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosive device, etc.).

Group Fight

Three or more scholars are involved in a physical altercation on school grounds or while under the jurisdiction of the school which: (1) significantly disturbs or interrupts the daily routine of school operations and meaningfully interferes with other safety and learning, or (2) results in serious bodily injury.

Harassment (other than sexual)

Scholar repeatedly delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to an adult or other scholars. Disrespectful messages may include but are not limited to comments based on race, religion, age, gender, personal appearance and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or message used to harass or intimidate an adult.

Homicide

Any death caused by a scholar that occurs on school property. If any death of staff, citizen or scholar occurs on school property, immediately notify the Division of School Safety via telephone.

Kidnapping

Without lawful authority to seize, confine or imprison a person against their will, or against the will of the custodial parent. When a scholar who does not have the authority, takes a person against the will of the lawful custodian, immediately notify the Division of School Safety via telephone.

Participation in Gang-Related Activity

At this level, scholars participate in activities related to gangs on school campus, or school sponsored activities, or while under the jurisdiction of the school. "Gang related activity" includes gang recruitment, gang initiation, fights between rival gangs, or other similar behaviors.

Poisoning

Introduction by a scholar of a hazardous substance to food or water supply with the intent to kill or injure. Placing a hazardous material in any substance normally ingested by a person.

Possessing a Weapon Prohibited by Federal and State Law

Scholar possesses any firearm, ammunition, explosive device, knife, or other object as defined by federal or state law that can place a person in reasonable fear or apprehension of serious harm that is on the scholar's person and/or in the scholar's belongings, locker, and/or any other personal storage space. [Prohibited: Knife, BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic or brass knuckles, razors and razor blades, and any sharp-pointed or edged instrument except for those used as instructional supplies, unaltered nail files, and clips and tools used solely for food preparation, instruction, and maintenance on educational property. Miss. Code Ann. § 97-37-14.]

Public Indecency, Lewdness, or Exposure

Scholar engages or attempts to engage in actions that include but are not limited to exposing of body parts in public view with the intent to shock or intimidate others, etc. that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational program.

Rape

Sexual relations by a person 18 or older with a child under the age of 14. Any person who forcibly attempts to have sexual relations with a person regardless of age.

Robbery

To take property from the possession of another person by violence or threat of violence.

Serious Bodily Injury/Disfigurement

Scholar commits physical assault that results in an injury or illness that involves: 1) a substantial risk of death; 2) extreme physical pain; 3) protracted and obvious disfigurement; or 4) protracted loss or impairment of the function of a bodily member, organ, or mental faculty. This includes mayhem.

Sexual Acts

Scholar engages or attempts to engage in sexual acts on campus or at school sponsored or related events including district transportation.

Sexual Battery

Actual sexual penetration without consent; or of a mental defective; or child over 14 years of age but less than 18 years of age; or sex between staff and a scholar.

Sexual Harassment

Scholar engages in unwanted or unwelcome verbal, written or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another scholar or scholars to participate in or benefit from the educational program. Example: spreading sexual rumors, repeatedly pressuring others for unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcome touching or grabbing.

Stalking

To harass or credibly threaten another person with the intent to instill fear of death or injury that results in prosecution. To follow, gesture, speak to, or communicate with another person with the intent of causing them to be afraid they will be injured or killed.

Threatening/Intimidation

Scholar delivers disrespectful and/or intimidating messages (verbal, gestural, or written) that convey an explicit or implied threat and/ or harm directed toward an adult, and which convey the intent to carry out such a threat or harm as well as the knowledge and capacity to do so.

Level 5 Intervention Strategies and Dispositions

Multiple teacher and/or administrator strategies may be used depending on the individual scholar's needs. If an Office Discipline Referral (ODR) is warranted, the following strategies must be documented by the school administrative team to proactively address Level 5 Infractions:

1. **MANDATORY** Investigation by the school administrative team.
2. **MANDATORY** Parent Contact to inform parent or guardian of accusation and status of investigation. Parent or guardian will be encouraged to attend the scholar conference after the investigation is complete. Parent contact will be documented by administrative team.
3. **MANDATORY** Scholar Conference to address Level 5 infraction.
4. **MANDATORY** If applicable, review behavioral supports (e.g., Behavior Contract, Behavior Support Plan, Behavior Intervention Plan, Individual Instruction Plan, etc.) for scholars who are already receiving Tier II or Tier III supports as identified within the District's Response to Intervention (RTI) policies and procedures or have an Individualized Education Program (IEP).
5. **MANDATORY** Conference with scholar, parent, and school administrative team to address Level 5 infractions, problem-solve solutions, develop a plan, and identify follow-up procedures. District due process procedures will be followed and conference will be documented by administrative team.
6. **MANDATORY** Referral to the school's TST/IEP committee on the 1st ODR for a Level 5 infraction to determine whether formal empirically-based or evidence-based behavioral and/or academic supports are necessary within the district RTI process. For special education scholars, the IEP committee will meet to determine the need for supports.
7. **MANDATORY** Referral to law enforcement for Level 5 infractions that involve weapons, explosives, illegal drugs, serious bodily injury, and Class 5 Battery as required by law.

Other interventions include the following:

- Restorative Discipline and Restorative Practices Continuum (e.g., structured conference with all primary stakeholders, groups and circles, conflict resolution strategies, mediation strategies, behavior change contracts and agreements with follow meetings) to address scholar problem behavior.
- Referral for mental health and/or wrap around services depending on identified scholar need.

If the school administrative team determines that disciplinary action(s) is warranted, the following dispositions may be used to address Class 5 Infractions:

- Out-of-School Suspension (OSS). Refers to a consequence for violations of the Code of Conduct that removes a scholar off campus from his or her classroom or school environment. OSS shall not be used for misconduct that occurs off school property or outside the school day unless the infraction occurs at a school-sponsored event, to or from school or on a school bus, or

the conduct substantially disrupts, or will disrupt, the school environment, or seriously endangers the welfare or safety of other scholars or school personnel.

- Recommendation for alternative school placement at the discretion of the principal taking into consideration the results of the school-level investigation and any other unique circumstances Note: Placement at the alternative school must adhere to the alternative education placement process and district policy and guidelines administered by the Office of Scholar Support Services and approved by the Superintendent. Scholar progress monitoring data (e.g., attendance, discipline, behavior reports, course grades) is **reviewed** every 30 days by administrators of the alternative school and home school, Office of Scholar Support Services, referred scholar, the scholar's parent, and one representative of the scholar's choice).
- Recommendation for long-term-suspension or expulsion at the discretion of the principal taking into consideration the

results of the school-level investigation and any other unique circumstances (Note: Expulsions and suspensions for twenty (20) days or longer are approved by the Superintendent and McComb School District Board of Trustees, when appealed, after an informal due process hearing and a formal due process hearing, if requested).

McComb Discipline Flowchart

Once a scholar meets any of the following criteria, the school's support team will verify that Tier I research-based classroom management strategies and empirically-based or evidence-based teacher-led interventions have been documented within the behavior RTI process and evaluate need for tiered behavioral supports (e.g., Tier II or Tier). For more information, refer to the McComb RTI/PBIS and Scholar Support Services Discipline Handbook. The following triggers shall be considered by school personnel when evaluating the need for scholar placement in tiered behavioral supports:

Tier II- Habitual (Non-Threatening) and First Offense Aggression Concerns- (Any one of the following)

- 5th Brief Time-out in 1 month or 10th cumulative Brief Time-Out during a semester
- 5th Teacher initiated ISD in 1 month or 10th cumulative teacher initiated ISD during a semester
- 2nd ODR (Level 2 or 3 infractions) within any grading period
- 3rd ODR (Level 2 or 3 infractions) within a semester
- 4th-5th ODR (Level 2 or 3 Infractions) within a school term
- 1st Level 4 Infraction
- 1st ISS served at the Alternative School
- EES Only – 1) An ISS for an EES cannot be assigned for more than 3 consecutive days, 2) following 2 incidents of behavior(s) that result in assignment to ISS, a behavior plan must be developed

Tier III –Habitual (Non-Threatening) and Continued Aggression/Safety Concerns; (Any one of the following)

- 6th or greater ODR (Level 2 or 3 infractions) at any point during the school term
- 2nd Level 4 Infraction at any point during the school term
- 1st Level 5 Infraction at any point in the school term
- 2nd ISS served at the Alternative School
- Scholars failing to respond to Tier II supports that have been implemented with adequate levels of compliance and fidelity
- Scholars recommended for placement in the District's Alternative School

Note: Scholars requiring a short-term discipline removal(s) (i.e. Brief Time Out, In School Detention, ISS, OSS.) and/or full-day disciplinary removals (i.e. (ISS, OSS) will also be assigned to After School Detention, Saturday School and/or during other times as deemed appropriate by the school administration to participate in restorative practices and social/behavioral remediation activities related to their misconduct.

Relevant Terms, Policies, and Procedures

1. “Alternative Placement” refers to the removal of a scholar from his or her regular classroom to an alternative school setting established by the District. Please refer to Mississippi Code 1972 Annotated §37-13-92, Mississippi Department of Education (MDE) Alternative Education Guidebook (2010) and the MCCOMB SCHOOL DISTRICT Alternative Education Handbook (2015) for specific information regarding policies and procedures for scholars placed in an alternative education setting.
2. “After-school Detention” and “ASD” refers to a consequence for violations of the Code of Conduct during which a scholar receives positive interventions using corrective strategies and/or restorative practices. Assignment to ASD cannot exceed 2 hours per day and is implemented after regular school hours. Parents must be given a 24 hour notice when assigning a scholar to ASD.
3. “Alternative Site” refers to an educational environment where the delivery of services meets the individual learning needs and provides a choice for scholars and parents to capitalize on the high quality of available expertise, and fosters caring, respectful relationships.
4. “Before-school Detention” and “BSD” refers to a consequence for violations of the Code of Conduct during which a

scholar receives positive interventions using corrective strategies and/or restorative practices in a specified setting before regular school hours. Assignment to before-school detention cannot exceed 1 hour per day. Parents must be given a 24 hour notice when assigning a scholar to BSD.

