

**Water Valley High School
Parent/Student Handbook
2017-2018**



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Water Valley School District Home Language Survey

Because the Water Valley School District is unaware of all English Language Learners the Mississippi Department of Education recommends that schools conduct a survey of language used in the home. Please complete this survey and return it to the school.

Child's Name _____

Parent's Name _____

Does your child speak any language other than English?

_____ YES _____ NO

If yes, please answer the following questions:

1. What was the first language your child learned to speak? _____
2. Have you and/or your child ever lived in another country? _____ If yes, what country? _____
3. Has your child ever attended school in another country? _____
If yes, what country? _____ What grades? _____ When did your child enroll in school in the US? _____
4. Has your child ever received English Language Learner Instruction? _____
5. What language does your child speak most often? _____
6. What language is most often spoken in your home? _____

INTRODUCTION

Water Valley School District Mission Statement

The Water Valley School District Mission is to educate all children to their greatest potential academically, socially, emotionally, mentally, and physically.

Board Members

Lamar Burgess

Pierce Epes

Brian Gilley

Chris Terry

Taylor Trusty

Message from the Board of Trustees

The Water Valley School Board members would like to welcome all of our students and parents to the Water Valley School District. Our school district provides numerous academic and extracurricular programs to give each of our students every opportunity for success both in the classroom and the community.

The recent renovations to the district's facilities and technology infrastructure are among the most significant improvements the district has made over the past few years. Parents are encouraged to tour our facilities, talk with the administrators, teachers and staff, and to be involved in their children's education.

The Water Valley School District provides not only a solid academic foundation but also provides activities such as athletics, band, and participation in school clubs and encourages all students to become involved so that we have well-rounded students upon graduation. One of the main priorities of this School Board is setting and maintaining high expectations for both our staff and students.

We are constantly striving to improve the academic success as well as the whole educational experience for all students of the Water Valley School District. We expect our team of professional educators to use their training to ensure that every student has the opportunity to reach their fullest potential. Your positive involvement in that process, either as a student or parent is welcomed and encouraged.

Let's make the 2017-2018 school year the best ever!

GO BLUE DEVILS!!!

Taylor Trusty
School Board President

Message from the Superintendent

Dear Parents and Students:

Welcome back to the 2017-2018 school year. I trust that you have had a restful summer and are prepared to strive for academic excellence this year. The school board, administration, faculty, staff, and I are looking forward to helping you become well-rounded in all aspects of your educational career. As always, we endeavor to increase your success and the success of the Water Valley School District by building on a positive culture of academic excellence and extracurricular activities within an encouraging learning environment.

Students, as you work diligently during the school year, you will face a variety of choices that may affect you for a lifetime. Much of what you learn will not be from teachers and textbooks but from other students. Be wise. Be respectful. Be kind. Be compassionate. Take opportunities to help others and be an admirable role model for others to follow.

Conrad Hilton once said, "Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit." Challenge yourself to be the most successful student that you can be. When you make mistakes, don't give up. Instead, give a greater effort and see the rewards you will gain from it. If you start the year strong and continue giving your best throughout the year, you will be able to take great pride in your accomplishments.

It is my hope that each of you has a pleasant and successful school year.

Sincerely,

Dr. Michael McInnis
Superintendent

Message from the Principal

Dear Students and Parents,

It is with great pride that I welcome you to Water Valley High School for the 2017-2018 school year. As principal, it is a pleasure to lead such an energetic academic organization where the focus on student achievement is at the forefront of our daily efforts.

Water Valley High School offers students a well-balanced academic program comprised of not only the core courses in math, science, English, and social studies but also many elective offerings. Our goal is to provide a comprehensive and rigorous academic program for all students. “Choose to be a Champion” is our motto, and our academic programming reflects that.

We have some of the best teachers and programs available to students anywhere in the country. It means something to be a Blue Devil. It represents a commitment to academic excellence, dedication to self-improvement, and a sense of pride for the community. I hope you see the pride we have for our school as you visit our campus and extracurricular events.

Finally, I would like to thank our teachers, parents, and community for their hard work, dedication, and support to WVHS each and every day. Without them, Water Valley High School would not be the great school that it is.

Sincerely,

Drew Pitcock
Principal Water Valley High School

Water Valley School District 2016-17 Calendar

July 31, 2017	Monday	Professional Development Day (1)
August 1, 2017-	Tuesday	Professional Development Day (1)
August 2, 2017-	Wednesday	Professional Development Day (1)
August 3, 2017-	Thursday	Professional Development Day (1)
		Meet the Teacher
August 7, 2017-	Monday	First Day for Students
September 4, 2017-	Monday	Labor Day Holiday
September 7, 2017-	Thursday	Progress Reports
October 2-5, 2017		First Nine Weeks Exams
October 9, 2017-	Monday	Fall Break
October 10, 2017-	Tuesday	School Resumes
October 12, 2017-	Thursday	Report Cards
November 9, 2017-	Thursday	Progress Reports
November 20-24, 2017		Thanksgiving Holiday
December 14-19, 2017		Second Nine Weeks Exams
December 19, 2017-	Tuesday	60% Day
December 20, 2017-	January 2, 2018	Christmas Holiday
January 3- 4, 2018-	Wed./Thurs.	Professional Development Day (1)
January 5, 2018-	Friday	Students Return
January 11, 2018-	Thursday	Report Cards
January 15, 2018-	Monday	Dr. Martin Luther King, Jr. Holiday
February 8, 2018-	Thursday	Progress Reports
February 19, 2018-	Monday	Holiday
March 5-9, 2018		Third Nine Weeks Exams
March 12-16, 2018		Spring Break
March 22, 2018-	Thursday	Report Cards
March 30, 2018-	Friday	Good Friday Holiday
April 2, 2018-	Monday	Good Monday Holiday
April 19, 2018-	Thursday	Progress Reports
May 17-22, 2018		Final Exams
May 18, 2018-	Friday	Graduation
May 23, 2018-	Wednesday	60% Final Day for Students
May 24, 2018-	Thursday	PD Report Card Day (1)
May 24-25, 2018		Make-up Days for Inclement Weather

Note: Makeup days for inclement weather will be the week of May 24-25, 2018, and/or other holidays as needed. PD will be made up on May 29, 2018 if needed.

First Semester:	Student Days 90	Faculty Days 94
Second Semester:	Student Days 90	Faculty Days 93
Total:	180	187

Bell Schedule

7:30	Bell sounds- students allowed in building
7:52	Warning Bell
7:56	Announcements
7:56-8:50	1st Period
8:50-8:58	Break
9:01-9:52	2nd Period
9:56-10:47	3rd Period
10:51-11:42	4th Period (High School)
10:51-12:21	4th Period (Jr. High Lunch)
11:46-1:15	5th Period (High School Lunch)
12:24-1:15	5th Period (Jr. High)
1:20-2:11	6th Period
2:16-3:08	7th Period
3:08	Bus Riders Dismissed
3:11	Car Riders Dismissed
3:15-5:00	ASD (Thursday)

WATER VALLEY HIGH SCHOOL CONTACT NUMBERS

Drew Pitcock, Principal	662-473-2468
Melinda Allen, Assistant Principal	662-473-2468
Michael Cook, CTE Director	662-473-2468
Jonathan Barnes, Counselor	662-473-2468
Susan Petty, Bookkeeper	662-473-2468

WATER VALLEY CENTRAL OFFICE CONTACT NUMBERS

Dr. Michael McInnis, Superintendent	662-473-1203
Sharron Lipsey, Assistant Superintendent	662-473-1203
Brianna Franklin, Sped Director/District Testing Coordinator	662-473-1203
Kathy True, Federal Programs	662-473-1203
Meredith Richmond, Food Service Director	662-473-1203
Craig King, Transportation Director	662-473-2451

EDUCATIONAL CENTER CONTACT NUMBER

Sheryl Sullivant, Director	662-473-4673
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ACADEMICS
Graduation/College Requirements

<u>Curriculum Area</u>	<u>Units of Credits</u>	<u>Required Subjects</u>
English	4 ¹	English I,II
Mathematics	4 ²	Algebra I
Science	4 ³	Biology I
Social Studies	4 ⁴	World History US History ½ MS Studies ½ US Government ½ Economics ½ Geography
Health	½ ^{7,8}	
Computer Education	1 ¹⁰¹	
Physical Education	½ ⁹	
Fine Arts	1	
Electives	5 ¹¹	
Total Units of Credit Required	24	

Required State Testing:

Biology I

Algebra I

English I

U.S. History

1 Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 5 general electives required for graduation. Accelerated English 9 can be accepted in lieu of English I.

Accelerated English 10 and AP English Language Composition can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

2 Compensatory Mathematics, Introduction to Engineering, and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5 general electives required for graduation. Effective with the eighth graders of 2008-2009, CCSS Math 8 and Foundations of Algebra may not be taken after a student completes Algebra I. Beginning school year 2007-2008 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I.

Effective with ninth graders of 2010-2011, Survey of Mathematical Topics may not be included in the two math courses higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. One of the four required mathematics units may be in Survey of Mathematical Topics; however this course does not meet the mathematics requirement for admission to institutions of higher learning. Effective with the eighth graders of 2004-2005, CCSS Math 8, Foundations of Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit.

3 One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I &

II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the Agricultural and Environmental Science and Technology (AEST) 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Beginning school year 2008-2009 for all entering eight graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry, AP Chemistry, Physics, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics. IB-DP Physics I, IB-DP Physics II, MYP Chemistry, and IB-DP Chemistry may be accepted as allowable lab-based physical science courses for students enrolled in the IB program. MYP Biology and IB-DP Biology I may be accepted in lieu of the Biology I requirement for students enrolled in an IB program.

4 Advanced Placement Human Geography is accepted in lieu of the required Geography course. MYP World Geography is accepted in lieu of the required Geography course for students enrolled in the IB program. Advanced placement U.S. History is accepted in lieu of the required U.S. History from 1877 to Present. IB-DP History of the Americas I is accepted in lieu of the required U.S. History Course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U. S. Government is accepted in lieu of the required Government course for students enrolled in the IB program. AP European History or AP World History can be accepted in lieu of World History.

5 Credit earned for the first year of Marketing and Economics (Vocational) may be accepted in lieu of ½ unit in Economics.

6 The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

7 Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

8 Successful completion of JROTC I and JROTC II may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health beginning in the 2010-2011 school year and thereafter, when instruction includes all health components in the JROTC curriculum. If it is used to meet the graduation requirement for ½ Carnegie unit in Health, it cannot be used concurrently to meet the graduation requirement for ½ Carnegie unit in Physical Education as allowed in footnote #9 below.

9 The graduation requirement for ½ unit in physical education may include participation in interscholastic athletic activities, band, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

10 Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational). ICT II may be accepted in lieu of Computer Discovery. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB program.

11 Only one elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements they may award additional credits as outlined in the local Board policy.

**BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI**

**REQUIRED COURSES FOR ADMISSION
TO PUBLIC UNIVERSITIES IN MISSISSIPPI**

Mathematics: Algebra I, Geometry and Algebra II

Science: 2 courses must be lab-based 3 of the following: Biology, Biology II, Chemistry, Physics, Anatomy and Physiology OR Physical Science with content at a level that may serve as an introduction to Physics and Chemistry

Pre-Biology does not count as one of the three science courses for this requirement.

Social Studies: U.S. History, World History, ½ U.S. Government, ½ Economics OR Geography

Advanced Electives include: 1 Foreign Language OR World Geography and 1 Foreign Language, World Geography, Fourth Year Lab-Based Science, OR Fourth Year Mathematics

**BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI**

**RECOMMENDED COURSES FOR ADMISSION
TO PUBLIC UNIVERSITIES IN MISSISSIPPI**

English	4
Mathematics	4
Science	4
	(2 lab based)
Social Studies	4
Fine Arts	1
Computer Education	½
Advanced Electives	2

Mathematics: Algebra I, Geometry, Algebra II and any one Carnegie Unit of comparable rigor and content (e.g. Trig/Pre-Cal, A.P. Calculus)

Science: Biology I, Chemistry I, and any two Carnegie Units of comparable rigor and content (e.g. Physical Science, Biology II, Physics, Anatomy and Physiology)

Social Studies: 1 World History, 1 U.S. History, ½ Introduction to World Geography, ½ U.S. Government, ½ Economics, ½ Mississippi Studies (credit earned for State/Local Government courses in any other state may stand in lieu of Mississippi Studies)

Fine Arts: 1 of any visual and/or performing arts course(s) meeting the requirements for high school graduation

Advanced Electives: 2 Foreign Languages (I and II), OR 1 Foreign Language 1 World Geography, OR 2 of the following: any English, Mathematics, or Lab-based Science courses of comparable rigor and content to those required above

Career Pathway Option

<u>Curriculum Area</u>	<u>Unit of Credits</u>	<u>Required Subjects</u>
English	4 ¹	English I, II
Math	3 ²	Algebra I
Science	3 ³	Biology I
Social Studies	3 ^{4, 5}	U.S. History, U.S. Gov't Ms. Studies
Health/PE	½ ⁶	Health or PE
Integrated Technology	1 ⁷	ICTII, STEM or Comp. App/ Keyboarding
Career/Technical Electives	4 ⁸	Program of Study
Electives	2 ½ ⁹	

Required State Testing:

Biology I

Algebra I

English II

U.S. History

1 Compensatory Reading and Compensatory Writing shall not be included in the four English courses required for graduation. The two additional English credits must be from the student's program of study which includes Technical Writing, Creative Writing, English III, English IV, or any college-level dual credit courses.

2 Compensatory Mathematics may not be included in the three mathematics course required for graduation. Effective with eighth graders of 2008-2009, CCSS Math 8 and Foundations of Algebra may not be taken after a student completes Algebra I. For students pursuing the Career Pathway Graduation Option, at least one of the required mathematics courses must be above Algebra I and selected from the student's program of study. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Survey of Mathematical Topics, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics, or any college-level dual credit courses.

3 For students pursuing the Career Pathway Graduation Option, at least one of the required science courses must be above Biology I and selected from the student's program of study. If a student's program of study allows, one unit may be in Concepts of Agriscience. A second science unit may be earned by completing a two course sequence selected from the following three options: Science of Agricultural Animals, Science of Agricultural Plants, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Health Science I & II, Aquaculture I & II; Forestry I & II; Horticulture I & II; Polymer Science I & II; Technology Applications I & II and Engineering I & II.

4 Advanced placement U.S. History is accepted in lieu of the required U.S. History 1877 to Present. The third social studies credit should be selected based on the student's program of study.

5 The credit earned for a State/Local Government course in any other state by an out of transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course. Credit earned for the first year of Marketing and Economics (Vocational) may be accepted in lieu of ½ unit in Economics.

6 Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health. Interscholastic athletic activities, band, and ROTC if they meet the instructional requirements specified in the *Fitness through Physical Education Framework* may also be accepted.

7 Career and Technical (CTE) courses must be based on the student's program of study and should include dual credit/dual enrollment options as found in Section 37-15-38 of the Mississippi Code of 1972.

8 Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one unit in a technology-rich academic or career technical course related to their program of study.

9 Electives must be selected from courses related to the student's program of study. Credits earned not approved for that student's program of study will not be counted toward graduation requirements.

Opt Out Option

Water Valley High School students who are not planning to attend a four-year college or university are eligible to receive a diploma with the course requirements listed below. Students must also achieve a passing score in the four subject area state tests. The school guidance counselor must have record of a parent's request for his or her child to use the "Opt Out Option." Parents must request the "Opt Out Option" within twenty-four (24) hours following the student's final semester exam of the graduation year.

Students who, with their parents support, make a decision during the graduation year to move to the Opt Out Option from the traditional diploma route may not drop any courses from their schedule. Beginning with the 2018-2019 school year, this graduation option will no longer be available.

"Opt Out Option Curriculum"

<u>Curriculum Area</u>	<u>Unit of Credits</u>	<u>Required Subjects</u>
English	4 ¹	English I, II
Mathematics	4 ²	Algebra I
Science	3 ³	Biology I
Social Studies	3 ^{4,5}	World History US History ½ MS Studies ½ US Government
Health	½ ^{6,7}	
PE	½ ⁹	
Computer Education	1 ⁸	
Fine Arts	1	
Electives	4	
Total Units Required	21	

1 Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation.

2 Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. Beginning school year 2004-2005 for all entering eighth graders, at least one of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. Effective with the eighth graders of 2004-2005, CCSS Math 8, Foundations of Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students.

3 One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one

unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. IB-DP Physics I, IB-DP Physics II, MYP Chemistry, and IB-DP Chemistry may be accepted as allowable lab-based physical science courses for students enrolled in the IB program. MYP Biology and IB-DP Biology I may be accepted in lieu of the Biology I requirement for students enrolled in an IB program.

4 AP European History or AP World History can be accepted in lieu of World History. Advanced placement U.S. History is accepted in lieu of the required U.S. History from 1877 to present. IB-DP History of the Americas I is accepted in lieu of the required U.S. History Course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U. S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

5 The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

6 Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

7 Successful completion of JROTC I and JROTC II may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health beginning in the 2010-2011 school year and thereafter, when instruction includes all health components in the JROTC curriculum.

8 Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational). ICT II may be accepted in lieu of Computer Discovery. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB program.

9 Elective units in physical education include participation in interscholastic athletic activities, band, performance choral, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

Grade Classification

9 th Grade	Students who have been successfully promoted from the 8 th grade
10 th Grade	Students who have completed 6 credits
11 th Grade	Students who have completed 12 credits
12 th Grade	Students who have completed 18 credits

Grading

9-Week Grading Scale Calculation

60% Major Assessments

30% Minor Assessments

10% Checkpoints (homework, skill check, anecdotal notes, etc.)

*Any special circumstance, for instance, the grading scale/process for a course like Career Pathways Experience (CPE) which includes input from an employer, will be shared in writing with students at the beginning of the course. Parents will be asked to sign-off on the few unique circumstances that may arise such as the explanation of CPE.

A 90-100

B 80-89

C 70-79

D 65-69

F 0-64

In order to successfully complete the requirements of a course, a student must maintain a yearly average of 65 or above. The average of the two nine-week averages is the semester average. The final average is the average of the two semester averages. However, a Water Valley High School student who fails a subject area tested subject but passes the state test will receive credit for the failed course at the minimum mastery level of 65 provided the student meets the qualifications for the credit recovery program.

Credit Recovery options are now available to Water Valley High School Students. Options will be announced to students as they are made available. Credit recovery will operate according to the Credit Recovery Plan approved by the Board of Trustees, spring 2010 provided funds are available and with respect to future changes to the plan that are approved by the Board.

Qualifications for credit recovery require a final grade of 50-64 and the completion of all guidelines of the program application. In addition, a Water Valley High School student who fails a subject area tested subject but passes the state test will receive credit for the failed course at the minimum mastery level of 65 provided the student meets the qualifications for the credit recovery program.

Summer School, when available, may only be taken for a course failed. Exception to this rule would be to allow a student to “catch up” to his/her grade level. Summer school credit will be accepted from any accredited public school in the United States of America.

Correspondence: Students are allowed one correspondence course in the required units of credit for graduation. Major courses may only be taken via correspondence if the student has failed the course during the school year (major courses are English, Mathematics, Science, and History). Courses that require state testing may not be taken by correspondence.

