McCOMB SCHOOL DISTRICT

Scholar Handbook

2019-2020

Cederick L. Ellis, Sr., Ph.D., Superintendent
Ruby Husband, Assistant Superintendent
695 Minnesota Avenue
McComb, MS 39648
601-684-4661 (Office)
601-249-4732 (Fax)
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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
## 2019-2020 SCHOOL CALENDAR

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<th>Teacher Days</th>
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<tr>
<td>AUGUST</td>
<td>180</td>
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<td>1-2, 5</td>
<td>(TH-F,M)</td>
<td>Teacher/Child Nutrition Work Days</td>
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<tr>
<td>6</td>
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<tr>
<td>SEPTEMBER</td>
<td>187</td>
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<tr>
<td>2</td>
<td>(M)</td>
<td>Holiday (LABOR DAY) (All district offices will be closed)</td>
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<tr>
<td>OCTOBER</td>
<td></td>
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<tr>
<td>8</td>
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<tr>
<td>9-11</td>
<td>(W-F)</td>
<td>FALL INTERSESSION (Work Days for 12 Month Employees)</td>
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<tr>
<td>14</td>
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<td>NOVEMBER</td>
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<td>25-29</td>
<td>(M-F)</td>
<td>Holidays (THANKSGIVING) (All district offices will be closed)</td>
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<td>(Nov. 25-26 (M, W) Work Days for 252 Day Employees)</td>
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<td>DECEMBER</td>
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<td>20</td>
<td>(F)</td>
<td>End of Second Nine Weeks (45 days)/End of First Semester (90 days)</td>
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<td>23-31</td>
<td>(M-T)</td>
<td>Holidays (CHRISTMAS) (All district offices will be closed)</td>
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<td>JANUARY</td>
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<td>1-3</td>
<td>(W-F)</td>
<td>Holidays (CHRISTMAS) (All district offices will be closed)</td>
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<td>(Jan. 2-3 (TH-F) Work Days for 252 Day Employees)</td>
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<td>6</td>
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<td>7</td>
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<td>Students Return</td>
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<td>7</td>
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<td>Third Nine Weeks Begins/Second Semester Begins</td>
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<tr>
<td>20</td>
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<td>Holiday (MARTIN LUTHER KING CELEBRATION DAY)</td>
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<tr>
<td>FEBRUARY</td>
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<td>17</td>
<td>(M)</td>
<td>Holiday (President’s Day) (All district offices will be closed)</td>
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<td>MARCH</td>
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<td>9-13</td>
<td>(M-F)</td>
<td>SPRING INTERSESSION (All district offices will be closed)</td>
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<td>(March 9-13 (M-F) Work Days for 525 Day Employees)</td>
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<td>10, 13</td>
<td>(F, M)</td>
<td>Holiday (EASTER) (All district offices will be closed)</td>
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<td>MAY</td>
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<td>21</td>
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<td>22</td>
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<td>End of Fourth Nine Weeks (45 days)/End of Second Semester (90 days)</td>
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<td>25</td>
<td>(M)</td>
<td>Holiday (MEMORIAL DAY) (All district offices will be closed)</td>
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<td>29</td>
<td>(TH)</td>
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<th>Month</th>
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<td>39</td>
<td>6 (Feb.)</td>
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<tr>
<td>2 (Oct.)</td>
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<td>7 (March)</td>
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<td>3 (Nov.)</td>
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<td>4 (Dec.)</td>
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<td>9 (May)</td>
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<td>5 (Jan.)</td>
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<td>10 (June)</td>
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DISTRICT VISION, MISSION, CORE BELIEFS, AND GOALS

VISION

We produce students empowered to change the world.

MISSION

The mission of the McComb School District is to become a premier, world class school system where student success is inevitable and each student 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

MCCOMB SCHOOL DISTRICT GOALS

I. Increase Student Achievement

a. Objectives
   i. By the end of the 2019-2020 School Year, 75% of students in grade Kindergarten will be reading on grade level as measured by the MKAS2.
   ii. By the end of the 2019-2020 School Year, 75% of students in grade Kindergarten will be reading on grade level as measured by the District’s Diagnostic Assessment.
   iii. By the end of the 2019-2020 School Year, 75% of students in grades 1-2 will be reading on grade level as measured by the District’s Diagnostic Assessment.
   iv. By the end of the 2019-2020 School Year, 88% of 3rd grade students will pass the Third Grade Gate Assessment.
   v. By the end of the 2019-2020 School Year, 88% of 8th grade students will be reading on grade level as measured by the District’s Diagnostic Assessment.
   vi. By the end of the 2019-2020 School Year, each school will increase its achievement level by a minimum of 4.0% as measured by the Mississippi Accountability System.
vii. By the end of the 2019-2020 School Year, each school will exceed the average state growth by a minimum of 4.0% as measured by the Mississippi Accountability System.
viii. By the end of the 2019-2020 School Year, all schools will increase their accountability rating by one letter grade by the Mississippi Accountability System.
ix. By the end of the 2019-2020 School Year, the school district will be rated a B by the Mississippi Accountability System.
x. By the end of the 2019-2020 School Year, the McComb School District will increase its average ACT Score by 5%.
xi. By the end of the 2019-2020 School Year, the graduation rate will increase by a minimum of 4.0%.
xii. By the end of the 2019-2020 School Year, the non-graduate rate will decrease by a minimum of 4.0%.

II. Maintain a safe and orderly school climate
   a. Objectives
      i. By the end of the 2019-2020 School Year, disciplinary referrals per school will decrease by 15%.
      ii. By the end of the 2019-2020 School Year, out of school suspensions will decrease by 15%.
      iii. By the end of the 2019-2020 School Year, each school will exceed the number of safety drills for Lockdown and Bomb as required by the Mississippi Department of Education.
      iv. By the end of the 2019-2020 School Year, each school will meet the number of safety drills for Bus, Fire, Tornado, and Earthquake as required by the Mississippi Department of Education.

III. Maintain a solid financial fund balance
   a. Objectives
      i. By the end of the 2019-2020 School Year, the McComb School District fund balance will be greater than 7%.
MCCOMB SCHOOL DISTRICT
BOARD OF TRUSTEES

Mrs. Eliece S. Rayborn ................................................................. Chairman

Mrs. Lorraine Gayden ........................................................................ Vice-Chairman

Ms. Kizzy Coney .................................................................................. Secretary

Mrs. Lynn D. Gilmore ........................................................................... Member

Mrs. Betsy Murrell ............................................................................... Member

Mr. C. Ashley Atkinson.......................................................................... Attorney

DISTRICT ADMINISTRATION

Dr. Cederick L. Ellis, Sr........................................................................... Superintendent

Mrs. Ruby Husband ............................................................... Assistant Superintendent/Personnel Director

Ms. Susan Cochran ............................................................................... Finance Director

Ms. Sue Ellen Codding ........................................................................ Child Nutrition Director

Mrs. Patricia Dillon ............................................................................. Transportation Director

Ms. Cornelia Gayden ......................................................................... Community Engagement Coordinator

Mr. Greg Gilmore ................................................................................ Security Supervisor

Dr. Theresa Harrell ............................................................................. Special Services Director

Mrs. Sue Jarvis ................................................................................... Technology Director

Mr. Mike Jeanson ............................................................................... Athletic Director

Mrs. Germayne Nash ......................................................................... Maintenance Director

Ms. Louise Sanders ............................................................................. Curriculum Director

Ms. Betty Wilson-McSwain ............................................................... Federal Programs Director
## McComb School District

### School Sites

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<th>Kennedy Early Childhood Center</th>
<th>Otken Elementary School</th>
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<tr>
<td>Dr. Cederick Ellis, Sr., Superintendent</td>
<td>(Grades Pre-k-Kindergarten) Mrs. Felicia Thomas, Principal</td>
<td>Dr. Cynthia Lamkin, Principal</td>
</tr>
<tr>
<td>Mrs. Ruby Husband, Assistant Superintendent</td>
<td>207 South Myrtle Street</td>
<td>401 Montana Avenue</td>
</tr>
<tr>
<td>695 Minnesota Ave</td>
<td>McComb, MS 39648</td>
<td>McComb, MS 39648</td>
</tr>
<tr>
<td>(601) 684-4661, Office</td>
<td>(601) 684-2889, Office</td>
<td>(601) 684-3749, Office</td>
</tr>
<tr>
<td>(601) 249-4732, Fax</td>
<td>(601) 249-4739, Fax</td>
<td>(601) 684-8304, Fax</td>
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<th>Denman Junior High</th>
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<td>(Grades 1-6)</td>
<td>(Grades 4-6)</td>
<td>(Grades 7-8)</td>
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<tr>
<td>Ms. Lakya Washington, Principal</td>
<td>Mrs. Kelli Little, Principal</td>
<td>Mr. James Brown, Principal</td>
</tr>
<tr>
<td>1201 Baldwin Street</td>
<td>1000 Elmwood Street</td>
<td>1211 Louisiana Avenue</td>
</tr>
<tr>
<td>Summit, MS 39666</td>
<td>McComb, MS 39648</td>
<td>McComb, MS 39648</td>
</tr>
<tr>
<td>(601) 276-3077, Office</td>
<td>(601) 684-2038, Office</td>
<td>(601) 684-2387, Office</td>
</tr>
<tr>
<td>(601) 276-2820, Fax</td>
<td>(601) 684-7360, Counselor</td>
<td>(601) 684-5738, Band</td>
</tr>
<tr>
<td></td>
<td>(601) 249-4734, Fax</td>
<td>(601) 249-3564, Fax</td>
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<td>(Grades 6-12)</td>
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<tr>
<td>Mr. Robert Lamkin, Principal</td>
<td>Mr. Robert Biggs, Director</td>
<td>Mr. Mike Jeanson, Director</td>
</tr>
<tr>
<td>310 Seventh Street</td>
<td>Mr. Richard Thomas, Asst. Director</td>
<td>906 Louisiana Avenue</td>
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<tr>
<td>McComb, MS 39648</td>
<td>1003 Virginia Avenue</td>
<td>McComb, MS 39648</td>
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<tr>
<td>(601) 684-5678, Office</td>
<td>McComb, MS 39648</td>
<td>(601) 249-4765, Office</td>
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<tr>
<td>(601) 684-2812, Asst. Principal</td>
<td>(601) 684-5288, Office</td>
<td>(601) 249-4766, Fax</td>
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<tr>
<td>(601) 684-3466, Counselor</td>
<td>(601) 684-8220, Asst. Director</td>
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<tr>
<td>(601) 684-1979, Band Room</td>
<td>(601) 249-2454, Fax</td>
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<tr>
<td>(601) 249-4737, Fax</td>
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| Athletic Department         | Vehicle Service Center                |                                |
|------------------------------|---------------------------------------|                                |
| Mr. Mike Jeanson, Director   | Mrs. Patricia Dillon, Transportation Director |                                |
| 210 South James Street       | Mrs. Germayne Nash, Maintenance Director |                                |
| McComb, MS 39648             | 4042 Martin Road                      |                                |
| (601) 684-4839, Fieldhouse   | Summit, MS 39666                      |                                |
| (601) 684-4014, Gym          | (601) 684-8260, Transportation        |                                |
| (601) 684-2094, Baseball Field | (601) 684-0177, Maintenance           |                                |
|                             | (601) 249-5141, Fax                   |                                |
Kennedy Early Childhood Center  
Master Schedule  

Pre-K & Kindergarten

6:45 AM Pre-K Opens  
7:00 AM Breakfast Begins  
7:30 AM Teachers Report to Homeroom  
7:30 AM Morning Work Begins  
7:50 AM Breakfast Ends  
8:00 AM Tardy Bell/School Day Begins  
8:10 AM – 10:10 AM Literacy Block  
10:15 AM – 12:00 PM Math  
10:30 AM – 12:00 PM Lunch (varies by grade)  
12:00 PM – 1:20 PM Science/Social Studies (times vary by teacher)  
1:30 PM – 2:15 PM Intervention/Enrichment  
2:30 PM Dismissal  
4:00 PM Pre-K closes  

Parents of pre-K scholars must come in and sign their child in and out each day.  

Please check with your child’s teacher when desiring to observe a certain activity.  

Kindergarten scholars may not be checked out after 2:15 PM.
# Otken Elementary School

## Master Schedule

### 1st – 3rd Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast Begins</td>
</tr>
<tr>
<td>7:35 AM – 8:00 AM</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Breakfast Ends</td>
</tr>
<tr>
<td>8:00 AM – 8:10 AM</td>
<td>Morning Announcements</td>
</tr>
<tr>
<td>8:10 AM – 8:15 AM</td>
<td>Attendance/Bell Ringer</td>
</tr>
<tr>
<td>8:15 AM – 2:30 PM</td>
<td>Instruction</td>
</tr>
<tr>
<td>11:00 AM – 12:30 PM</td>
<td>Lunch (varies by teacher)</td>
</tr>
<tr>
<td>2:30 PM – 2:45 PM</td>
<td>Prepare for Dismissal</td>
</tr>
<tr>
<td>2:45 PM</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Please check with your child’s teacher when desiring to observe a certain activity.