5. “Behavior Contract” and “Behavior Management Plan” refer to a written plan of action for improving the scholar’s behavior that includes operational definitions of the target behaviors and replacement behaviors as well as prevention, teaching, reinforcement and corrective strategies. The behavior contract or behavior management plan is typically implemented for general education and special education scholars requiring Tier II behavioral supports and is usually not based on the function of the behavior. Progress monitoring must be used to monitor the scholar’s response to intervention and the behavior contract or behavior management plan must be implemented with adequate levels of compliance and fidelity. Please refer to the Mississippi Department of Education Board Policy 4300 and Best Practices Handbook (2010) for specific information regarding the development of behavior contracts and behavior management plans for scholars.
6. “Behavior Intervention Plan” and “BIP” refer to a written plan of action for improving the scholar’s behavior that is developed from the information obtained from a Functional Behavioral Assessment (FBA). A BIP focuses on redesigning the environment and building new skills that make the problem behavior irrelevant, inefficient, and ineffective in the school or classroom environment. The BIP is not developed to control the scholar but to enable the scholar to be successful in his/her educational environment. The BIP must include several components which include an observable and measurable description of the problem behavior; identified purpose or function of the problem behavior as a result of the FBA; general strategy or combination of strategies for changing the problem behavior (i.e., prevention, teaching, reinforcement, and corrective strategies); written description of when, where, and how often the intervention strategies will be implemented; and consistent system for monitoring and evaluating the effectiveness of the plan (i.e., progress monitoring methods; compliance and fidelity methods). The BIP is also referred to as a Behavior Support Plan (BSP). BIPs and BSPs are developed for general education scholars at Tier III and special education scholars upon meeting specific disciplinary requirements outlined by district and Mississippi Department of Education Board 7219 policy. Please refer to the Mississippi Department of Education Board Policy 4300 and Best Practices Handbook (2010) for specific information regarding the development of BIPs for general education scholars and MDE Board Policy 7219 §§ 300.530(d)(ii) for the development of BIPs for special education scholars.
7. “Brief Time-out” (BTO) refers to a consequence for minor (Level One) violations of the Code of Conduct during which a scholar receives positive interventions using corrective/reflective strategies and/or restorative practices in a specified setting during regular school hours.
8. “Check-in/Check-out” and “CICO” refer to a Tier II behavioral program in which a mentor or coach is assigned to a scholar to assist with teaching them specific behavioral expectations. The referred scholar checks in and checks out with the designated mentor or coach at a specific time during the morning and afternoon hours each school day. During which time, the mentor or coach reviews the expectations for the scholar and provide social encouragement and acknowledgement. The scholar is rated during designated periods throughout the day by instructional staff on a daily behavior progress report (DPR) or behavior note. The scholar’s progress on the DPR or behavior note is tallied each day and is graphed at least weekly for review by the mentor/coach or other designated instructional personnel. The CICO program must be implemented with adequate levels of compliance and fidelity by school personnel. Please refer to the Mississippi Department of Education Board Policy 4300 and Best Practices Handbook (2010) for specific information regarding the development of tiered supports for referred scholars.
9. “Child with a disability” and “Scholar with a disability” refers to a scholar who would qualify to receive disability-related services under the Individuals with Disabilities Education and Improvement Act of 2004 or Section 504 of the Rehabilitation Act of 1975 as well as the Mississippi Department of Education Board Policy 7219.
10. “Counseling” refers to the delivery of behavioral or psychological services by a skilled and certified service provider (e.g., counselor, psychologist, social worker) at scheduled times for referred scholars. Counseling can be provided at Tier II and Tier III for both general education and special education scholars. Progress monitoring must be included with the counseling to evaluate scholar response to intervention and the instruction must be implemented with adequate levels of compliance and fidelity. Please refer to the Mississippi Department of Education Board Policy 4300 and Best Practices Handbook (2010) for specific information regarding the delivery of tiered supports for referred scholars.

11. “Corrective Strategies” refer to teacher and administrator behavior management techniques designed to prevent the occurrence of scholar infractions, teach alternative or replacement behaviors, or motivate scholars to demonstrate compliance with established school expectations outlined in the Code of Conduct. These may include, but are not limited to, after-school detention (ASD) with remediation activities, before-school detention (BSD) with remediation activities, in-school detention (ISD) with remediation activities, in-school suspension (ISS) with remediation activities, behavior contracts and/or Behavior Intervention or Behavior Support plans, conflict resolution, de-escalation strategies, and reflective activities.
12. “Exclusionary discipline” refers to any disciplinary consequence that removes a scholar from classroom instruction in his or her home school, including, but not limited to, in-school suspension, out-of-school suspension, placement in an alternative setting or program, and expulsion. Exclusionary discipline does not refer to positive interventions or corrective strategies, including in-school detention.
13. “Expulsion” refers to assignment to an alternative school setting or exclusion from all school settings for a period of time not to exceed 180 school days. However, if there is no documentation of any school attendance during the period of expulsion, then upon return to the district, the scholar may be assigned to an alternative school setting not to exceed forty-five (45) days.
14. “Functional Behavioral Assessment” and “FBA” refer to assessment methods utilized to evaluate a scholar’s behavior and determine the purpose or function of that behavior. The result of an FBA must lead to the development or modification and implementation of a behavior intervention plan for referred scholars. The FBA must include specific components which include a clear description of the problematic behavior; identification of the antecedent events (events in the environment that proceed scholar behavior), times, and situations that predict when the problem behavior will and will not occur; identification of the consequences (events that occur after the scholar behavior) of the problem behavior; development of hypotheses and summary statements that describe the problem behavior and its functions; and collection of data from a variety of sources (e.g., record reviews, interviews, direct observation data, etc.). Please refer to the Mississippi Department of Education Board Policy 4300 and Best Practices Handbook (2010) for specific information regarding the development of FBAs for general education scholars and MDE Board Policy 7219 §§ 300.530(d)(ii) for the development of FBAs for special education scholars.
15. “Individualized Education Program” and “IEP” refers to a written program that addresses the instructional, behavioral/social, and related services needs of a scholar determined eligible for special education and is developed, reviewed, and revised according to §§ 300.320 through 300.324 of Mississippi Department of Education (MDE) Board Policy 7219 for scholars with identified disabilities.
16. “Individualized Instruction Plan” or “IIP” refer to the curriculum and instructional methodology used to address the needs of general education scholars that are developed by instructional and other relevant school personnel prior to placement in an alternative education setting. This program emphasizes the academic performance, behavior modification, functional skills, and career education for the scholar. Please refer to Mississippi Code 1972 Annotated §37-13-92, Mississippi Department of Education (MDE) Alternative Education Guidebook (2010) and the MCCOMB SCHOOL DISTRICT Alternative Education Handbook (2015) for specific information regarding policies and procedures for scholars placed in an alternative education setting.
17. “In-School Reflection” and “ISR” refer to a consequence for violations of the Code of Conduct during which a scholar receives positive interventions using corrective strategies and/or restorative practices. Assignment to ISD cannot exceed 2 hour(s) per day and is implemented during regular school hours. Administrators are encouraged not to assign ISD during core instructional periods but can assign ISD across multiple school days.
18. “In-School Suspension” and “ISS” refer to a consequence for violations of the Code of Conduct that removes a scholar from the regular classroom to a different in-school setting during the course of the regular school day. Corrective strategies and restorative practices should be used in the ISS setting. ISS may be assigned for more than 2 hours per day. In-school suspension does not include in-school detention (ISD). ISS cannot be assigned for more than 3 school days for one offense.

ISS cannot be assigned for more than 5 school days in one 9-week school quarter.

19. “Instructional Staff” refers to certificated staff (e.g., general and special education teachers, counselors, behavior specialists, school psychologists, speech language pathologists, social workers, etc.) and non-certificated staff (e.g., paraprofessionals, teacher aides) who work directly with scholars.
20. “Manifestation Determination Review” and “MDR” refer to a review conducted by the IEP committee within 10 school days following a decision to change the placement of scholar with a disability for violation of the Code of Conduct. The MDR is conducted by the IEP committee to determine if the scholar’s behavior was caused by, or had a direct and substantial relationship to, the child’s disability; or if the conduct in question was the direct result of the Local Education Agency’s (LEA) failure to implement the IEP. Please refer to Mississippi Department of Education Board Policy 7219 §§ 300.530(e) through §§ 300.531 for specific information regarding MDRs for scholars with disabilities.
21. “Office Discipline Referral” and “ODR” refer to infractions in the Code of Conduct that lead to formal referral to administrative personnel for discipline dispositions and/or behavioral supports. All ODRs, regardless of disposition, shall be entered into the SAM Spectra district database for all referred scholars.
22. “Out-of-School Suspension,” “Suspension,” and “OSS” refer to a consequence for violations of the Code of Conduct that removes a scholar off campus from his or her classroom or school environment. OSS shall not be used for misconduct that occurs off school property or outside the school day unless the infraction occurs at a school-sponsored event, to or from school or on a school bus, or the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other scholars or school personnel.
23. “Parent” refers to either or both biological or adoptive parent(s) of the scholar, the scholar’s legal guardian, or other person legally responsible for a scholar under state law.
24. “Positive Behavior Interventions and Supports”, “PBIS”, “School-wide Positive Behavior Intervention and Supports”, and “SW-PBIS” refer to a system of evidence-based strategies and structures which, if implemented effectively and with fidelity, assist schools and school personnel in establishing a positive school culture by constructively teaching school rules and social-emotional skills; positively reinforcing appropriate scholar behavior; using effective classroom management strategies to provide early intervention for misbehavior; and developing a continuum of graduated and appropriate consequences for more serious and continuous misbehavior at the Tier I (Universal Level) as well as tiered behavioral services and supports at Tier II (Secondary, Supplemental) and Tier III (Individualized, Intensive). Please refer to the district PBIS/RtI manual for specific information regarding the policies and procedures for providing tiered behavioral supports to scholars in the district.
25. “Response to Intervention” and “RTI” refer to methods by which school discipline administrative teams and other relevant personnel at schools (i.e., instructional personnel, TSTs) identify scholars at risk for poor learning and/or behavioral outcomes, monitor and graph scholar progress, teach social-emotional skills, provide empirically-based or evidence-based academic and behavioral interventions, and adjust the intensity and nature of those interventions depending on a scholar’s individual needs. RTI also includes direct methods for monitoring the compliance and fidelity with which interventions are implemented by school personnel. According to Board Policy 4300, the Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction (e.g., tier I: quality classroom instruction based on Mississippi Curriculum Frameworks and effective classroom behavior management strategies by highly qualified teaching personnel; Tier II: focused supplemental instruction with progress monitoring and adequate levels of compliance and fidelity, and Tier III: intensive interventions specifically designed to meet the individual needs of scholars with progress monitoring and compliance and fidelity measures).
26. “Restorative Practices” or “Restorative Justice” refers to an approach to scholar discipline that focuses on resolving conflict, repairing relationships, and assisting scholars to redress harms caused by their conduct, and may include positive interventions and processes such as conferencing, mediation, family group counseling, restitution activities, problem-solving activities, and adult or peer mentoring. Note: Scholars requiring a short-term discipline removal(s) (i.e. Brief Time Out, In School Detention, ISS, OSS.) and/or full-day disciplinary removals (i.e. ISS, OSS) will also be assigned