Mississippi Virtual Public School: There are no restrictions on the number of credits a student can earn toward graduation from MVPS. Courses that require state testing may not be taken through MVPS.

Dual Credit: Students may enroll in a dual credit course by meeting the criteria set by the college they will be attending and selecting a course on the approved Dual Credit list for the Secondary Schools of Mississippi. Students will be awarded one (1) Carnegie unit for successful completion of a Dual Credit course. The unit will also be weighted at 1.10 when calculating GPA and QPA. Dual Credit Courses may also replace a graduation requirement. Speak with the counselor to see which courses qualify for replacement. For seniors who are replacing a graduation requirement for a dual credit course, final confirmation of course completion must be submitted to the

counselor within 24 hours of graduation. A final transcript will not be provided until Water Valley High School receives a final transcript from the institution.

Grading Scale for Dual Enrollment

- A - 95
- B - 85
- C - 75
- D - 65

Outsourced Course Options: Other virtual schools, university directed courses, etc. require approval from the high school principal for Carnegie unit credit to be awarded.

7th/8th Grade Promotion/Retention

Students in 7th grade take five (5) different academic subjects during the school year. Subjects included in the promotion/retention decision are math, language arts, science, and social studies. In order to be promoted from the 7th grade, a student must successfully complete the four academic subjects from the above list.

If a student fails one of the four designated subjects, they will be promoted if their cumulative average of the four classes is a 70 or above.

Students in 8th grade take five (5) different academic subjects. Eighth grade students must pass language arts, science, social studies, and math. CCSS Math 8 and ICT II are Carnegie unit courses.

Make-Up Work

After any excused absence, students have a minimum of two days and up to the same number of days that they are absent to make up missed work. For example, a student who was out 1 day, has 2 days to complete missed work. A student who is out 4 days has 4 days to make up missed work. It is the student's responsibility to work with instructors to complete any missed work. A student will be required to take a test on the appointed day if the test was announced prior to the student's absence. If the student is absent on test day, the student will be required to take the test on the day the student returns to school. Graded work missed due to an unexcused absence may be made up at the student's request in order to proceed with the learning process. A grade of 50% will be issued for this work and will be a part of the student's grade.

GPA/Class Rank/Weighted Classes

Class rank will be determined at the conclusion of the student's senior year. The numerical average will be calculated as follows:

- .5 credit course – add final grade
- 1.0 credit course – add first semester grade and second semester grade
- 2.0 credit course – add first semester grade twice and second semester grade twice.

Total and divide by the number of grades. The grade will be carried to the fourth decimal place. Grades for band, chorus, physical education, and driver's education classes are not included in the calculations.

Honors/Accelerated courses will carry the following weight when calculating Grade Point Average:

Accelerated Courses	Final Grade (x) 1.05
Physics	Final Grade (x) 1.05
Advanced Placement	Final Grade (x) 1.10

Selection of Valedictorian, Salutatorian and Honors

The student with the highest numerical average at the conclusion of his/her senior year will be the valedictorian. The student with the second highest numerical average will be the salutatorian. If the students have the exact numerical average, the valedictorian and/or salutatorian will be selected by the following method:

The averages will be carried one decimal place further until the tie is broken, up to nine decimal places. In the event that a tie cannot be broken, co-valedictorian and/or co-salutatorian will be named.

Honor graduates must have a numerical average of 90.0000 or greater.

Beginning with entering eighth grade students in 2011-2012, students may earn one of three different levels of honors:

- Honors: numerical grade average of 90 or above.
- Distinction: a numerical grade average of 90 or above and a score of Advanced on two of the four SATP exams.
- Special Distinction: a numerical grade average of 90 or above and a score of Advanced on all four SATP exams.

College Visits

Seniors are allowed two (2) days throughout the school year to make official college visits. Students must submit a request in writing prior to the date of visit and return with verification of college visit. Additional visits may be credited as excused when a school requests that a student make a campus visit where there is potential for a scholarship offer.

Honor Roll Guidelines

In order for a student to be recognized on the honor roll, he/she must obtain the following:

Teacher's Honor Roll: "B" average in each academic subject for the nine-week grading period and/or semester and/or final course grade.

Principal's Honor Roll: "A" average in each academic subject for the nine week grading period and/or semester and/or final course grade.

Equal Educational Opportunities

Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion, or marital status.

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

SCHOOL ADMISSIONS

Admissions Requirements

All returning students must furnish two proofs of residence for enrollment in the district. The legal guardian must complete an emergency card and registration forms.

Approved forms of documentation:

- Filed Homestead Exemption Application Form/Land Tax Receipt (Must be from current year)
- Mortgage Documents/Property Deed (mortgage documents must indicate current year, if property deed used, physical address must appear on the deed)
- Apartment or Home Lease (cannot be handwritten receipt and must be in current year)
- Utility Bills (must be within the last three months prior to registration – no cell phone or cable bills)
 - Acceptable bills: light, gas, water, landline phone
- Automobile Registration (for current vehicle tag – not car title)
- Valid Driver's License or State issued identification
- Any other documentation that will be objectively and unequivocally establish the parent or legal guardian resides within the school district as determined by the principal, superintendent or designee.
- Student is living with legal guardian – (LEGAL CUSTODY DOCUMENT) a copy of the court order appointing the guardian must be provided to the district. If a petition of guardianship has been filed and the decree is pending, the student or guardian must provide a certified copy of the filed petition for guardianship.

Students suspended or expelled from another school or school district are not allowed to enroll until the suspension has been served at the previous school or the sanction for expulsion has expired.

Transfers

Any student transferring to Water Valley High School must have a valid immunization certificate, birth certificate, report card, (2) proofs of residency documentation, and name and address of the former school attended. Until all of these documents have been received, the student is not allowed to be permanently enrolled. Also, see transfer and enrollment guidelines listed below for both accredited and non-accredited schools.

Transfer and Enrollment from Accredited Schools

An official transcript mailed directly from the office of the school previously attended is required by students transferring into Water Valley High School from a school accredited by a state or regional accrediting agency. Report card or transfer papers from the previous school attended may be used for temporary class placement.

Transfer and Enrollment from Non-Accredited Schools

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within 30 days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test. {MS Code 37-15-33} (SB Policy IHF-2)

Students entering Water Valley High School may initially be placed at the discretion of the principal and guidance personnel. Criteria for placement include:

1. Recommendation of the sending school
2. Prior academic records
3. Other criteria deemed appropriate by the principal

Grades 7-8

1. Students will take an entrance test (exam/screener) in math and Language Arts for placement purposes. Official enrollment is contingent on the entrance test (exam).
2. The student will not be placed more than three grades above or below the grade or class that the pupil would have been assigned had the pupil enrolled during the year the child reached his/her sixth birthday on or before September 1.
3. Principals determine the final grade placement with consideration of these entrance test scores.

Grades 9-12

The district validates high school credit for the courses of transfer students from non-accredited institutions by testing. Students may only earn credit for course subjects taught at Water Valley High School. Students will take an end-of-year exam for each Carnegie unit requested. Success on the exam allows for awarding of the Carnegie unit. In addition:

1. In the absence of any accumulated Carnegie units, the student will be required to take an entrance test (exam/screener) in math and Language Arts for placement purposes. Official enrollment is contingent on the entrance test (exam). The test is used to ensure the student has the ability to perform on a high school level.
2. The student is required to complete all state and local requirements for graduation. The set of requirements that the student must meet will be determined as follows:
 - a. If the student is placed above the ninth grade, the pupil must meet requirements for entering the ninth grade based on his/her chronological age as set forth above.
 - b. If the student is placed in the ninth grade, the pupil must meet requirements of the ninth grade class in which he/she is enrolled.
 1. The number of Carnegie units awarded by the principal determines the grade placement of the pupil in accordance with the graduation requirements and state/local mandates.
 2. No authority is given or is to be implied regarding the waiver of any state or local graduation requirements for a student who transfers from non-accredited institution.
 3. A permanent record for the student is made upon enrollment. The record will contain all pertinent information and will show that the student entered from a non-accredited institution.
 4. Any Carnegie units awarded by the principal are listed on the cumulative records and will be reflected as non-accredited public, private or homeschool. (Home school credit may be recorded as pass/fail and will not count towards GPA.)

Returning from Out-of-Home Placement

Mississippi Code of 1972 Annotated Section 37-13-92, (1)(e) states that no school district is required to place a child returning from out-of-home placement in the mental health, juvenile justice or foster care system in an alternative school program. Placement of a child in the alternative school shall be done consistently, and for students identified under the Individuals with Disabilities Act (IDEA), shall adhere to the requirements of the IDEA act of 2004. If a school district chooses to place a child in alternative school the district will make an individual assessment and evaluation of that child in the following time periods:

Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services custody;

Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605; and

An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include:

- A strength needs assessment.
- A determination of the child's academic strengths and deficiencies
- A proposed plan for transitioning the child to a regular education placement at the earliest possible date.

However, if the actions of a student, although not rising to the level of a felony, are such that the student poses a threat to the safety of himself or others will disrupt the educational process at the alternative school, the school district is not required to admit the student into the alternative school.

Withdrawal Policy

The following steps will be taken in order to withdraw the student:

1. School officials/teachers should be notified at least one day prior to the withdrawal of a student.
2. The student's parent must come to the guidance office and officially withdraw his/her child. All books and fines must be cleared before an official withdrawal is completed and the student's academic record is cleared.
3. Any student who moves during the school year must record the change of address with the principal.
4. The principal is authorized to release reports and records when an official written request is received from the school district to which the student is transferred. (A parent or legal guardian has the right to review his/her child's school records.)
5. A student leaving the district may obtain a record of the student's work to date for the current term. Reports may be held if the student has any indebtedness to the school (lunchroom, workbooks, library books, textbooks, restitution, damages, etc.).
6. If a student withdraws during the last two weeks of the school year and moves out of the district, the student will receive grades in progress. The school may request examinations from Water Valley High School. The examinations may be mailed to the student's new school upon written request of the school to which the student is transferring. Examinations, when completed, are checked by Water Valley personnel and credit given by Water Valley School District. No examinations are given ahead of time without approval of the principal.

Policy on No-Transfer for In-District Students

The Water Valley School District will not transfer students to another school district. Students who were previously granted transfers will be grandfathered in this policy. The only exception will be if there is a medical condition that warrants the transfer.

Parents of a student may request a transfer based on medical conditions to another school district by submitting a transfer application. The Water Valley School Board will review the application and if the board deems appropriate, will grant the request.

Any request made on the basis of a health issue, whether physical or mental, must be accompanied by adequate documentation confirming the condition and specifying reasons for the necessity to move.

Each case will be addressed on an individual basis as determined by the policy criteria. In each instance, transportation will be the sole responsibility of the parent/guardian.

The Water Valley School Board reserves the right to reject all transfer requests.

Homeless Children Regulation

When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC § 11431(1), 11432(e)(4) and 11302(a), the **Water Valley School District considers and takes enrollment action that is in the best interest of the child, pursuant to 42 USC II 432(e)(3).**

1. The requirements of Section 11 are minimum requirements, and the district may require additional documentation and verification at any time.
2. At the minimum, the district maintains in a file a written instrument identifying the types of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.
3. The provisions of this policy do not apply to students who reside outside the school district but who have legally transferred into the district.
4. Any court-ordered procedure shall take precedent over any procedure contained herein.

The Water Valley District Homeless Liason and Foster Care Liason is Kathy True. Contact Information: (662) 473-1203 or ktrue@wvsd.k12.ms.us

The Water Valley High School Homeless Liason and Foster Care Liason is Jonathan Barnes. Contact Information (662) 473-2468 or jbarnes@wvsd.k12.ms.us

ELL (English Language Learner) Policy

Water Valley Schools survey all students enrolling into the district with Home Language Survey.

LAS Links is used to evaluate language proficiency.

The Water Valley School District will provide effective instruction to identified ELL (English Language Learner) students. Curriculum and learning strategies will be guided by *Mississippi Guidelines for English Language Learners*.

Policies for Qualifying Migrant Children

1. When a child enrolls in your school district, have the child's parent complete the Migrant Education Program (MEP) agricultural survey to see if they may possibly qualify for the MEP.
2. If the child appears to qualify, contact the Identification & Recruitment Coordinator by telephone or you can fax the agricultural survey to: Mississippi Migrant Education Service Center (MMESC) Center For Educational Partnerships P.O. Box 5365 Mississippi State, MS 39762 Phone: (662) 325-1815 Fax: (662) 325-0864
3. The MMESC will contact the family to conduct a formal interview to determine program eligibility.
4. Post the interview, the MMESC will contact the school and inform them of whether or not that child qualifies as migrant.
5. The child, whether determined migrant or not, should be tested for Title III, Part C ELL (if needed) and evaluated to determine which other Title I/Title X programs he/she qualifies for.
6. The MMESC will continue to work with the school to monitor the child's academic progress and will need to be made aware of any specific needs of the child to better designate services that the MMESC can provide or refer the child's parents to.

Water Valley School District Family Educational Rights and Privacy Act

The Water Valley School District is in compliance with the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record they believe is inaccurate. They should write the school principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records to request.)

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

(NOTE: In addition, a school may want to include its directory information public notice as required by 99.37 of the regulations, with its annual notification of rights under FERPA.)

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, requires the principal to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“Marketing Surveys”) and certain physical exams and screening.

The principal will have a list of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive, and for surveys and activities scheduled after the school year starts, the school district will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under state law.)

School Fees

Item	Grade	Amount
Supplies	7-11	\$20.00
Graduation	12	\$75.00
ICTI/II and S.T.E.M.	Students Enrolled	\$10.00
Business Courses	Students Enrolled	\$10.00
Accounting	Students Enrolled	\$25.00
Science Lab	Secondary Sciences	\$10.00
Parking	Student Drivers	\$5.00
Construction Program Fee	CTE Students	\$20.00
Nutrition & Wellness Fee	CTE Students	\$10.00

The supply fee will be reduced for students who move into the school district during the school year. The reduction will be by \$5.00 for each quarter. For example, a student who enters school in November will pay \$15.00. A student who enters in February will pay \$10.00. All other fees will remain the same regardless of enrollment date. Students who join clubs and/or organizations may be expected to pay fees for official club membership (Beta Club, FFA, etc.). Also, any fees for Driver’s Education will be assessed as these are not optional for determination by Water Valley High School. Students who choose not to pay their school fees without getting a hardship waiver will

not receive nor see their report cards. Students may come to the school in the summer and pay their fees in order to get their report cards. Seniors who have unpaid fees will not receive their diploma.

Financial Hardship

All fees authorized to be charged under subsections (1) and (b) of the Fee Policy above shall be charged only upon the following conditions;

1. 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.
2. Pupils eligible to have any 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.
3. In no case shall any of this school district's procedures expose any pupil receiving a hardship waiver to any type of stigma or ridicule by other pupils or school district personnel.
4. The confidentiality provisions of this policy shall apply equally to any students who have an inability to pay any fees authorized under the provisions of the Fee Policy above. In no case shall the inability to pay the assessment of fees authorized under the provisions of the Fee Policy above result in a pupil being denied or deprived of any academic awards or standards, in any class selection, grade, diploma, transcript, or the right to participate in any activity related to educational advancement. Those wishing to apply for financial hardship, please contact Dr. Michael McInnis, Superintendent.

ATTENDANCE

Compulsory Attendance

The Mississippi Department of Education, Office of Compulsory School Attendance Enforcement would like to remind parents about several laws governing school attendance:

1. Under the Mississippi Compulsory School Attendance law, parents and guardians of a compulsory school age child in this state shall cause such child to enroll in and attend a public or legitimate non-public school. This law applies to children who have reached the age of six (6) and have not exceeded seventeen (17) by September 1.
2. Children who have attained or will attain the age of five (5) years on or before September 1 and have enrolled in a full-day kindergarten will be under the Compulsory School Attendance Law.
3. The Mississippi Compulsory School Attendance Law also requires parents to inform the school of the reason for the child's absence from school.
4. Section 37-13-91 (e) of the Mississippi Code states that "An absence is excused when it results from a medical or dental appointment of a compulsory-school-age child where an approval of the superintendent of the school district, or his designee, is gained before the absence, except in the case of emergency. When possible, parents should seek approval for medical/dental appointments in advance from the superintendent's designee, the principal of Water Valley High School, or his designee, the attendance clerk. When it is not possible to gain prior approval, the student should make sure to follow the guidelines for re-entry after an absence. These guidelines are covered under the "Returning to School after Being Absent" heading.
5. House Bill No. 1530 amends section 37-13-91, Mississippi Code of 1972, to provide that a compulsory-school-age child who is absent more than 37% of the instructional day must be considered absent the entire day.

Any parent or guardian who fails to comply with the state school attendance laws may be found guilty of contributing to the neglect of a child and will face criminal charges, which may include a fine up to \$1000.00 or up to one year in jail, or both.

Absentee Rules

Regular attendance on the part of all students is necessary for successful accomplishment in school. Even one instance of tardiness or absence may be detrimental to good school work.

Certainly, repeated tardiness and absences frequently cause students to make low grades and often fail. Therefore, it is important that students are in school every day that school is in session. A student who is under the compulsory attendance law will be subject to any guidelines imposed by the State of Mississippi through the School Attendance Officer. Students who are no longer under the compulsory attendance law may be dropped from the Water Valley School District for excessive absenteeism. Excessive absenteeism would be considered at the 11th absence in any single semester or at the 21st cumulative absence for the school year. Reenrollment after being dropped for excessive absenteeism requires a meeting with the Superintendent of Education.

Attendance

Absence- When a student has been absent; he/she must bring a written excuse to the bookkeeper on the day the student returns to school. An absence slip will be issued to the student. An excuse will not be accepted after the second day following an absence. All excuses must contain the student's full name; the date(s) absent; reason for absence; and signature of parent, guardian, or medical professional.

1. Excused-parent writes a note indicating responsibility for student while absent. A maximum of three (3) days per semester will be accepted as an excused absence with a note from the parent. Any absence beyond three (3) days in a semester that is not classified as Medical or School as listed below will be classified as unexcused.
2. Medical-note is forwarded from a physician, dentist, or other professional medical service indicating care for the student while absent.
3. School-student is with a faculty/staff member off campus for educational purposes. This is not an absence from any class.
4. Participation in 4-H and FFA sponsored events- these absences are excused but shall not exceed five (5) absences per academic year. The excuse has to be in writing from the superintendent, Extension Agent or High School Agricultural/FFA Instructor.
5. Service to the Mississippi House of Representatives or Senate as a page: These absences, when documented with paperwork, are excused.
6. Religious/Court Proceedings/ Family Death-Emergency – Religious observance needs should be shared with the principal prior to observance. Court Proceedings and Family Death-Emergencies should be followed by appropriate written documentation.
7. Educational Opportunities-Educational Opportunities should have prior approval of the principal.
8. Unexcused- no parent note or medical documentation is provided indicating responsibility or care for the student while absent. Also, any absence that is documented by a parent note but is in excess of the three (3) days allowed per semester.
9. Suspension- This absence type does count against inadequate attendance.
10. In-School-Suspension: students are counted present.