Scholars may not be checked out after 2:15 PM.
Summit Elementary School
Master Schedule

1st – 6th Grades

7:00 AM           Breakfast Begins
               Duty Teachers Arrive
7:30 AM           Teachers Arrive
7:45 AM           Scholars Report to Homeroom
7:50 AM           Breakfast Ends
8:00 AM           Tardy Bell/Homeroom Begins
8:00 AM – 8:15 AM Homeroom
8:15 AM – 3:00 PM Block A and B of Instruction
11:00 AM – 12:15 PM Lunch (varies by teacher)
3:00 PM           Dismissal Begins
3:30 PM           Teachers Dismissed

Please check with your child’s teacher when desiring to observe a certain activity.

Scholars may not be checked out after 2:45 PM.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast Begins</td>
</tr>
<tr>
<td>7:30 AM</td>
<td>Duty Teachers Arrive</td>
</tr>
<tr>
<td>7:45 AM</td>
<td>Teachers Arrive</td>
</tr>
<tr>
<td>7:50 AM</td>
<td>Scholars Report to Homeroom</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Breakfast Ends</td>
</tr>
<tr>
<td>8:00 AM – 8:15 AM</td>
<td>Tardy Bell/Homeroom Begins</td>
</tr>
<tr>
<td>8:15 AM – 3:00 PM</td>
<td>Block A and B of Instruction</td>
</tr>
<tr>
<td>11:00 AM – 12:30 PM</td>
<td>Lunch (varies by teacher)</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Dismissal Begins</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Teachers Dismissed</td>
</tr>
</tbody>
</table>

Please check with your child’s teacher when desiring to observe a certain activity.

Scholars may not be checked out after 2:45 PM.
# Denman Junior High School

## Bell Schedule

### 7th – 8th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Accepting Scholars on Campus</td>
</tr>
<tr>
<td></td>
<td>Breakfast Begins</td>
</tr>
<tr>
<td>7:40 AM</td>
<td>Breakfast Ends</td>
</tr>
<tr>
<td>7:30 AM – 7:45 AM</td>
<td>Office Hours for Scholars Attending to School Business</td>
</tr>
<tr>
<td>7:45 AM – 8:35 AM</td>
<td>1st Period</td>
</tr>
<tr>
<td>8:35 AM – 8:39 AM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>8:39 AM – 9:29 AM</td>
<td>2nd Period</td>
</tr>
<tr>
<td>9:29 AM – 9:34 AM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>9:34 AM – 10:24 AM</td>
<td>3rd Period</td>
</tr>
<tr>
<td>10:24 AM – 10:28 AM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>10:28 AM – 11:18 AM</td>
<td>4th Period</td>
</tr>
<tr>
<td>11:18 AM – 11:22 AM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>11:22 AM – 12:40 PM</td>
<td>5th Period</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Class 11:22 AM – 12:12 PM Lunch 12:12 PM – 12:40 PM</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Lunch 11:22 AM – 11:50 AM Class 11:50 AM – 12:40 PM</td>
</tr>
<tr>
<td>12:40 PM – 12:44 PM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>12:44 PM – 1:34 PM</td>
<td>6th Period</td>
</tr>
<tr>
<td>1:34 PM – 1:38 PM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>1:38 PM – 2:28 PM</td>
<td>7th Period</td>
</tr>
<tr>
<td>2:28 PM – 2:32 PM</td>
<td>Change Classes</td>
</tr>
<tr>
<td>2:32 PM – 3:22 PM</td>
<td>8th Period</td>
</tr>
<tr>
<td>3:22 PM – 3:25 PM</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td>3:25 PM</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:30 PM – 4:00 PM</td>
<td>Office Hours for Scholars Attending to School Business</td>
</tr>
</tbody>
</table>

Scholars arriving to class past 7:45 AM are considered tardy.

Scholars may not be checked out after 3:00 PM.

Please check with your child’s teacher when desiring to observe a certain activity.
# McComb High School/B&T Bell Schedule

9th – 12th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 AM</td>
<td>Accepting Scholars on Campus</td>
</tr>
<tr>
<td>7:50 AM</td>
<td>Breakfast Begins</td>
</tr>
<tr>
<td>8:20 AM</td>
<td>Breakfast Ends</td>
</tr>
<tr>
<td>7:50 AM – 8:20 AM</td>
<td>Office Hours for Scholars Attending to School Business</td>
</tr>
<tr>
<td>8:20 AM</td>
<td>Scholars Enter Building</td>
</tr>
<tr>
<td>8:30 AM – 10:05 AM</td>
<td>1st Block</td>
</tr>
<tr>
<td>10:10 AM – 11:45 AM</td>
<td>2nd Block</td>
</tr>
<tr>
<td>11:50 AM – 1:55 PM</td>
<td>3rd Block &amp; Lunch</td>
</tr>
<tr>
<td>1:55 PM – 2:20 PM</td>
<td>Tiger Time</td>
</tr>
<tr>
<td>2:25 PM – 4:00 PM</td>
<td>4th Block</td>
</tr>
<tr>
<td>4:00 PM – 4:30 PM</td>
<td>Office Hours for Scholars Attending to School Business</td>
</tr>
</tbody>
</table>

**Lunch Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:50 AM – 12:20 PM</td>
<td>Lunch 1</td>
</tr>
<tr>
<td>12:25 PM – 12:55 PM</td>
<td>Lunch 2</td>
</tr>
<tr>
<td>1:00 PM – 1:30 PM</td>
<td>Lunch 3</td>
</tr>
</tbody>
</table>

Scholars arriving to class past 8:35 a.m. are considered tardy.

Scholars may not be checked out after 3:30 p.m.

Please check with your child’s teacher when desiring to observe a certain activity.
INTRODUCTION

Enclosed are some of the more important policies, operational procedures, and other information necessary for the proper operation of McComb School District. It is imperative that all educational stakeholders understand the information contained in this handbook. Policies are subject to change throughout the school year; please refer to the McComb School District web site for updated information.

FOREWORD

The purpose of this handbook is to help you, and your parent(s)/guardian(s) when you need information about what to do at school. If you cannot find the answer, look in the Table of Contents for suggestions. If you still have not found your answer, ask your homeroom teacher or the principal to help you.

PRE-K TUITION & FEES

Tuition for employees of McComb School District is $250.00 per month for certified staff and $160.00 per month for classified staff. Tuition for non-employees is $300.00 per month. This includes all meals. All checks and money orders should be made payable to McComb School District. All tuition must be paid by the fifth day of each month or a $5.00 per day late fee will be charged. Failure to pay tuition and late fees by the tenth of the month could result in your child’s removal from the program.

If your child is picked up late, you must pay a late fee. The late fee will be $5.00 for the first five minutes and an additional $1.00 per minute thereafter. The late fee is due the following morning. Noncompliance to this policy could result in your child’s removal from the program.

EMERGENCY CLOSING PROCEDURES

In the event of severe weather conditions causing the school to be closed, require a late start or early release, a call-out will be conducted, television and local radio stations will be notified, and announcements will be posted on social media outlets.

CONTACTING PARENTS

It is the parent’s/guardian’s responsibility to provide accurate and current telephone numbers which will permit school personnel to reach a responsible adult at all times. The school must be informed of any changes in telephone numbers and addresses. Parents/Guardians are advised that if school personnel cannot reach a responsible adult after good faith efforts, Pike County Social Services and/or the McComb Police Department may be contacted.

FAMILY/PERSONAL EMERGENCY SITUATIONS

Please contact the school office if an emergency situation arises concerning your child during the school day. Parents are encouraged to inform the school of emergencies in order for staff to follow procedures to protect the child’s well-being and to minimize disruption of the school setting.
VISITORS TO THE SCHOOLS

Parents are encouraged to visit the schools. The classroom teacher 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 teachers or scholars 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 classroom procedures.

Scholar Visitation

The schools, because of space factors in the classrooms, will not be able to allow scholars to have visitors other than their parents or guardians accompany them as guests in the school.

General Procedures

All visitors must sign in at the main office:

1. A visitor entering a building shall be requested to provide one item of valid identification.
2. The school secretary or appropriate person on duty will record the date, time, name and destination of the visitor in the log. The visitor will then be asked to sign his or her name next to the entry made by the school secretary.
3. Visitor must leave their keys or valid ID in the main office.
4. Visitor shall be escorted to the designated location.

When possible, conferences with teachers should be pre-scheduled so as not to interfere with instructional time. These meetings should be conducted in an area conducive to productive conferences. The teacher, in consultation with the principal, will designate the place of the meeting. Teachers will send a list to the main office indicating expected visitors and desired place for the meeting. These prescheduled meetings will take place as arranged.
SAFETY DRILLS

All safety drills will follow the Mississippi Department of Education policy. Each building has developed a strategic management plan which provides training to students on how to respond during an emergency or crisis situation.

SPECIAL PROVISIONS

If special provisions are required for a scholar that would forego the policies and procedures of McComb School District, the parent or legal guardian should meet with the principal to discuss the needs. The principal will make a recommendation to the superintendent if, and/or how the provision should be met. The final approval will be determined by the superintendent and/or school board.

FAMILY ENGAGEMENT PRACTICES

Section I: It is our belief that effective family engagement programs must be designed to provide leadership for home school partnerships and to promote schools’ commitment to building-level planning and improvement. It shall be the practice of all schools to:

1. Provide coordination, technical assistance, training, support, and resources to assist schools in planning and implementing effective parent involvement programs through the leadership of the district’s Office of State and Federal Programs;
2. Build the schools’ capacity for stronger parent involvement programs through the provision of site-based management;
3. Involve community and parents in the development/evaluation of school plans and policies through the provision of district level consultation, i.e., The Office of State and Federal Programs, Parent Teacher Associations, Partners in Education, and other district-wide planning committees.
4. Enhance efforts to meet the total needs of families and schools by coordinating services and strategies with existing community agencies, programs, and businesses; and
5. Reserve resources required by federal law and provide additional resources needed for effective implementation of all parent involvement components.

Section II: It shall be the practice of the schools to:

1. Promote an inviting atmosphere for parents to feel accepted and to share in the responsibility for their child’s academic progress;
2. Support the efforts of parents by providing flexibility in meeting/conference times, purposes, and locations; convene annual meetings to explain the school programs, policies, and plans;
3. Involve parents in planning and evaluation procedures;
4. Provide timely information regarding meetings, activities, and requests for parent response;
5. Provide prompt, personal responses to parents’ requests and recommendations;
6. Strengthen the effectiveness of parents’ ability to work with their children at home by providing training and support;
7. Provide school performance profiles that clearly show parents the schools’ progress toward meeting state standards;
8. Provide opportunities for parents to assist in the instructional process at school and at home;
9. Provide regular, timely information for parents about their child’s participation and progress in all educational programs;
10. Utilize creative, timely means of communication with parents; model positive communication with parents and practice methods to resolve conflicts; and
11. Provide a comprehensive range of opportunities for parents to become informed and involved.
PARENT-STUDENT-TEACHER COMPACT

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:
- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet well lighted place for study.
- Encourage my child’s effort and be available for questions.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child see me read.

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:
- Attend school regularly.
- Come to school each day with pens, pencils, paper and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:
- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

PRINCIPAL AGREEMENT

I support this form of Parent and Family Engagement. Therefore, I shall strive to do the following:
- Provide an environment that allows for positive communication between the teacher, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

GRIEVANCES

The McComb School District recognizes that parents and other school patrons have a fundamental right to discuss grievances they might have with the district. However, it is also recognized that there must be an orderly procedure for carrying out the grievances.

1. If the grievance is directed toward a teacher, the parent should make an appointment to visit the teacher.
2. If the issue is not resolved, an appointment should be made with the principal or his or her designee.
3. If the issue is not resolved, an appointment should be made with the superintendent or his or her designee.
4. If the issue is not resolved, an audience with the school board may be requested.

ADMISSION TO SCHOOL

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

**Pre-K**

The pre-k program accepts children three (3) to five (5) years old. We serve employees of the district, teen parents, community children, and children with special needs. There are limited available spots. Children must be potty trained in order to be admitted. Exceptions will be made for children with special needs.

A copy of your child’s Form 121 must be on file before your child may begin attending the center. Additional immunizations will be required if your child will be turning four (4) during the school year.

**Grades K-12**

I. General Eligibility

1. This school district shall admit into its free public schools all eligible residents and legally transferred minor children who are five (5) years of age and not over twenty-one (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 children. Disabled preschool age children 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 child 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 child shall attend school in the school district of his/her residence, unless legally transferred to another school district by the school board pursuant to Section §37-15-29 (1992).

3. Except for those scholars who have been legally transferred, each minor child seeking to enroll in this school district shall be a school district resident. All scholars shall be registered online. Online registration may be completed from any mobile device with an internet connection or at any school in the district. Residency proofs may be uploaded or brought to any school in the district.

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 child 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 children will be controlling.

5. The principal in charge of each school shall require any child 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 child shall be admitted to any school in this school district during any school year unless such child will reach his fifth birthday on or before September 1 of said school year for kindergarten enrollment; or unless such child will reach his sixth birthday on or before September 1 of said school year for first grade enrollment. (No child 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 child who transfers from an out-of-state public or private school in which that state's law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in this school district at
the same grade level as their prior out-of-state enrollment, if:

a. The parent, guardian or custodian that is court or Department of Human Services appointed of such child was a legal resident of the state from which the child is transferring;

b. The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;

c. Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and

d. The superintendent of schools of this school district or designee has determined that the child was making satisfactory educational progress in the previous state.

7. No child 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 122 -- Medical Exemption Certificate
c. Form 121-T -- Temporary Compliance Certificate

The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate, Form 121-T, or a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 122.