- to After School Detention, Saturday School and/or during other times as deemed appropriate by the school administration to participate in restorative practices and social/behavioral remediation activities related to their misconduct.
27. Note: Scholars requiring a short-term removal from the classroom (i.e., Brief Time Out, In School Detention, etc.) will be assigned restorative activities and/or social/behavioral remediation activities to address their misconduct. These activities may be completed during After School Detention and/or during other times as deemed appropriate by the school administrator.
 28. “SAM Spectra” refers to the District-wide data system used for academic and behavioral data or any similar system by any name used by the District for this purpose.
 29. “Saturday Detention” and “Saturday School” refers to a consequence for violations of the Code of Conduct during which a scholar receives positive interventions using corrective strategies and/or restorative practices. Parents must be given 24 hour notice when assigning a scholar to Saturday Detention.
 30. “School discipline administrative team” refers to the individual or group of faculty, staff, and administrators at each school, designated by the Superintendent, the PBIS Office, and the school principal, who are authorized to administer or assign disciplinary consequences at the school.
 31. “Social skills instruction” refers to the delivery of instruction designed to effectively teach referred scholars social skills and character education. The instruction is provided across different methods (e.g., direct instruction, modeling, repeated practice, direct feedback, social acknowledgement, delivery of preferred or function-based reinforcers or incentives) and is delivered in both group-based and individual formats. Social skills instruction can be provided at Tier II and Tier III for both general education and special education scholars. Progress monitoring must be included with the social skills instruction to evaluate scholar response to intervention and the instruction must be implemented with adequate levels of compliance and fidelity. Please refer to the Mississippi Department of Education Board Policy 4300 and Best Practices Handbook (2010) for specific information regarding the delivery of tiered supports for referred scholars.
 32. “Teacher Support Team” and “TST” refer to the school-wide team responsible for developing and monitoring research-based interventions to improve scholars’ academic and behavioral progress. This team may be referred to as the “PBIS committee” at some school sites.
 33. “Tiered behavioral supports” refer to behavioral supports provided to scholars under the PBIS and RTI models. Please refer to the definitions for PBIS and RTI for additional information.
 34. “Uniform Code of Conduct” and “Code of Scholar Conduct” refer to the District-level policy for scholar behavior and discipline.
 35. “Wrap-around services” refer to services that support scholars and their families by proactively organizing and coordinating positive behavior supports, academic interventions, and interagency services as needed. Wrap-around services may address medical, safety, cultural, psychological, emotional, spiritual, social, and addiction concerns. Wrap-around approaches seek to connect families, school personnel, and community partners in effective problem-solving relationships by designing specific plans of care designed to meet identified scholar needs.

SCHOLAR SEXUAL HARASSMENT

The McComb School District is committed to providing for its scholars an educational environment that is respectful of human dignity and free from Sexual Harassment. Abuse of the dignity of any scholar by means of sexist slurs, sexually oriented obscene, lewd, vulgar, unwanted, offensive, or indecent language will not be tolerated. Sexually derogatory or objectionable conduct including, but not limited to, unwanted or offensive touching and physical contact, suggestive verbal comments and pressure for dates or sexual activity will also not be tolerated. These behaviors are prohibited by both state and federal law, and McComb School Board Policies JAA, JCDD, JGFA, and GBU.

Any scholar who feels he or she is being sexually harassed by any other scholar or scholars, employee or non-employee volunteer shall report such incidents of Sexual Harassment to a teacher, counselor, building administrator or other school staff member. The confidentiality of the requesting party will be observed provided it does not interfere with the District’s ability to investigate or take

corrective action. Retaliation against anyone reporting or thought to have reported Sexual Harassment behaviors is prohibited. Such reports shall be reported to the McComb School District Administrative Office and investigated by the principal/designee. Any scholar, employee or volunteer who is determined to have committed Sexual Harassment will be subject to disciplinary action, based upon the severity and frequency of the offense(s). Such disciplinary action shall be taken in accordance with the due process and appeal rights contained in the McComb School District Board Policies. Any scholar found to have made a false allegation of Sexual Harassment will also be subject to disciplinary action.

The Superintendent is directed to develop procedures that provide for receiving and investigating a complaint from any scholar who alleges that he or she has been subjected to Sexual Harassment in school, at school-sponsored events and/or off campus by McComb School District employees or volunteers.

SCHOLAR RESTRAINT PROCEDURE

In accordance with referenced legislation, it is recognized that instructional and other staff may be called upon to intercede in situations wherein scholars may be displaying physically violent behavior or non-compliant behavior. District policy positively prohibits the use of excessive force, or cruel and unusual punishment regarding scholar management. Staff may, however, use restraint techniques to control and restrain a scholar when they have a reasonable belief that:

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

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

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

This continuum is not meant to prevent immediate restraint if so warranted. Under all circumstances, without exception, the scholar is to be restrained at the location the behavior occurs. Scholars will not be sequestered for restraint application. Restraint is to be applied only until compliance is met and the scholar is no longer a danger or is compliant. Under absolutely no circumstances will restraint techniques be used as punishment. If the scholar is non-compliant with verbal intervention, the staff member should, if physically possible, apply any of the restraint techniques that have been taught by the district. Staff is cautioned to use common sense and sound judgment in responding to scholar altercations. For example, a 5'2" teacher cannot be expected to restrain a 6' 200 pound football player.

Acceptable restraint techniques include but are not limited to:

- 1) Passive Restraint System (Mississippi Department of Education System);
- 2) Pressure Point Control Techniques;

- 3) Any generally accepted law enforcement restraint techniques;
- 4) The Mandt System;
- 5) Crisis Prevention Institute (CPI).

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 to include statement of reasonable belief. Include verbatim statements of scholars;
- 3) Exact type of restraint methods and holds utilized;
- 4) Level of resistance displayed by scholar during restraint to include language and behavior;
- 5) Subsequent action after control was achieved.

Legal Reference: §Section 37-9-69; §Section 37-11-57 of the Mississippi State Code of 1972, Annotated.

DRESS CODE

The McComb School District encourages good grooming and appropriate dress for our scholars and staff.

The McComb School District believes that scholars' dress can and do affect their personal pride. It affects how they think, how they act, and how much they learn. Therefore, we have put some parameters or limits on what scholars should and can wear to school.

STATEMENT ON DRESS

Good learning situations depend on the best possible behavior and attitude of the scholar. Scholars are encouraged to take pride in themselves and to strive to meet public expectations. Scholars should be neat and clean, thus reflecting favorably on themselves and the school.

Safety, health, and individual dignity provide the basis for any dress code. If clothing is disruptive to the learning situation or if it is embarrassing to others, steps will be taken to deal with the individual scholar.

It is believed by the administration that parents/legal guardians, as well as Teacher Practitioners, should recognize the main purpose of public education is to provide an education for the scholars that will allow them to become useful citizens in our society. Thus, any disruption or concerns caused by the scholar as a result of dress would call for appropriate disciplinary action by the school authorities. Grades Kindergarten – eighth and the Alternative School require wearing uniforms.

Teacher Practitioners may at any time counsel with scholars about attire that may not be acceptable. When there is any doubt that scholars are not meeting the standards of dress, the principal or his designee will render the final authority during the school year, and may ban any identifying symbol, clothing, jewelry, etc., which is shown to be gang-related or which causes a campus disturbance.

DRESS FOR MALES AND FEMALES

1. Clothing advertising alcoholic beverages, tobacco, or drug culture and clothing with obscene language or gestures shall not be worn.
2. Shoes must be worn at all times; house slippers shall not be worn; shower shoes shall not be worn. House slippers are those shoes that are specifically designed to be worn in the home.
3. Shirts must be long enough to cover the stomach, but no longer than resting fingertips.
4. Hats, headscarves, sweatbands, rollers, sunglasses, or any other headwear that may interrupt the education process shall not be worn inside the building.
5. No fraternity or sorority jerseys or shirts shall be worn Section 37-11-39, Mississippi Code.
6. All clothing must cover undergarments.
7. Tank tops shall not be worn.
8. No pajama pants or tops shall be worn.
9. As a minimum standard, shorts and dresses must be longer than the resting fingertip.
10. Females must wear bras; clothing shall not be excessively low in the front or back.

11. Males shall not wear sagging pants; pants must be worn at the waist with belts that are fastened with buckles in the front.
12. If tights are worn, dresses or shirts must hang below resting fingertips.

ANY CLOTHING OR JEWELRY CONSIDERED BY THE PRINCIPAL OR HIS DESIGNEE TO BE UNSAFE OR DISRUPTIVE TO THE SCHOOL ENVIRONMENT SHALL NOT BE WORN.

SCHOLARS MAY BE SUSPENDED FROM SCHOOL IF THEY FAIL TO ABIDE BY THE GUIDELINES ABOVE.

GRADING POLICY

1. All subjects will reflect, as a minimum, the skills/objectives suggested in the Curriculum framework. A passing grade of 70 in a course/subject will indicate mastery/learning of the grade level course content.
2. Scholars in Grades 2, 4 and 6 must pass Reading, Language Arts and Mathematics in order to be promoted. Scholars in Grades K, 1, 3, & 5 should pass Reading, Language Arts/English and Mathematics, but promotion in these grades will be based on Teacher Practitioner, principal, and counselor judgment with parental input. Third grade scholars who do not qualify for good cause exemptions must pass the third grade gate assessment in order to be promoted to the fourth grade.