INADEQUATE ATTENDANCE

1. A student who has 5 or more unexcused absences will lose field trip privileges.

Mississippi Accountability Standard (19.3) requires that a school ensure that 140 hours of instruction is scheduled for each Carnegie unit offered. The school will meet this guideline and expects that the student will be in attendance to receive the instruction. Of course students will miss instructional time and procedures are in place to address these absences. Allowing for student absence that is valid is appropriate. However, to ensure the quality of student learning in awarding a Carnegie unit, it is important that students receive the maximum instruction possible.

Tardy Rules

Timely arrival to all classes allows for optimal instructional and learning time. Even one arrival after the bell has been sounded can cost the class valuable learning opportunities. Late arrivals to school and tardiness to class should be kept to a minimum, and there should always be a valid excuse should a student arrive late. Students who are late for school should have a parent note, a parent walk them in the school, or the parent should call the school to let them know that their child is going to be late.

Late Arriving to School---The student should check in with the school secretary at the front office immediately upon arriving at school. The student will be issued an “admit slip” to class by the secretary. Because his/her name will likely be published on the daily absentee sheet, the “admit slip” should be carried to each teacher throughout the day. This will be verification to the teacher that the student has checked in at the front office upon their arrival to school.

If the student does not report in to the front office and receive this slip, he/she will be sent to check in by his/her teacher and an unexcused tardy will be recorded. If a student checks into school later than first period on any school day, he/she will be responsible for obtaining an absence slip (See Returning to School After Being Absent) on the following morning for the full periods he/she missed for the prior day. Special Note... Students who arrive on campus after the 7:52 bell and are not checked in properly through the front office will be considered skipping class and will be subject to disciplinary action.

Tardy: The failure to be inside the classroom without a valid excuse when the tardy bell sounds. Excused tardy-

1. Medical-note is forwarded from a physician, dentist, or other professional medical service indicating care for student while out of the class.
2. School-student is with a faculty/staff member for educational purposes or on a late bus.
3. Accident or hindrance beyond student or parent control as determined upon check-in at school.
4. Unexcused-all other tardies that are non-medical, non-school related or non-accident related.

Returning to School after Being Absent---The student will report to the bookkeeper for an absence slip immediately upon arrival to school following an absence for the partial or full day. A partial day absence is defined as being absent from one or more class periods. The bookkeeper will issue absence slips beginning at 7:30 each morning and note the time the student received the admit slip in order for the teacher to verify, if needed, that the student was detained by the office. In the event the bookkeeper is away from school or there is an excessive amount of absence slips to prepare, the school administration will assist with this task. Students are responsible for obtaining the absence slip immediately upon their arrival to school. If a student has to be sent for an absence slip by his/her first period teacher, the teacher may count the student with an unexcused tardy and assign ASD.

Early Release

Students enrolled in Water Valley High School and classified as a senior may qualify for a daily early release from school. Seniors who are on track for graduation and maintain progress toward graduation may be excused at the conclusion of 5th period. Any student who has not successfully passed all four (4) state-mandated subject area assessments may not receive early release. No student may choose to drop any course during the school year. Students enrolled in a dual credit bearing class not offered on the Water Valley High School campus or in the Career Pathways Experience program may be released at the conclusion of 4th period.

A senior whose cumulative record or progress in courses reflects a need to remain at school for additional courses or independent study time may be denied this privilege by the administration. If a student is on “Early Release,” the student must have arrangements to leave campus on a daily basis at the designated time. If the student does not have arrangements they will be placed in a class if the deadline for enrolling in a new class has not passed. If the deadline has passed, the student must make arrangements for transportation or pick-up. The penalty for being on campus unassigned is listed in the Code of Conduct section of the handbook under loitering. Being on campus when not assigned to classes is considered loitering and will be addressed as such. Any assigned classes will count in the student’s GPA.

Dropout Prevention Plan – District Initiatives

Learning Links

Principal's Link – Sept. 26, Jan. 23, Apr. 24 (5:00 p.m.)

Power Link – As announced

Student Support Services-Invitations will be offered

TRANSPORTATION

Bus Riders

The following procedures will be used for afternoon bus dismissal:

1. Students will be dismissed from the classroom to go directly to the buses.
2. Administrators will monitor students as they board the buses.
3. **All transportation changes must be submitted by the parent or legal guardian in writing to the school office by 12:00 p.m. No phone calls for any transportations will be allowed.**

Car Riders

All car riders are to be dropped off and picked up at the high school gym. For safety reasons, no car traffic should be in the bus lanes for any reason.

BUS POLICY

Only properly enrolled students in the Water Valley School District are permitted to ride a district school bus. Exceptions must be approved by the Superintendent. Students wishing to ride a bus other than their assigned bus must present a written request from a parent or guardian. The note must include the student's name, physical address of the drop-off, phone number where parent can be reached, and must be signed by the parent or guardian. These notes must be turned in to the office by 12:00 P.M. The student will be provided a bus slip. This slip must be given to the bus driver upon boarding the bus. No bus changes will be accepted after 12:00 P.M. No phone calls for any transportations will be allowed.

INTERFERENCE WITH SCHOOL BUSES

It is unlawful for any individual other than a member of the school district administration, faculty, or a law enforcement official to interfere in any way with the operation of a school bus. State law prohibits unauthorized boarding of school buses or interference with passenger boarding or leaving, under penalties of fine and/or imprisonment. Parents are not allowed to ride on school buses at any time, including field trips. Students who have been suspended or expelled from the bus will be considered trespassing and subject to Water Valley School District Code of Conduct consequences. For questions concerning school buses, bus routes, or drivers, please contact Mr. Craig King, Director of School Bus Services, at 473-2451.

STUDENT CONDUCT & DISCIPLINE

Parent Responsibilities

1. *Financially*
 - A. A parent, guardian or custodian of a compulsory - school age child 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 aged child shall be responsible for unlawful activity occurring on school grounds or buses.
 - C. The school district shall be entitled to recover damages in an amount not to exceed \$20,000, plus necessary court costs, from the parents of any minor under the age of 18 years and over the age of 6, who maliciously and willingly damages or destroys property belonging to the Water Valley School District. (Senate Bill 2239)

2. *Discipline Conferences*

- A. A parent, guardian or custodian of a compulsory-school age child may be requested to appear at school by the school attendance officer or an appropriate school official for a conference regarding acts of the child.
- B. Any parent, guardian or custodian of a compulsory-school age child who refuses or willingly fails to attend such discipline conferences may be summoned by the proper notification by the superintendent of school or the school attendance officer and be required to attend such discipline conferences.
- C. Any parent, guardian or custodian of a compulsory-school age child who refuses or willingly fails to attend such discipline conference that has been summoned under Section 13 shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed \$250.00 (Senate Bill 2239)

EDUCATIONAL CENTER (Alternative School)

The Educational Center is the alternative program for the district. A student may be referred to the Educational Center for the following reasons: (1) potential school dropout, (2) pregnancy, (3) failure to respond to behavioral or instructional interventions, (4) excessive absences, (5) below grade level due to illness, dysfunctional family situation, or extenuating circumstances beyond his/her control, (6) suspensions from school, (7) facing expulsion from school for nonviolent infraction of school policy, or (8) continually disruptive.

Further, Mississippi Code of 1972 Annotated Section 37-13-92, (1)(a) requires that Alternative School assignment be available to "any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct."

TELEPHONE USE

The telephone is for business use only. It is to be used only when absolutely necessary. It should not be used by pupils except in emergencies – and only with permission of the official in charge of the office.

STUDENT PARKING

Parking permits will only be sold to students who meet the criteria listed below and until the number of slots is exhausted. There are a limited number of slots available for purchase. Each student must have decal visible. Parking will be on a first come first serve basis.

1. The student driver is required to complete a parking permit application providing necessary information in order to purchase a \$5 parking permit from the school. The valid parking permit must be displayed as instructed or the vehicle will be towed at the owner's expense.
2. Students must show valid driver's license and proof of insurance before being issued a parking permit.
3. Students must provide make/model and color of vehicle.
4. Each vehicle must have a current valid license tag and inspection sticker; be prepared to record the tag number on the permit application.
5. The owner of the vehicle must sign the parking permit application.
6. Students who drive multiple vehicles, each vehicle must have an application on file and permit displayed or it will be towed at owner's expense. Only one parking space will be assigned.

Bringing an automobile or other motorized vehicle on campus is a privilege that may be revoked if the following guidelines are not followed:

1. Loitering and sitting in parked cars will not be tolerated. When students arrive at school, they must report immediately to a supervised area.
2. Students are to park in the designated parking area on campus.
3. The established legal maximum speed is ten (10) miles per hour on all Water Valley School District properties.
4. All vehicles are to stop while buses are loading or unloading. In the afternoon, no vehicle is to move until all buses are off campus.
5. Students whose parents bring them in automobiles must use the designated route and drop-off points.
6. Radio/Sound systems may not disturb or negatively affect the learning environment
7. Any accident on campus must be reported to the high school office immediately, no matter how small or insignificant it may seem.
8. Visitor parking is for school visitors only. Anyone other than visitors who parks in a visitor's space will be towed at the owner's expense.
9. Any vehicle on campus during a parking suspension will be towed at the owner's expense and may lose parking privileges for the remainder of the year.
10. No overnight parking is allowed on campus without written permission.

Student will be given a warning and subsequent offenses may result in the loss of driving privileges from a minimal driving suspension to the remainder of the school year.

Personal Student Vehicle Use for School Business

Any student who is conducting school business in their personal vehicle must have a parent/guardian signed release form on file in the school office, which must be signed in the presence of a school official. A form is required for each separate event. Further, any student who will be traveling with another student on such business must also have a parent/guardian signed release form on file in the school office.

Example: Student participates in a fund-raising activity for a club of which the student is a member. The fund-raising activity requires delivery of items related to the activity and the student is going to leave campus during the school day to make delivery of the items. A parent/guardian signed release form is required to be on file before the student can leave campus.

This policy does not include daily travel for registered drivers when traveling away from the main campus for a routine assignment (seventh period football, seventh period baseball, etc.).

- Approved by the Board of Trustees at their regular meeting on Tuesday, January 19, 2010

SCHOOL POLICIES, PROCEDURES AND COMPLIANCE

School Policy and Procedure on Student Records

The Water Valley School District Board of Trustees of the Water Valley School District directs that this district shall be in compliance with the “ Family Educational Rights and Privacy Act of 1974. “

The Superintendent of Schools shall be responsible for insuring compliance with this Act. The Water Valley School District forwards educational records of transferring students to their schools, upon their request, without written consent of parents.

1. *Parents have the right to inspect and review the educational records of their children. Parents are provided rapid access to records, and in no case shall access be delayed more than n 45 days after the request has been made. The request must be directed to the school principal, and copies of their child’s records will be made for parents at a reasonable cost.*

2. *Parents are provided an opportunity to challenge the contents of their child’s educational records in order to insure that the records are accurate, and that they are not misleading, or otherwise in violation of the privacy or other rights of the students. In conference with the principal, parents may request the correction or deletion of educational information. In the event the issue cannot be resolved; the parents may request a hearing.*

3. *The following educational records maintained by the Water Valley School district contain information directly related to the students: Permanent Records, Cumulative Folders, Register and teacher grade book. Information included in the records are: identifying information, attendance and health records, standardized test scores, subject grades and credits, and guidance information.*

4. *The law allows “directory information” about students to be made public without specific permission. Parents may, however, request that certain information about their child be deleted from publications. During this coming year, the schools within Water Valley School District publish or sponsor the publication of yearbooks, student directories, honor society rosters athletic contest programs, and graduation programs. The board is allowing the following directory information to be made public through one or more of these publications: the student’s name, address, telephone listing, date, place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, and awards received. NOTE: For a period of fourteen (14) calendar days from the date of the notification, parents may request the deletion of information relating to their child from specific school publication. Forms for making this request are available from the schools. (These forms may be sent to parents.)*

5. *The Water Valley School District will not release to any third party to educational records of students without the written consent of the parents, other that the following exceptions:*

- A. School officials, including teachers, who have been determined to have legitimate educational interests.
 - B. Officials of other schools after a student has transferred, upon condition that student’s parents are notified and have an opportunity to challenge contest of the record.
 - C. State or Federal officials for audit purposes or for reporting information required by state statute.
 - D. Financial aid officials in connection with a student’s application for aid.
 - E. Educational agencies for developing, validating, and administering predictive test, if such information does not permit identification of individual students.
 - F. Accreditation organization in order to carry out their function
 - G. Parents of dependent students who have attained 18 years of age.
 - H. Appropriate persons who need information to protect the health of safety of students in case of emergency
6. *The Water Valley School District will maintain a record in student’s cumulative folders listing the individuals who have had access to the student’s folder with the exception of category 5- A above. The record will contain the signature, the reason for, and the date of access. The record will be available to parents.*
7. *The law states that whenever a student has attained eighteen years of age, or is attending an institution of post-secondary education, the permission or concept is required of and accorded to the parents shall be required of and accorded only to the student.*

In the Water Valley School District, each principal will be responsible for, and have access to, the student’s records. The student’s current teachers, guidance counselors, and record clerks also have access to the student’s school records. Parents who have legitimate interest are welcome to make inquiries about such records. The inquiries must be directed to school principals.

Fundraising Policy

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

Definitions:

1. Extra-curricular and co-curricular – activities which occur in or on school property or are directly or indirectly related to the curriculum or activities supported by the school, its staff, or in which an entire group participates.
2. Fundraising – any activity sponsored by an entire school organization related to the school, or the staff in a school, which results in profits that are returned to the school.

Sales Policy

Students will not be allowed to buy, sell, or trade items at school that are not school sponsored items. Students cannot sell goods or services for personal gain or benefit nor sell goods or services for non-school related organizations on school property. All fundraisers must be approved by administration.

Chaperone Policy

A female chaperon/supervisor shall be present for events, travel, and/or field trips involving female students. Also a male chaperon/supervisor shall be present for events, travel, and/or field trips involving male students. An chaperone who is not employed by the school district will be required

School Policy on Sex Discrimination

In compliance with Title IX of Public Law 92-318, The Education Amendments, it shall be the policy of Water Valley School District that no employee or student shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any education program or activity.

This policy statement herewith disseminated in a public origin shall apprise such persons of the protection assured them against discriminations.

Any complaints should be sent in writing to the district athletic director, including the name, address, and telephone number of the employee charging discrimination. This information shall be made available to all students and employees. Further, a record of the complaint shall be initiated containing all pertinent information as to the source and nature of the complaint. Within thirty (30) days a hearing shall be held with the School Board of Trustees and their recommendation requested in answer to the complaint. Minutes of the complaint hearings, along with Board recommendations and actions taken, shall be filed with the State Superintendent of Education.

Any and all grievances and/or complaints concerning gender discrimination should be addressed to the Title IX Coordinator for the Water Valley School District.

Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act, which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Water Valley School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No

discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff or the school district, he/she has the right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of all individuals having access to those records; (4) ask for an explanation or any item in the records; (5) ask for an amendment to any report on the grounds that is inaccurate and/or misleading, or violates the child's right, and (6) a hearing on the issue if the school refuses to make the amendment.

If you have any questions contact the 504 Coordinator for the Water Valley School District, at 473-1203.

Discrimination Grievance Procedures

Statement

The Water Valley School District will not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in the admission to and provision of educational programs, activities, and services or employment opportunities, and benefits. Questions or complaints should be directed to the school district office.

Water Valley School District
PO Box 788
544 Market Street
Water Valley, MS 38965
662-473-1203

Water Valley High School
550 Market Street
PO Box 647
Water Valley, MS 38965
662-473-2468

Purpose

The purpose of this grievance is to provide the Water Valley School District's employees, students, and parents, a process in which they may file a discrimination grievance complaint.

Definitions

The following definitions shall apply in this grievance procedure:

1. A "grievance" is a complaint by an individual(s) based upon an alleged violation of his or her rights under state or federal laws related to discrimination.
2. A "grievant" is a person(s) making the complaint.
3. A "discrimination complaint form" is the form used by the grievant(s) to file the complaint. Note: Discrimination complaint forms will be located at each school's principal's office, the food service supervisor's office, the special education coordinator's office, bus shop, and the central office.
4. "Discrimination Representatives" are the staff members assigned to each school to investigate each complaint.

Procedure for Processing Grievances

Grievances shall be processed in accordance with the following procedures:

1. All grievances, as defined above, must submit a discrimination grievance complaint form to the school's discrimination grievance committee. The form must be signed by the grievant, setting forth in detail how the grievant claims to have been discriminated against.

2. The school's discrimination representatives will make the principal and superintendent aware that there has been a discrimination grievance complaint filed. This will be accomplished by providing each with a copy of the complaint. The superintendent will make the school board aware that a discrimination grievance complaint has been filed by providing the board a copy of the complaint.

3. After receiving the discrimination complaint, the school's discrimination representatives will have five (5) school days to investigate the complaint. Representatives will be free to obtain any information from students, staff, and administration that is felt necessary to aid in their investigation.

4. When the investigation is complete, the representatives will have three (3) school days to meet with grievant(s) to discuss their findings.

5. A copy of the discrimination grievance form will be forwarded to the principal, superintendent, and school board.

6. If the discrimination complaint has merit, the administration and school board will take appropriate action. The grievant(s) have the right to discuss their complaint with the school board.

7. The grievant(s) will be notified of the board's decision within five (5) school days.

Schoolchildren's Religious Liberties Act

Water Valley High School will observe all sections of the Student Religious Liberties Policy. To view the policy, please visit the Water Valley School District Policy Service on the district's website.

Audio/Video Taping

Any recording of a parent/teacher conference that is maintained by the public agency is an "education record" within the meaning of the Family Educational Rights and Privacy Act ("FERPA"; 20 U.S.C 1232g), and would, therefore, be subject to the confidentiality requirements of the regulations under both FERPA (34 DFR part 99) and part B (§§300.560-300.575).

The Water Valley School District Policy states that video or audio recording must be approved by the superintendent or designee.

Military Recruitment Consent

Military recruiters have access to student names, addresses and telephone numbers. If you wish for your child's information to be withheld from military recruiters, please notify the school by sending a written request to the school counselor.

Jonathan Barnes
Water Valley High School
P.O. Box 647
Water Valley, MS 38965

SAFETY & SECURITY

Checking In/Out

It is the policy of Water Valley School District that students should be allowed to check out of school only in cases of emergency or in dire need and then only under the supervision of their parents, guardian, or a responsible adult designated by the parent or guardian on the student's emergency card. In order to check a student out of school, the parent or guardian must come into the office and sign the student check-out sheet. If the parent/guardian cannot check the student out, only the designated adults on the student's emergency card may do so. Any changes to the emergency card must be made by the parent/legal guardian in person at the school's office. If a student drives a vehicle to school, the student may be allowed to check out if the parent or legal guardian comes to sign the student out in the school office prior to the student's checking out. **No phone calls will be allowed for check outs. Anyone who checks a student out of school must present a photo ID.**

If an emergency arises at school resulting in the need for a student to check out, the principal or his designee will make a decision or contact the parent to make arrangements.

If a student is checking in after school has started, he/she must report to the front office to sign in. He/she will receive an excused/unexcused tardy, which may result in an After School Detention (ASD) assignment.