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:

a. 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;
b. HOMLESS CHILDREN

(1) When a child is determined to be homeless, as defined by the Stewart B. McKinney Act 42 USC Section 11431 (1), 11432 (e) and 11302 (a), this school district shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC 11432 (e) (3).

(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 children and youth. The assistant superintendent will investigate and initiate steps to resolve any disputes in relation to the homeless children 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 (9) above, required of a parent or legal guardian. The non-parent must present a certified copy of filed petition of guardianship if pending and final decree when granted.

(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 child’s parent(s) or guardian(s);
- Abandonment of the child;
- Child abuse or neglect;
- Unstable family relationships or undesirable conditions in the home of the child’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 child 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 district formerly 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, or homeschool program, 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. Course credit or Carnegie Units earned from an accredited program may be awarded with the approval of the building administrator. The school counselor(s) shall evaluate each transcript.
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).

Mississippi Code 42
United States Code Sections 11431--11434

LATE ENROLLMENT

A scholar residing in the McComb School District at the beginning of the school year and who enrolls after the first day of the school year may be required to make up all work missed by late enrollment. For the purpose of this procedure, enrollment is defined as the day a scholar reports for classes. All make-up work due to late enrollment must be completed by the end of the grading period in which the scholar enrolled.

TARDIES

A scholar is tardy for class if the scholar is not in the assigned classroom when the tardy bell rings for homeroom in grades K-6 and for each period in grades 7-12. Scholars tardy to school must sign in through the office and receive an official check-in pass.

Scholars must be present 63% of the instructional day in order to be counted present for the day regardless if it is an excused or unexcused tardy.

Appropriate outside agencies may be contacted when scholars are continually tardy.
DISMISSALS FROM SCHOOL

Scholars are expected to remain at school except in cases of illness, death in the family or documentable family emergencies. Scholars are not allowed to leave school at any time during the day without an official checkout through the office.

It is important to remember that for the scholar’s safety, a checkout from school may only occur when one of the following conditions is satisfied.

The parent/guardian or a person listed in the scholar information system comes to the school and signs the child out with an ID or password. Scholars are not allowed to check out another scholar unless approved by a building administrator.

An administrator has granted special permission - no scholar will be allowed to leave the campus at any time other than a checkout, unless a release form has been signed by the parent or guardian and approved by a building administrator.

MISSISSIPPI COMPULSORY SCHOOL ATTENDANCE LAW SUMMARY

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

1. When a compulsory-school-age child is physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation
2. When a compulsory-school-age child is enrolled in and pursuing a course of special education, remedial education, or education for handicapped or physically or mentally disadvantaged children
3. When a compulsory-school-age child 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 (children, spouse, grandparents, brother, sister, including step-brother and step-sister)
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 child or such child’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 child’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 child 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 child 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 child for violation of this section, the presentation of evidence by the prosecutor that shows that such child 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 child is eligible to attend, or that such child has accumulated twelve (12) unlawful absences during the school year at the public school in which such child has been enrolled, shall establish a prima facie case that such child’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 child unless the provisions of subsection (7) (g) of this law have first been complied with.

If a compulsory-school-age child 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 child is eligible to attend, or such child has accumulated five (5) unlawful absences during the school year of the public school in which such child 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 children. This generally covers children who range in age from 6-16.

B. These children must be enrolled in school within fifteen (15) calendar days after the first day of the school year of the public schools which such child is eligible to attend.

C. These children can have no more than eleven (11) unlawful (unexcused) absences during any one school year.

D. The parent(s) of these children are responsible for seeing that their children attend school.

E. Days suspended from school are unexcused and count as part of the eleven (11) unexcused days allowed.

**DIFFERENCES BETWEEN STATE LAW AND SCHOOL DISTRICT POLICY**

There are differences between state law and school district policy concerning attendance. These are as follow:

1. Any scholar who has not turned seventeen (17) prior to September 1st will be reported to the state truancy officer under the following conditions:

   a. The scholar has not reported to the school that he/she is eligible to attend within fifteen (15) calendar days after the first day of school.

   b. At the 5th, 10th and again at the 12th unexcused absences (including suspensions and expulsions) during the school term.

2. Any scholar who has not turned seventeen (17) prior to the beginning of the school year and is listed with the Department of Human Services will be reported to this agency if two (2) unexcused absences are accumulated during any one-month.
3. SUSPENSIONS ARE CONSIDERED UNEXCUSED ABSENCES FOR PURPOSES OF REPORTING TO THE STATE TRUANCY OFFICER AND THE DEPARTMENT OF HUMAN SERVICES.

4. All actions taken by the truancy officer are based on state law and the juvenile court system, not the McComb School District.

**Absences**

1. On the day of an absence the parent is asked to contact the school to report their child’s absence. When the scholar returns to school, he/she must have a written medical or legal excuse from the physician or legal office. Scholars should bring medical and/or legal excuses within two (2) days of returning to school.

2. Schools may request that a scholar be dropped from enrollment if he or she misses 15 consecutive unexcused school days or a full month reporting period.

3. If a scholar is absent due to official school business, i.e., athletic trips, choral trips, and band trips, or any other official absence, the following will apply:
   
   a. The office will publish a list of scholars who are officially absent and the nature of the trip.
   
   b. Scholars are required to make up all work missed due to the trip. The same procedure for making up work for a regular absence will apply, although scholars are encouraged to make up work prior to the absence if possible.
   
   c. NO SCHOLAR CAN REPRESENT THE SCHOOL IN ANY ACTIVITY ON ANY SCHOOL DAY UNLESS HE/SHE HAS BEEN IN ATTENDANCE ON THE DAY OF SUCH PARTICIPATION. If a scholar’s placement is Alternative School placement, he or she cannot attend any school activities or sports.
   
   d. If the event is out of town, participants must report to school as usual and will be dismissed from school at a time designated and prearranged by proper authority.

4. Excused absences will be granted for the following: sickness/dental with an excuse from the doctor, legal excuse or parent note (four per year at the discretion of the principal). Parent notes must contain date of absence, reason for absence, parent contact number, and parent signature.

5. The principal may excuse absences due to the death in the immediate family of a scholar.

6. Extenuating circumstances may be excused with proper documentation and approval from district office personnel.

7. Seniors will be allowed three (3) absences for the year for the purpose of college visitation. Official documentation of the visit is required.

8. It is the responsibility of secondary scholars to contact their teachers for work missed due to absences.

9. Time permitted for make-up work shall be in direct proportion to the numbers of days missed. Failure to follow this procedure may result in the scholar receiving a zero for any work missed.

10. All medical checkouts initiated by office personnel will be approved and documented appropriately using district form.

11. Appropriate outside agencies may be contacted when scholars are habitually absent.

**Out of School Suspensions**

1. Parents of suspended scholars may pick up assignments for the appropriate number of days after 24 hours
following the beginning of the suspension.

2. If the work is not completed, a zero may be given and will be averaged in with the other daily grades when averages are figured.

SCHOLAR MEALS

The McComb School District serves breakfast and lunch in all schools. Well-balanced meals and healthy eating habits are an important part of every scholar's growth and development. We encourage scholars to begin their school days with balanced breakfasts and to enjoy nutritious mid-day lunches.

Menus are posted 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 child's lunch; however, we request that you send healthy foods, sandwiches and juices, etc., not sodas, 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.**

Currently, breakfast and lunch are available at no charge to all enrolled scholars. This is possible through the Community Eligibility Program (CEP). All meals served will meet the meal patterns established by the United States Department of Agriculture.

Offer vs Serve is a provision, which allows scholars to choose less than all of the food items offered each day. All McComb School District schools implement “offer vs serve”. All five food components of the school lunch must be offered, but the scholars are permitted to choose only three of the items provided that one of the items is a fruit or vegetable. Therefore the provision allows scholars to refuse two of the five items they do not intend to eat, thus reducing plate waste. The OVS provision applies in the school breakfast program also. For breakfast, a scholar must choose at least 3 items provided that one is a fruit or vegetable. All food is served appealingly to entice the scholars to choose all food items in the breakfast and lunch program.

Generally, scholars with food allergies or intolerances do not have a disability as defined under either Section 504 or the Rehabilitation Act or Part B of IDEA and would not qualify for a food substitution. However, when stated in the licensed physicians’ assessment that the food allergies result in life-threatening (anaphylactic) reactions, the scholar’s condition would meet the definition of “disability” and meal substitutions would be made.

Scholars with a disability that requires them not to consume certain food(s) must send a statement from a licensed physician. The physician’s statement must identify: The scholar’s disability, an explanation of why the disability restricts the scholar’s diet, the major life activity affected by the disability and the food or foods to be omitted from the child’s diet and the food or choice of foods that must be substituted. Once the Child Nutrition Office has received the statement from the doctor, the diet order cannot be changed without another statement from the doctor. Under no circumstance can the Child Nutrition staff change or revise the diet prescription once ordered by the physician.

Statements from the physicians should be updated YEARLY to reflect the current dietary needs of the child. It is important to understand that a school cannot provide appropriate food substitutions or modifications without an adequate diet order or prescription.

CELL PHONES

**Higgins Middle School**

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

1. 1st offense – Parent will be notified and parent/guardian must come to the school to retrieve the item.
2. 2nd offense – Device will remain in the office for 30 days. Parent/guardian must come to the school to retrieve the item.

3. 3rd offense – Device will remain in the office for the remainder of the school year. Parent/guardian must come to the school to retrieve the item.

Denman Junior High School

CELL PHONES, CAMERAS, iPOD’S, CD PLAYERS, MP3 PLAYERS, BLUETOOTH, RADIOS, TAPE PLAYERS, ETC.: Use and/or possession of cell phones, cameras, iPod’s, CD players, MP3 players, Bluetooth, walkie-talkies, radios, tape players and video games are not permitted at school. Also prohibited for use are beepers, telephones or other electronic devices that might create problems. Items will be confiscated and may be returned to scholar at end of day; appropriate discipline will also be applied according to cell phone policies and discipline code. Scholar’s failure to comply with staff request for phone will result in more serious discipline infraction. Any and all Denman Junior High staff, teachers, or administrators will not be held liable for lost, damaged, or stolen cell phones or electronic devices at any school activity or event that requires that a cell phone be turned in. These events can include, but are not limited to, athletic events, state testing, or any other school function during or after the school day where a cell phone or electronic device would be prohibited.

McComb High School

CELL PHONES, CAMERAS, iPOD’S, CD PLAYERS, MP3 PLAYERS, BLUETOOTH, RADIOS, TAPE PLAYERS, ETC.: Use of cell phones will be permitted before school until 8:20 a.m. and after school starting at 4:00 p.m. Scholars may not be able to use cell phones or any other electronic device during classroom instruction, assemblies, or any other school function without approval from administration. Abuse of this policy may result in reinstating the no cell phone policy at MHS from 7:50 a.m. to 4:00 p.m. Any and all McComb High School staff, teachers, or administrators will not be held liable for lost, damaged, or stolen cell phones or electronic devices at any school activity or event that requires that a cell phone be turned in. These events can include, but are not limited to, athletic events, state testing, or any other school function during or after the school day where a cell phone or electronic device would be prohibited.

DRESS CODE

A safe and disciplined learning environment is the first requirement of an effective school. Young people who are safe and feel secure, who learn basic values and the essentials of good citizenship, are better scholars. The specifics of the uniform dress code involve keeping within our educational purposes and mission.

Guidelines for Dress Code

Guidelines for acceptable, normal, good grooming should be taught and enforced in the home by the parents as part of their responsibility in training their children for responsible citizenship. We ask our scholars to be responsible and have self-respect. The administration may designate non-uniform days.

Dress Code Policy

The policy of McComb School District shall be that no form of attire will be considered proper for school wear that distracts or disrupts the classroom and the school environment. The School Board feels it is the responsibility of each scholar to use good judgment in one’s total appearance so that the attention of others is not distracted from the purpose of school. The administration and faculty feels it is important to the educational process to remove as many distractions as possible to ensure a more complete education for your child. A dress code committee was formed to create a school dress code for the scholar body. If a distraction occurs, the scholar will be asked to not wear the same clothing again.

Scholars are required to adhere to the following school dress code:
Shirts
- Uniform shirt (Pre-K-8 and alternative school) will be polo/golf, turtleneck, oxford style, or plain t-shirt short or long sleeves. Colors will be white, hunter green, yellow or gold.
- Initial monograms (scholar’s initials) and school emblems are allowed. No slang or nicknames will be allowed.
- Spirit and club t-shirts are allowed in the school colors listed on specific days which will be determined by the administration.
- All shirts must be tucked in at all times and belts must be visible at all times (K-8 and alternative school).
- Shirts must be long enough to cover the stomach but no longer than the resting fingertips (grades 9-12).
- Shirts may not be unbuttoned lower than the first button, and cleavage of all types must not be visible.
- Clothing may not have handwritten graffiti or symbols, advertisements for alcoholic beverages, tobacco, or drug culture or obscene language or gestures.
- No fraternity, sorority, or secret society jerseys or shirts shall be worn. Section 37-11-39 Mississippi Code.
- No spaghetti straps, tank tops, or muscle shirts may be worn.