3. The semester grades will be an average of the two grading period averages. The yearly average will be an average of the two semester averages.

*Scholars with a disability may receive special assistance and modifications as needed, (See: Modifications for Exceptional Scholars). A scholar with a disability will receive grades fairly reflecting the scholar'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 disabling condition no longer exists. A high grade should accurately reflect that, based on what is expected of a scholar with a given ability, he/she is performing well. Actual grading will follow the District's policy.

ACADEMIC STANDARDS

Academic excellence and statistically significant growth in scholars' academic performance is a primary goal of The Summit. Professional and Support staff is also concerned with scholars' social, emotional, and physical well-being. Staff members are poised to assist in these areas when and where appropriate. Curriculum and instructional practices are evaluated in a continuous manner to provide the best opportunity for each scholar to reach his/her potential. Although report cards are issued every nine weeks, parents are able to monitor the progress of scholars at any given time by utilizing the parent portal on The Summit's education platform.

Formal parent/Teacher Practitioner conference times are set aside in the school calendar each semester. Teacher Practitioners will contact parents as needed throughout the school year in an effort to build a partnership in support of the scholar's effort and progress. Parents are encouraged to contact their scholar's Teacher Practitioner anytime there are questions or insights they may wish to share. In order to meet scholars where they are, The Summit operates as a nontraditional grade-level environment where scholars are assigned instructional levels based on initial benchmark assessment outcomes.

All scholars enrolled in The Summit are required to take the initial Performance Benchmark Assessment for leveling purposes. This initial assessment will allow Teacher Practitioner Practitioners to develop scholars' ISPs in order to meet them where they are. ISPs are tightly aligned to the standards or skills scholars are required to master. Mastery of skills allows scholars to move from one instructional level to the next. Scholars' progression is predicated upon skill mastery rather than the amount of time scholars sit in the seat.

All scholars enrolled in The Summit will be provided with a Standards Based Progress Report indicating skills mastered and skills that still need to be mastered as outlined on the scholars' respective ISP. Scholars' progress will be monitored and reported for the following areas: LANGUAGE ARTS, READING, SCIENCE, MATH, AND SOCIAL STUDIES; the scholar's progress with regard to NONACADEMICS is marked in ART, CHARACTER EDUCATION, STEAM and PHYSICAL EDUCATION.

The percentage scale for ACADEMIC AREAS is as follows:

- 4 = 100% - 90% Advanced
- 3 = 89% - 80% Proficient
- 2 = 79% - 70% Partially Proficient
- 1 = 69% - 60% Emerging

NOTE: Scholars will not be able to advance to the next level of their learning until they achieve a proficiency level of 80% mastery.

The marking key for NONACADEMIC AREAS is as follows:

- E = Excellent
- S = Satisfactory
- U = Unsatisfactory

The marking key for CONDUCT and EFFORT/WORK HABITS is as follows:

- X = Very good/Outstanding Achievement
- / = Indicates need for improvement
- No mark indicates satisfactory improvement

Progress Reports are distributed at the ending date of the grading period (quarter). Signed Progress Reports should be returned to the school based upon the directions by Teacher Practitioners. If a parent/guardian wishes a conference with a Teacher Practitioner, the request should be indicated by marking the box next to the parent/guardian signature line on the back of the progress report or phone the school at (601) 276-3077 for an appointment. Conferences may also be scheduled by sending your Teacher Practitioner an email. Teacher Practitioners' email addresses are provided.

The missing work that resulted in an “Incomplete” must be made up by the end of the following grading period. Whatever work has been complete by the end of the following quarter will be evaluated and a grade marked for the “Incomplete” at that time. “Incomplete” will not be marked for the fourth quarter.

HOME-SCHOOL COMMUNICATION

Parents are encouraged to visit their scholar’s school and learning laboratory. The development of a positive and mutually supportive relationship with a scholar’s Teacher Practitioner can be of great benefit to the child, the parent, the Teacher Practitioner, and the school. Formal parent/Teacher Practitioner conferences are held District-wide three times during the school year. In addition, Summit Teacher Practitioners hold conferences on an “as needed” basis, either in person or by telephone. Parents are encouraged to contact their scholar’s Teacher Practitioner regarding academic progress, behavior, or other concerns. In the interest of maintaining open, two-way, communication, parents are encouraged to contact the Teacher Practitioner first whenever there is a concern. To maintain a strong academic focus, parents should avoid learning laboratory visits during any testing times.

HOMEWORK POLICY

The Summit School’s “Homework Policy” is intended to (1) foster informative and supportive communication between school and home, (2) continue the development of individual responsibility, and (3) increase academic performance. Homework at The Summit should not be viewed in the same manner as it is viewed in traditional schools. Rather than being specifically assigned by the Teacher Practitioner as traditional homework, it is better to be viewed as work at home which is a continuation of scholars working at home on their ISPs, with the assistance of parents, to develop and master those skills not yet mastered. Scholars will have access to their ISPs 365 days per year, 24 hours per day and 7 days per week as will parents. Teacher Practitioners are always available to provide activities designed to help scholars achieve skill mastery for standards for which a scholar is working. The educational program at The Summit is self-paced and scholars can work as fast or as slow as needed for them to master skills. Although the education program at the Summit is individualized and self-paced, Teacher Practitioners will have an expectation that scholars are making reasonable progress toward achieving ISP goals and on track to achieve 1.5 to 2 years growth in a year. Based upon individual scholar needs, Teacher Practitioners reserve the right to assign work to be completed at home on a case by case basis.

MODIFICATIONS FOR EXCEPTIONAL SCHOLARS

Modifications of curriculum, instruction and facilities may be needed for scholars receiving special services. These modifications are to be made in regular learning laboratory settings as well as special learning laboratory s. The modifications should benefit the scholar and should be determined during the Individual Education Plan (IEP) conference. The following list of modifications may be used, however; the I.E.P. conference is not limited to these adaptive situations: 1) Large print and Braille materials; 2) Individual and small group instruction by the resource Teacher Practitioner or the learning laboratory Teacher Practitioner ; 3) Individual test administration by the resource Teacher Practitioner or the learning laboratory Teacher Practitioner ; 4) Orally reading test materials to the scholars; 5) Recording responses for the scholar; 6) Repeating instructions and/or reading visual instructions; 7) Extending time allowed for the completion of learning laboratory work or a test; 8) Individual behavioral counseling by the resource or the learning laboratory Teacher Practitioner ; 9) Instructions given in sign language; 10) Use of concrete objects during instruction; 11) Curriculum modifications; 12) Modifications of learning laboratory settings; 13) Modifications of physical facilities; 14) Use of a tape recorder; 15) Use a peer for recording written class notes; 16) Use magnifiers, glasses, hearing aids, etc.; 17) Use behavioral management systems; 18) Use of peer tutoring and aid tutoring; 19) Use parents or volunteers for tutoring; and 20) Implement social and self-concept activities on a regular basis.

GRADING FOR EXCEPTIONAL SCHOLARS NOT INCLUDED UNDER THE ABOVE POLICY

Scholars receiving special services will earn satisfactory marks with comments for obtaining the stated short-term objectives on their Individual Education Plan (IEP). If the scholar does or does not achieve the stated short-term objectives, it must be indicated on the IEP. A report of progress toward accomplishment of these short-term objectives is to be sent to the parents at regular reporting periods.

NOTE: Without exception, Progress Reports for Special Services must be sent to the parents on the regular scheduled reporting periods.

STUDENT HEALTH SERVICES

School Nurses

Four registered nurses rotate to each district campus site to serve students. Our nurses recognize that their most valuable impact occurs in roles that support students' educational success. For many of our students, school based health programs are where their health care begins. Services such as first aid, medication administration, prescribed nursing treatments, and assistance with chronic illness are a few of the responsibilities district nurses assume during school hours.

Allergies

The parents or guardian must notify school personnel of any student's allergies (food, medications, insect bites, or substances). *A physician's order for dietary restrictions or medications needed to minimize an allergic response must be provided to the appropriate school personnel.*

When Your Child Is Too Sick to Attend School

- A. Children with **fever (temperature over 100 degrees) vomiting, or diarrhea** should not attend school until they are well and symptom-free for 24 hours without the use of medicine.
- B. **Severe sore throat**, especially when accompanied by fever or other symptoms.
- C. **Flu symptoms** such as fever, chills, body aches, headache, fatigue, sore throat, runny or stuffy nose, or cough should not attend school until the student is released by a healthcare provider.
- D. Other conditions such as an **uncontrollable cough, severe ear pain** warrant seeking advice from a healthcare provider before children return to school.

Medications

Medication administration during school hours will be restricted to necessary medication that cannot be given on an alternative schedule. *Any student who is required to take medication during school hours must comply with the following school policy for the administering of medication.*

- A. The McComb School District (MSD) Health History along with the permission to give medication form must be completed. A permission to give medication form is required for each medication administered in the school setting.
- B. The parent's/legal guardian's signature will be required before any medication is administered.
- C. **It is the responsibility of the parent/legal guardian to bring medications to the school. Students may not transport non-emergency medication to and from school.**
- D. Medication should be received at the school by a district nurse, building administrator, or administrator's designee.
- E. The parent/legal guardian must assume responsibility for informing school personnel of any change in the student's health or change in medication.
- F. Any unauthorized medication brought to school by a student will be confiscated and kept locked in the nurse's office until picked up by the parent/legal guardian.
- G. The initial dose of any medication will not be administered in the school setting.
- H. Narcotic analgesics (pain pills) will not be administered during school. If a student requires narcotic analgesics, they should remain home until his/her condition improves.
- I. All medications administered in the school setting must be FDA approved pharmaceuticals within their therapeutic range and within the standards of acceptable medical regimen.
- J. MSD personnel reserve the right to refuse to administer any medication to students when circumstances warrant this action. Such circumstances might include reaction/response, incomplete instructions for the administration of medication, non-compliance by parents/guardians with District policy for the administration of medication, or other extenuating circumstances.
- K. All unused medication must be picked up by the parent/legal guardian on/by the last day of school. Any medication left at school at the end of school year will be disposed of by the school nurse.