All transportation changes must be submitted by the parent or legal guardian in writing to the school office by 12:00 P.M. No phone calls for any transportations will be allowed. For the safety of your child, this documentation must include:

1. Full legal name of the child
2. Address for transport
3. Parent/legal guardian name and phone number
4. Name of the adult who will be responsible for receiving the child and phone number
5. Bus Number (if applicable)

If he/she is going to an address not listed on his/her emergency or transportation card and the parent or legal guardian requests a permanent address or transportation change, the parent or legal guardian must bring photo identification to the school office and **must submit the change in person at the school office.**

Procedures for School Visitation

All visitors to school shall report immediately to the school office to be greeted by the principal or his designee. Authorized visitors will be issued identification badges to be worn in full view while in the school. A school host will be provided to assist our guest during their visit. Upon departure visitors must check out in the school office. These procedures do not apply to the attendance of assembly programs and other special programs open to the general public.

Parents are encouraged to visit the schools.

Parents shall have reasonable access to staff through parent/staff conferences, parent center workshops conducted by staff members, school level parent involvement meetings scheduled at flexible times, and special school projects.

Parents shall have the opportunity to volunteer and participate in their child's class. Volunteers must complete an orientation prior to any volunteer service. The principal or his designee will provide the orientation.

Parents shall have the opportunity to observe classroom activities. Observe, as it is applied to this policy, means to see, watch, or notice. An observer, as it applies to this policy, is one who observes but does not participate officially in any activity. Observations will be scheduled in a manner as to keep disruption of classroom procedures and the instructional process to a minimum. The principal or his designee must schedule classroom observations in advance. Visitors must complete an orientation prior to classroom observation. Classroom activities cannot be video or audio taped.

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

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

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

The principal shall have the right to deny visitation right to any individual if in their judgment; the visit might negatively affect the classroom procedures and the educational process.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals or their designees 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.

A section of seats in the gym will be reserved for visitors during special events such as pep rallies and assemblies. Visitors should sit in the designated area only. A pass will not be needed for special events as long as the visitor remains in the designated area.

Crime Stoppers

Yalobusha County Crime Stoppers provides a means of communication for members of the student body to anonymously provide law enforcement agencies with information on crimes or suspects. Tipsters can give information without revealing their identity.

Crime Stoppers is a partnership between the school, community and law enforcement agencies. You can make a difference in our school if you give valid information about weapons, drugs, sexual assault, vandalism, bomb threats, fighting, drinking, bullying, etc., or by reporting any situation that puts you, your friends, or your school at risk. Good citizenship and leadership skills are encouraged in our children through the Crime Stoppers Program.

Remember, no one will ask your name or location. Be a good citizen and report crimes or suspects by calling 1-866-933-8477.

DRILLS

Knowing what to do in times of crisis, inclement weather, and emergencies is essential. In an effort to ensure our students' safety and well-being in the event of an actual emergency, drills are practiced at each school. During the drills, students should:

- Follow directions heard over the intercom
- Be absolutely quiet and follow instructions given by the teacher in an orderly manner.
- Stay with the members of their class and remain in the designated area.
- Return to the classroom only when instructed to do so.
- During a lockdown drill, no one will be admitted to the building for the duration of the drill.

For the safety of your child, during a real emergency situation, parents are not allowed to check out students.

WEATHER CLOSINGS

In the event of bad weather that could cause schools to close, refer to the following radio and television stations for school closing information:

WTVA Channel 9 News

WCBI Channel 4 News

105.5 Radio

HEALTH, WELLNESS, & NUTRITION

District Wellness Policy

Goal: All students in the Water Valley School District shall possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff members in the Water Valley School District are encouraged to model healthful eating and physical activity as a valuable part of life.

To meet this goal, the Water Valley School adopts this school wellness policy with the following commitments to nutrition, physical activity, comprehensive health education, marketing, and implementation. This policy is designed to effectively utilize school and community resources and to equitably serve the needs and interests of all students and staff, taking into consideration differences in culture.

The Water Valley School District will:

- Offer a school lunch program with menus that meet the meal patterns and nutrition standards established by the U. S. Department of Agriculture and the Mississippi Department of Education, Office of Child Nutrition Programs.
- Offer school breakfast and snack programs (where approved and applicable) with menus that meet the meal patterns and nutrition standards established by the U. S. Department of Agriculture and Mississippi Department of Education, Office of Child Nutrition Programs.
- Encourage school staff and families to participate in school meal programs.
- Operate the Child Nutrition Programs with school food service staff who are properly qualified according to current professional standards (Mississippi Board of Education Police, Code EE-2E).
- Establish food safety as a key component of all school food operations and ensure that the food service permit is current for the Food Service school site.
- Follow State Board of Education policies on competitive foods and extra food sales (Mississippi Board of Education Policy, Code EEH).
- Establish guidelines for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity.

Water Valley High School Wellness Policy

Water Valley High School will:

- Provide positive, motivating messages, both verbal and nonverbal, about healthy lifestyle practices throughout the school setting. All school personnel will help reinforce these positive messages.
- Involve students in planning for a healthy school environment. Students will be asked for input and feedback through the use of student surveys, and attention will be given to their comments.
- Promote healthful eating, physical activity, and healthy lifestyles.
- Eliminate advertising and other materials on the school campus that promote foods of minimal nutritional value.

HEAD LICE

While head lice do not transmit any human diseases, they are a considerable nuisance and require cooperative effort on the part of the parents and school officials to control. When a teacher suspects that child has head lice, he/she is sent to the school nurse. The child's parents will be notified and asked to pick up the child. The child must be treated with an approved medical treatment and not a home remedy. Proof of treatment should be provided, such as a note from a parent/guardian describing the treatment, or presenting the empty bottle with the label intact. The school nurse will recheck the child's hair before he/she returns to class. If live lice are present, the child will be sent home again.

Under state law, any child who has three (3) recurrent cases of head lice will be referred to the State Department of Health

MEDICATIONS

A request to Administer Medication Form must be completed by the child's physician and guardian before medication can be administered to the child in school. The parent or guardian is responsible for delivering the medication to school. Students MUST NOT transport medications to or from school. Unused medication will be returned to the parent only. If medication has not been picked up within one week of notification, the medication is disposed of by the nurse.

Prescribed medication must be labeled and in an appropriate container labeled by the pharmacy or physician with the date, student name, name of the medicine, time medicine is to be given, dosage, licensed health care provider's name. Pharmacy name and number must also be included on bottle.

The following over-the-counter medications are kept at the school and can be administered only with parent permission on file: Tylenol, Ibuprofen, TUMS, first aid ointment, Benadryl, Visine eye drops, Orajel, cough drop, Pepto, and Chloraseptic spray. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy.

Inhalers/Asthmatic Conditions Policy

According to House Bill No. 1072, the school board shall permit the self-administration of asthma medications by a student if the student's parent/guardian: (a) Provides written authorization for self-administration to the school (b) Provides a written statement from the student's health care practitioner that the student has asthma and has been instructed in self-administration. The statement shall be kept on file in the office of the school nurse or school administrator. The Water Valley School District and its employees shall incur no liability as a result of any injury sustained by the student from the self-administration of asthma medications. The permission for self-administration of medications shall be effective for the school year in which it is granted and shall be renewed every school year.

Nutrition Guidelines

Goal: The goal of establishing guidelines for all foods and beverages served or sold during the school day (outside of Child Nutrition Programs that follow USDA Guidelines) is to improve the nutritional intake of Mississippi children. This can be done with a combination of two strategies.

1. Adding more nutrient-rich, appealing options whenever foods and beverages are sold (or otherwise offered), including vending machines, school stores, and other school functions. Possible options include fruits and vegetables (fresh, canned, and dried); nuts, seeds, and trail mix; beef jerky, peanut butter/cheese and crackers, animal crackers, fruit snacks, reduced-fat dairy products (milk, cheese, yogurt, frozen yogurt, and smoothies); 100% juice, and water.
2. Limiting intake of discretionary calories (in the venues described above). These are calories from fat and added sugar that provide few if any important nutrients (like protein, vitamins, minerals, fiber, etc.). As described in the 2005 Dietary Guidelines for Americans, discretionary calories include intrinsic fats in the basic food groups (like butter and margarine, and all added sugars. Limiting intake of discretionary calories can be done both by limiting portion size of and access to regular soft drinks, sweetened tea, candy, cookies, and high-fat snacks regular potato chips, corn chips, crackers, sausage sticks, etc.).

Water Valley High School will:

- Establish and support a School Health Council (SHC) that addresses all aspects of a coordinated school health program, including a school wellness policy.

The Water Valley High School Health Council*:

- Larry Taylor, Chairperson
- Jeb Lee

*The council will meet periodically to assess the implementation of the Water Valley High School Wellness Policy.

Cafeteria Service Guidelines

Meal Prices

Full Price: Breakfast \$1.50 Lunch \$2.25

Reduced Price: Breakfast \$.30 Lunch \$.40

1. Between July 1st and the first week of school students will receive a Free and Reduced Lunch Application to be filled out by parent or guardian. Students will keep their lunch status from previous year for 30 school days. A new application must be turned in for current year or the student will become a full paid student.
2. Students are encouraged not to charge meals. Students are allowed to charge a maximum of ten (10) reimbursable meals.
3. Students will keep their lunch number permanently. Please commit it to memory.
4. No food or drinks are to be sold on school campus one hour before or during lunch.
5. Parents are encouraged to include healthy lunches if brought from home.
6. No gum is allowed in cafeteria.
7. Extra food cannot be bought without purchasing a full meal. Milk and ice cream can be purchased without purchasing a full meal, based on federal guidelines.
8. Students are responsible for picking up their tray and any trash before leaving the cafeteria.
9. Students should not loiter around the lunch serving line or cashier after being served.
10. Students are to keep their voices at a conversational level while in the cafeteria.

Commitment of Physical Activity

The Water Valley School District will:

- Provide physical education for all students (in accordance with Section 37-13-124, Mississippi Code of 1972, ann., reference 2004 Mississippi Public Schools Accountability Standards 32, Appendix B and 33).
- Offer a planned sequential program of physical education instruction incorporating individual and group activities, which are student centered and taught in a positive environment.
- Implement the 2006 Mississippi Physical Education Framework.

Commitment to Comprehensive Health Education

The Water Valley School District will:

- Provide ½ Carnegie unit of comprehensive health education for graduation (2004 Mississippi Public School Accountability Standard 20, Appendix A).
- Implement the 2006 Mississippi Comprehensive Health Framework for grades 9-12 (2004 Mississippi Public School Accountability Standard 20, Appendix A).

Commitment to Implementation

The Water Valley School District will:

- Establish a plan for implementation of the school wellness policy.
- Designate one or more persons to insure that the school wellness policy is implemented as written.

Adopted August 1, 2005

Guidance Services

Guidance services and personnel in the schools exist to facilitate the growth and development of students as they progress through school. The guidance program is an integral part of the total school program and has objectives, which are within the educational objectives of the total school. It regards each student as a unique human organism, with varying adjustment needs which cannot be met by all forces concentrating on the best methods of promoting the all-around development of each student.

Guidance is a service of counseling, information services, placement group procedures, follow-up and research. The primary role of the school counselor is to attend to the research. The primary role of the school counselor is to attend to the development needs and the personal, social, and emotional problems which the students encounter as they interact with their environment. The school counselor does not assume the role of a school administrator, a teacher, or a disciplinarian. The counselor is an active member of the staff or professionals assigned to the task of providing opportunities for students to develop self-understanding, self-evaluation, and direction. To this end, the counselor works closely with other educators, parents, and community to help the student adjust to school life in its facets – academic, vocational, social, and personal.

Communicare School Therapy Program

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

This program is designed to screen and treat students under the age of 17 with mental health concerns. It is the mission to help the students succeed in the school environment – both academically and socially – through therapeutic interventions and treatment.

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

For more information, one may contact Communicare’s Yalobusha County Office at 473-3693 or the therapist’s school office at 473-9172. For after hours and the mental health hotline, please contact 234-7521 or the local emergency number 911.

PARENT INVOLVEMENT

Active parental involvement in the educational process is encouraged. Below are things a parent can do to support their child in his/her daily educational endeavors:

1. Closely monitor and encourage good home study habits.
2. Provide materials and supplies, both in the classroom and at home, needed to accomplish assigned tasks.
3. Be open to discuss school with your child.
4. Report or discuss any concerns with appropriate school personnel.
5. Periodically go through the student handbook with your child.
6. Support your child and their teacher by working with the teacher to establish high expectations.
7. Hold your child accountable for reporting notices to you about school events, academic progress and behavior.
8. Make sure your child has some down time.

Water Valley School District Parent Involvement Policy

Parents and guardians may contact the school principal in order to schedule a conference with personnel of the school. Conferences are scheduled for 7:30-8:00 a.m. and 2:45-3:10 p.m. The faculty, staff, administration and Board of Trustees of the Water Valley School District support active parental involvement in the educational process.

Parent Conferences

Parents are encouraged to schedule parent conferences to discuss a student's academic performance, social behavior and special needs. Conferences shall provide parents information about course curriculum, course objectives, forms of assessment use to measure student progress, the proficiency levels students are expected to meet according to the Mississippi College and Career Readiness Standards, and state student performance standards. Effective methods to be used by parents in helping their children become better learners will be shared.

Parent/ teacher conferences must be scheduled so that the instructional part of the day is not interrupted and should be arranged by appointment during times set aside each day(which may include before or after school or during the teacher's planning period). Parents may call the school office to schedule a conference with the teacher or principal to be sure they are available for a conference during specific times.

SCHOOL SERVICES

Guidance Services

Refer to Health, Wellness, and Nutrition.

Communicare School Therapy Program

Refer to Health, Wellness, and Nutrition.

Facilities and Grounds

The appearance of the school grounds and facilities speaks volumes about our care and concern for maintaining our resources. Students should assist in maintaining a clean and organized campus. Litter is unsightly, damaged window blinds represent a poor image to passersby, and misplaced personal items such as books, backpacks, and clothing contribute to an unappealing environment in which to learn. While litter can be picked up (even though it should not be necessary and drains the school of other resources), other careless actions are not as easy to correct. Students should take pride in learning in a first class facility and environment. Parents should hold their children accountable for protecting the resources that their tax dollars provide at great sacrifice by them and every other member of the Water Valley School Community.

Library/Media Center Guidelines

Library Hours:

1. Library is open each day from 7:30 A.M. until 3:11 P.M.

Circulation Policy:

1. All books, magazines, and equipment are to be checked out before they leave the library/media center.
2. Students may not check out more than two (2) books unless they are working on term papers or projects.
3. Books are to be checked out for no more than 14 days.
4. Encyclopedias are not to be taken from the library/media center without specific approval from the librarian.
5. Magazines may be checked out only by students doing term papers or projects.
6. Books placed on reserve by faculty members may not be taken from the library/media center during the day. They may be checked out overnight and returned before classes begin the next day.
7. Violations of these regulations may cause a student to lose library privileges and/or be subject to monetary penalties.

Monetary Penalties:

Materials that are lost or that are damaged beyond use will incur a fine equal to original invoice price of the material. Materials that are damaged but usable will incur a fine, set at the discretion of the librarian, not to exceed one half (1/2) the original price of the material.

Library/Media Center Rules:

The library media center offers varied learning opportunities to the total school population. But in order to realize the full benefit of those opportunities, the following regulations of access and behavior are necessary:

1. Respect others.
 - Remain quiet.
 - Keep movements to a minimum.
 - Do not bother other students or their possessions.
2. Respect the facility
 - Check out all materials before leaving.
 - Do not deface or destroy the furniture or materials.
 - Clean your work area before leaving.
 - No food or drinks are to be taken into the facility.

Disregard for these rules can cause you to have your library privileges restricted or denied.

Who's Who

Each school year the student body selects students to represent the whole school in a variety of Who's Who categories. The selection process is sponsored and managed by the annual staff. Students selected to these positions are featured in the annual. Eligibility requirements for Who's Who are in place and these are shared with the student body prior to the nomination process. If any student or parent would like to view the requirements they may do so by scheduling an appointment with the sponsor of the annual staff.

Prom

The prom will be planned by a prom committee appointed by the principal, two members of the junior class and two members of the senior class. The students will be elected by their classmates early in the school year. The committee will be responsible for making all plans, raising funds and attending the prom. The committee may charge a flat fee for attending the prom in addition to any fundraising efforts. All decisions related to the prom (fundraising, location, music, dress, date, time, etc.) must have the prior approval of the principal.

The adult committee chairperson will communicate with the principal about prom matters.

Because the prom is intended to be a social gathering for juniors and seniors, no one below the eleventh grade may purchase a ticket and no one below ninth grade may attend as the guest of a junior or senior. Students who hold a ticket for admittance to the prom must attend school for 63% of the day on prom day to attend if prom is held on a weeknight, or the day before if held on a Saturday.

Homecoming Court

Girls who are interested in a position on the homecoming court will sign up in the front office. There will be one girl chosen per grades 9th-11th and four girls chosen in the senior class. Each class will vote for the homecoming maids in their class.

All 9th-12th grade students will vote for the homecoming queen from the four senior homecoming maids. Students must have a cumulative grade average of C and have not been suspended from school during the present year. All girls elected to homecoming court are required to fulfill all duties attached to such honor during their reign on the homecoming court.

BOARD OF TRUSTEES GOVERNANCE STANDARDS

The Board's Job

The primary responsibilities of the board are to set direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective Boards

- Involve the community, parents, students, and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate, and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals, and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals, and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.

- Ensure that a state and appropriate educational environment is provided to all students.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels.

The Board

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent must work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students
- Communicate a common vision
- Operate openly, with trust and integrity
- Govern in a dignified and professional manner, treating everyone with civility and respect
- Govern within board-adopted policies and procedures
- Take collective responsibility for the board’s performance
- Periodically evaluate its own effectiveness. Effective boards employ a number of strategies to periodically evaluate their effectiveness
- Ensure opportunities for the diverse range of views in the community

NOTE: Regular discussion of standards:

Governance teams should devote time to discussing standards.

Adopted October 17, 2005

Board of Trustees Code of Ethics

As a member of the Water Valley School Board of Trustees I will strive to improve public education, and to that end I will:

- Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Operate openly, with trust and integrity;
- Value, support, and advocate for public education;
- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;
- Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- Encourage the free expression of opinion by all board members, and see systematic communications between the board and students, staff, and all elements of the community;
- Work with other board members to establish effective board policies and govern within these board adopted policies;
- Delegate authority for the administration of the schools to the superintendent;
- Communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;

- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Mississippi School Boards Association and the National School Boards Associations;
 - Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation for all staff;
 - Avoid conflict of interest or the appearance thereof, and refrain from using my board position for personal or partisan gain;
 - Take no private action that will compromise the board or administration;
 - Respect the confidentiality of information that is privileged under applicable law by keeping confidential matters confidential;
 - Obey the laws of Mississippi and the United States;
 - Recognize that an individual board member has no authority to speak or act for the entire board;
 - Express personal opinions but, once the board has acted, accept the will of the majority;
 - Act with dignity and understand the implications of demeanor and behavior;
 - Remember always that my first and greatest concern must be the educational welfare of the students in the public schools;
 - Understand that distinctions between Board and staff roles and refrain from performing management functions that are the responsibility of the Superintendent and staff.
 - Understand that authority rests with the board as a whole and not with individuals.
- Adopted October 17, 2005

Parents' Right to Know:

Under the Every Student Succeeds Act (ESSA), parents have the right to request information on:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Child Find

**Water Valley School District
P.O. Box 788
Water Valley, MS 38965**

Dear Parent:

The Water Valley School District is participating in an ongoing statewide effort to locate, identify, and evaluate children (ages birth through twenty-one) who have physical, mental, language/speech, and/or emotional disabilities. Early identification is most important for each child.