Pants, Shorts, Skirts, Jumpers
- Pants, shorts, skirts, and jumpers (Pre-K-8 and alternative school) will be of a tan or khaki color.
- All scholars must wear appropriate sized clothing. (No more than 2 sizes larger than the waist!)
- No “saggy” pants will be allowed. Pant inseam must not be below hanging finger tips.
- No sweat (excludes game day attire), wind-suit, blue jean, pajamas, or spandex shorts/pants may be worn.
- Appropriate game day attire may only be worn on game day.
- Shorts and jumpers must be no more than 2 inches above the knee. (Remember, most scholars have growth spurts, consider this when purchasing all clothing!)
- All clothing must be at or near the waist.
- Pants with holes or slits may not be worn at any time. No leggings or yoga pants of any type may be worn without a covering such as a dress, skirt, or long shirt that is no shorter than two inches above the knee (grades 9-12).

Belts
- Belts shall be worn with all clothing that has belt loops.

Shoes
- Appropriate footwear must be worn; shoes must be secured or tied to the foot at all times.
- Slippers, slides, and house shoes are not allowed.
- Shoes that light up are not allowed.
- Open toe and/or open heel shoes are not allowed at Denman Jr. High School.
- Scholars must wear tennis shoes on the day they have PE class and recess at Higgins Middle School.

Jackets and Coats
- Jackets and coats are not restricted in color.
- All headwear must be removed upon entering the building.

Other Dress Code Regulations
- Sunglasses are not allowed.
- No visible body piercings other than ears, (i.e., nose, eyebrow, etc.) will be allowed.
- Bandanas, do-rags, bonnets/sleepwear, sweatbands, rollers, and wraps are not allowed.
- Excessive or inappropriate jewelry is prohibited.
- Hats may be worn outside of the building. Upon entering the building, the hat must be removed and cannot be worn between classes inside of the building. Failure to comply may result in forfeiture of the hat until the end of the year.
- No combs or brushes are allowed in the hairs. Failure to comply may result in forfeiture of the item.
- Undergarments must be worn at all times. All clothing must cover undergarments. No sheer or see thru clothing will be allowed.
- Hairstyles that may cause a disruption and/or impede the educational environment are not permitted (i.e.
designs, different colors, etc).

- School issued ID badges must be worn at all times while on Denman Junior High and McComb High School campuses.
- Clear or mesh book bags are required (K-8).

Pre-k requires a change of clothing appropriate for the season be kept at school for emergencies. All removable clothing must be labeled with your child’s name inside.

Any clothing or jewelry considered by the principal or his designee to be unsafe or disruptive to the school environment may not be worn.

After the first three days of school, the discipline code of conduct will be followed.

**SCHOLAR PARKING**

Parking areas are provided for scholar vehicles. Use of the parking areas requires purchase of a parking permit; proper documentation (valid driver’s license and proof of insurance) is required. The purpose of the permit is for identification of vehicle ownership. The school district does not assume any liability for vehicles in parking areas. Parking privileges may be revoked when abused.

**Grades K-8**

School parking lots are reserved for teachers, visitors, and buses. K-8 scholars are NOT allowed to bring cars to school. Scholars who ride bicycles to school will park in designated areas only.

**MCCOMB HIGH**

1. Scholars must park in the scholar parking lot by the gym. Scholars will be fined for parking in incorrect areas. Cars may be towed if violations occur; towing fee will be at the expense of the owner.
2. Once scholars arrive on campus, they are not allowed to return to their vehicle until they are dismissed from school.
3. Scholars are not allowed to sit in their cars during the school day anywhere on campus.
4. Scholars who are consistently late to school will have their parent/guardian contacted and may lose their campus parking privileges if the problem continues.
5. Upon dismissal of the school day, scholars are expected to be out of the parking lot by 4:10 PM.
6. Scholars who ride bicycles or motorbikes to school will park in designated areas only.
7. Loud music will not be tolerated.
8. Scholars driving excessively fast or unsafe will have their driving privileges revoked.

**ELIGIBILITY RULES FOR SCHOLARS TRYING OUT AND ENTERING ATHLETIC CONTESTS AND ALL OTHER EXTRACURRICULAR ACTIVITIES**

1. Tryouts for athletic teams, cheerleading, and other activities are limited to scholars presently enrolled in the McComb School District.
2. To be eligible for participation, a scholar must meet the Mississippi High School Activities Association eligibility standards. These standards may be found in the office of each participating school.

Any scholar participating in athletics, band, and/or other extracurricular activities must maintain the highest standards of conduct and behavior going to, coming from, and while attending any school-related activity. Participants must recognize that they are representing the school and community. Failure to observe these high standards may result in suspension from the group for no less than nine weeks. This would follow with a conference with the participant, the sponsor, and the principal. Suspension from school may result in expulsion from the group.
When a scholar is suspended and/or expelled from the group, the principal, sponsor/coach, or athletic director will notify the parent.

**CLUBS/SCHOLAR ORGANIZATIONS**

The purpose of clubs/scholar organizations in our school is:
1. To increase the fellowship among groups of similar interests.
2. To broaden the interests of scholars in different areas.
3. To motivate and enrich classroom work.
4. To develop worthy social ideals, attitudes, and habits.

Clubs/scholar organizations will be organized on the basis of scholar request and the availability of sponsors. Scholars interested in organizing a new club/scholar organization should discuss the idea with the homeroom teacher and administration. State Law prohibits secret clubs in high school, and all clubs/scholar organizations must be approved in the principal's office.

**Denman Junior High**

- Student Council
- PTSA
- National Junior Honor Society
- National Junior BETA Club
- Tiger Techs

**McComb High School**

- HOSA
- LEAD
- National Honor Society
- National Technical Honor Society
- National Science Honor Society
- DECA
- Men on the Move
- Priority First
- SkillsUSA
- FBLA
- Mu Alpha Theta
- SADD
- Student Council
- FCCLA
- National Beta Club
- Spanish Club
- TSA

**GENERAL PROCEDURES**

**Grade Pre-K**

1. **OUTDOOR PLAY:** As mandated by state law children will be spending some time each day outside. We reserve the right to make decisions concerning outdoor weather. In those cases where the weather is not appropriate for outdoor play, gross motor activities will be planned for indoors. Please be sure you send coats and sweaters on days when it is cool.

2. **SHOW AND TELL:** Occasionally we will have show and tell to allow the children to bring something from home. Please do not allow your child to bring toys, jewelry, money, or anything of value to school.

**Grades K-12**

1. **CAMPUS BOUNDARIES:** Scholars must remain on campus once they arrive at school. These boundaries will be clearly outlined early in the school year. Scholars may not leave the campus without proper clearance through the office unless they have special permission or their schedule requires them to leave. No K-8 scholar is allowed in the high school parking lot before school, during school hours and dismissal.

2. **CARE OF SCHOOL PROPERTY:** The walls in the building, the furniture in the classrooms, auditorium, library, cafeteria, etc.--whatever fixtures and equipment it contains -- are provided at great expense by the taxpayers. Every pupil should not only refrain from defacing or destroying school property, but also
make every possible effort to encourage friends and fellow pupils to gain a consciousness of good citizenship. Any scholar damaging or defacing any school property intentionally or through neglect will be liable for such damages. The scholar will also face disciplinary action.

3. CHANGING CLASSES: It is necessary for scholars to move quickly and orderly from one classroom to another. Traffic must keep to the right. Teachers will be at their doors or in the middle of the hall, and scholars should not block the passageways or doors by stopping and talking or standing around outside classrooms. Running and horseplay in the buildings are strictly forbidden at all times.

4. CLASS AND CLUB PARTIES, GIFTS: The following procedure will be followed concerning social functions and gifts:
   A. Parties and exchange of gifts at school are prohibited except by permission of the principal.
   B. Deliveries of flowers and gifts are prohibited.
   C. No assessment of money will be allowed for purchases of gifts.
   D. No homeroom or club funds may be used for purchases of gifts.

5. DAILY ANNOUNCEMENTS: Announcements to the entire school are placed on the morning report and SAM Spectra and are read to the scholars.

6. EMERGENCY LOCKDOWN: During emergency (i.e., weather, intruder, etc.) lockdown situations, parents will not be allowed to check out scholars. The school safety plan will be followed.

7. FEES: Necessary fees will be charged on an individual course basis and will reflect the actual cost of materials. Neither final report card nor schedule will be given to the scholar until all obligations have been met.

8. HONORS: Scholars doing outstanding work are listed as follows:
   - Superintendent's Scholars - No grade less than A
   - Principal's Scholars - No grade less than B (at least one A)
   - Honor Roll - No grade less than C (only one C allowed which must be offset by an A)

9. LIBRARY USE: Scholars are responsible for the books which they check out; therefore, a fee is charged for lost or damaged books. Parents must return or pay for lost books at the end of each nine weeks prior receiving their child’s report card. If the school permits, books may be taken home, where they should be kept in a safe place and returned to school on time.

10. LOST AND FOUND: All articles found in or about the school building or grounds should be taken to the principal's office. If a scholar has lost an article, he/she should report to the main office to see if it has been turned in. Items may be discarded after 30 days.

11. SIGNS AND POSTERS: Scholars are not to post signs or posters anywhere on school property without permission from the office or sponsoring teacher. These items must be placed in the designated area.

12. USE OF THE BUILDING AFTER SCHOOL HOURS: Any school sponsored organization or group may have use of the facilities of our buildings after regular hours upon request made beforehand. Permission to use one room does not, however, entitle the group or individuals to wander over the building or use other facilities. After the buildings are closed to scholars, permission must be obtained before entering the building. No scholar group will be allowed in the building without the presence of the sponsor or some other faculty member. A scholar must make plans ahead of time so that he/she will not be crowded out by previously scheduled activities. Unsupervised scholars found in any building, including the gymnasium, when it is closed to the public must be considered trespassers and will be so treated.

**DISTRICT OWNED TEXTBOOKS**

Quite often scholars hear the term "free textbooks" used in discussions of the books that are issued to all scholars at
the beginning of the year. The term "free" is a misconception. Textbooks are "public property." They are not given to scholars, but are only on loan for the school year. Scholars should complete prior damage forms when textbooks are issued. Those scholars who place more than normal wear on the textbooks must expect to pay fines for the damages.

**TEXTBOOK FINES**

At the beginning of school, scholars are issued numbered books. These are the books the scholar is responsible for taking care of, keeping up with and turning in at the end of the year. (If a scholar cannot produce a book, it must be paid for before another can be issued. If the book is later found, a refund will be made.)

Fines for missing or damaged textbooks are listed below.

1. **Missing** - FULL FACE VALUE regardless of the age of the book
2. **Cover torn off** - FULL FACE VALUE regardless of the age of the book
3. **Pages torn out** - FULL FACE VALUE regardless of the age of the book
4. **Marks, defaced pictures, doodling** - up to 60% of the value of the book
5. **Name on end pages** - Scholars buy book at 100% of value less 20% for each year of book life to total 60% deduction

If a scholar is fined and considers the amount excessive, he may appeal to the principal.

**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 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 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.

**SCHEDULE CHANGES**

Request for schedule changes must be recommended by the school counselor and approved through the principal. Changes made will be in the interest of the scholar in making progress toward his/her program of study.

**GRADE POINT AVERAGES**

When reporting grade point averages (GPA) to colleges and universities; National Clearinghouse for athletes; and other institutions, the GPA is normally reported non-weighted and only on the college core (See College Prep Curriculum). A non-weighted GPA will normally be lower than a weighted GPA. See the counselor for additional information.

Regular courses multiplied by a factor of 1.0 are those courses not classified as an accelerated or advanced placement course.

Accelerated courses multiplied by a factor of 1.05 are:

- those courses as classified by MDE
- math courses higher than Algebra II but lower than an AP math course
- science courses higher than Chemistry but lower than an AP science course
- foreign language courses higher than a second level foreign language
- dual credit courses

Advanced placement courses multiplied by a factor of 1.1 are those courses as classified by the Mississippi Department of Education.

<table>
<thead>
<tr>
<th>Semester/All-Year Courses</th>
<th>Weights</th>
<th>1.0</th>
<th>1.05</th>
<th>1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.2</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.15</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>2.1</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.05</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter/Term Courses</th>
<th>Weights</th>
<th>1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>.50</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Letter grades shall be awarded the following quality point values: A-4 points, B-3 points, C-2 points, D-1 point. (Use ½ of the values for quarter/term courses. Use weighted values for weighted courses. See table above.)

Steps to take: (1) add total quality points, (2) add total credits, (3) divide total number of quality points by the number of credits, (4) carry answer three decimal places. The weighted GPA will be used for determining all honors and participation in activities. The approved district computer student information system shall calculate all GPAs.

**REQUIREMENTS FOR GRADUATION**

**GRADUATION REQUIREMENTS**
STANDARD DIPLOMA  
(Scholars entering ninth grade prior to 2018-2019)

Each scholar graduating from McComb High School will have earned the required Carnegie units as specified in the following table. Enrollment in online and correspondence courses must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any scholar who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>English I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>Algebra I or Integrated Math</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>4</td>
<td>Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>4</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies</td>
</tr>
<tr>
<td>HEALTH and PHYSICAL EDUCATION</td>
<td>1</td>
<td>½ Contemporary Health and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Physical Education</td>
</tr>
<tr>
<td>TECHNOLOGY and COMPUTERS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Special Cases
In special cases where scholars cannot meet the strict requirements for one of the two options, the principal will have the discretion of developing a graduation plan that as a minimum will include state/district course requirements and the successful completion of 21 units.

MISSISSIPPI DIPLOMA OPTIONS  
(Scholars entering ninth grade in 2018-2019 and thereafter)

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

Each scholar graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi College- and Career-Readiness Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Scholars enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual. Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any scholar who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Scholar may earn one of the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>English I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
<td>Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3 1/2</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY or COMPUTER SCIENCE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ARTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COLLEGE and CAREER READINESS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ADDITIONAL ELECTIVES</td>
<td>5 1/2</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Requirements

- Scholar should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.