Prescription Medication

A prescription medication label as filled by legally authorized pharmacist pursuant to a qualified health care provider order may be considered as the written medical order. The medication label must include:

- Patient Name
- Pharmacy Name
- Pharmacy Address and Phone Number

- Prescription Number
- Prescription Date
- Name of Medication, Dosage, Route, Time interval, and expiration date (if applicable)
- Name of prescribing health care provider

Over-The-Counter Medication

Some over-the-counter medications such as (acetaminophen-Tylenol, Ibuprofen-Advil, Motrin, Menstrual pain relievers) may be administered by the school nurse with parent/guardian approval under the protocols of a Medical Director. Aspirin will not be administered.

- The student must have a history of receiving the over-the-counter medication without adverse reaction.
- All over-the-counter medications will be administered according to packages directions by appropriated age and weigh.
- Approved over-the-counter medication must be brought to school in the original, unopened container.

Self-Administered Medication

Self-administration as described in the following section means a student's discretionary use of prescription asthma/anaphylaxis/insulin medication. Student with asthma/severe allergies/diabetes are entitled to possess and self-administer prescription asthma/anaphylaxis medication/insulin while on school property, or school transportation, or at school-related events or activities if:

- The prescription asthma/anaphylaxis/insulin medication has been prescribed for that student as indicated by the prescription label on the medication.
- The self-administration is done in compliance with the prescription or written instructions from the student's qualified health care provider; and
- A parent/guardian/legal custodian of the student provides the school:
 - Written authorization, signed by the parent/legal custodian, for the student to self-administer prescription asthma/anaphylaxis/insulin medication while on school property or as a school-related event or activity;
 - A written statement, signed by the parent/legal custodian in which the parent releases

the school district and its employees and agents from liability form injury arising from the student's self-administration of prescription asthma/anaphylaxis/insulin medication while on school property or at school-related events or activities unless in cases of wanton or willful misconduct;

- A written statement from the student's qualified healthcare provider, signed by the qualified health provider, that states:
 - The student has asthma/anaphylaxis/diabetes and is capable of self-administering the prescription asthma/anaphylaxis/insulin medication;
- The name and purpose of the medication;
 - The prescribed dosage for the medication
 - The times at which or circumstances under which the medications may be self-administered
 - The period for which medication is prescribed.
 - The qualified health care provider's statement must be kept on file in the school nurse's office of the school the student attends. This statement is valid for the duration of the school year unless a shorter duration is indicated. Any change requires that a new statement be completed.
 - If any student uses his/her medication in a manner other than prescribed, he/she may be subject to disciplinary action by the school. The disciplinary action shall not limit or restrict the student's immediate access to the medication.**
 - The student shall keep the medication in his/her possession at all times and shall not leave in a place accessible to other students.
 - The student shall not offer, nor allow, any use of possession of his/her medication by another student.
 - The student shall act in a responsible and discrete manner concerning his/her medication at all times.
 - Should the student need to use his/her asthma/anaphylaxis/insulin medication during school or school activities, the student shall use his/her medications as need and inform the staff member who is in charge at the time of use.

INTERROGATIONS AND SEARCHES BY SCHOOL OFFICIALS

SEARCHES

Scholars in the district have the right to privacy and security against arbitrary invasion of their personal property by school officials. However, the Board must maintain an atmosphere conducive to the pursuit of its educational goals, including a limited right to search scholars' personal belongings when it is in the interest of the overall welfare of other scholars or is necessary to preserve the good order and discipline of the school.

INTERROGATIONS

School administrators and Teacher Practitioner s have the right to interrogate scholars regarding their conduct and/or the conduct of others. In regard to scholars' alleged actions, except where the alleged action would constitute a criminal offense, the right against self-incrimination does not exist.

CROSS REF.: LDAJA - INTERROGATIONS AND INVESTIGATIONS BY POLICE

LEGAL REF.: In re Gault, 87 S. Ct. 1428 (1967)

Tinker v. Des Moines, 393 U.S. 503 (1969)

Terry v. Ohio, 392 U.S. 1 (1968)

SCHOOL SEARCHES

Desks:

Desks are school property and remain at all times under the control of the school. However, scholars are responsible for whatever is contained in desks assigned by the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration. Inspection of individual lockers or desks may occur when there is a reasonable basis to do so; and, in those cases, the scholar or a third party should be present.

Automobiles:

The school retains authority to inspect scholar automobiles used as transportation to school whether on or off school property. When a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside a scholar vehicle, the scholar may be required to open the automobile, including the trunk, for further inspection.

Search of Scholars:

A scholar's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized materials.

If a pat-down search of a scholar's person is conducted, it will be conducted in private by a school official of the same sex with an adult witness present.

It will be an extremely rare situation that requires a more intrusive search of a scholar's person than a pat-down. Only if extreme emergency conditions exist, and only upon prior approval by the central office, shall a more intrusive search be conducted. If such a search is necessary, it will be conducted in private by a school official of the same sex with an adult witness of the same sex present.

Canine Searches:

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

Strip Searches:

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

Metal Detectors:

Metal detectors will be used at selected events, at the discretion of the school administration. Metal detectors will also be used in the school sites as determined appropriate. Inspections/searches of personal property at public events will be conducted by uniformed security personnel. Inspections/searches of personal property at school sites may be conducted by school personnel in accordance with established procedures. Refusal to pass through the metal detectors will be considered sufficient cause to deny entrance to the event or school until a personal search has been completed.

Notice of Policy:

Scholars will be provided notice of the School Search Policy by having the policy placed in the scholar handbook and distributed to all scholars. A copy of the policy will also be posted in the principal's office or other prominent place in the school.

PROMOTION AND RETENTION POLICY

Policy on Scholar Progression

General Policies

1. Decisions on pupil progression or placement shall be made to serve the best interests of the scholar.
2. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially, and emotionally at the next level shall be that of the learning laboratory Teacher Practitioner, subject to review and approval by the principal. The Superintendent shall have the responsibility to review individual cases and make recommendations, provided they are in accordance with applicable state and federal laws.
3. Policies on pupil progression should be designed for the purpose of assuring that each scholar in the McComb School District is placed in an instructional program which provides maximum opportunities for success in school.
4. A complete set of records must be maintained on each scholar for documentation. These records must contain the progression record which identifies the skills contained in the system's Instructional Management Plan.
5. Mastery of the minimum skills and learning objectives is required for each course or grade. Criteria for this purpose will include the objectives in the Instructional Management Plan and be reflected in the grade issued by the Teacher Practitioner.
6. Course mastery is defined as the demonstration of the minimum standards for passing each grade/subject/course as outlined in the promotion and retention policy.
7. The principal shall ensure that the school is appropriately disseminating information to the parents. This information is to include data such as scholar progress and minimum skills required before assignment can be made to the next grade or course level.
8. Parents must be notified of deficiencies in academic progress no later than the middle of each grading period. Parents must receive written notification at the end of the second grading period if there is any doubt about a scholar's progressing to the next grade or course level. Additionally, the parents of any scholar who is going to be retained should receive notice at least 10 days before final report cards are issued.

Appeal Process for Progression Decisions

- a. Parent expresses concern to the learning laboratory Teacher Practitioner. The Teacher Practitioner will give an explanation to the parent.
 - b. Principal-parent-Teacher Practitioner(s) conference is held in which documented evidence of pupil performance is exhibited. The principal will render a decision.
 - c. The superintendent will review the case and make a decision.
 - d. A parent may appeal to the McComb School Board for a final decision. Successive steps are utilized only in cases where the problem has not been solved in earlier steps.
9. Pupils who do not satisfactorily achieve established objectives for the level they are assigned, will be assigned to the same level for the next school year or referred to a special transitional group. These pupils must be provided instruction designed to continue progress toward mastery of the required standards.

10. Pupil retention is to be used as an administrative procedure to provide pupils with additional time to master skills required for success at higher levels.
11. Retention of Scholars: Scholars shall not be retained for the sole purpose of participation in extracurricular activities.
12. Beginning in the 2014-2015 school year, a scholar who does not obtain the passing score on established assessment for 3rd grade will not be promoted to 4th grade unless the scholar meets the good cause exemptions for promotions.

POLICY ON PROMOTION/RETENTION

In compliance The Summit’s model of Scholar-Centered Teaching & Learning and supported by the McComb School District; the principal shall assign scholars to instructional levels rather than traditional grade levels. Placement, progression, or retention shall be made in the best interest of the scholar after predicated upon demonstrated mastery of skills rather than the amount of time scholars sit in a seat. A careful evaluation of all factors relating to the advantages and disadvantages of alternatives relative to a scholar’s progression to the next level of learning will be made by Teacher Practitioners and the Principal. The principal will direct and assist Teacher Practitioners in their evaluation of scholars and review instructional level assignments in order to ensure uniformity of evaluation standards. No scholar shall be allowed to progress to the next grade level of their learning based solely upon age or any other social reasons not related to the scholar’s demonstrated mastery of requisite skills.

Both quantitative measures and qualitative assessment will be used to determine mastery. Such decisions will be reached with the support and involvement of the parents within the prescribed time frame. If a scholar is currently part of a case study evaluation or receiving Exceptional Education services, placement decision shall be determined by the scholar’s educational team.

Beginning in the 2014-2015 school year, a scholar scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the scholar meets the good cause exemptions for promotion.

For record keeping and advancement purposes, scholars receiving a major portion of their instruction from a specially designed educational and/or alternative to regular educational arrangement shall use the following homeroom levels.

<u>Homeroom</u>	<u>Age</u>
K	5
1	6
2	7
3	8
4	9
5	10

Scholars attaining the upper age category by September 1 are to be placed in the next highest level.

SMOKING AND/OR TOBACCO PRODUCT USE

Scholars shall not smoke or use tobacco in any form while on school property or have tobacco in any form in their possession.

- No person shall use any tobacco product on any school property. Violators shall be subject to a warning for the first conviction, \$75.00 for a second conviction and a fine not to exceed \$150 shall be imposed for subsequent violations.
- For the purposes of this Act, school property means any public school building or bus, campus, grounds recreational area, athletic field or other property owned, used or operated by as local school board, school, or directors for administration of any public educational institution or during a school related activity.
- Sixteenth section land or lieu land without school facilities or school related activities is exempt from this act. This Act does not include property owned or operated by the state institutions of higher learning or public community or junior colleges.
- Anyone convicted under this Act shall be recorded as being fined for a civil violation and not for violating a criminal statute.