As Special Education Program Developer, I am responsible for Child Find activities. Child Find activities include the following: reviewing referrals, presenting referrals to the Local Survey Committee, scheduling parent conferences, explaining parent rights, and implementing the referral to placement process.

If you know an individual with a disability who is not receiving educational and/or related services from the Water Valley School System, please list their name in the space below and return it to me at the above address.

Sincerely,

**Brianna Franklin
District Special Education Director
473-1203**

Student's Name _____

Age _____

Phone _____

Parent's Name _____

Address _____

CODE OF CONDUCT

Positive Behavioral Interventions and Supports (PBIS)

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

PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors and by treating much minor misbehavior as “teaching moments” rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students 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.

The Student Code of Conduct compliments and supports the district-wide implementation of PBIS to foster student academic and behavioral success. The program is a three stage model focusing on prevention, early intervention, and intensive services to address the behavioral or academic problems of students:

I. Primary prevention – school-wide strategies designed to reduce the development and occurrences of new problem behavior by teaching and encouraging expected prosocial behavior among all students, across all school settings and by all staff members. Rather than assuming that all students 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, about 80 percent of students contribute to a positive and safe school environment and rarely experience an office discipline referral for a major rule violation.

II. Secondary prevention - targets students 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 more intensive interventions, especially for the relatively small proportion of students (about 15 percent) 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) pre-correction strategies, and 4) self-management strategies.

III. Tertiary prevention - the most individualized and intense level. Interventions are developed specifically to address the behavior support needs of the smallest proportion of students (1-5 percent) who display chronic academic and/or behavioral difficulties. These behaviors impede learning, are dangerous or disruptive behavior, and/or result in social or educational exclusion.

PURPOSE OF THE STUDENT CODE OF CONDUCT

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

- **DEFINITION OF DISCIPLINE**

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

SCOPE OF THE STUDENT CODE OF CONDUCT

The Student 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 Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- A parent’s refusal to appropriately support their child’s education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- The Student Code of Conduct applies to actions of students at school, at school-sponsored and school-related activities, including school-sponsored travel, and for school-related misconduct.

BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES

Responsibilities of Water Valley School District:

- Genuine Admiration for Rules and Consequences
- Show Respect for Self and Others
- Duty to practice Self-control

Responsibilities of District Administrators

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

Responsibilities of School Administrators

- Define, teach, model and support appropriate student behaviors to create positive school environments
- Distribute the Student Code of Conduct to students, parents, and all school personnel
- Implement the Student 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 Water Valley 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
- Implement the Water Valley School District Board policy in a fair and consistent manner
- Maintain accurate personal discipline data of students
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance
- Monitors, supports, and sustains the effective implementation and maintenance of PBIS

Responsibilities of Teachers

- Define, supervise, teach, model, and support appropriate student 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 Student Code of Conduct
- Provide corrective instruction to students 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

Responsibilities of Students

- Attend school and all classes daily as scheduled
- Follow the Student Code of Conduct
- Respect the rights of other parents, students, faculty, staff, school visitors, school property, and the property of others
- Work hard and do your best
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

Responsibilities of Parents/Guardians

- Read the Student Code of Conduct
- Support your child in following the Student 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 Student Code of Conduct
- Seek available resources to support your child within the school and the community
- Make sure your child comes to school every day on time and ready to learn
- Be committed and available to visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress

CLASSIFYING INFRACTIONS

Violations of the Code of Conduct are grouped into five levels. Before determining a classification, the principal or designee will conference with the involved students 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.

Each teacher will deal with general classroom disruption through effective classroom management and involvement of parents, and/or school counselors. Only when the action taken by the teacher is ineffective, or the disruption is severe, should the student be referred to the principal or designee.

Level 1 Infractions –

Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 infractions. Teachers shall manage Level 1 infractions by using a range of corrective strategies. Students shall not receive exclusionary discipline for Level 1 infractions.

Level 2 Infractions –

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

Level 3 Infractions –

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

Level 4 Infractions –

Misbehaviors that significantly interfere with others' safety and learning and/or are threatening or harmful in nature shall be classified as Level 4 infractions. The District may, but is not required to, assign an out-of-school suspension for a Level 4 infraction. The principal (or designee) in conjunction with counseling staff shall utilize other corrective

strategies as appropriate, except in emergency situations involving serious and immediate threats to safety. The principal shall ensure that a behavior plan is developed for students after a Level 4 infraction, if appropriate.

Level 5 Infractions –

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

CORRECTIVE STRATEGIES: ALTERNATIVES TO SUSPENSION AND EXPULSION

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement School-Wide Positive Behavioral Interventions and Supports, R.T.I. and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the Water Valley Public School System 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 student infractions, teach alternative or replacement behaviors, or motivate students to demonstrate compliance with established school expectations outlined in the Code of Conduct. Corrective Strategies must be implemented by educational personnel with appropriate amounts of integrity for Level 1 and Level 2 Infractions prior to administration utilizing out-of-school consequences. As such, these strategies serve as a first line of remediation in the successful management of student behaviors.

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

- After-school detention in conjunction with instruction designed to teach replacement behaviors when appropriate
- Behavioral contracts 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/Appropriate Communication/Social Skills
- Contact and/or conference with parent/guardian
- Corporal Punishment (see District Policy)
- Effective de-escalation strategies designed to prevent the occurrence of behavioral infractions
- Home/school communication system
- In School Detention (Lunch Detention, Recess Detention, etc.) in conjunction with instruction designed to teach replacement behaviors when appropriate
- In School Suspension (ISS) in conjunction with instruction designed to teach replacement behaviors when appropriate
- 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 student to the Response to Intervention Team
- Referral to the school counselor
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution
- Schedule adjustment
- Schedule re-teaching of school-wide behavioral expectations during student'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 student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Seat change

- 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 student's level or designed to address specific behavioral infractions
- Teaching, Modeling of expectations and skills using effective instruction strategies
- Temporary classroom change
- Temporary removal from classroom (not more than one hour) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Written Apology with appropriate model and/or guidance from school personnel

STUDENT DRESS CODE

1. Clothing and body art are not to be suggestive, indecent, inappropriate or of the type that would cause a disturbance or interfere with the instructional program. Anything that reveals cleavage shall not be worn.
2. Clothing designed for wear inside the home, such as pajamas and loungewear is inappropriate for wear at school.
3. The body and clothing should be clean at all times and should not constitute a health hazard.
4. Hair should be neat, well groomed, not obstruct vision, and be free of picks, combs, rollers and/or any other grooming object. Hats, baseball caps, sports headbands, bandanas, visors or similar headgear may not be worn in the building during regular school hours. Girls may wear hair accessories, not grooming objects. Hoods or hoodies on shirts and sweatshirts must not be worn on the head on school property (including busses) and must be worn with the hood resting on the back in the standard position on the school campus at all times.
5. Underclothing with the exception of the neck/collar of a t-shirt, should not be seen. T-shirts of the underwear type are not to be worn as an outside garment, even with another undershirt beneath.
6. Tap shoes, house shoes, cleats, hobnailed boots and bare feet are prohibited.
7. Clothing with advertising, slogans, pictures or symbols that are determined to be inappropriate, vulgar, offensive or obscene is prohibited.
8. Jewelry and other accessories should be carefully selected. Some popular jewelry pieces, such as those with spikes, may violate other codes such as weapon codes. Refrain from wearing any questionable pieces to school.
9. All clothing and accessories will be worn as designed. If the design of the clothing or accessory causes a student to be in violation of the dress code, then the clothing/accessory is in violation of the dress code and should not be selected for wear at school.
10. All fasteners and buckles designed for use with an article of clothing will be used appropriately at all times.
11. Pants/shorts are to be worn at waist level. Sagging pants will not be permitted. Undergarments and/or athletic shorts worn under pants should not be visible.
12. Skirts, shorts and/or splits in skirts must be knee-length, when standing in a relaxed position. If a garment is worn as a dress, it must be knee-length. If a garment is worn as a shirt, pants must be worn.
13. Leggings may be worn as long as the shirt covers the buttock and reaches mid-thigh.
14. Muscle shirts, tube tops, tank tops, shirts with spaghetti straps, strapless tops, and fishnet/see-through tops are inappropriate as stand-alone garments. These items, if worn, should only be worn as an outer garment. Midriffs shall not be exposed at any time.

15. Dark sunglasses may be worn in the classroom if authorization by a doctor is on file with the principal's office.

16. Current styles in jeans/pants reflect a variety of designs. No skin or undergarments (including but not limited to pockets) should be seen through jeans/pants between the waist and the knee.

The office will no longer assist with redressing students. Removal of a cap or zipping up a jacket for the day is the extent to which alterations will be made at school. A parent will be called to pick up their child or bring proper clothing for any required garment change. The student will remain confined in the office until a change is made and will be assigned ASD for each offense.

Due to the fact that it is virtually impossible to write a regulation that will properly address every detail on this subject, it may become necessary for the principal or his designee to make a judgment as to whether a student is properly groomed and/or dressed.

Student Discipline:

1st offense – parent will be called to bring a change of clothes and ASD is assigned.

2nd offense – parent will be called to bring a change of clothes and 1 day ISS will be assigned.

3rd offense – parent will be called to bring a change of clothes and 2 days ISS will be assigned.

4th and subsequent offenses - dealt with by the principal or designee including but not limited to referral to alternative school, long-term suspension, board meeting, and expulsion.

2016-2017 Water Valley School District Code of Conduct

District-Wide Expectations	Examples of Expected Behaviors	<u>LEVEL 1 INFRACTIONS STAFF-MANAGED</u> Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 Infractions. Teachers shall manage Level 1 Infractions by using a range of corrective strategies.	<u>Possible Corrective Strategies:</u> Multiple strategies may be used depending on individual student's needs.
Be Safe	<p>Obey all bus rules</p> <p>Walk in hallways; Stay to the right and keep moving.</p> <p>Keep all objects to yourself.</p>	<p><u>Bus Disturbance</u> Student performs any behavior that interrupts the daily routines of school bus operations that do not compromise the safety of others (e.g., violation of school bus rules).</p> <p><u>Inappropriate Conduct in Hallways</u> Students transitioning in an inappropriate manner in the hallway or creating congestion.</p> <p><u>Throwing objects</u> Tossing item(s) without intent to harm (i.e., throwing paper, spitballs, etc. in the classroom, during transitions, and/or in commons areas on campus).</p>	<p><u>Bus Disturbance:</u></p> <ul style="list-style-type: none"> ● Student Conference ● Parental Contact <p><u>First Infraction:</u> Redirect the student using effective instructions, choice provisions, or appropriate warning statements.</p> <p><u>Repeated Infractions:</u> Hold a student conference privately to address the specific problem behavior and direct them to engage in the expected behaviors using teacher-based strategies.</p> <p>Make a parent contact (e.g., phone call, email) to inform the parent of the performance of problem behavior, describe strategies that have been used to address the problem behavior, and request assistance in addressing the problem behavior.</p>

<p>Be Responsible</p>	<p>Use computers responsibly</p> <p>Promptly and politely follow adult requests.</p> <p>Use good manners</p> <p>Participate in class.</p> <p>Stay in your assigned seat.</p> <p>Follow the teacher's directions and use positive language with peers</p> <p>Dress Appropriately</p>	<p><u>Computer Abuse/Non Internet Appropriate Use Agreement Violations (Off Task)</u> Student engages in inappropriate use of computer that does not violate IAUP. Example: Accessing sites not assigned by instructor.</p> <p><u>Noncompliance</u> Student fails to follow explicit adult directions and/or requests. (e.g., student engages in passive/noncompliance or refuses to participate in a non-confrontational manner).</p> <p><u>Disrespect for Authority (Non-Verbal)</u> After being redirected by an adult, student continues to engage in minor (nonverbal) disrespectful behavior such as “eye-rolling”, sighing, etc.</p> <p><u>Dress Code Violation</u> Student wears clothing and/or dresses in a manner that is not consistent with the policy which can be corrected by the teacher (i.e. tuck in shirt).</p>	<p><u>Other teacher-based strategies:</u> Require the student to complete a written assignment related to the problem behavior (e.g., reflective writing activity, problem solving activity, letter of apology, etc.).</p> <p>Direct teacher feedback.</p> <p>Change student's seat or placement in room.</p> <p>Other research-based classroom management strategies. www.pbisworld.com/tier-1</p> <p>Re-teach school-wide rules and expectations (e.g. using direct instruction, modeling, and corrective feedback).</p> <p>Upon the 3rd Level 1 infraction, student will receive an office disciplinary referral. (Complete Tier I Behavior Documentation form).</p> <p><u>ALTERNATIVE Placement ONLY:</u> Request a schedule change Re-teach school-wide rules and expectations (e.g. using direct instruction, modeling, and corrective feedback) Temporary removal from classroom (e.g. de-escalation.)</p>
<p>Be Respectful</p>	<p>Use appropriate voice</p> <p>Use good manners</p>	<p><u>Disrespect for Authority-(Verbal):</u> After being redirected by an adult, student engages in verbal disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc.).</p> <p><u>Inappropriate Language</u></p>	

	<p>Always use appropriate language</p> <p>Respect personal space of others</p> <p>Keep hands to self</p>	<p><u>(Not directed at)</u> Language used in conversation but is not used as a form of intentional disrespect toward school personnel and/or peers.</p> <p><u>Inappropriate Communication</u> Put downs, making fun of, or talking negatively about a person or his or her family.</p> <p><u>Inappropriate Physical Contact</u> Student engages in mild, physical contact that does not result in serious bodily harm. (e.g., horseplay, pushing, shoving, tripping, etc.)</p> <p><u>Mutual Display of Affection</u> Students engage in inappropriate actions on the school campus (e.g., kissing, arms around shoulder, hugging, etc.)</p>	
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District-Wide Expectations	Examples of Expected Behaviors	<u>LEVEL 2 INFRACTIONS</u> <u>ADMINISTRATOR MANAGED</u> Misbehaviors which are moderate in intensity and non-threatening in nature.	<u>Possible Corrective Strategies</u> Multiple teacher and/or administrative strategies may be used depending on individual student's needs.
Be Safe	Obey all bus rules Obey all school rules Solve problems peacefully Make healthy choices	<u>Bus Disturbance</u> Student performs any repeated behavior that interrupts the daily routines of school bus operations that do not compromise the safety of others (e.g., violation of school bus rules). <u>Campus Disturbance</u> Student performs any behavior that disturbs or interrupts the daily routines of school operations (e.g., loud noises in the halls, bringing any item that resembles a weapon without intent to intimidate others). <u>Initiating or Instigating a Fight</u> Student prompting, encouraging or attempting to bring about a fight (but fight does not occur). <u>Possession of Tobacco/ Lighter/ Electronic Nicotine-Vaporizer Delivery System</u> Student possesses tobacco products on school grounds at school-sponsored events, and/or when on school district transportation.	<u>Bus Disturbances</u> <ul style="list-style-type: none"> ● Student Conference ● Parent Conference ● Bus Suspension (up to 10 days) <u>If the school administrator determines that disciplinary actions and/or behavioral support is warranted:</u> <ul style="list-style-type: none"> ● Student Conference and Parental Conference, in addition to one of the following strategies: <ul style="list-style-type: none"> ○ Corporal Punishment ○ In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavioral packet <ul style="list-style-type: none"> ○ ISD should not be assigned during a core instructional period unless the infraction occurred during that particular class. ○ Any classwork missed due to placement in ISD must be completed outside of class and turned in the following school day. ● After School Detention (ASD) with assignment of related problem solving activity and/or behavioral instruction/ behavioral packet.
Be	Take care of	<u>Computer Abuse (Account/Access</u>	<ul style="list-style-type: none"> ● In School Detention (ISD) 1-3 days,

<p>Responsible</p>	<p>school property</p> <p>Ask before borrowing other people's property</p> <p>Dress appropriately</p> <p>Attend school</p>	<p><u>Issues)</u> Student engages in inappropriate use of computer that violates Appropriate User Agreement (e.g., Use accounts and downloading issues)</p> <p><u>Forged Note</u> Student signed another person's name on a note and/or other written document without the other person's permission or knowledge</p> <p><u>Dress Code Violation</u> Student wears clothing and/or dresses in a manner that is not consistent with the policy which cannot be corrected by the teacher.</p> <p><u>Cutting Class</u></p>	<p>with assignment of related problem solving activity and/or behavioral packet:</p> <ul style="list-style-type: none"> ○ ISD should not be assigned during a core instructional period unless the infraction occurred during that particular class. (Behavioral) instruction/behavioral packet should be completed.) ○ Any classwork due to placement in ISD must be completed outside of class and outside of class and turned in the following school day. <ul style="list-style-type: none"> ● In School Suspension (ISS) 1 day, with assignment of related problem solving activity and/or behavioral instruction/ behavioral packet. ● After-School Detention (ASD) 1-3 days, with assignment of related problem solving activity and/or behavioral instruction/ behavioral packet. <p><u>Unexcused Late Arrival to School/Tardy</u></p>
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	<p>daily</p> <p>Arrive to school on time</p> <p>Attend all classes on time</p> <p>Obey all school rules</p> <p>Always be honest</p> <p>Keep cell</p>	<p>Student fails to attend regular scheduled class without an excuse on days when present at school.</p> <p><u>Unexcused Late Arrival to School/Tardy to Class</u> Habitual failure to be present at the beginning of school or the class period prior to sounding of the tardy bell.</p> <p><u>Leaving Class Without Permission</u> Student leaves the classroom without permission from the instructor and it is not deemed an emergency.</p> <p><u>Skipping School/Truancy</u> Student fails to attend school on regular school days without a valid excuse and written permission from administration.</p> <p><u>Selling items without principal's approval</u> Student sells items such as candy, food, or any other unapproved item.</p> <p><u>Cheating on Tests/Exams</u> Student takes dishonest measures while testing.</p> <p><u>Electronic Telecommunication</u></p>	<p><u>to Class</u></p> <ul style="list-style-type: none"> • 2nd tardy during a nine week period: Warning • 3rd tardy during a nine week period: 1 day ISD/ASD <p><u>Other Potential Strategies:</u></p> <ul style="list-style-type: none"> • Schedule adjustment or class change • Referral to school or behavior counselor <p><u>In the Case of Cheating</u> Retest, with a maximum grade of 65, immediately during ISD.</p> <p><u>Electronic Telecommunication Device</u></p>
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	<p>phone stowed away during school day</p>	<p><u>Device- Prohibited Use</u> Student uses an electronic device (e.g., cell phone, IPOD MP3 player, etc.) on campus in areas where use is prohibited.</p>	<ul style="list-style-type: none"> ● First Offense-School will take possession of the device for 10 days or parent/ guardian will pay an administrative/ handling fee of \$25. ● Second Offense-School will take possession of the device for 20 days or the parents/guardian will pay an administrative/ handling fee of \$50. ● Third Offense-School will take possession of the device for 30 school days or the parent/guardian will pay an administrative/ handling fee of \$75. ● A parent/guardian must pick up the device between the hours of 3:15 p.m.- 4:00 p.m. ● On the 4th offense, the device is taken for the remainder of the school year, and must be picked up by the parent within 30 days after the end of the school year. ● The District is not responsible for the devices lost/misplaced while in its possession due to confiscation from a student.
Be Respectful	Use respectful	<u>Repeated Profane/Obscene</u>	<u>Alternative Placement Only:</u>