- For early release, scholars must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores).
Alternately, a scholar must meet ALL of the following:

- Have a 2.5 GPA
- Passed or met all MAAP assessments requirements for graduation
- On track to meet diploma requirements
- Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

**Recommendations**

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

**ALTERNATE DIPLOMA OPTION**

**NOTE:** This option may be offered for incoming ninth graders of 2018-2019 and thereafter for scholars with significant cognitive disabilities.

Only scholars identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the Testing Scholars with Disabilities Regulations and State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each scholar graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required credits as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.). Scholars with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit-bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

Any scholar with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a score (to be determined) or higher on each of the required high school alternate assessments is eligible to receive an Alternate Diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CREDITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>Alternate English Elements I-IV</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>Alternate Math Elements I-III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate Algebra Elements</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2</td>
<td>Alternate Biology Elements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate Science Elements II</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>2</td>
<td>Alternate History Elements (Strands: U.S. History and World History)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternate Social Studies Elements (Strands: Economics and U.S. Government)</td>
</tr>
<tr>
<td>HEALTH</td>
<td>1/2</td>
<td>Alternate Health Elements</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>CAREER READINESS</td>
<td>4</td>
<td>Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)</td>
</tr>
<tr>
<td>LIFE SKILLS DEVELOPMENT</td>
<td>4</td>
<td>Life Skills Development I-IV (Strands: Technology, systems, Personal Care, and Social)</td>
</tr>
</tbody>
</table>
ARTS 1
ADDITIONAL ELECTIVES 2
TOTAL UNITS REQUIRED 24

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All scholars are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Scholars who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

TRADITIONAL DIPLOMA ENDORSEMENT OPTIONS
(Scholars entering ninth grade in 2018-2019 and thereafter)

Scholars pursuing a Traditional Diploma should identify an endorsement prior to entering 9th grade. There are three (3) endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Each scholar graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi College- and Career-Readiness Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Scholars enrolled in grades 7–12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual. Enrollment in online courses listed in this book must have prior approval granted by the principal.

In order to earn the Career and Technical Endorsement, a scholar must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>English I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
<td>Biology I</td>
</tr>
</tbody>
</table>
### SOCIAL STUDIES 3 1/2
- 1 World History
- 1 U.S. History
- ½ U.S. Government
- ½ Economics
- ½ Mississippi Studies

### PHYSICAL EDUCATION 1/2

### HEALTH 1/2

### TECHNOLOGY or COMPUTER SCIENCE 1

### ARTS 1

### COLLEGE AND CAREER READINESS 1
Must occur in the scholar’s junior or senior year, or in the scholar completion of a 4-year sequence.

### CTE ELECTIVES 4
Must complete a four-course sequential program of study.

### ADDITIONAL ELECTIVES 3 1/2

### TOTAL UNITS REQUIRED 26

**Additional Requirements**

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two (2) additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One CTE dual credit or earn articulated credit in the high school CTE course
  - Work-Based Learning experience or Career Pathway Experience
  - Earn a State Board of Education-approved national credential

**ACADEMIC ENDORSEMENT**

Each scholar graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any scholar who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. Scholars enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>English I English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3 1/2</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY or COMPUTER SCIENCE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ARTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COLLEGE and CAREER READINESS</td>
<td>1</td>
<td>Must occur in the scholar’s junior or senior year, or in the scholar completion of a 4-year sequence.</td>
</tr>
<tr>
<td>ADDITIONAL ELECTIVES</td>
<td>7 1/2</td>
<td>Must meet 2 advanced electives of the CPC requirements for MS IHLs</td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements

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

DISTINGUISHED ACADEMIC ENDORSEMENT

Each scholar graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any scholar who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. Scholars enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>English I English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>Algebra I + two (2) additional math courses above Algebra I</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>4</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>4</td>
<td>1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY or COMPUTER SCIENCE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ARTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COLLEGE and CAREER READINESS</td>
<td>1</td>
<td>Must occur in the scholar’s junior or senior year, or in the scholar completion of a 4-year sequence.</td>
</tr>
<tr>
<td>ADDITIONAL ELECTIVES</td>
<td>8</td>
<td>Must meet two (2) advanced electives of the CPC requirements for MS IHLs</td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements**

- Earn an overall GPA of 3.0
- Courses must meet Mississippi IHL college preparatory curriculum (CPC)
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math of SAT equivalency subscore
- Earn four (4) additional Carnegie Units for a total of 28
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a B or higher in the course

**ASSESSMENTS REQUIRED FOR GRADUATION**

Academic end-of-course tests required for graduation include the following:

- U.S. History from 1877
- English II
- Biology I
- Algebra I

1. All scholars enrolled in one of the four end-of-course Mississippi EOC/MAAP Test courses must pass the course and participate in the applicable end-of-course (EOC) Subject Area Test in order to earn the Carnegie Unit.

2. Scholars shall graduate by passing the course and meeting one of the following EOC/MAAP options:
• Passing the applicable end-of-course Subject Area Test, or
• Using options outlined in State Board Policy 3804, or
• Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the four end-of-course Subject Area Tests as provided to school districts by the Mississippi Department of Education. (Scholars must be enrolled in order to utilize this option.)
• All scholars enrolled may achieve a combined minimum score from the end-of-course Subject Area Tests to meet the requirement for graduation in lieu of passing the applicable end-of-course Subject Area Test.

3. Any Mississippi public school scholar who fails to pass a required end-of-course Subject Area Test, prior to school year 2016-2017, will be offered opportunities to retake the test.

4. Other Graduation Options: The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, MS-CPAS2, or other state-approved industry certifications. Scholars also may obtain a grade of “C” or higher in a dual credit/dual enrollment course, corresponding to the end-of-course assessment that was not passed.

<table>
<thead>
<tr>
<th>Assessment Options</th>
<th>Algebra I</th>
<th>Biology I</th>
<th>English II</th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>17 (ACT Math Sub-Score)</td>
<td>17 (ACT Science Sub-Score)</td>
<td>17 (ACT English Sub-Score)</td>
<td>17 (ACT Reading Sub-Score)</td>
</tr>
<tr>
<td>Dual Credit/Dual Enrollment/College Credit</td>
<td>C or higher in MAT credit bearing course</td>
<td>C or higher in BIO credit bearing course</td>
<td>C or higher in ENG credit bearing course</td>
<td>C or higher in HIS credit bearing course</td>
</tr>
</tbody>
</table>

Notes:
- ACT sub-scores resulting from non-college reportable accommodations can be used for graduation options, but the scores are non-college reportable.
- ACT sub-scores resulting from Residual ACT Testing cannot be used for graduation options.
- This option is available regardless of when the student took the SATP2, PARCC, or MAAP assessments.

ADMISSION REQUIREMENTS FOR MS STATE SUPPORTED COLLEGES/UNIVERSITIES (4 YEAR INSTITUTIONS)

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; or

2. Complete the College Prep Curriculum (CPC) with: a.) A minimum 2.5 high school GPA on the CPC or a class rank in the top 50%, and b.) A score of 16 or higher on the ACT (Composite); or

3. Complete the College Prep Curriculum (CPC) with: a.) A minimum 2.0 high school GPA on the CPC and b.) A score of 18 or higher on the ACT (composite); or

4. Satisfy the NCAA standards for scholar-athletes who are "full qualifiers" under Division I guidelines.

In lieu of ACT scores, scholars may submit equivalent SAT scores.

NOTE: College admission requirements may differ from high school graduation requirements. See counselors for details.

COLLEGE PREP CURRICULUM
Following this curriculum will prepare the scholars for entry into a four-year college/university in Mississippi.

English: (4 Carnegie Units) All courses must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.

Mathematics: (3 Carnegie Units) Algebra I or its equivalent. Two Carnegie Units from a math higher than Algebra I.

Science: (3 Carnegie Units) Biology I or its equivalent. Two Carnegie Units from a science higher than Biology I.

Social Studies: (3 Carnegie Units) U.S. History (1 unit) World History (1 unit), U.S. Government (1/2 unit), and Economics (1/2 unit) or Introduction to World Geography (1/2 unit).

Arts: (1 Carnegie Unit) Includes any one Carnegie Unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.

Advanced Electives: (2 Carnegie Units)
Option 1: Foreign Language I and Foreign Language II
Option 2: Foreign Language I and Advanced World Geography
Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course

Technology: (1/2 Carnegie Unit) A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.

Total Carnegie Units required: 16 1/2

Notes:
- Pre-High School Units: Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- Substitutions: Advanced Placement (AP) and international Baccalaureate (IB) courses can be substituted for each requirement in the college Preparatory Curriculum.
- Course Acceptance: A course may not be used to satisfy more than one requirement.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a program of credit by examination for college-level studies pursued at the high school level. Administered since 1955 by the College Board, this program, like other College Board programs is national. Representatives of member institutions determine its policies, and its operational services are provided by Educational Testing Services.

Scholars desiring to enroll in an AP course must take the AP exam and pay a $40.00 fee payable upon enrollment in the course. The fee will be refunded after taking the AP exam. If additional information is desired, please contact the counselor's office.

DUAL CREDIT PROGRAM

DUAL CREDIT: A dual credit scholar is a scholar who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The scholar receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.
Academic Eligibility
To be eligible for enrollment, a high school scholar must meet the following criteria:

a. Have earned 14 Core Carnegie Units as listed as defined in Appendix B of the Mississippi Public School Accountability Standards;
b. Have a minimum overall high school GPA of 3.0 on a 4.0 scale; and
c. Obtain an unconditional written recommendation from his/her high school counselor, principal, or principal’s designee.

OR

a. Have a minimum high school GPA of 3.0 on a 4.0 scale;
b. Earned a minimum composite ACT score of 30 or the equivalent SAT score; and
c. Obtain an unconditional written recommendation from his/her high school counselor or principal.

ACADEMIC DUAL CREDIT LISTING OF COURSES

<table>
<thead>
<tr>
<th>Art Appreciation</th>
<th>Principles of Biology I</th>
<th>Principles of Biology II</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology I</td>
<td>General Biology II</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>General Chemistry I</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>Introduction to Criminal Justice</td>
<td>Principles of Macroeconomics</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>English Composition I</td>
<td>English Composition II</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>American Literature I</td>
<td>American Literature II</td>
<td>British Literature I</td>
</tr>
<tr>
<td>British Literature II</td>
<td>World Literature I</td>
<td>World Literature II</td>
</tr>
<tr>
<td>African American Literature I</td>
<td>African American Literature II</td>
<td>World Geography</td>
</tr>
<tr>
<td>Principles of Geography</td>
<td>Western Civilization I</td>
<td>Western Civilization II</td>
</tr>
<tr>
<td>World Civilization I</td>
<td>World Civilization II</td>
<td>U.S. History I</td>
</tr>
<tr>
<td>U.S. History II</td>
<td>College Algebra</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>Finite Math</td>
<td>Business Calculus I</td>
<td>Statistics</td>
</tr>
<tr>
<td>French I</td>
<td>French II</td>
<td>Spanish I</td>
</tr>
<tr>
<td>Spanish II</td>
<td>Music Appreciation</td>
<td>Old Testament Survey</td>
</tr>
<tr>
<td>New Testament Survey</td>
<td>Introduction to Philosophy I</td>
<td>Introduction to Philosophy II</td>
</tr>
<tr>
<td>Physical Science I</td>
<td>Physical Science II</td>
<td>General Physics I</td>
</tr>
<tr>
<td>General Physics II</td>
<td>American National</td>
<td>American State &amp; Local</td>
</tr>
<tr>
<td>Comparative Government</td>
<td>General Psychology I</td>
<td>General Psychology II</td>
</tr>
<tr>
<td>Introduction to Sociology I</td>
<td>Marriage and Family</td>
<td>Speech</td>
</tr>
<tr>
<td>Theatre Appreciation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Please contact the high school counselor(s) to determine which course(s) the district offers through a partnership with an institution of higher learning.

SENIOR PRIVILEGES

Senior privileges at McComb High School consist of the following:

1. Seniors may elect, with parental permission, to attend only two blocks if it will not affect the scholar’s graduation. All scholars who have home study classes are required to leave the school campus unless they are involved in sports or annual. In these instances the scholars may report and remain in the area of the sport/activity. Seniors who leave after 2nd block will be assigned additional classes if they remain on campus or return to campus during the school day.

2. There are four offices in which scholars can volunteer as an aide: Business & Technology Complex, Counselor, Library and Main Office. These positions are a privilege and should be treated as such by the scholars. They are not a study hall, but rather a time to work with each area as requested to help the people in those offices. Those scholars who ask to be aides and then refuse to cooperate and do what is asked will be placed in another class with no credit given. Office aides should have a GPA of 3.0 or above and
should be trustworthy scholars with no discipline referrals. The staff in each office will need to initial the choice sheet that they will accept the scholar as an aide. There will be a limit of two aides per period per location.

**MCCOMB HIGH SCHOOL 2019-2020 SENIOR COMMENCEMENT CEREMONY CONTRACT**

The McComb High School (MHS) recognizes the graduation commencement ceremony as one of the most prestigious events held during our scholar’s tenure at McComb High. In efforts to keep this event honorable, prestigious, and dignified, the administration team has placed the following rules in place for all 2019-2020 senior scholars. Failure to comply with these rules will result in your child losing his/her privilege to participate in the graduation ceremony at McComb High School.