SCHOLAR FEES, FINES, AND CHARGES

FEE POLICY

1. This school board hereby authorizes the superintendent to charge reasonable fees, but not more than the actual cost, for the following:
 - a. Supplemental instructional materials and supplies, excluding textbooks;
 - b. Other fees designated by the superintendent as fees related to a valid curriculum educational objective, including transportation; and
 - c. Extracurricular activities and any other educational activities of the school district which are not designated by the superintendent as valid curriculum educational objectives, such as band trips and athletic events.
2. All fees authorized to be charged under this policy, except those fees authorized under subsection (1) (c) of this policy, shall be charged only upon the condition that a financial hardship waiver may be granted upon request pursuant to the following:

FINANCIAL HARDSHIP WAIVER POLICY

All fees authorized to be charged under subsections (a) and (b) of the Fee Policy above shall be charged only upon the following conditions:

- a. Applications for hardship waivers shall be kept in the strictest of confidence with all files and personal disclosures restricted from review by the general public.
- b. Pupils eligible to have such fee waived as a result of an inability to pay for said fees, shall not be discriminated against nor shall there be any overt identification of any pupil who has received a financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials, or by any other means.
- c. In no case shall any of this school district's procedures expose any pupil receiving a hardship waiver to any type stigma or ridicule by other pupils or school district personnel.
- d. The confidentiality provisions of this policy shall apply equally to any scholars who have an inability to pay any fees authorized under section c. of the Fee Policy above.

In no case shall the inability to pay the assessment of fees authorized under the Fee Policy result in a pupil being denied or deprived of any academic awards or standards, any class selection, grade, diploma, transcript, or the right to participate in any activity related to educational advancement.

The superintendent shall establish administrative procedures consistent with this policy for its implementation and duplicate the attached form for use by applicants.

SUBSTANCE ABUSE PREVENTION EDUCATION AND DRUG ENFORCEMENT POLICY

By October 1 each school year, each principal will file a Substance Abuse Prevention Plan with the Superintendent and Director of Curriculum. This plan shall include the following: (1) the lesson that will be taught in each grade/subject, (2) other efforts aimed at substance abuse prevention education (S.A.P.E.) and (3) special efforts including Red Ribbon Week, Drug Education Week, assemblies, etc.

The elementary and middle schools use the drug/violence, character education program, Second Step on a weekly and "as needed" basis. The junior high school uses the Right Choices Curriculum and the high school uses Character Development and Leadership program. These programs are taught a minimum of once per week.

DRUG AND ALCOHOL POSSESSION AND USE

The Board of Trustees, in recognizing that the use of drugs, alcohol, and other chemicals among young people has become a major problem in our country and because the use and availability of these substances on school campuses interfere with the educational

process and endanger the health of scholars, has adopted this policy. It is designed to act as a deterrent, protection, and punishment for all scholars.

AWARENESS AND EDUCATION CONCERNING IMPROPER USE OF ALCOHOL AND DRUGS

The administration shall include a curriculum designed to assure scholars are made aware of the physical and psychological dangers incurred through improper use of alcohol and drugs. The administration and staff will cooperate with other community agencies and organizations in programs of alcohol and drug prevention.

The administration and staff shall cooperate with the local, state, and federal agencies in the detection, prevention, and prosecution of any and all possible alcohol and drug violations. All cases of policy violations of drugs shall be promptly reported to the appropriate law enforcement agency.

Cooperation with Governmental Agencies: The administration and staff shall cooperate with the local, state, and federal agencies in the detection, prevention, and prosecution of any and all possible alcohol and drug violations. All cases of policy violations of drugs shall be promptly reported to the appropriate law enforcement agency.

WHEN AND WHERE POLICY IS APPLICABLE

This policy applies to any scholar who is on school property, who is in attendance at school or at a school-sponsored activity, who is wearing a school-owned uniform/costume on or off school property, or whose conduct at any time or in any place interferes with or obstructs the missions or operations of the school district or the safety or welfare of scholars or employees. School sponsored activity includes, but shall not be limited to, practice, rehearsal, participant, or spectator, both on and off school property, both within and outside of the school district.

PROHIBITED ACTIVITIES

It shall be against school policy for any scholar

1. To sell, supply or give, or attempt to sell or give, to any person any of the substances listed or described in this policy or what a scholar represents or believes to be any of the substances listed or described in this policy.
2. To possess, procure, or purchase, or attempt to possess, procure, or purchase, to be under the Influence of (legal intoxication not required), or to use or consume or attempt to use or consume, the substances listed or described in this policy or what is represented by or to the scholar to be any of the substances listed in this policy or what the scholar believes is any of the substances listed or described in this policy.

PROHIBITED SUBSTANCES AND PENALTIES:

Any scholar in grade 5 engaging in the prohibited activities listed above with respect to the following prohibited substances shall be subject to immediate suspension of ten (10) days and shall further be subject to provisions of School Board Policy JDE-1, 2 & 3 (Scholar Expulsion, Long and Short Term Suspension). Scholars in grades 1-4 will be suspended for not less than one day. Parents will be required to return to school with the scholar for a conference before the scholar is readmitted. The scholar, upon readmission, will be referred to the counselor and possibly an outside agency for assistance. If the problem persists, the scholar will be considered under the grades 5-12 policy. The prohibited substances are as follows:

1. Alcohol or any alcoholic beverage
2. Any controlled substance (drug, substance, or immediate precursor described, but not limited to, Schedules I through V of Sections 41-29-113 through 41-29-121 of the Mississippi Code), including, but not limited to, marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant or any "look-alike"; or counterfeit substance represented to be, believed to be, any of the substances listed or described in this policy
3. Any abusable glue or aerosol paint or any other chemical substance, including, but not limited to, lighter fluid and duplicating fluid, for inhalation
4. Any prescription or non-prescription drug, medicine, vitamin, or other chemical including, but not limited to, aspirin, other pain relievers, stimulants, diet pills, multiple or other type vitamins, pep pills, "no-doze" pills, cough medicines and syrups, cold medicines, laxatives, stomach or digestive remedies, depressants and sleeping pills not taken in accordance with the authorized use procedure (All medication must be administered in the school office and only when written authorization/instructions from the parent are on file.)

Tobacco Products

- No person shall use any tobacco product on any school property. Violators shall be subject to a warning for the first conviction, \$75.00 for a second conviction and a fine not to exceed \$150 shall be imposed for subsequent violations.
- For the purposes of this Act, school property means any public school building or bus, campus, grounds, recreational area, athletic field or other property owned, used or operated by as local school board, school, or directors for administration of any public educational institution or during a school related activity.
- Sixteenth section land or lieu land without school facilities or school related activities is exempt from this Act
- This Act does not include property owned or operated by the state institutions of higher learning or public community or junior colleges.

- Anyone convicted under this Act shall be recorded as being fined for a civil violation and not for violating a criminal statute.

LEGAL REF: §41-29-113 through §41-29-121, Mississippi Code of 1972, H.B. 641

DRUG TESTING

The McComb School District recognizes scholars as present and future assets to our sports, academic and leadership education process. Scholars, as role models to other scholars, are a key to our goal of providing the best possible education program for all scholars. To achieve our goal, and to maximize the skills and talents of our scholars, it is important that every scholar, as well as employee, of our school system understand the dangers of drug and alcohol abuse. This policy statement should clarify our position on scholar drug and alcohol use. The Board reserves the right to depart from these policies and procedures where it deems it is appropriate. Except where specifically prohibited by law, the guidelines contained within this document, may be changed by the Board at any time. Scholars covered by this policy and procedures will be informed of changes.

POLICY OBJECTIVES:

1. To create and maintain a safe, drug-free environment for all scholars.
2. To encourage any scholar with a dependence on, or addiction to, alcohol or other drugs to seek help in overcoming the problem.
3. To reduce the likelihood of incidents of accidental personal injury and/or damage to scholars, or property.
4. To minimize the likelihood that school property will be used for illicit drug activities.
5. To protect the reputation of the school system and its scholars.

Substance abuse can be a serious threat to the school system, its scholars, visitors and employees. Though the percentage of substance abusing scholars may be relatively small, practical experience and research indicate that appropriate precautions are necessary. It is the belief of the Board that the benefits derived from the policy objectives outweigh the potential inconvenience to scholars. The Board earnestly solicits the understanding and cooperation of all scholars and parents, especially those participating in extracurricular activities, in implementing this policy.

The Board requires that all scholars report to school, practices and competitive events without any alcohol or illegal or mind altering substances in their systems. No scholar shall use alcohol or other mood altering substances while participating in any practices or competitive events or while under the care and supervision of the school system. Further, outside conduct of a substance abuse-related nature which affects a scholar competitive or academic performance or reflects badly on the school is prohibited.

Scholars must inform their coach, assistant coach, director, sponsor, Teacher Practitioner, or the Board's Medical Review Officer when they are legitimately taking medication which may affect their ability to practice or compete, in order to avoid creating safety problems and violating this Drug and Alcohol Policy.

ENFORCEMENT

In order to enforce these rules, the Board reserves the right to require all scholars who participate in extracurricular activities to submit, at any time prior to, during or following a practice or competitive event or while under the supervision or care of this school system, to drug tests to determine the presence of prohibited substances. All other scholars will submit to drug testing with parent consent. The School Board has developed this scholar testing program to follow, as appropriate, the process of 49 CFR Part 40, as amended, and the Omnibus Transportation Employee Testing Act of 1991.

Pursuant to Board policy and regulations, scholars applying to participate in extracurricular (defined as any scholar, male or female, in grades five through twelve, who is a member of any Board sponsored extracurricular activities) may be tested prior to beginning the activity or activities of their choice. All current scholar athletes may be required to undergo testing at scheduled physical examinations, and/or where the Board has reasonable suspicion to believe a scholar athlete has violated its Alcohol and Drug Policy, and/or on a random basis without advance notice.