	<p>language with adults and peers</p> <p>Politely follow adult request</p>	<p><u>Communication (Not Directed At)</u> Student continues to use inappropriate language in conversation that has been proactively addressed using PBIS strategies by teaching staff at Level 1. The profane/obscene communication is not used as a form of intentional disrespect toward school personnel and/or peers.</p> <p><u>Profane/Obscene Communication (Directed At)</u> Student uses inappropriate language as a form of intentional disrespect toward peers.</p> <p><u>Repeated Disrespect for Authority- (Verbal):</u> After being redirected by an adult, student continues to engage in verbal disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc.) that has been proactively addressed using PBIS strategies by teaching staff at Level 1.</p> <p><u>Defiance/Continued Noncompliance</u> Student fails to follow explicit adult requests or directives that have been proactively addressed using PBIS strategies by teaching staff at Level 1.</p> <p><u>Indecent Behavior</u> Student displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms (e.g. note with profanity, pornography, gang related drawing-illustration, signs or symbols in personal notebooks/items, etc.).</p>	<ul style="list-style-type: none"> ● Restorative Justice continuum of practices (e.g., affective statements, affective questions, impromptu restorative conferences, etc.) ● Review/Revise Individual Instructional Plan and/or Behavior Intervention Plan ● Re-teach school-wide rules and expectations (e.g., using direct instruction, modeling, and corrective feedback) ● Refer to wraparound services (e.g., Life Help, etc.) ● Temporary removal from classroom (e.g., De-escalation) <p><u>Response to Intervention (RtI) Procedures:</u> For repeated infractions and behaviors with established patterns, the school administrator may evaluate the need for behavioral supports. See Response to Intervention (RtI) procedures page 75</p> <ul style="list-style-type: none"> ● Placement at an alternative site based on student’s failure to respond to interventions implemented within the district RtI process is described within the alternative site policies and procedures.
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<p>Be Respectful (continued)</p>	<p>Keep hands to self; respect personal space of others</p>	<p><u>Continued Inappropriate Physical Contact</u> Student continues to engage in mild, physical contact that does not result in serious bodily harm (e.g., horseplay, pushing, shoving, tripping, etc.) and has been proactively addressed using PBIS strategies by teaching staff at Level 1.</p> <p><u>Threatening Peers</u> Student delivers disrespectful messages to peers (e.g., becoming angry and threatening to hurt him/her) with no intent of follow-through as determined by an investigation by administrator.</p> <p><u>Harassing or Intimidating Communications</u> Use of words, gestures, photographs, drawing, or any other form of communication to intimidate or harass another student (e.g., verbal or written put downs).</p> <p><u>Continued Mutual Display of Affection (PDA)</u> Students continue to engage in inappropriate on the school campus (e.g., kissing, arms around shoulder, hugging, etc.) that have been addressed by teaching staff using proactive PBIS strategies.</p> <p><u>Providing False Information</u> Student provides false information to school authority.</p>	
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District-Wide 1 Expectations	Examples of Expected Behaviors	<p align="center"><u>LEVEL 3 INFRACTIONS</u> <u>ADMINISTRATOR- MANAGED</u> Misbehaviors that are more serious in intensity but non-threatening in nature shall be classified as Level 3 infractions.</p>	<p align="center"><u>Possible Corrective Strategies</u></p> Multiple strategies may be used depending on individual student’s needs.
Be Safe	Obey all school rules Stay tobacco free Make healthy choices Solve problems peacefully	<p><u>Bus Disturbance</u> Student performs any behavior that interrupts the daily routines of school bus operations that compromises the safety of others (e.g., violation of school bus rules).</p> <p><u>Uses, Distributes, or Sells Tobacco Products/Lighter Electronic Nicotine-Vaporizer delivery system</u> Student uses, distributes, or sells tobacco production school grounds, at school-sponsored events, and/or when on school district transportation.</p> <p><u>Possessing or Using Nonprescription or Non-Controlled Substance</u> Student is in possession of or is using an unauthorized substance.</p> <p><u>Campus/Classroom Disturbance</u> Student performs any behavior that disturbs or interrupts the daily routines of school operations (e.g., actions that draw a crowd) after the behavior has been addressed by school faculty members using proactive PBIS strategies.</p> <p><u>Initiating or Instigating a Fight</u> Student prompting, encouraging or attempting to bring about a fight (but fight does not occur) after the behavior has been addressed by school faculty members using proactive PBIS strategies.</p> <p><u>Gambling</u> Student engages in such activity on a school campus or school sponsored event.</p>	<p><u>Bus Disturbance:</u></p> <ul style="list-style-type: none"> ● Student Conference ● Parental Contact ● Bus Suspension (up to 45 days) <p>MANDATORY</p> <ul style="list-style-type: none"> ● Student conference and parent contact in addition to one of the following strategies: <ul style="list-style-type: none"> ○ Corporal Punishment ○ After School Detention (1-5 days) with assignment or related problem solving activity and/or behavioral instruction/ behavioral Packet ● In School Suspension (ISS) 1-9 days, with assignment of related problem solving activity and/or behavioral instruction/ behavioral packet.

<p>Be Responsible</p>	<p>Arrive to school on time</p> <p>Attend all classes on time</p> <p>Use computers responsibly</p> <p>Ask before borrowing other people's property</p> <p>Take care of school property</p> <p>Always be honest</p>	<p><u>Unexcused Late Arrival to School/Tardy to Class</u> Unexcused accumulation of 6 or more failures to be present at the beginning of school or the class period prior to sounding of the tardy bell.</p> <p><u>Leaving Campus without Permission</u> Student leaves the school campus on a regular school day without permission from an administrator.</p> <p><u>Computer Abuse (Illegal Accessing Activity)</u> Student engages in inappropriate use of computer that violates Appropriate User Agreement (e.g., inappropriate sites, materials, pornography, etc.).</p> <p><u>Stealing</u> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property valued up to \$100.00 without the property owner's permission.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve up to \$100.00 in damages.</p> <p><u>Academic Dishonesty</u> Student engages in an act of academic dishonesty (other than cheating on a test or exam). <i>A zero will be given by the classroom teacher, and other corrective consequences will be administered.</i></p>	<p>Four or more unexcused tardies are considered a Level 3 offense. Unexcused tardies shall not result in an alternative placement.</p> <ul style="list-style-type: none"> ● 4th tardy during a nine week period 1 day ISS/ASD ● 5th tardy during a nine week period: 2 days ISS/ASD ● 6th tardy during a nine week period: 3 days ISS/ASD <p>After the 6th tardy during a nine weeks, principal will have the discretion to implement further corrective actions.</p> <p><u>In the case of vandalism/stealing</u> Mandatory corrective strategies for offense level plus administration shall require restitution activity and participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions.</p>
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<p>Be Respectful</p>	<p>Consider other people's feelings and respect personal space of others</p> <p>Politely follow adult requests</p> <p>Keep your hands, feet and objects to yourself at all times.</p>	<p><u>Excessive Inappropriate Physical Contact</u> Student engages in physical contact (e.g., slapping, punching, and scratching). The physical contact does not result in an altercation.</p> <p><u>Harassment (other than sexual)/ Inappropriate Communication to Peers</u> Student repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters.</p> <p><u>Verbal Altercation</u> An intense argument between two or more students that actively disrupts the learning environment. NO physical contact is made, however, the verbal altercation continues after the behavior has been addressed by school faculty members using proactive PBIS strategies.</p> <p><u>Defiance/Continued Noncompliance</u> Student fails to follow explicit adult requests or directives that have been addressed using PBIS strategies by teaching staff at Level 1 and/or administrative staff at Level 2 using proactive PBIS strategies (e.g., fails to attend ISD, ASD, or ISS or failure to turn over electronic device as requested by school authority).</p>	<p><u>Response to Intervention (RtI) Procedures:</u> For repeated infractions and behaviors with established patterns, the school administrator may evaluate the need for behavioral supports. See Response to Intervention (RtI) procedures page 75</p> <ul style="list-style-type: none"> ● Placement at an alternative site based on student's failure to respond to interventions implemented within the district RtI process is described within the alternative site policies and procedures. <p><u>Alternative Placement Interventions Only:</u></p> <ul style="list-style-type: none"> ● Administrative Team will determine next steps in RtI process (e.g., wraparound services). ● Restorative Justice continuum of practices (e.g., structured conference with all primary stakeholders, groups, and circles, etc.). ● Review/Revise Individual Instructional Plan and/or Behavior Intervention Plan ● Temporary removal from classroom (e.g., de-escalation) ● OSS

		<p><u>Indecent Behavior</u> Student displays, writes, and/or draw pictures/images that are considered indecent, offensive, disgusting, and/or disturbing according to universally appropriate social norms directed at staff or continuously toward peers (e.g., note with profanity, pornography, gang related drawings-illustrations, signs or symbols in personal notebooks/items, etc.)</p> <p><u>Disrespect for Authority-(Verbal)</u> After being redirected by an adult, student continues to engage in verbally disrespectful behavior (e.g., talking back in protest, making non-threatening comments to staff, etc.) that have been addressed by school faculty members at Level 1 and/or administrative staff at Level 2 using proactive PBIS strategies.</p> <p><u>Profanity in Communication with Staff</u> Student uses profanity in direct communication with staff but is not directly threatening or intimidating to staff.</p> <p><u>Inappropriate Use of Electronic Devices</u> Student violates any provision of the Internet Appropriate Use Agreement (IAUP), Children’s Internet Protection Act (CIPA), Children’s Online Privacy Protection Act (COPPA), or by using an electronic device on campus, a school related event or on the school bus (i.e. taking inappropriate pictures, visiting inappropriate websites, or listening to explicit lyrics/inappropriate music).</p>	
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District-Wide Expectations	Examples of Expected Behaviors	<p align="center"><u>LEVEL 4 INFRACTIONS</u> <u>ADMINISTRATOR- MANAGED</u></p> <p>Misbehaviors that significantly interfere with other’s safety and learning and/or are threatening or harmful in nature.</p>	<p align="center"><u>Possible Corrective Strategies</u></p> <p>Multiple PBIS strategies may be used depending on individual student’s needs.</p>
Be Safe	Obey all school rules	<p><u>Bus Disturbance</u> Student performs any behavior that compromises the safety of others (e.g., throwing objects that hit bus driver or any behavior that affects the drive’s ability to maintain control and could require the bus driver to stop bus).</p> <p><u>Severe Campus Disturbance</u> Student performs any behavior that compromises the safety of others and disturbs or interrupts the daily routines of school operations (e.g., unauthorized activation of the fire alarm, bringing any item that resembles a weapon with intent to intimidate others or any major disruption that could result in physical injury).</p>	<ul style="list-style-type: none"> ● Loss of Bus Privileges (up to a calendar year) <p><u>If the school administrator determines that disciplinary action and/or behavioral support is warranted:</u></p> <ul style="list-style-type: none"> ● Conference with student, parent, and school administrator in addition to one of the following strategies. ● Alternative School ● Out-of-School Suspension (OSS)
Be Responsible	<p>Respect the property of others.</p> <p>Ask permission before using the property of others.</p> <p>Respect school property</p>	<p><u>Stealing</u> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else’s property valued greater than \$100.00 without the property owner’s permission.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involved greater than \$100.00 in damages.</p>	<p><u>In the case of Vandalism/Stealing</u> Mandatory corrective strategies for offense level plus administration shall require restitution activity and participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions.</p>
Be Respectful	Consider other people’s feelings	<p><u>Bullying/Cyber Bullying (Coercion/Extortion)</u> Bullying is defined as a pattern of behavior that is directly or indirectly focused towards another student to alter or control the student’s behavior in a detrimental manner through actions which are emotional, verbal, written, sexual, racist, electronic, or physical. Repeatedly forcing an</p>	<p><u>Alternative Placement Only</u></p> <ul style="list-style-type: none"> ● May be recommended for expulsion <p>OR</p> <ul style="list-style-type: none"> ● May be recommended to other educational options

	<p>Keep your hands, feet, and objects to yourself at all times</p> <p>Respect the personal space of others</p> <p>Use respectful</p>	<p>individual over time to act in a directed unwilling way either by physical force or intimidation; repeatedly over time attempting to obtain or obtaining a person’s money or property by physical force or intimidation.</p> <p><u>Harassment</u> Unwelcome conduct that is based on race, color, religion, national origin, sex, sexual orientation, or disability. Harassing conduct may take different forms, including, but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language and intimidation; unwanted physical violence; and the use of derogatory language and image related to person’s membership in a protected class.</p> <p><u>Initiating or Instigating a Fight</u> Student prompting, encouraging, or attempting to bring about a fight or a fight does occur.</p> <p><u>Fighting/Inflicting Bodily Injury</u> Involvement in any form of physical aggression that <u>results</u> in bodily harm or injury to another person, and/or is a serious physical altercation that requires adult intervention to end.</p> <p><u>Sexual Harassment</u> Student engages in unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: spreading sexual rumors, repeatedly pressuring others for dates or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcome touching or grabbing.</p> <p><u>Threatening/ Intimidation</u> Student delivers disrespectful and/or intimidating messages (verbal, gestural, or</p>	
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	<p>accepting alcohol and drugs; report alcohol or drugs to appropriate staff or administrator.</p> <p>Report gang-related activity to appropriate staff or administrator.</p>	<p><u>distribution)</u> Student is found to be under the influence or possesses uses, cultivates, manufactures, distributes, or purchases any illegal drug, narcotic, controlled substance, or substance represented to be an illegal drug, narcotic, or controlled substance.</p> <p><u>Group and/or Gang Fights</u> Students participate in a two or more on one fight with another student or groups of students.</p> <p><u>Participation in Gang-Related Activity</u> Students participate in activities related to gangs on school campus or a school sponsored activities.</p>	<ul style="list-style-type: none"> ● Recommendation for Alternative School placement at the discretion of the principal, taking into consideration the results of the school-level investigation and any other unique circumstances. ● Recommendation for expulsion at the discretion of the principal, taking into consideration the results of the school-level investigation and any other unique circumstances.
<p>Be Responsible</p>	<p>Be cooperative in the event of an emergency.</p> <p>Follow school safety plan.</p>	<p><u>Explosives/Incendiary Device</u> Student is in possession of substance/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosive device, etc.)</p> <p><u>Possessing a Weapon Prohibited by Federal and State Law</u> Any firearm (handgun or rifle/shotgun). Ammunition, explosive device, knife, or other object as defined by federal or state law that can place a person in reasonable fear or apprehension or serious harm that is on the student's person and/or in the student's belongings, locker, and/or any other personal storage space.</p> <p><u>Stealing</u> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's</p>	<p><u>In the case of Vandalism/Stealing</u> Administration should require restitution activity and participation in remediation or instruction/counseling</p>

		<p>property valued greater than \$500.00 without the property owner's permission.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involved greater than \$500.00 in damages.</p>	<p>for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions.</p>
Be Respectful	<p>Attempt to solve problems in a non-confrontational manner.</p> <p>Be cooperative in the event of an emergency.</p>	<p><u>Serious Bodily Injury</u> Student commits physical assault that results in serious bodily harm on another person. This is a very serious infraction that requires law enforcement and/or medical intervention(s)- See Definition of Serious Bodily Injury (SBI)</p> <p><u>Engaging in Serious Retaliation Against School Employee</u> Student engages in act(s) of retaliation against any school employee, on or off campus.</p> <p><u>Battery of a Staff or Faculty Member</u> A severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher.</p> <p><u>Assault of a Staff or Faculty Member</u> An unprovoked attempt to commit on a school teacher a batter or the intentional placing of a school teacher on reasonable apprehension of receiving batter or making statements threatening physical harm to a school teacher which includes using profane or obscene language to an adult with intent to directly threaten or intimidate the adult.</p> <p><u>Repeated harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult</u> Student <u>repeatedly</u> delivers disrespectful</p>	<p><u>Alternative Placement Only</u> May be recommended for expulsion or other educational options (wraparound services).</p>

		<p>message (words, gestures, photographs, drawings, or any other form of communication) to an adult. Disrespectful messages may include, but not limited to, comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or message used to harass or intimidate an adult.</p> <p><u>Public Indecency, Lewdness, or Exposure</u> Student engages or attempts to engage in actions that include, but are not limited to, exposing of body parts in public view with the intent to shock or intimidate others, etc. that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational programs</p> <p><u>Repeated Sexual Harassment</u> Student engages in repeated unwanted or unwelcome verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: continuing to spread sexual rumors, repeatedly pressuring others for dates, or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcome touching or grabbing.</p> <p><u>Sexual Acts</u> Student engages or attempts to engage in behavior of a sexual nature on campus or at school-sponsored or related events</p>	
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		<p>including district transportation.</p> <p><u>Continuous Sexual Harassment</u> Student continues, even after previous attempts to stop the behavior, to engage in unwanted or unwelcome verbal, written or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program.</p> <p><u>Other State Discipline Infractions</u> Bomb Threat, Extortion, Kidnapping, Poisoning, Robbery, Trespassing, Disorderly Conduct, Homicide, Mayhem, Rape, Sexual Battery, or any other illegal activity.</p>	
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Response to Intervention (RtI) Procedures:

After a student receives an office disciplinary referral (ODR), the teacher should complete a Tier 1 Behavior Documentation form and submit a copy to the school interventionist. **All Level 4 and Level 5 infractions warrant referral to the Teacher Support Team or IEP Committee to determine whether formal behavioral supports are necessary within the RtI process.**

Tier 1

- 1st ODR
 1. Teacher will address a PBIS strategy and document on Tier 1 Behavior form.
 2. Parental Notification log. The teacher will devise a plan to document communication to the parent concerning the student's behavioral progress.
- 2nd ODR
 1. Upon the 2nd ODR, the school administrator will evaluate the type of behavioral support warranted based on Tier 1 documentation and/or
 2. Refer to school counselor

Tier 2

- Upon the 3rd ODR, the school administrator will refer the student to the grade level team to evaluate the need for Tier 2 or Tier 3 Support. If Tier 2 support is warranted, follow the procedures below. If Tier 3 supports are needed, refer the student to the school level teacher support team (TST).
 1. Grade Level Meeting- The grade level team will evaluate the type of behavioral supports needed based on Tier documentation.
 2. Teacher(s) will devise a Targeted Support Plan (TST) in the form of a Behavioral Contract.
 3. If needed, refer to school counselor or Communicare Therapist.
- Upon the 4th ODR, the following procedures will be followed if the student is already in the Tier process.
 1. Check-in/Check-out (The school interventionist/counselors will work with staff to facilitate)
 2. Lessons will be completed to target behavior.
 3. If needed, counseling services will be provided (individually/group) by
 - A. School Counselor
 - B. Communicare Therapist
 4. If a student is not in the Tier process, the student will be referred to the grade level team and a Targeted Support Plan will be developed.