1. Meet all graduation requirements established by the McComb School District and Mississippi Department of Education.

2. Comply with all rules that are described in the 2019-2020 Scholar Handbook.

3. Will not be involved in non-compliance of any sort with teachers, administration, and other staff members in the McComb School District. Seniors must not exceed the following dispositions in order to meet requirements for the graduation ceremony in May 2020.
   a. Miss no more than 10 unexcused days from school.
   b. Have a maximum of 3 major infractions, or 6 minor (which include tardies and class defiance, disruptions, and excessive talking).
   c. No fighting, harassing, or bullying staff, teachers, or peers.
   d. Must leave campus immediately if the student is assigned to non-academic classes or the career pathway.

4. Refrain from attending all school sponsored events under the influence of alcohol, or any illegal or prescribed substances (If you are under a doctor’s care, we must be notified in advance). This offence will result in recommendation for expulsion or alternative school placement.

5. Attend all classes including the following senior support classes: Study Hall, ACT Prep, and any online courses assigned by the school administration.

**In return, McComb High School Administration commits to:**

1. Treating each scholar fairly, without prejudice, with courtesy and to thoroughly investigate each incident involving a potential infraction of the contract. MHS admin will administer appropriate disciplinary action(s) if discovery warrants such action.

2. Notifying the parents of any violations.

3. Awarding a diploma to each senior child who meets graduation requirements. The state and district do not require scholars to participate in the commencement/graduation ceremony; this ceremony is a privilege that can be denied by the administration at McComb High.

**Consequences that may be administered for violations of expectations:**

1. Shall not participate in the 2019-2020 graduation ceremony.
2. Out of school suspension for up to 10 days and recommendation for expulsion from the McComb School District for one calendar year for Level II and Level III violations.

Commencement Expectations:

All seniors are expected to conduct themselves appropriately during the commencement ceremony. Any senior scholar who exhibits disruptive behavior or fails to follow instructions during the commencement ceremony will be immediately escorted out of the stadium/building by school officials or law enforcement. These behaviors consist of: inappropriate dancing, yelling, gestures, or any other prohibited action.

MCCOMB BUSINESS & TECHNOLOGY (B&T) CENTER PROGRAM OFFERINGS

Career and technical education helps scholars fulfill their career and academic potential. At the McComb B&T Center, scholars work toward workforce success in a variety of vocational programs of study which require two years to complete. Students who successfully complete the two-year program earn 4 units toward graduation, are prepared for entry level employment in their occupational field, and may continue in a post-secondary program, often with advanced placement. Career and technical programs are available to 9th-12th students.

- **Construction Technology (2 years, 4 credits): Construction Core & Carpentry**
  The construction industry has numerous high paying and exciting career opportunities. In the Construction Technology program, students learn basic frame carpentry, electrical wiring, plumbing, masonry, woodworking, power tools, and machinery operation. Year 2 focuses on advanced carpentry. NCCER certification is available for qualifying students.

- **Culinary Arts (2 years, 4 credits): Culinary Arts I & Culinary Arts II**
  This program prepares students in managerial, production, and service skills used in institutional, commercial, self-owned food establishments, or other industry occupations. The heart of the program is hands on lab instruction in a commercial kitchen. Instruction is given in the preparation of cakes, pies, pastry, breads, meats, vegetables, fruits, and other food products. ProStart Certification is available to all students who pass the Year 1 & Year 2 exams and complete 300 internship hours.

- **Digital Media Technology (2 years, 4 credits): Digital Media Technology I & Digital Media Technology II**
  This program is designed for students who wish to develop, design, and implement projects in the field of digital media. The program emphasizes the creative design of content related to digital production skills. The course focuses on the basic areas of computer graphics, animation, audio production, and film. Certifications are available in Adobe and Apple programs.

- **Engineering (2 years, 4 credits): Engineering I Engineering II**
  This program prepares students to enter a variety of engineering related fields and provides an overview of concepts related to the engineering design process, robotics, and physics.

- **Family Consumer Science (1/2 credit each course): Family Dynamics, Resource Management, & Nutrition and Wellness**
  This program exposes students to a wide variety of coursework in multiple disciplines. This includes consumer science, nutrition, food preparation, parenting, early childhood education, family economics, human development, interior design, textiles, apparel design, as well as other related subjects.

- **Finance & Accounting (2 years, 4 credits): Business Fundamentals & Finance and Accounting**
  Finance & Accounting is designed to help students develop knowledge, skills, and behavioral characteristics required in a business office. Students receive instruction in application management, financial management, telecommunication, networking, programming, input technologies, accounting, and other related business. Certification is available in QuickBooks for qualifying students. First year for this program is Business Fundamentals.
• **Healthcare & Clinical Services (2 years, 4 credits): Health Science Core & Healthcare & Clinical Services**
The health services program introduces students to health careers, basic health sciences, and basic health career skills. Students learn medical terminology, body systems, legal and ethical issues, and health care skills. Second year students are exposed to advanced care techniques that help prepare students for coursework in any aspect of the healthcare industry. Students can also receive CPR certification as part of their second year of coursework.

• **Information Technology (2 years, 4 credits): Information Technology Associate I & Information Technology Associate II**
IT prepares students for careers that involve the design, development, support, and management of hardware, software, multimedia, and systems-integration services. This course is integral as the United States and worldwide economies continually adapt to new technologies. Students have the opportunity to receive CompTIA Strata and Microsoft certifications (MTA: Networking).

• **STEM (1 semester, 1 credit): Science, Technology, Engineering, and Mathematics**
Science, Technology, Engineering, and Mathematics (STEM) Applications is an innovative instructional program that prepares students to engage in future academic and vocational courses of study in high school, community college, and institutions of higher learning. Students in STEM Applications complete study in technology literacy, the design process, emerging technologies, computer-aided design, sustainable design and technology, power and energy, robotics simulation, financial and economic literacy, and workplace skills for the 21st century.

• **Teacher Academy (2 years, 4 credits): Teacher Academy I (2019-2020) and Teacher Academy II (2020-2021)**
Teacher Academy I is an entry-level course. Students gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences. Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experience.

• **CSE (Computer Science & Engineering) (1 semester, 1 credit)**
Science, Technology, Engineering, and Math Applications prepare students to engage in future academic and vocational courses of study. It includes academic skills, career and technical topics, and 21st century skills. This course provides additional focus on more topics relating to computer science and engineering.

• **Cyber Foundations I & II (1 credit): Denman Junior High School**
Cyber Foundations offers junior high students the opportunity to receive introductory instruction in computer science skills and applications that help prepare them for STEM and Business and Technology Courses.

**STAR STUDENT**
To be eligible for STAR student, a student may be a regularly enrolled senior or an approved dually enrolled student in an accredited public or private high school and or an accredited post-secondary institution. The student must be completing his or her last year of work and must be eligible to receive a diploma in the current school year. The student must have an overall ACT composite score of at least 25 and an overall average of 93 or above in selected subjects in the ninth, tenth, eleventh, and first-semester twelfth grades. Only the following subject areas are to be included: English, Foreign Language, Mathematics, Science, and Social Science.

**MISSISSIPPI SCHOLARS AND TECH MASTERS**
MISSISSIPPI SCHOLARS CURRICULUM

English Language Arts
4 credits must consist of:
• English I (1)
• English II (1)
• Two additional English credits above English II and approved for admission to IHL

Mathematics
4 credits must consist of:
• Algebra I (1)
• Algebra II (1)
• Geometry (1)
• And 1 Carnegie Unit of comparable rigor and content may come from mathematics courses approved for Mississippi Scholars Credit (mississippischolars.ms)

Science
4 credits must consist of:
• Biology I (1)
• Chemistry (1)
• Any 2 Carnegie Units of comparable rigor and content above Biology I and Chemistry (Physics [1] preferred). Additionally, 1 Carnegie Unit may come from a Career Technical Education course.

Social Studies
4 credits must consist of:
• World Geography (1/2)
• Mississippi Studies (1/2)
• World History Studies (1)
• U.S. History (1)
• U.S. Government (1/2)
• Economics (1/2)

Arts
1 credit of:
• One Carnegie Unit of visual and performing arts meeting the requirements for high school graduation or
• Two units for completion of the 2 course sequence computer Graphics Technology I & II

Advanced Electives
2 credits must consist of:
• Two foreign languages or a 5th math or 5th science of higher rigor or
• Any 2 dual credit courses

Additional Requirements
• 40 hours of community or volunteer service during 4 years of high school for seniors graduating in 2018 – 2021 (80 hours for seniors graduating in 2022 and later)
• Minimum of 18 ACT Composite Score (Overall Score) for seniors graduating in 2016 and later
• 2.5 cumulative high school GPA on a 4.0 scale
• Three letters of recommendation (one from each of the following - principal, guidance counselor and business/community leader for students with more than 4 in-school suspensions)
• 95% school attendance during 4 years of high school
• No out-of-school suspension

Mississippi Scholars must also complete any remaining state-mandated high school graduation requirements. Advanced placement courses may be substituted in Mississippi Scholars subject areas. Dual credit and online courses are acceptable.
MISSISSIPPI SCHOLARS TECH MASTER

Mississippi Tech Master Scholars are preparing for their future careers. Employers are concerned with ensuring that both potential and incumbent employees have the skills necessary to thrive in today’s workplace.

Current MDE Career Pathway Track – Academic Course of Study:
English (4 Credits)

Mathematics (3 Credits)
  • Algebra I
  • Math above Algebra I (Course has to be related to program of study)

**Geometry (Mandatory)**

Science (3 Credits)
  • Biology I
  • Two courses above Biology I

Social Studies (3 Credits)
  • American History
  • Government
  • MS Studies

Computer (1 Credit)

Health or PE (½ Credit)

Electives (2 ½ Credits)
  • Must take 4 CTE credits in the same area of your program of study.
  • Must have 21 minimum credits – students can go the 21 or 24 credit route allowing time for internship
  • Non-negotiable

Additional Requirements:
  • 40 hours of community or volunteer service during high school for seniors graduating in 2018 – 2021 (80 hours for seniors graduating in 2022 and later)
  • Minimum of 18 ACT Composite Score (Overall Score) for seniors graduating in 2018-2021 (19 for seniors graduating in 2022 or later) or minimum 36 ASVAB (Armed Services Vocational Aptitude Battery Test) or Silver Level WorkKeys
  • 2.5 high school GPA on a 4.0 scale
  • 95% school attendance during high school years
  • No out-of-school suspension
  • Must attain a passing score, as established by the Mississippi Department of Education (MDE), on the Mississippi Career Planning and Assessment System (CPAS2) or a passing score on an MDE-approved industry certification assessment.

Mississippi Scholars Tech Master must also complete any remaining state-mandated high school graduation requirements. Dual credit courses are acceptable.

*Flexibility to tailor courses to area of interest.

VALEDICTORIAN AND SALUTATORIAN

All scholars competing for Valedictorian and Salutatorian must meet the following criteria for selection for these honorable distinctions:
Freshmen entering high school 2018-2019 and thereafter:

1. Scholars pursuing a traditional diploma with Academic or Distinguished Endorsement.
2. Enrolled in McComb High School a minimum of 6 semesters*

Scholars entering High School prior to the 2018-2019 school year:

1. Scholars pursuing a standard diploma.
2. Enrolled in McComb High School a minimum of 6 semesters*

The selection of Valedictorian and Salutatorian shall be as follows:

1. The Valedictorian shall be that scholar who holds the highest cumulative weighted grade point average (GPA) and meets the above criteria. This average will be computed based on Carnegie credits awarded. Note: Class Rank will not be used to determine selection.
2. The Salutatorian shall be that scholar who holds the second highest cumulative weighted grade point average (GPA) and meet the above criteria. This average will be computed based on Carnegie credits awarded. Note: Class Rank will not be used to determine selection.
3. All cumulative grade point averages will be calculated to the third decimal place using the approved district computer scholar data system (i.e. SAM Spectra).

In the event there is a tie for either position, the following procedures will be used:

1. The Session GPA (the sum of the scholar’s numerical grades divided by their total number of grades) will be calculated to the third decimal place using the approved district computer student data system.
2. If there continues to be a tie, the honor will be shared among the scholars.

* Scholars transferring into the McComb High School will have their transcripts evaluated by a committee consisting of not less than three (3) McComb School District counselors.

TRANSCRIPTS

Any graduating senior will be provided three official transcripts of his/her credits without charge during the senior year or within one year after graduation. The school will mail the three official transcripts upon written request. Additional transcripts will be furnished for a fee of $3.00 each. If transcripts are to be mailed by the school, an additional fee of $1.00 will be charged.

MCCOMB SCHOOL DISTRICT ACCEPTABLE USE POLICY

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

McComb School District (MSD) is pleased to be able to offer its students, faculty, and staff access to its network and the Internet. Access will provide students, 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, mobile devices, 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 person to whom a MSD network account is issued is responsible at all times for its proper use. Under no conditions should a MSD network user allow another user to utilize their account unless speaking directly to a technology department employee who is assisting them.

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.

**Online Etiquette**

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should remember not to post anything online that they would not want students, parents, teachers, or future colleges or employers to see. Once something is online, it cannot be completely retracted and can sometimes be shared and spread in ways the user never intended.

**Personal Safety**

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in person someone they meet online without parental permission.