Violation of these rules, including a non-negative test result, will subject the scholar suspension from scholar activities. A non-negative test is any test that is positive drugs or adulterants or any specimen that has been substituted. Refusal to cooperate with the Board in any test investigation will result in discipline, including immediate suspension from participating in scholar athletic activities.

No scholar testing positive (including positives for adulterants or substituted specimens), refusing to test, refusing to cooperate with testing or being in violation of this policy will be penalized academically. Information, including testing positive, will not be released to criminal or juvenile authorities absent compulsion by valid state or federal laws. This policy is developed to be of a non-punitive nature and the Board will work with the scholar and/or his or her parents or guardians when there is any violation of this policy and procedures.

All information, interviews, reports, statements, memoranda and test results, written or otherwise, received by the Board through its drug and alcohol testing program are confidential communications and may not be used or received in evidence, obtained in discovery, or disclosed in any public or private proceedings except in the following:

- (a) As directed by the specific, written consent of the scholar authorizing release of the information to an identified person.
- (b) To a covered scholar decision maker in a lawsuit, grievance, or other proceeding initiated by or on behalf of the individual.

Any questions should be directed to the persons assigned as the Board's Designated School System Representatives.

SUPPORT SERVICES

Academic support programs shall be provided in accordance with provisions of the Mississippi Code and with appropriate federal legislation and regulations. All services shall be provided in accordance with the requirements of Mississippi statutes and the Mississippi Department of Education.

The framework provided by our state and national statutes establishes the basis for each individual in our society to be provided the opportunity to reach his/her full potential. Educating and nurturing ALL scholars so they can learn is the major goal for the department of support services.

Services provided by the Department are:

1. Teacher Practitioner Support Teams
2. Assessment & Evaluation Services
3. School Counseling Services
4. Mental Health Services
5. School Health Services
6. Disability Education Services
7. Gifted Education Services
8. Specially Designed Academic Programming
9. Health Education Services
10. Staff Wellness
11. Behavior Therapists

CHILD FIND

The McComb School District is participating in an ongoing effort to identify, locate and evaluate children from birth to twenty-one years of age residing in the McComb School District who are suspected of having a physical, mental, communicative and/or emotional disability and may be in need of special education and related services under the Individuals with Disabilities Education Act (IDEA). All referrals may be sent to office of Support Services located in the District's Central Office Building. In accordance with federal guidelines, parents must express "concern" in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child in need of special education and related services.

If the district does not suspect that the child has a disability and denies the request for an initial evaluation, the public agency must provide written notice to the parents, which explains among other things, why the district refused to conduct an initial evaluation and the information that was used as the basis for that decision.

In cases where the educational agency suspects that the child has a disability, it is the responsibility of the Child Find Contact Person to insure that the Referral-to-Placement process is implemented.

Prior to evaluation, a copy of the Procedural Safeguards is given to parents with explanation outlining parental rights. The Procedural Safeguards, which outline the parents' and students' rights, is explained to parents. After written parental consent for testing is obtained, a nondiscriminatory evaluation is conducted. Students are evaluated by qualified personnel in all areas related to the suspected disability.

Parents participate when a student is ruled eligible for a special education program. Before the student can receive special education services, an Individualized Education Program is developed for the student. Once written parental permission is received, services will begin.

TRANSFERS AND WITHDRAWALS OF SCHOLARS

1.
 - a. Except as provided in subsection (2) of this policy, upon the petition in writing of a parent, guardian or custodian that is court or Department of Human Services appointed, resident of the school district of an individual scholar, filed or lodged with the president or secretary of the school board of a school district in which the pupil has been enrolled or is qualified to be enrolled as a scholar, or upon the aforesaid petition or the initiative of the school board of a school district as to the transfer of a grade or grades, individual scholars living in one school district or a grade or grades of a school within the districts may be legally transferred to another school district, by the mutual consent of the school boards of all school districts concerned, said consent to be given in writing and spread upon the minutes of such boards.
 - b. In the event such scholar transfer involves a school district in a county having an administrative superintendent as defined in Section §37-6-3, Mississippi Code of 1972, said transfer shall also require the approval in writing of the county board of education of such county. If such a transfer should be refused by the school board of either school district, then an appeal may be had to such county board of education. The said county board of education to which said appeal is taken shall act thereon not later than the date of its next regular meeting subsequent to the disapproval or failure to act by the school board of said school district, or not later than the date of its next regular meeting subsequent to the filing of such appeal.
 - c. The school board of the school district to which such petition may be addressed shall act thereon not later than its next regular meeting subsequent to the filing or lodging of said petition, and a failure to act within said time shall constitute a rejection of such request. The school board of the other school district involved, the transferee board, and the county board of education, if applicable under paragraph (b) of this subsection, shall act on such request for transfer as soon as possible after the transferor board shall have approved or rejected such transfer and no later than the next regular meeting of the transferee board or county board of education, and a failure of such transferee board to act within such time shall constitute a rejection of such request. If such a transfer should be refused by the school board of either school district or the county board of education, then such decision shall be final.
 - d. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by the affected school board.
2.
 - a. Upon the petition in writing of any parent, guardian or custodian that is court or Department of Human Services appointed who is an instructional or certificated employee of the McComb School District, but not a resident of the district, the Board of Trustees of the McComb School District shall consent to the transfer of such employee's dependent school-age scholars to the district and shall spread the same upon the minutes of the board.

- b. Additionally, the board will, in its discretion, allow the enrollment and attendance of the dependent scholars of non-instructional and non-certificated employees, who are not residents of the McComb School District. Renewal of this attendance allowance shall be required each school year.
 - c. A listing of the dependent scholars of the aforementioned non-resident employees shall be transmitted in writing to the school districts from which the pupil or pupils are transferring for the purpose of having the transferor school district spread the same upon its minutes.
 - d. The responsibility for transporting the scholar to the transferee school district shall be that of the parent, guardian or custodian that is court or Department of Human Services appointed.
 - e. Any out-of-district scholar deemed a disciplinary problem by the superintendent or designee will have their attendance privileges with McComb School District revoked.
3. All scholars seeking to transfer from any school, public or private, within or outside of the boundaries of the State of Mississippi, to this school district shall be required to take a test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer.

The administrative head of each school or his/her designee shall administer the test or tests to such pupil or pupils as shall apply for transfer to such school.

Such test or tests shall be administered within thirty days after the filing of each such application to transfer. Notice of the giving of such test shall be given the applicant not less than five days prior to the date of the administration of such test.

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

If any scholar is transferred or reassigned within the school district by order of the board of trustees of that school district as designated by law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the

standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived.

- 4. Legally transferred scholars going from one school district to another shall be counted for Teacher Practitioner allotment and allotments for supportive services by the school district wherein the pupil attends school, including cost allotments prescribed in Sections §37-19-19 and §37-19-31 for school district administrative and clerical salaries and other expenses, but shall be counted for transportation allotment purposes in the school district which furnishes or provides the transportation.

TRANSFER AGREEMENT BETWEEN SCHOOL BOARDS

Agreements between the McComb School Board and other school boards for legal transfer of scholars shall be spread upon the minutes of the McComb School Board and shall include, but not be limited to the following provisions:

- 1. The McComb School Board will neither request nor agree to send any portion of local maintenance funds in support of any transferred scholar. This non-payment policy applies to all transfer scholars whether coming into the district or leaving the district.
- 2. An annual administrative fee of \$250.00 per year for the first scholar and \$100.00 per year for each additional scholar will be charged to all transfer scholars.
- 3. Transportation of all transfer scholars will be provided by their parents or guardians. Special bus requests to transport transfer scholars from established stops within the district will be considered on an individual basis and subject to established special request guidelines.

Any scholar found to be attending McComb School District under false pretense will be removed from the school district immediately, (e.g., not receiving an official transfer from home district, residency, custodial/guardianship).

VANDALISM PROTECTION

If any pupil shall willfully destroy, cut, deface, damage or injure any school building, equipment or other school property, he shall be liable for suspension or expulsion and his parents or person(s) in loco parentis shall be liable for all damages.

This school board has the power, authority, and duty to suspend or expel a pupil for misconduct in the school, and to delegate such authority to the appropriate officials of the school district.

Citizens, scholars, and law enforcement are urged by this school board to cooperate in reporting any incidents of vandalism to property belonging to the district and the name(s) of the person or persons believed to be responsible. Each employee of this district shall report to the principal of the school every incident of vandalism known to him or her and, if known, the names of those responsible.

The school officials are authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and are further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

VISITORS TO THE SCHOOLS

Parents are encouraged to visit the schools. The learning laboratory Teacher Practitioner shall be informed as to the day and time of visits so as to avoid any conflicts with the school schedule.

All visitors to schools shall report immediately to the school office, except when parents have been invited to an assembly program.

Unauthorized persons 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 grounds. Such persons will be prosecuted to the full extent of the law.

PROCEDURES FOR SCHOOL VISITATION:

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 visitor or delegation.

Members of the supervisory or administrative staff who have invited professional visitors may elect to serve as hosts to the visitors whom they have invited, as well as to other visitors who may have a mutual interest and area of competency.

Parents and other persons who wish to visit the public schools should be routed to the school office where they will be greeted by the principal and guide services. All visitors should be made to feel welcome.

There shall be no solicitation of Teacher Practitioner s or pupils on personal matters on the school premises by salesmen or agents.

Any person desiring to visit a school must report upon arrival at the school to the principal's office for clearance. The principal shall have the right to deny visitation rights to any individual, if in the judgment of the principal the visit might negatively affect the learning laboratory procedures.

SCHOLAR VISITATION:

The schools, because of space factors in the learning laboratory, will not be able to allow scholars to have pupil visitors accompany them as visiting guests in the school.

WEAPONS AND STATE LAW

Any scholar who has in his possession an object that would be classified as a weapon while he is in school, on school grounds, the school bus, on the way to and from school will immediately be suspended for ten (10) days by the principal and be subject to immediate expulsion by the principal, superintendent, and/or the school board. A parent may be guilty of a misdemeanor and fined up to \$1,000.00 and/or six (6) months in the county jail for knowingly allowing a scholar (under 18) to have, own, or carry a concealed weapon.