Tier 3

- Upon the 5th ODR, the school administrator will refer the student to the Teacher Support Team (TST) or Individualized Education Plan Committee to evaluate the need for Tiered 3 supports.
 1. The Teacher Support Team or IEP Committee will evaluate the type of behavioral support warranted based on Tier documentation.
 2. Options to consider:
 - Evidence-based interventions
 - Check-in/Check-out
 - Functional Behavioral Assessment (FBA) Behavior Intervention Plan (BIP)

SUSPENSION AND EXPULSION

Suspension

When unacceptable behavior cannot be corrected by the resources of the teacher or school administration, the board hereby authorizes the school principal or his designee to suspend any student for levels 4 and 5 misbehaviors described in the district's code of conduct.

Definitions

"Suspension" is the denial of the privilege of attending school in the district imposed after due process upon any student of the district at the direction of the principal of the school in which the student is enrolled. A suspended student may return to school following the expiration of the suspension period without application for readmission but may be required to be accompanied, on return to school, by a parent, legal guardian or custodian.

A "suspension" includes the denial of the privilege of participating in or attending any school-related activity for the period of the suspension. Furthermore, suspended students shall not trespass upon any other school campus or enter into any other school building except for a prearranged conference with a principal.

Students suspended during an examination period shall be afforded an opportunity to take any examinations missed as a result of such suspension at such time and under such conditions as may be determined by the principal and teacher(s).

NOTICE: The student handbook provides specific grounds for disciplinary action and procedures to be followed for acts requiring discipline. Students and legal guardians shall be required to provide the school with a written statement verifying that they have received notice of the discipline plan. In all cases of suspension the parent, legal guardian, or custodian shall be notified in writing within 24 hours of such suspension giving the reason therefor. If a student is to be sent home during normal school hours, a parent or guardian shall be notified before the student is dismissed. No student shall be sent home during normal school hours unless a parent, guardian, or custodian has first been notified.

Authority To Suspend

MS Code 37-9-7 - As provided by the statute, the superintendent has the power, authority, and duty to delegate student disciplinary matters to appropriate school personnel. There are two levels of allowed suspensions: The superintendent, principal, or his/her designee may immediately suspend a student for misconduct for no longer than 10 consecutive school days.

The superintendent, principal, or his/her designee may recommend suspensions for eleven days or more or expulsion for more serious disciplinary offenses. In such cases, the superintendent, principal, or his/her designee may immediately suspend the student for no longer than 10 consecutive school days and recommend a long-term suspension (Alternative Placement) or expulsion, subject to an informal hearing and pending the conclusion of formal due process proceedings.

MS Code 37-11-29 (Disruption to the Educational Process)

The superintendent and principal of a school shall have the power to suspend a pupil for good cause, including misconduct in the school or on school property, as defined in Section 37-11-29, on the road to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or other than at a school-related activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be suspended, dismissed, or expelled by the school board under state or federal law or any rule, regulation, or policy of the local school district. However, such action of the superintendent or principal shall be subject to review by and approval or disapproval of the school board. If the parent, guardian, or other person having custody of any child shall feel aggrieved by the suspension or dismissal of that child, then such parent, guardian, or other person shall have the right to a due process hearing. The parent or guardian of the child shall be advised of this right to a hearing by the appropriate superintendent or principal and the proper form shall be provided for requesting such a hearing. §37-9-71. The board may, upon request of the parent, legal guardian, or custodian of a suspended student, review a student's suspension. Requests for review must be made in writing.

Reports

The superintendent, or his designee, shall report any student suspensions or student expulsions to the school attendance officer when they occur. 37-13-91 (6)

Principals shall make a written report of each suspension to the superintendent daily to include:

1. Name of student, address; name of parent or guardian.
2. Statement of the reasons for the suspension including the date, time and place.

Return To School

Any student on suspension for 3 or more days must return to school accompanied by a parent, legal guardian or custodian before he will be readmitted to school.

NOTE: According to a 1998 Attorney General Opinion, automatic fail provision of an absences policy may not apply against legal, excused absences. Such absences policies may not be applied against absences resulting from disciplinary suspensions if absences policies are applied to truant children who are otherwise passing, the district must afford the child procedural due process. (Attorney General Opinion, Carter, 1-9-98) (#183) (97-0817)

IDEA Students (§ 300.520 Authority of School Personnel)

1. *Case-by-case determination.* School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.
2. School personnel under this section, may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. for not more than *ten* (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than *ten* (10) consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).
 1. School personnel may order the removal of a student for not more than ten (10) consecutive school days to the extent that such removals would be applied to children without a disability for the same offense or when the student's behavior is deemed to be dangerous behavior.

2. After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal, the public agency must provide services to the extent required under paragraph (d) below.
3. *Additional authority for disciplinary changes of placement.* For disciplinary changes in placement that would exceed *ten* (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) *below*, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) *below*.
4. *Services.*
 1. A child with a disability who is removed from the child's current placement, pursuant to paragraphs (c) *above* or (g) *below* must—
 - i. Continue to receive educational services, as provided in §300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's Individualized Education Plan; and
 - ii. Receive, as appropriate, a functional behavioral assessment (*FBA*), and behavioral intervention services, and modifications that are designed to address the behavior violation *to prevent said behavior from recurring*.

DUE PROCESS

A student who is suspended out-of-school (“OSS”), expelled, or otherwise denied admission to attend school has the right to due process as set out in this policy.

A student who is given in-school detention (“ISD”) has due process rights to the Initial Informal Hearing (Step One) but shall have no further due process or appeal.

As used in this policy, “principal” includes any school administrator, central office administrator, or any designee of the school principal. “Superintendent” includes any designee of the superintendent. “Student” includes both male and female students.

A student’s “parent” includes his legal guardian or legal custodian.

In calculating “school days” for purposes of this policy, Saturdays, Sundays, and school district holidays shall not be counted as school days. In calculating days, the date of a written notice shall not be counted.

All circumstances and records of a student’s case shall be confidential and available only to authorized school employees and school district officials and attorneys dealing with the student and his case, and to the student’s parents, legal guardian, legal custodian, and attorneys.

STEP ONE: INITIAL INFORMAL HEARING

Applies to: Suspensions of 10 school days or less
 Suspensions of 11 school days or more
 Recommendations of expulsions
 Denials of admission

A. The principal shall conduct an informal hearing in each case where disciplinary action may be taken against a student or where a previously expelled student makes application for readmission following conclusion of his expulsion period.

After an initial informal investigation appropriate under the circumstances of each case, the principal shall:

1. Inform the student orally of the charges against him or the reasons for non-admission;
2. Give the student an opportunity to respond by explaining his side and his actions; and
3. If the student denies the charges or contests the reasons for non-admission, the principal shall orally summarize to the student the evidence in support of the charges or reasons.

- B. After the informal hearing, the principal may take the following actions:
1. **SUSPENSION OF 10 SCHOOL DAYS OR LESS (SHORT TERM SUSPENSION):** The principal may suspend a student for 10 consecutive school days or less. The suspension is effective immediately, and the principal may immediately remove the student from class and school activities and dismiss the student from school. The principal shall give the student a copy of his school discipline referral form. The principal shall attempt to contact the student's parent to arrange for the student to be removed from school and tell the parent of the suspension. If the principal is not able to contact the parent, the principal shall orally instruct the student to give his parent the copy of the discipline referral form and to have the parent call the principal.

No further due process is required unless the student's parent appeals the suspension to the superintendent by giving written notice of such appeal to the superintendent within two school days from the date the student was suspended. See Step Three below.

2. **IMMEDIATE SUSPENSION AND RECOMMENDATION OF EITHER SUSPENSION OF 11 SCHOOL DAYS OR MORE (LONG TERM SUSPENSION) OR EXPULSION:** In addition to a short term suspension, the principal may also recommend a suspension of 11 school days or more or recommend expulsion, as the principal deems appropriate under the circumstances.

The principal may immediately suspend a student pending an investigation while the principal determines whether or not to recommend a long term suspension or expulsion. The suspension is effective immediately, and the principal may immediately remove the student from class and school activities and dismiss the student from school. The principal shall give the student a copy of his school discipline referral form. The principal shall attempt to contact the student's parent to arrange for the student to be removed from school and tell the parent of the suspension and pending investigation for further disciplinary action. If the principal is not able to contact the parent, the principal shall orally instruct the student to give his parent the copy of the discipline referral form and to have the parent call the principal.

The principal shall immediately suspend and dismiss a student and recommend expulsion when there is reason to believe the student committed an unlawful or violent act as defined or otherwise provided by Mississippi statute or by District policy or school code of conduct.

The student subject to a recommendation of a suspension of 11 school days or more or expulsions shall be afforded due process regarding such recommendation.

3. **DENIAL OF ADMISSION:** The principal may recommend a denial of admission which shall be effective immediately but subject to due process for the applicant for admission.

STEP TWO: HEARING BEFORE DISCIPLINARY HEARING COMMITTEE ("DHC")

Applies to: Recommendation of Suspension of 11 school days or more
Recommendation of Expulsion
Recommendation of Denial of Admission

After the initial informal hearing (Step One) and after completing his investigation, if the principal recommends suspension for 11 school days or more, expulsion, or denial of admission, then the principal shall take the following actions:

1. The principal shall give the student a written notice of suspension, expulsion, or non-admission, as the case may be. A copy of the notice will be hand-delivered or mailed to the student, and the original notice will be hand-delivered or mailed to the student's parent.
2. The notice shall state the date, time, and place for the hearing. The notice shall contain a statement of the charges/reasons, advise the student of his right to legal counsel at his expense, and his right to present witnesses and evidence at the hearing. The principal is under no obligation to give to the student or his parent a list of witnesses who may testify at the hearing or copies of any written statements, documents, or other evidence that may be presented at the hearing.

3. A hearing before the DHC shall be scheduled no later than the tenth school day following the date of the written notice of the principal's recommendation.
4. Pending a hearing before the DHC:
 - a. The student may be offered temporary placement in the alternative school program if his school counselor verifies the student's suitability for such program; in such case, the hearing before the DHC may be held at any appropriate time without application of the 10-school-day limitation period. The principal may not offer temporary placement at the alternative school when the offense upon which the recommendation is based is gang- or group-related fighting, a violation of a prohibition against weapons or controlled substances, assault of a school district employee, or other unlawful or violent act as defined by Mississippi statute or District policy.
 - b. The student may be allowed to remain in his home school if the principal determines that the student's continued presence is not detrimental to order or to the safety of the student, other students, or any employee of the school district, or will not cause disruption of the learning environment of any class or the school; in such case, the hearing before the DHC may be held at any appropriate time without application of the 10-school-day limitation.
 - c. The hearing will be before the DHC.
 - i. If practicable, the DHC may be composed of three school administrators, central office administrators, or school counselors, none of whom may be on the faculty or staff of the student's school in which he is enrolled. One of the administrators on the DHC shall be the superintendent's designee who will serve as the investigator, convener, and administrative officer of the DHC.
 - ii. Formal rules of evidence do not apply to the procedures of the hearing. Hearsay is admissible. The DHC does not have the authority to issue subpoenas. The student's parent or his attorney may question the principal and any witness who appears before the DHC. Likewise, the principal may question any other witness, including the student. The DHC may question the principal, the student, and all witnesses. If the student's parent or attorney wishes to call witnesses, it is their responsibility to arrange for such witnesses to voluntarily attend the hearing. The school district is under no obligation to make students available for hearings unless in advance of the hearing the student's parent has contacted the principal or superintendent to state that the parent has approved of the student testifying at the hearing and to state if the parent wishes to be present when the student testifies.
 - d. The DHC shall hear all cases presented and is authorized to:
 - i. Concur with the recommendation of the principal for suspension, expulsion, or non-admission;
 - ii. Not concur with the principal's recommendation by deciding against suspension or expulsion, by increasing or decreasing the duration of the suspension, by recommending expulsion, or by recommending admission with or without conditions; and
 - iii. The DHC shall prepare a written summary of each case with its decision and the reasons in support of its decision.
 - e. Within three school days after the conclusion of its hearing, the DHC shall notify the student's parent or attorney by mailing a written copy of its decision.
 - f. After the conclusion of Step Two, any student's parent aggrieved by a decision of the DHC may submit a written request for review to the superintendent with four school days after the date of the written decision of the DHC. If the student's parent does not submit a written request for appeal to the superintendent within the deadline period, the decision of the DHC shall be final.

STEP THREE: APPEAL TO THE SUPERINTENDENT

Applies to: Appeals of suspensions of 10 school days or less
Appeals of suspensions of 11 school days or more
Appeals of expulsions
Appeals of denials of admission
The superintendent shall review decisions of the DHC that are timely appealed. The superintendent shall conduct his review of the DHC decision and notify the student's parent within five school days from his receipt of the parent's written notice of appeal.

With respect to suspensions of more than 10 school days, expulsions, and denials of admission:

1. If the superintendent concurs in the decision of the DHC, he shall notify the student's parent in writing of his affirmation of the DHC's decision and mail a copy of his decision to the student's parent.
2. If the superintendent does not concur with the decision of the DHC, he may modify the decision by either reducing the severity of the DHC's disciplinary recommendation or increasing its severity, assign an appropriate duration of suspension, recommend expulsion or, in the case of denial of admission, recommend admission or admission upon conditions. If the superintendent modifies the DHC's recommendation, he shall submit a copy of his written decision to the student's parent.

With respect to suspensions of ten schools days or less, the superintendent shall review the oral recommendation of the principal. The superintendent may talk with the principal and with the student before making his decision, and he may conduct any further investigation he believes reasonable under the circumstances. The superintendent may modify the suspension in any way he determines, including reducing or increasing its severity and duration or recommending a long term suspension or expulsion.

If a student's parent is aggrieved by the decision of the superintendent, the parent shall submit a written notice of appeal to the school board within three school days of the date of the superintendent's decision. If no written notice of appeal is received by the superintendent within the time deadline, the superintendent's decision is final.

The superintendent shall report in executive session to the school board on all expulsions which are final and not appealed to the school board.

STEP FOUR: APPEAL TO SCHOOL BOARD

Applies to: Appeals of Suspensions
Appeals of Expulsions
Appeals of Denials of Admission

The school board shall, at its next regular or special meeting following submission of a written notice of appeal by a student's parent of a suspension, expulsion or denial of admission, hear the appeal. The school board may determine to go into executive session to hear all such appeals. The school board will make its final decision based upon the evidence presented at the DHC hearing or the evidence considered by the principal and superintendent (in the case of short term suspensions of 10 school days or less). The school board may establish the procedures for presentation of appeals to the school board. The student's parent or representative should be prepared to explain to the board the reasons the disciplinary decision should not be affirmed or should be modified. The school board shall also hear from the principal or superintendent as to the reasons the disciplinary action should be affirmed.

The school board may affirm the decision below, modify it by either increasing or reducing the severity of the disciplinary action, or overturn the decision.

The school board shall communicate its written decision to the student's parent within three school days of its hearing of the appeal.

Waiver

At any point in the process described in this policy, the student's parent may waive any further due process to the DHC and appeal to the superintendent or school board by signing a written waiver of such rights and agreeing to a disciplinary recommendation.

FEDERAL AND STATE STATUTES

Weapons/Violent Acts

Expulsion of student possessing controlled substance or weapon or committing violent act on school property (MS Code - 37-11-18 & Gun-Free Schools Act of 1994)

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

Possession of weapons by students; aiding or encouraging (MS Code - 97-37-17)

1. The following definitions apply to this section:

- a. "Educational property" shall mean any public or private school building or bus, public or private school campus, grounds, recreational area, athletic field, or other property owned, used or operated by any local school board, school, college or university board of trustees, or directors for the administration of any public or private educational institution or during a school-related activity, and shall include the facility and property of the Oakley Youth Development Center, operated by the Department of Human Services; provided, however, that the term "educational property" shall not include any sixteenth section school land or lieu land on which is not located a school building, school campus, recreational area or athletic field.
- b. "Student" shall mean a person enrolled in a public or private school, college or university, or a person who has been suspended or expelled within the last five (5) years from a public or private school, college or university, or a person in the custody of the Oakley Youth Development Center, operated by the Department of Human Services, whether the person is an adult or a minor.
- c. "Switchblade knife" shall mean a knife containing a blade or blades which open automatically by the release of a spring or a similar contrivance.
- d. "Weapon" shall mean any device enumerated in subsection (2) or (4) of this section.

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

3. It shall be a felony for any person to cause, encourage, or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not

apply to a BB gun, air rifle or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars (\$ 5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years, or both.

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

5. It shall be a misdemeanor for any person to cause, encourage or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade, knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving) and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than One Thousand Dollars (\$ 1,000.00), or be imprisoned not exceeding six (6) months, or both.

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

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

7. This section shall not apply to:

- a. A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;
- b. Armed Forces personnel of the United States, officers, and soldiers of the militia and National Guard, law enforcement personnel, any private police employed by an educational institution, State Militia or Emergency Management Corps and any guard or patrolman in a state or municipal institution, and any law enforcement personnel or guard at a state juvenile training school, when acting in the discharge of their official duties;
- c. Home schools as defined in the compulsory school attendance law, Section 37-13-91;
- d. Competitors while participating in organized shooting events;
- e. Any person as authorized in Section 97-37-7 while in the performance of his official duties;
- f. Any mail carrier while in the performance of his official duties; or
- g. Any weapon not prescribed by Section 97-37-1 which is in a motor vehicle under the control of a parent, guardian or custodian, as defined in Section 43-21-105, which is used to bring or pick up a student at a school building, school property or school function.

8. All schools shall post in public view a copy of the provisions of this section.

DRUG POLICY

The use, possession, or sale of any narcotic drug on or around school grounds, at school-related activities or going to or from school is strictly prohibited. Such misconduct may be grounds for immediate expulsions. A narcotic drug is any drug identified in Schedules I through V of Controlled Substances, Miss. Code Ann. "41-29-113 through 121."

The use of prescription drugs at school or school-related activities is permitted only when the drug is prescribed for medical purposes only to the person taking the medication and only with written permission of the legal guardian.

For further information relevant to the District's drug policy, contact the principal and/or see the Search and Seizure section in this handbook.

TOBACCO & ALCOHOL PRODUCTS

Juvenile purchase, possession and consumption of tobacco (MS Code - 97-32-9)

No person under eighteen (18) years of age shall purchase any tobacco product. No student of a high school, junior high school, or elementary school shall possess tobacco on any educational property as defined in Section 97-37-17, Mississippi Code of 1972.

Use of tobacco by adults on certain educational property prohibited; penalties for violation (SEC. 97-32-29)

No person shall use any tobacco product on any educational property as defined in Section 2 of this act. Any adult who violates this section shall be subject to a fine and shall be liable as follows: (a) for a first conviction, a warning; (b) for a second conviction, a fine of Seventy-five Dollars (\$75.00); and (c) for all subsequent convictions, a fine not to exceed One Hundred Fifty Dollars (\$150.00) shall be imposed.