If users see a message, comment, image, or anything else online that makes them concerned for their personal safety or the safety of someone else, they should immediately bring it to the attention of an adult (teacher or administrator if at school, parent if using the device at home).

**Email**

All employees and students in the McComb School District are issued an account which gives them access to email and web based applications through Google G Suite. G Suite is an integral component of our learning environment and is used in the classroom for communication with teachers, collaborative assignments, assignment submissions, and other uses as determined by the teacher. Students in kindergarten through sixth grade have restrictions on their accounts that limit communications.

Google does not serve ads in the Core Services of G Suite for Education or use personal information collected in the Core Services for advertising purposes. To view the G Suite for Education Privacy Notice visit the following website https://gsuite.google.com/terms/education_privacy.html.

When teachers utilize Google Classroom, parent/legal guardian permission must be obtained from each student’s parent/legal guardian and each parent/legal guardian must be given access to posted documents.

Parents and Guardians of students under the age of 18, upon request, can obtain access to their student’s G Suite account at any time.

**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 MSD has adopted the following policies to address the abuse of electronic communication technologies:

1. Any MSD staff or student 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 MSD staff or student 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**

Students 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 students and staff includes but is NOT limited to:**

- Violating any state and/or federal law (i.e., copyright laws).
- Not respecting the privacy of a person by posting personal contact information, such as work/home address, telephone number, email address, photographs, videos, or names, without obtaining prior permission from the person affected.
- Using the network/Internet for commercial purposes, financial gain, personal business, producing advertisement, business service endorsement, or religious or political lobbying is prohibited.
- Downloading, installation and use of non-educational games, audio files, video files or other applications (including shareware, or freeware, extensions, or apps not approved by the District).
- Non-approved software use is prohibited for staff and students.
- Websites that promote “social networking” are prohibited for students. Posting or publishing any information on the Internet or in any other publication that portrays McComb School District or its affiliates negatively is prohibited.
- The District does not block use of Internet mail accounts, but any “OFFICIAL” communications, e.g., Teacher to Parent, Teacher to Student, Staff to Staff, must be via the district’s email system. This includes, but is not limited to teachers who guide extracurricular activities such as Clubs, Choirs, Bands, Athletics, 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 possession/use by students 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 Children’s Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child 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 student 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 students’ educational records.

Stolen, Missing or Damaged Equipment

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, students, guests, 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 Children’s 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 Children’s 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 Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

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

**Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the 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 Children’s 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 Children’s Internet Protection Act, prevention of inappropriate network usage includes:
- (b) 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 Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Technology Director or designated representatives. The McComb School District or designated representatives will provide age-appropriate training for students 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. Student safety with regard to:
   a. safety on the Internet;
   b. appropriate behavior while online, on social networking Web sites, and in chat rooms; and
   c. cyber-bullying awareness and response.

III. Compliance with the E-rate requirements of the Children’s Internet Protection Act (“CIPA”).

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District’s acceptable use 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 student shall obtain permission from the teacher. All students are expected to follow the written and/or oral classroom instructions. Teachers may give students permission to access the McComb School District network or use a McComb School District computer after demonstrating and discussing with students 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 students and teachers for research purposes. For this reason, it is extremely important that teachers ensure students 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. Student use of computers and/or the Internet and Intranet will be monitored by teachers to ensure that students are viewing appropriate content. Teachers will also monitor student use to ensure that students 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 student 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 before being accessed by a student. If a student accidentally accesses an inappropriate site, he/she must report the site to the teacher, and then exit as soon as possible.

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

a. A student finding child pornography on a computer shall report this to his/her teacher immediately. The teacher 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 child 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 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 antivirus 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, classrooms, 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 student created web pages relating to McComb School District must be submitted to McComb School District’s webmaster for review and posting. Pictures of students must not single out individual students: close-up photos of students must not be posted. Students 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 classroom 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 student 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 SAM to track the number of student violations; this history of student violations will follow the student as he/she moves through schools in the district.

FERPA-Notification of Family Educational Rights and Privacy Act Compliance

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. An education record is defined as any record that directly identifies a student 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 children’s education records. Under FERPA, schools must generally afford parents access to their children’s 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 student 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. Students to whom these rights have transferred to are “eligible students”.

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools must provide a parent or eligible student with an opportunity to inspect and review his or her child’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 student records unless the fee would effectively prevent the parent or eligible student from exercising the right to inspect and review the records.
- Parents or eligible students 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 student in order to release any information from a student’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 student is transferring
  - Specified officials for audit or evaluation purposes
• Appropriate parties in connection with financial aid to a student
• 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 personally identifiable information (PII) without written authorization from a parent or eligible student:

• Student 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 student’s name, student number, or social security number without the student’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 student 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 student 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 web sites:
http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html

SCHOLAR DIRECTORY INFORMATION NOTIFICATION

The McComb School District proposes to designate the following personally identifiable information contained in a
The local school board shall adopt and make available to all teachers, school personnel, students and parents or guardians, at the beginning of each school year, a code of student conduct developed in consultation with teachers, school personnel, students and parents or guardians. The code shall be based on the rules governing student conduct and discipline adopted by the school board and shall be made available at the school level in the student handbook or similar publication. The code shall include, but not be limited to:

(a) Specific grounds for disciplinary action under the school district’s discipline plan;
(b) Procedures to be followed for acts requiring discipline, including suspensions and expulsion, which comply with due process requirements;
(c) An explanation of the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, free speech and student publications, assembly, privacy and participation in school programs and activities;
(d) Policies and procedures for dealing with a student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities;
(e) Procedures for the development of behavior modification plans by the school principal, reporting teacher and student’s parent for a student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities for a second time during the school year; and
(f) Policies and procedures specifically concerning gang-related activities in the school, on school property or vehicles, or at school-related activities.


STATE LAW - PARENT RESPONSIBILITY SECTION 37-11-53

(1) A copy of the school district’s discipline plan shall be distributed to each student enrolled in the district and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. The school board shall have its official discipline plan 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 child enrolled in a public school district shall be responsible financially for his or her minor child’s destructive acts against school property or persons;

(b) A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district may be requested to appear at school by an appropriate school official for a conference regarding acts of the child specified in paragraph (a) of this subsection; and

(c) Any parent, guardian or custodian of a compulsory-school-age child enrolled in a school district who refuses or willfully fails 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 child enrolled in a public school district shall be responsible for any criminal fines brought against such student 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 child 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 child 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. HO2. H91. HB28. CR. J Page 17

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 scholar 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

SCOPE OF THE SCHOLAR CODE OF CONDUCT

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.

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.

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.
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
- Make sure your child is picked up from school or the bus stop every day on time
- Be committed and available to visit your child’s school, as necessary, to evaluate his/her academic and/or behavioral progress

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/she 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 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 scholars walk along the highway, they should always walk on the left, on the shoulder, facing traffic.
C. When crossing the highway, scholars should walk, not run.
D. Scholars 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 must not wave or shout to pedestrians or occupants of other vehicles and must not throw objects from the bus windows.
H. Books, lunch boxes, or other objects should not be placed in the aisle of the bus.
I. Passengers must obey all rules in the schools’ Code of Conduct while riding school vehicles.
J. Passengers must not talk loudly, shout or yell on the bus so as not to distract the driver.
K. Passengers may not eat, drink, chew gum (or anything else), or litter on the bus.
L. Cell phones, personal entertainment and communication devices are prohibited for K-8 and alternative school scholars.
M. 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 scholar, 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.

**Child 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 children. 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 children to and from the drop-off/pick-up point.

Child Care Facilities are responsible for providing parents with:

**Arrival and departure procedures for children**

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

**Consequences for Breaking School Bus Safety Rules**

In addition to the following consequences, the district discipline policy may be followed.

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 20 school days
4. Fourth offense - Suspension of all bus riding privileges for nine weeks
5. Fifth offense - Suspension of all bus riding privileges for the remainder of the school year

Note 1: 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 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.
CLASSIFYING INFRACTIONS

The McComb School District has established three (3) 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.

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 scholarly 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. Employees of the McComb School District are prohibited from using corporal punishment on any scholar with a disability as defined by IDEA and Section 504 of the Rehabilitation Act of 1973. 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. School personnel must make contact with the parent/legal guardian before each corporal punishment occurrence. If school personnel is unable to make contact with the parent/legal guardian, the scholar will report to In-School Suspension (ISS).

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 licensed 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 II and III.

**DISCIPLINE CODE OF CONDUCT**

**Classroom Management Plan**

A classroom management plan shall be posted in every classroom. It shall consist of the following:

1. Classroom Rules
2. A set of consequences for misconduct classified in all three categories
3. A set of rewards for positive behavior
4. Any school-site administrative policies addressing classroom management

**Scholar misconduct is classified into the following three categories**

**Level I – Elementary and Secondary Actions**

1. First Offense – In School Conference and parental contact when warranted
2. Second Offense – Parental Contact and disciplinary action (Brief Time Out, Loss of Privilege, Restorative Discipline)
3. Subsequent Offense – Office Referral; School disciplinary action by administrator (Probation, Brief Time Out, Corporal Punishment, In-School Detention, In School Suspension, Restorative Discipline, or Out of School Suspension at the discretion of an administrator).

**Level I – Infractions**

- Dress Code Violation (1st and 2nd Offense)
- Excessive Talking
- Minor Inappropriate Physical Contact (Pushing)
- Disrespect for Authority (Non-Verbal)
- Computer Abuse
- Sleeping in Class
- Running in Halls
- Name Calling
- Verbally Threatening Peers
- Throwing any minor object in building or on campus
- Head coverings/shades worn inside any building
- Failure to bring materials to class
- Failure to returned signed grade reports, behavior charts, or parent letters
- Minor harassment of a scholar (determined by teacher/administrator)
- Any other offense deemed “minor” by the school administrator

**Level II – Elementary and Secondary Actions**

1. First Offense – One of the following being determined by the Principal or his/her designee: Parental Contact, In-School Detention, Restorative Discipline, In-School Suspension, Out of School Suspension (1-5 days), Corporal Punishment, or Alternative Placement
2. Subsequent Offense – One of the following being determined by the Principal or his/her designee: Parental Contact, In-School Detention, Restorative Discipline, In-School Suspension, Out of School Suspension (1-10 days), Corporal Punishment, or Alternative Placement

**Level II – Infractions**
- Defiance – Any verbal or non-verbal refusal to comply with the lawful direction or order of a McComb School District.
- Disrespect for Authority (Verbal)
- Academic Dishonesty
- Fighting – A physical conflict between two or more scholars
- Initiating/Instigating a Fight – (Fight could or could NOT fight)
- Assault – Striking a scholar with the intention of causing bodily harm.
- Stealing/Theft – Unlawful taking or possession of public or private property
- Bullying – Pattern of deliberate, hurtful, or aggressive acts toward another individual
- Continued Inappropriate Communication/Harassment – Threatening, Intimidating, or abusively harassing scholar/scholars
- Extortion – Threatening to harm a scholar in order to obtain money or advantage
- Indecent Behavior – Scholar writes and/or draws pictures that are considered indecent and offensive
- Leaving Class without Permission
- Lighter/Combustible/Malicious Mischief (boycotting, fires in trash cans, graffiti)
- Skipping School/Truancy
- Threatening Peers
- Gambling
- Possessing or Using Non-Prescription or Non-Controlled Substances
- Possession, use, distribute, or sell of Tobacco/Electronic Nicotine Delivery System
- Unapproved Fund Raising
- Any other offense deemed “intermediate” by the school administrator or designee

**Level III – Elementary and Secondary Actions**

1. Suspension and/or recommendation for placement in the alternative program or recommendation for expulsion

**Level III – Infractions**

- Alcohol Possession
- Bullying
- Coercion/Extortion
- Cyber Bullying
- Disorderly Conduct
- False Accusations
- Gang Related Activities
- Disorderly Conduct
- Sexual Acts
- Sexual Harassment
- Staff Assault (physical or Verbal)
- Trespassing
- Vandalism
- Alcohol Sale, Purchase, or Use
- Assault
- Bomb Threat
- Homicide
- Kidnapping
- Poisoning
- Possession of a handgun
- Possession of a Rifle or Shotgun
- Possessing a Weapon Prohibited by Federal or State Law
- Rape
- Robbery
- Serious Bodily injury/Disfigurement
- Sexual Battery
- Stalking

**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 III). 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
- 3rd ODR (Level 2 infraction) within any grading period
- 4th ODR (Level 2 infraction) within a semester
- 1st ISS served in Denman New Direction Program
- EES Only – 1) An ISS for an exceptional education scholar (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 ODRs at any point during the school term
- 5th Level 2 infraction at any point during the school term
- 1st Level 3 infraction at any point in the school term
- 2nd ISS served in Denman New Direction Program
- 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 (i.e. Brief Time Out, In School Detention) and/or full-day disciplinary removal (i.e. ISS, OSS) from the classroom may also be assigned to participate in restorative practices and social/behavioral remediation activities related to their misconduct.

**SCHOLAR BULLYING AND HARASSMENT**

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 classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

The 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, 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 classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

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, 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, 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.

Note: The McComb School District has made available to scholars and parents a bullying incident report form on the district web site. The form may be accessed by visiting www.mcomb.k12.ms.us and hovering over Student, then choosing Bullying Incident Report Form.

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.

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 possibly, 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.


GRADING POLICY

All subjects, Grades K-12 will reflect, as a minimum, the skills/objectives suggested in the State Curriculum framework. A passing grade in a course/subject will indicate mastery/learning of at least 70% of the grade level course content. All group graded assignments should reflect the individual scholar’s mastery of the work.