No scholar, employee or visitor may possess a weapon in, on or about school buildings, grounds, athletic fields or any other property used for school-related purposes, except as permitted by law. (No scholar may possess or carry any weapon within a vehicle brought onto school property.) See Descriptor Code JCDAE/GBS.

DEFINITION OF PROHIBITED WEAPONS

1. Prohibited weapons include, but may not be limited to, the following:
2. Gun, rifle, pistol, other firearm
3. Dynamite cartridge, bomb, grenade, mine or other explosive
4. BB gun, air rifle, air pistol
5. Bowie knife, dirk, dagger, switchblade, pocketknife or other knife
6. Slingshot
7. Leaded cane, blackjack
8. Metallic or other artificial knuckles
9. Razors, razor blades
10. Any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files and clips and tools used only to prepare food or for instruction and maintenance of school property)
11. Any instrument having the effect or appearance of a weapon (including utensils, imitation firearms or knives, etc.)

A. PENALTIES FOR VIOLATIONS (See Gun Free Schools Policy)

Any person violating this policy may be subject to criminal action and penalties as provided in Miss. Code Ann. 97-37-17.

B. REPORTING VIOLATIONS

Violations of this policy shall be reported to the appropriate law enforcement officials in accordance with Policies JCDE/KP and JCDE-P/KP-P.

LEGAL REF: The Prevention of School Violence Act, SB 3349 (1994); 97-37-17 (Supp. 1994), Miss. Code Ann.

GUN-FREE SCHOOLS

The McComb School District operates in compliance with the Gun-Free Schools Act, Title VIII of the Elementary and Secondary Education Act of 1965. Therefore, all policies and procedures adopted by this Board which affect the conduct and/or discipline of scholars are supplemented by the requirements of this Act, as follows:

FIREARMS PROHIBITED

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

DEFINITIONS

A “firearm” means any type of weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device, including any explosive, incendiary, poison gas, bomb, grenade, rocket, missile, mine or other similar device; and any type of weapon; any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled; or as otherwise defined by federal law. “School property” includes any school building, bus, campus, grounds, recreational area, athletic field or other property owned, used, or operated by the district.

DISCIPLINARY ACTION

The penalty for bringing a firearm on school property shall be expulsion from the school program and all of its activities for a minimum period of one calendar year. Any scholar who is charged with bringing a firearm on school property shall be automatically suspended for ten (10) days and recommended for expulsion for a minimum period of one calendar year by the principal. The suspension shall take effect immediately following the provision of initial due process and pending the conclusion of due process on

the recommendation of expulsion, all in accordance with Policies JCDAE/GBK, JCDD, JCBE, JCDE-P, JDD, JDE, and JDG, and all others subsequently adopted by the board. The superintendent who receives a recommendation for expulsion may determine, based upon the particular circumstances of a given case, that other disciplinary action or alternative placement is appropriate and may make such recommendation to the board.

READMISSION

A scholar who is expelled for bringing a firearm on school property must apply for readmission to the regular school program as provided by Policies JDE and JDG. Readmission may be granted by the board upon receiving a document showing that the scholar has participated in successful rehabilitative efforts including, but not limited to, progress in an alternative school or similar program.

LEGAL REF: Gun-Free Schools Act of 1994, 20 U.S.C. §3351, 18 U.S.C. §921

MISSISSIPPI STATE LAW POSSESSION OF CONTROLLED SUBSTANCE, WEAPON OR COMMITTING A VIOLENT ACT ON SCHOOL PROPERTY

§37-11-18. Expulsion of scholar possessing controlled substance or weapon or committing violent act on school property.

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

SOURCES: Laws, 1994, ch. 595, § 9; 1995, ch. 423, § 1, eff from and after July 1, 1995.

Amendment Note:

The 1995 amendment substituted this section for one which read as follows: "Any scholar in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on school property shall be subject to automatic expulsion by the superintendent or principal from such school. Such expulsion shall take effect immediately subject to the constitutional rights of due process."

Research and Practice References:

68 Am Jur 2d, Schools §§ 289-291.

79 Am Jur 2d, Weapons and Firearms § 27.

92 For latest statutory changes call 1-800-527-0430 (10 Miss Supp.)

TITLE I

TITLE I PARENT PARTICIPATION POLICY

The McComb School District recognizes that parent involvement contributes to the achievement of academic standards by scholars participating in Title I programs. When schools and parents form strong partnerships, the potential for academic success of all scholars improves significantly.

PART I. GENERAL EXPECTATIONS

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

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures, including the process of school review and improvement under section 1116, will be planned and operated with meaningful consultation with parents of participating scholars.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement plans meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school district will incorporate this district-wide parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory scholars, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the McComb School District plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating scholars, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of scholars served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school district will provide such other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

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

- (A) that parents play an integral role in assisting their scholar’s learning;**
- (B) that parents are encouraged to be actively involved in their scholar’s education at school;**
- (C) that parents are full partners in their scholar’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;**
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.**

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT PLAN COMPONENTS

1. The McComb School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1118 of the ESEA:
 - The Parent Involvement Plan will be developed, and approved by the District Federal Programs Committee.
 - The McComb School District will review the Parental Involvement Plan annually and revise it, as needed.
 - The McComb School will post the plan, electronically, and provide a venue for parents to provide feedback and suggestions.
2. The McComb School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Encourage all schools to maintain a PTA, develop a parent volunteer program with training, Booster Clubs, district and school parent advisory councils, or other parent groups that can be used to respond to the issues of interested parents.
 - Require schools to form School Improvement Planning committees that include parent participation in order to meet the educational needs of the scholars.
 - Require schools to provide parents with current information regarding school policies, and practices.
 - Require schools to provide parents with current information regarding school performance data (solicit parent input and feedback).
 - Schools will train staff and parents to be collaborative partners.

3. The McComb School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve scholar academic achievement and school performance:
 - The Director of Federal Programs will work with principals to provide oversight, coordination of services, and technical assistance in the areas covered under this section.
 - The district will use the coordination of funds to provide a parent community liaison and scholar advocate. Title I funds will be coordinated with other funds to provide the services for the Title I funded schools.
 - The district will work to provide specific professional development and instructional support at the request of Title I funded schools.
 - The Director of Federal Programs will be utilized as a resource to help review, monitor, and discuss parental involvement issues related to this plan

4. The McComb School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under Head Start and ESEA by:
 - Involving a Head Start representative to actively participate on the district Federal Programs Committee
 - Providing a parent/community liaison and scholar advocate

5. The McComb School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
 - A survey of parents and staff or questionnaire will be used as part of the evaluation process. Principals at each Title I school will collect the surveys and tabulate the results.
 - Surveys, once a year, for Head Start families will be evaluate by the Head Start program office to provide additional feedback of parent involvement activities.
 - Attendance at parent involvement activities, such as Family Fun Nights, and Parent-Teacher Practitioner Conferences, will also be noted.
 - The principals will review the data collection and provide feedback.

6. The McComb School District will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve scholar academic achievement through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of scholars served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the state’s academic content standards,
 - the state’s scholar academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their scholar’s progress, and
 - how to work with educators:
 - Schools will conduct workshops or open meetings on content standards, achievement and assessment, as needed.
 - Schools will be required to address these topics at one or more of the following events, PTA, Family Nights, and/or Open House

- Schools will provide school-based parent trainings.
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their scholars to improve their scholars' academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Operating a family resource center and community learning centers
 - Budgeting funds at the school level for purchasing materials.
- C. The school district will, with the assistance of its schools and parents, educate its Teacher Practitioners, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Encouraging campuses to provide staff development with a focus on working with parents as resources, and providing opportunities for parents to participate in the education of their scholars.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, ESEA, Special Education Services, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their scholars, by:
 - Employing persons to work in community learning centers
 - Operating a parent resource center
 - Distributing parenting information at parent conferences or through scholar folders
 - Hosting awareness activities at school
 - Providing information to parents about higher education opportunities for all scholars (through the school counselors)
 - Providing a district website
 - Providing parents to scholar's grades on-line, through Active Parent.
- E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating scholars in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Utilize the Blackboard Connect call out system for parent notifications
 - Maintain an updated website
 - Translate correspondences for ELL parents in their home language

PART III. ADOPTION

This District-wide Parental Involvement Plan has been developed jointly with, and agreed on with, parents of scholars participating in Title I, Part A programs, as evidenced by the committee meetings signature page on file.

This plan was adopted by the McComb School District.

Part IV. PLAN FEEDBACK

Persons wishing to provide comments/feedback regarding the McComb Parental Involvement Plan should contact the Director of Federal Programs at 695 Minnesota Avenue; McComb, Mississippi 39648; (601)684-4661.

PARENTS RIGHT-TO-KNOW

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, the McComb School District is notifying every parent of a scholar in a Title I school that you have the right and may request information regarding the professional qualifications of your scholar's learning laboratory Teacher Practitioner. This information regarding the professional qualifications of your scholar's learning laboratory Teacher Practitioner include, at a minimum, the following:

1. Whether the Teacher Practitioner has met State qualification and licensing criteria for the grade levels and subject areas in which the Teacher Practitioner provides instruction.
2. Whether the Teacher Practitioner is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the Teacher Practitioner and any other graduate certification or degree held by the Teacher Practitioner, and the field of discipline of the certification or degree.
4. Whether the scholar is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a school that receives funds under this part shall provide to each individual parent the following:

1. Information on the level of achievement of the parent's scholar in each of the State academic assessments as required under this part; and
2. Timely notice that the parent's scholar has been assigned, or has been taught for four or more consecutive weeks, by a Teacher Practitioner who is not highly qualified.

Dear Parent(s)/Guardian(s),

Please remove this page, sign it, and send it to school. This will assist the school office in making sure that a handbook has been issued in a timely manner to each family who has a scholar enrolled in The Summit.

Please read and review the handbook so that you and your scholar have needed information in support of a happy and successful year for your child. Please feel free to contact the school if you have any questions or concerns regarding information contained in this handbook.

Thank you for your assistance.

Sincerely,

Lakya Taylor-Washington,
Principal

My scholar, and I have received, reviewed and understand the
Print Scholar's First and Last Name
2016-2017 Parent-Scholar Handbook.

Parent/Guardian Signature

Date

Office Use:	
_____	/
Date Received	Initials