1. Grades will be weighted equally in kindergarten.
2. Grades will be calculated as follows in grades 1-12:
   a. Grades will be weighted as major or minor.
   b. Major grades will be weighted equally, averaged and counted as 75% part of the daily average and may include:
      1. Major tests (including Instructional Management Plan assessments)
      2. Unit assessments
      3. The writing assignment
      4. Major projects (those requiring work over a period of time)
      5. Major performance assessments
   c. Minor grades will be weighted equally, averaged and counted as 25% of the daily average and may include:
      1. Homework
      2. Daily quizzes
      3. Pop tests
      4. Short term projects (posters, etc.)
      5. Worksheets
      6. Notebook grades
      7. Minor performance assessments
      8. The required writing assignment grade (all subjects/courses except Reading, English/Language Arts, Science and Social Studies)
      9. The required reading assignment grade (all subjects/courses except Reading, English/Language Arts, Science and Social Studies)
   d. The average of the major 75% and the minor 25% will become the Daily Average and count 75% of the final grade. The nine weeks exams will count 25% of the final grade.
   e. Example: Grade Computation
      Major Grade Average 3/4  Daily Avg.(N) 3/4
      Minor Grade Average 1/4  9 wk. Exam 1/4
      Daily Average N  9 wk. Average M
   f. The semester grades will be an average of the two nine week’s averages. The yearly average will be an average of the two semester averages.

3. Report card grades in Grades K-12 will be letters representing the following numerical averages:
   A - (90-100)  D - (60-69)
   B - (80-89)  F - (0-59)
   C - (70-79)

State Board Policy 36.3: Once a scholar earns a Carnegie Unit in any course, the course may not be retaken to earn a new or additional course grade. This includes any Carnegie Unit credit that may be awarded at a private or nonpublic school after the scholar has earned an initial Carnegie Unit credit in a course.
GRADING/MODIFICATIONS FOR EXCEPTIONAL SCHOLARS

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

Modifications of curriculum, instruction and facilities may be needed for scholars receiving special services. These modifications are to be made in regular classroom settings as well as special classrooms. The modifications should benefit the scholar and should be determined during the Individual Education Plan (IEP) conference.

SCHOLAR PROGRESSION/RETENTION POLICY

General Policies

1. Decisions on pupil progression or placement shall be made to serve the best interest 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 classroom teacher, 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.

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. Each 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 nine weeks 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.
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.

**Appeal Process for Progression/Retention Decisions**

- a. Parent expresses concern to the classroom teacher. The teacher will provide an explanation to the parent.

- b. Principal-parent-teacher(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.

**Grade Kindergarten**

Pupil progression from kindergarten to grade 1 is based on each pupil’s achievement in terms of established instructional goals. The basis for making promotion or retention decisions reflects scholars’ level of understanding in reading and mathematics that will allow success in grade 1.

**Grades K, 1, & 5**

Scholars in grades K, 1, and 5 should pass reading, language arts/English, and mathematics but promotion in these grades will be based on teacher, principal, and counselor judgment with parental input.

**Grades 2, 4, & 6**

Scholars in grades 2, 4, and 6 must pass reading, language arts and mathematics in order to be promoted.

**Grade 3**

A scholar who does not obtain a passing score on established assessment for third grade will not be promoted to fourth grade unless the scholar meets the criteria for good cause exemption.

**Grades 7 & 8**

Scholars must pass five of eight subjects including Mathematics, English, Science and Social Studies. If a scholar shows potential for failure in any of the four academic areas, additional steps will be taken to provide assistance.

**Grades 9 - 12**

Scholars entering ninth grade prior to 2018-2019:

- Freshmen: Those who have successfully completed the 8th grade.
- Sophomores: Those who have completed 7 units of credit.
- Juniors: Those who have successfully completed 14 units of credit.
Seniors Those who will meet all graduation requirements at the end of the current school year.

Scholars entering ninth grade in 2018-2019 and thereafter:

Freshmen Scholars who have successfully completed the 8th grade.

Sophomores Scholars who have completed 8 units of credit.

Juniors Scholars who have successfully completed 15 units of credit.

Seniors Scholars who will meet the following diploma credit requirements:

- Traditional Diploma with Career and Technical Endorsement: 26 Carnegie Units
- Traditional Diploma with Academic Endorsement: 26 Carnegie Units
- Traditional Diploma with a Distinguished Academic Endorsement: 28 Carnegie Units

Note: Only one credit earned through completion of a correspondence course may be counted toward graduation.

Advancement/Continuance/Promotion/Retention for Exceptional Scholars

Marks received by exceptional scholars for special services shall not be used as a determiner for advancement/continuance/promotion/retention. Only those grades attained in regular class instruction shall be used for advancement/continuance/promotion/retention. Scholars receiving a MAJOR PORTION of their academic instruction in a specially designed educational arrangement and/or alternative to regular educational arrangement shall be advanced according to age.

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 grade levels:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age</th>
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<tbody>
<tr>
<td>K</td>
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<td>*(alternative curriculum) 14</td>
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<td>*(alternative curriculum) 15</td>
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<td>11</td>
<td>*(alternative curriculum) 16</td>
</tr>
<tr>
<td>12</td>
<td>*(alternative curriculum) 17-21</td>
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</tbody>
</table>

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

*Alternative curriculum refers to alternative to the regular education curriculum leading to an Alternative Diploma based on the scholar’s IEP at graduation.

Monitoring Pupil Progress K-12

It is the responsibility of each teacher to identify pupils not making satisfactory progress toward achieving grade level objectives, particularly in the basic skills, or who demonstrate immaturity physically, socially, or emotionally. The school should have a plan for alternative arrangements for instruction, grouping with reduced teacher/pupil ratio, or special instruction sessions to focus on the basic skills in order to reteach and/or remediate the underachiever. The plan should focus on attempts to provide special help for the child. Parents will be notified.
during each grading period if their child is not meeting minimum mastery levels in any class or course assignments.

Placement For Scholars Not Meeting The Minimum Standards

Scholars who have not met the minimum skill mastery requirements in order to pass may

1. Be retained at the appropriate grade level.
2. Have access to programs for remediation and advancement.
3. Attend summer school or extended year session.
4. Be referred to the Teacher Support Team.

SCHOLAR MEDICAL INSURANCE

The school is not responsible for medical costs as a result of accidents on the school campus during school. Parents may use their personal medical insurance for such costs. There are special provisions for supplemental insurance provided by the school district/athletic department covering athletic participation. Questions may be referred to the office of the athletic director.

SCHOLAR HEALTH SERVICES

School Nurses

Registered nurses rotate to each district campus site to serve scholars. Our nurses recognize that their most valuable impact occurs in roles that support scholars’ educational success. For many of our scholars, 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 scholar’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

1. 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.
2. Severe sore throat, especially when accompanied by fever or other symptoms.
3. Flu symptoms such as fever, chills, body aches, headache, fatigue, sore throat, runny or stuffy nose, or cough should not attend school until the scholar is released by a healthcare provider.
4. Infected skin such as ringworm, scabies, etc.
5. Head lice
6. Other conditions such as an uncontrollable cough, severe ear pain warrant seeking advice from a healthcare provider before children return to school.

NOTE: When it is determined that a child is too sick to remain at school, the parent/guardian will be contacted and the child must be picked up immediately.

Medications

Medication administration during school hours will be restricted to necessary medication that cannot be given on an alternative schedule Any scholar 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 mediation form is required for each mediation 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. Scholars 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 scholar’s health or change in medication.

F. Any unauthorized medication brought to school by a scholar 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 scholar 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 scholars 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 or by the last day of school. Any medication left at school at the end of the 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.

A. The scholar must have a history of receiving the over-the-counter medication without adverse reaction.

B. All over-the-counter medications will be administered according to packages directions by appropriated age and weight.

C. 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 scholar’s discretionary use of prescription asthma/anaphylaxis/insulin medication. Scholars 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:

A. The prescription asthma/anaphylaxis/insulin medication has been prescribed for that scholar as indicated by the prescription label on the medication.
B. The self-administration is done in compliance with the prescription or written instructions from the scholar’s qualified health care provider; and

C. A parent/guardian/legal custodian of the scholar provides the school:
   1. Written authorization, signed by the parent/legal custodian, for the scholar to self-administer prescription asthma/anaphylaxis/insulin medication while on school property or as a school-related event or activity;
   2. 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 scholar’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;
   3. A written statement from the scholar’s qualified health care provider, signed by the qualified health provider, that states:
      4. The scholar has asthma/anaphylaxis/diabetes and is capable of self-administering the prescription asthma/anaphylaxis/insulin medication;

D. 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 scholar 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.

E. If any scholar 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 scholar’s immediate access to the medication.

F. The scholar shall keep the medication in his/her possession at all times and shall not leave in a place accessible to other scholars.

G. The scholar shall not offer, nor allow, any use of possession of his/her medication by another scholar.

H. The scholar shall act in a responsible and discrete manner concerning his/her medication at all times.

I. Would the scholar need to use his/her asthma/anaphylaxis/insulin medication during school or school activities, the scholar 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 teachers 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.
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 to them by the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration. Inspection of individual 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. 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.

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.

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.

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.

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 grades 5-12 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 K-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 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 abuse of 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)

5. 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 violation
   - 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, 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.

**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.

**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 child (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 student may possess or carry any weapon within a vehicle brought onto school property.) See Descriptor Code JCDAE/GBS.

**Definition of Prohibited Weapons**
Prohibited weapons include, but may not be limited to, the following:

1. Gun, rifle, pistol, other firearm
2. Dynamite cartridge, bomb, grenade, mine or other explosive
3. BB gun, air rifle, air pistol
4. Bowie knife, dirk, dagger, switchblade, pocketknife or other knife
5. Slingshot
6. Leaded cane, blackjack
7. Metallic or other artificial knuckles
8. Razors, razor blades
9. 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)
10. Any instrument having the effect or appearance of a weapon (including utensils, imitation firearms or knives, etc.)

**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.

**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.


**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/GDK, JCDD, JCB, 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.


**MISSISSIPPI STATE LAW**

**POSSESSION OF CONTROLLED SUBSTANCE, WEAPON OR COMMITTING A VIOLENT ACT ON SCHOOL PROPERTY**

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

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


Amendment Note:

The 1995 amendment substituted this section for one which read as follows: “Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on 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:

79 Am Jur 2d, Weapons and Firearms § 27.
92 For latest statutory changes call 1-800-527-0430 (10 Miss Supp.)

**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 children so they can learn is the major goal for the department of support services.

Services provided by the Department are:

1. Teacher 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 scholars' rights, is explained to parents. After written parental consent for testing is obtained, a nondiscriminatory evaluation is conducted. Scholars are evaluated by qualified personnel in all areas related to the suspected disability.

Parents participate when a scholar is ruled eligible for a special education program. Before the scholar can receive special education services, an Individualized Education Program is developed for the scholar. 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 the school board of either school district or the county board of education should refuse such a transfer, then such decision shall be final.

d. The school board shall not recognize any legal guardianship formed for the purpose of establishing residency for school district attendance purposes.

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 children 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 children 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 children 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 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

1. 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:

2. 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.

3. An annual administrative fee of $250.00 per year for the first child and $100.00 per year for each additional child will be charged to all transfer scholars.

4. 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).

Home Schooling

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.

Withdrawal

Grade Pre-K
Parent/guardian must give a two-week’s notice prior to withdrawing their child from school.

Grades K-12
Parent/guardian should obtain a withdrawal slip from the office of the school their child attends. The McComb
School District will mail scholar records to the receiving school upon a written request from the receiving school.

**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 parent form strong partnerships, the potential for academic success of all children 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 children.

- 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 children, 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 children, 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 children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 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 student academic learning and other school activities, including ensuring-

  (A) that parents play an integral role in assisting their child’s learning;
  (B) that parents are encouraged to be actively involved in their child’s education at school;
  (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
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 students.
   - 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 child 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 Program Committee
   - Providing a parent/community liaison and child 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 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 children 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 student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child’s progress, and
- how to work with educators:
  - 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 children to improve their children’s 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 teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, 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 children.

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 children, by:

- Employing persons to work in community learning centers
- Operating a parent resource center
- Distributing parenting information at parent conferences or through student folders
- Hosting awareness activities at school
- Providing information to parents about higher education opportunities for all students (through the school counselors)
- Providing a district website
- Providing parents with students’ 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 children 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 district’s 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 children 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.

RIGHT TO KNOW NOTIFICATION

Right to Know Professional Qualifications of Teachers and Paraprofessionals

In compliance with the requirements of the Every Students Succeeds Act, the McComb School District would like to inform you that you may request information about the professional qualifications of your student’s teacher(s) and/or paraprofessional(s). The following information may be requested:

- Whether the student’s teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

- is teaching in the field of discipline of the certification of the teacher.

- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child’s teacher’s and/ or paraprofessional’s qualifications, please contact the principal at the school your child attends or Betty Wilson-McSwain, Federal Programs Director, at 601-684-4661; Ext. 15.

NOTIFICATION OF AHERA COMPLIANCE

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, Mrs. Germayne Nash, is available at (601) 684-0177 to answer any questions you may have regarding asbestos in our buildings.

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:

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

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, Assistant Superintendent, McComb School District, (601) 684-4661 or the Director of the Office of Civil Rights, Department of Education, Washington, D. C.