Any adult found in violation of this section shall be issued a citation by a law enforcement officer, which citation shall include notice of the date, time and location for hearing before the justice court having jurisdiction where the violation is alleged to have occurred. For the purposes of this section, "subsequent convictions" are for violations committed on any educational property within the State of Mississippi. Anyone convicted under this act shall be recorded as being fined for a civil violation of the act and not for violating a criminal statute. It is the responsibility of all law enforcement officers and law enforcement agencies of this state to ensure that the provisions of this act are enforced.

SEARCHES

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

1. REQUIREMENTS

Except as to searches expressly permitted by this policy, all searches must be approved by the superintendent, principal, assistant principal, superintendent's designee or principal's designee. No other District employee may authorize a search except where an emergency situation exists.

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

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

2. SEARCHES PERMITTED

Searches are permitted as follows:

a. PERSON, POSSESSIONS, LOCKERS: Except as authorized in 2(d) of this Policy, searches of a student's person, possessions or lockers may be conducted if a District employee has prior individualized reasonable suspicion that a student has violated or is violating a District policy, school rules or regulations or the law and that the search will result in discovery of evidence of such violation. Exceptions to an individualized search conducted pursuant to reasonable suspicion are identified in section 3 of this policy.

b. DESKS, OTHER SCHOOL PROPERTY: Searches of desks and other school property (except lockers) may be conducted at any time, with or without reasonable suspicion of a violation.

c. VEHICLES: Searches of vehicles driven to school by or for students may be searched by visual inspection with or without reasonable suspicion of a violation. If a visual search results in individualized reasonable suspicion of a violation, a more intrusive search of the vehicle may be conducted at the direction of the principal.

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

e. GROUP SEARCHES: Caution shall be exercised when a search involving a number of students is conducted. In most instances, in order to justify a search, the District's reasonable suspicion must be particularized to an individual student. Exceptions to this requirement are appropriate only where the intrusiveness of the search is minimal, such as canine searches of lockers, desks, book bags, or automobiles, etc. Further exceptions to an individualized search conducted pursuant to reasonable suspicion are identified in section 3 of this policy.

f. STRIP SEARCHES: No student shall be subjected to a strip search except where an emergency situation exists and with pre-approval by the principal or the principal's designee. Only the rarest of incidents, such as the potential for the student's immediate use of a weapon concealed in the student's clothing, would be an exception to this requirement for pre-approval. No student shall be asked to remove any article of clothing in the presence of a member of the opposite sex or of other students. Because of the legal issues surrounding a strip search, the Board recommends contacting the police once the need for a full strip search becomes apparent, though the Board recognizes that there may be circumstances that necessitate continuing the strip search under this Policy.

3. The District authorizes the use of metal detectors, both hand-held and walkthrough units. Each school in the District may utilize metal detection devices. The purpose of the metal detectors is to conduct random, suspicionless searches of students, though the metal detection devices may also be utilized when District personnel have a reasonable suspicion that a student is violating a District policy, school rules or regulations, or the law and the use of the metal detector may aid in discovery of evidence of a violation. This Board directs District personnel to develop guidelines/procedures to conduct these searches in accordance with law.

4. DEFINITIONS

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

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

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

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

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

c. An "emergency situation" exists if destruction of evidence, use of contraband, or use of a weapon is an immediate possibility. When District personnel have had to conduct a search due to the immediate possibility of the destruction of evidence, use of contraband, or use of a weapon and did not have time to obtain approval prior to conducting the search, an administrator must be notified immediately. Only in very rare instances, such as indicated in 2(f) above, should a strip search be undertaken without the principal or the principal's designee approval. However, if an emergency situation does not exist, employees should take steps to prevent the possible destruction of evidence, use of contraband, or use of a weapon while securing approval for a search.

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

6. POLICE SEARCHES School officials are obligated to cooperate with law enforcement authorities who are validly carrying out their official duties. In such cases involving a student, the District

shall make an immediate attempt to notify the student's parent, guardian, or custodian. The principal or principal's designee shall attend the search if conducted on or about the school premises and shall take any disciplinary action necessary as a result of the search.

LEGAL REF.: New Jersey v. T.L.O., 469 U.S. 325 (1985) ; Horton v. Goose Creek Independent School Dist., 690 F.2d 470 (5th Cir. 1982), cert.denied, 103 S.Ct. 35 (1983); Tarter v. Raybuck, 742 F.2d 977 (6th Cir. 1984), cert.denied, 105 S.Ct. 1749 (1985)

Metal Detectors- Procedures

The Water Valley School District's goal is to maintain a safe environment that encourages learning. Unless expressly allowed by state law, the possession, use, or sale of weapons on school grounds is illegal, dangerous, and disrupts an orderly learning environment.

The reasonable use of metal detectors by school officials to keep weapons off school grounds is not a violation of Fourth Amendment rights. These procedures are designed to provide a safe learning environment. Though the District cannot anticipate every scenario under which searches utilizing metal detectors may be implemented, the District guidelines to conduct these searches in accordance with law are below.

1. Each school in the Water Valley School District may use hand-held and/or walk-through units metal detection devices.
2. Each person operating an electronic search device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Adjustments in the settings of the device shall only be made by personnel trained in adjusting the settings and shall be overseen and approved by designated members of the administration or the superintendent or principal's designee.
3. All students, staff members, and/or visitors entering the school or school-related function are subject to search. All visitors may be searched utilizing the metal detectors, including those visitors attending extracurricular functions. Random, suspicionless searches may be conducted of students and staff, in addition to individualized searches based on reasonable suspicion.
4. A "random" search is one which utilizes a specific methodology. One example of a random search is previously determining that every 10th (or 15th or 20th) student to enter the building will be searched. There are many types of random searches. No person will be selected for a random search on the basis of race, color, national origin, sex, disability, or age.
5. The search is directed to search for weapons; however, other contraband discovered in the search shall be removed from any student other person.
6. All property removed from the student as a result of the above procedures which may be legitimately brought on school premises or to a school function will be returned to the student. All other property or contraband that may not be legitimately brought on to school premises or a to a school function will not be returned to the student. The District will follow procedures already in place with regard to students' possession of cell phones.
7. If property or contraband (including a weapon) is removed from the student or the student's bags or parcels, possession of which is a violation of school rules, District policy, and/or administrative guidelines, and/or the law, the student shall be disciplined in accordance with the discipline procedures of the District. Students may be subject to criminal prosecution and/or juvenile proceedings for violations of law.
8. Only designated school personnel and security personnel will conduct hand-held metal detector searches. These personnel will be trained to ensure that the scanning is done correctly.
9. Persons entering through the walk-through metal detection device will be asked to remove all metal objects from his/her person and to place the metal objects on a table. Purses, briefcases, bags, or parcels must go through the device.
10. When a student's, staff member's, and/or visitor's bag or parcel activates the scanning device, the security personnel/administrator is to request him/her to open the container in question so that they can look for weapons.
11. The person will then be asked to walk through the metal detector. If the metal detector activates, he/she will be asked a second time to remove metal objects from his/her person and to walk through a second time.
12. If the walk-through metal detector activates a second time, the Security Personnel/Administrator is to approach the person and explain the hand-held scanning device process, and then conduct a screening

beginning at the toes and continuing up to the head without intentionally touching the body. The bags and parcels will also be scanned.

13. Should the subsequent hand-held scan activate the device, a further search should be conducted. District personnel conducting the scan will notify a school administrator and a school resource officer (SRO) or security officer so that they may escort the individual to a separate and private area, such as an office, to conduct a search in accordance with the following procedure:
 - a. The search must be conducted in the presence and under the supervision of the principal or designee.
 - b. The search must be conducted by a person of the same sex as the individual being searched.
 - c. Prior to conducting the search, the principal or designee will once again ask the individual to remove any remaining metal objects from his/her person. If the individual declines to remove the objects, the individual will be searched as follows:
 1. The search will be conducted only in the area of the body which activated the metal detector.
 2. The search shall commence with the patting of the individual's external clothing in the vicinity of the pockets, belts, shoulders, or other specific areas, for the limited purpose of discovering items which may have activated the metal detector.
 3. If the school official conducting the search feels an object which may have activated the metal detecting device, the school official shall ask the individual to remove the object. If the individual declines to remove the object, it may then be removed by the school official or appropriate law enforcement may be called.
 - (d.) If the object voluntarily provided by the individual or removed from the individual could have activated the detector, the administrator and security personnel must cease performing the search.
 - (e.) The administrator/security personnel will then again scan the person and the search will continue only if the metal detector is activated again during this scan of the individual.
 - (f.) Students who fail to cooperate with school personnel performing their duties under these guidelines may be subject to discipline for insubordination.
 - (g.) Visitors who fail to cooperate with school personnel performing their duties under these guidelines will be escorted from the school.
 - (h.) A weapon or any other illegal material that is discovered shall be turned over to the proper authorities for ultimate disposition.
14. Nothing in the procedures set forth above shall limit the authority of the District and District staff to remove other contraband from a student, and to otherwise search a student when there is reasonable suspicion to believe that a particular student is in possession of an article or thing, the possession of which constitutes inappropriate behavior under the School Discipline Policy.
15. A copy of the Metal Detector Search Procedures shall be available to each person and staff member who will in any way be involved with the conduction and/or monitoring of searches. The District will conduct training for those personnel who are responsible for conducting searches utilizing metal detectors.
16. Signs notifying students and visitors that they are subject to search utilizing a metal detector shall be posted in prominent locations where searches take place.

WEAPONS SEARCH

No student, 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 MISS Code Ann. Section 97-37-17.

1. DEFINITION OF PROHIBITED WEAPONS

Prohibited weapons include, but may not be limited to, the following:

- a. Gun, rifle, pistol, other firearm
- b. Dynamite cartridge, bomb, grenade, mine or other explosive
- c. BB gun, air rifle, air pistol
- d. Bowie knife, dirk, dagger, switchblade, pocketknife or other knife
- e. Slingshot
- f. Leaded cane, blackjack
- g. Metallic or other artificial knuckles
- h. Razors, razor blades
- i. Any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files and nail clips, and tools used only to prepare food or for instruction and maintenance of school property)
- j. Any instrument having the effect or appearance of a weapon (including utensils, imitation firearms or knives, etc.)

2. PERMITTED USES

The superintendent or principal, as appropriate and in his discretion, may give prior approval for weapons to be on or about campus under the following circumstances:

- a. Students and employees may possess weapons on school grounds only when the weapons are used for valid educational purposes or school-sanctioned ceremonies.
- b. Law enforcement officers and other government officials may carry weapons onto school grounds as permitted by law.

3. PENALTIES FOR VIOLATIONS

Any student who violates this policy will be suspended and may be recommended for expulsion in accordance with Policy JDE.

Any employee who violates this policy will be subject to disciplinary action in accordance with Policy GBK.
Any visitor who violates this policy will be asked to leave school property immediately and further action, including but not limited to, filing criminal charges may be taken as necessary.

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

4. REPORTING VIOLATIONS

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

USE OF ELECTRONIC DEVICES

The Water Valley County School District Board of Trustees has determined that student use of cell phones or other electronic/communication devices is disruptive to the educational process limiting disruptive behavior, including disruptions caused by students' cell phones/electronic devices, maximizes the ability of the District to follow curriculum educational objectives and to maintain an environment conducive to learning.

The Water Valley School District reserves the right to define the educational value of any new electronic wireless devices and cell phones that may become available to the general public in the future and to prohibit their use if they have little or no educational value or if such use creates learner distraction or disruption. Cell phones in the Water Valley School District are subject to the following rules and regulations:

Student Expectations

Students shall not use electronic devices in a manner that poses a threat to academic integrity, disrupts the learning environment, violates the privacy of others, or violates state or federal law.

Academic integrity is the moral code or ethics of being a student. This means not cheating, being honest about your work, not plagiarizing the work of others, and maintaining high academic standards.

- Students may not possess a cell phone or any electronic device during testing, even if the device is turned off or the student is not using it. Violation of this rule may result in the student's score being invalidated. Confiscation during state assessment will result in the appropriate punishment according to the code of conduct in addition to the score being invalidated.

Learning environment is the classroom, media center, laboratory, gym, etc. where the teacher provides instruction and where students are actively engaged in learning. The learning environment is disrupted when distractions and off-task activities take place.

- In the learning environment, phones must be put away for the entire period, unless the teacher allows them to be used as a part of the lesson. If your phone is not put away, if you are looking at your phone, or using your phone, it is considered an offense.
- Cell phones, iPods and devices for playing music are not allowed during instructional time. Ear buds or headphones are not allowed in the halls.

Privacy of others- In order for all students to feel "valued and safe" at school, certain limits will be enforced to protect student and teacher privacy.

- Taking photos or videos on school campus or on the bus is not allowed.
- Posting photos or videos that were taken at school or on the bus to social media will result in disciplinary consequences.
- Sending, sharing, viewing, or possessing text messages, emails or other material depicting sexually explicit or content deemed inappropriate or offensive by school administration in electronic form on a cell phone or other electronic device while on campus, or on the bus is prohibited. In addition to disciplinary consequences including possible loss of phone privilege for the remainder of the year, this is against the law. You may face criminal charges as well.

Allowable Use of Cell Phones

Personal use of cell phones for texting, listening to music, etc. is permitted before or during school to include times during break, lunch, and dismissal to the bus or car rider waiting area.

PERSONAL DEVICES ARE NOT ALLOWED DURING CLASS CHANGE OR IN THE HALLS. NO EARBUDS CAN BE WORN IN THE HALLWAYS.

No phone conversations on personal phones are allowed during school hours. Students should continue to use the school telephone in the office.

Taking pictures or videos on cell phones is prohibited at all times!

Personally owned device use is limited to and conditional upon full and complete compliance with the District Acceptable Use Policy.

Cell Phone Use on Bus

Use of cell phones is permitted on the school bus for texting, playing games, or listening to music with usage of ear buds.

No phone conversations on personal phones are allowed while riding the bus.

Taking pictures or video on cell phones is prohibited at all times while riding the bus.

Bullying/Cyber Bullying

The Water Valley 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 (1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom 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 Water Valley School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassing behavior by other school employees or students. Likewise, the District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. The District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official.

Cyber-Bullying

"Cyberbullying" includes, but is not limited to the following misuses of technology; harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs through the District's computer network and the Internet, whether access on campus or off campus, during or after school hours. In the situation that cyber-bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be disruptive of the educational environment or a detriment to students and staff. Administration may, in its discretion, contact law enforcement or other appropriate authorities.

Such acts could include, but are not limited to, a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors.

Procedures for Reporting a Complaint

Any student, school employee or volunteer who feels he/she has been victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal, counselor or other school official. 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 of the complaint. The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent and complaints against the superintendent shall be made to the Board chairman.

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

If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board.

See Board policy JDDA-P Bullying Procedures

The following actions will be taken when bullying is reported:

1. Investigation

Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The initiation of an investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.

2. Notification

Parents or legal guardians of the victim and accused student will be notified of the investigation procedure.

3. Discipline

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. Follow Up

Complainants will be promptly notified of the findings of the investigation.

5. Documentation

Written documentation containing the findings of the investigation, including input from the student's' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the alleged victim and alleged perpetrator.

All reports received shall be properly and adequately investigated.

SEXUAL HARASSMENT

Title IX prohibits sex discrimination, including sexual harassment, against students in academic institutions. It is the intent of the Board of Trustees to maintain an environment free from sexual harassment of any kind.

Sexual Harassment is defined as “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Examples of this type of conduct include:

- Requiring submission to sexual conduct, either implicitly or explicitly, as a term or condition for grades, promotion, or other benefit.
- Using submission to or rejection of sexual conduct as the basis for decisions affecting the student.
- Using, whether intentionally or not, sexual conduct to unreasonably interfere with the student's work performance or create an intimidating, hostile, or offensive teaching or learning environment.

Complaints: Complaints may be made to the appropriate administrator or directly to the Title IX Coordinator without fear of reprisal. If a complaint is substantiated, the offending employee/student shall be subject to disciplinary action. The District specifically prohibits inappropriate relationships between staff and students. The administration will investigate any such relationship when it becomes aware that a situation might exist between one of its employees and a student and will document the investigation. Evidence supporting that an inappropriate relationship exists include, but is not limited to, the presence of personal emails, telephone calls, instant messages, and text messages between an employee and a student, particularly when such exchanges are not school-related or are only tangentially school related. Personal emails, telephone calls, instant messages, and text messages are not

appropriate and are grounds for discipline or employee dismissal. A student must report inappropriate behavior by a staff member or harassing behavior by another student.

Formal Procedures for Student-To-Student Sexual Harassment Complaints

Upon receipt of a complaint of harassment, the school principal or his/her designee will:

Step 1: Within three (3) school days: thoroughly investigate the complaint; apply appropriate disciplinary action; and provide notice of the disposition of the complaint and appeal process to the involved students and their guardians.

Step 2: In the event any party is not satisfied with the disposition of the complainant Step 1, that party may appeal to the Superintendent. The appeal shall be in writing on the designated appeal form and delivered to the Superintendent within five (5) school days following notice of disposition.

Step 3: Superintendent shall within the (10) days, investigate and meet with the concerned parties. Disposition shall be made no later than five (5) school days following conclusion of the investigation. Notice of the disposition shall be furnished to the appropriate parties.

Step 4: In the event the concerned parties are not satisfied with the disposition of the appeal at Step 3, they may appeal in writing within five (5) school days to the School Board. Within ten (10) school days of receipt of the appeal, the School Board shall conduct a review and provide a written disposition to the appropriate parties.

To make a complaint, specific steps must be followed in accordance with strict time lines. To start the complaint process, a complaint must be made within 5 days after the occurrence of the alleged sexual harassment by contacting your principal.

INTERNET USE APPROPRIATE POLICIES

Children's Internet Protection Act (CIPA)

The following measures are in place in the Water Valley School District to comply with the Children's Internet Protection Act (CIPA).

- Filtering - Supplied by Lightspeed Rocket and Watch Guard.
- Internet Safety Policy - Appropriate Use Policy which follows
- Teacher Supervision - Teachers currently monitor Internet surfing in their classrooms

Water Valley School District will adhere to the Child Internet Protection Act, the Children's Online Privacy Protection Act and to No Child Left Behind Legislation.

Overview of CIPA <http://www.sl.universalservice.org/whatsnew/MISC/CIPA051801.asp>

The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000. Under CIPA, no school or library may receive discounts unless it certifies that it is enforcing a policy of Internet safety that includes the use of filtering or blocking technology (see below). This Internet Safety Policy must protect against access, through computers with Internet access, to visual depictions that are obscene, child pornography, or (in the case of use by minors) harmful to minors. The school or library must also certify that it is enforcing the operation of such filtering or blocking technology during any use of such computers by minors. The law is effective for Funding Year 4 (07/01/2001 to 06/30/2002) and for all future years. Schools and libraries receiving only Telecommunications Services are excluded from the requirements of CIPA.

<http://www.ftc.gov/ogc/coppa1.htm>

The Water Valley School District will revise the current AUP to incorporate the following wording/phrases:

- The education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms
- Cyberbullying awareness and response

Overview of COPPA

Children's Online Privacy Protection Act (COPPA), enforced by the Federal Trade Commission, requires commercial website operators to get parental consent before collecting any personal information from kids under 13. COPPA allows teachers to act on behalf of a parent during school activities online, but does not require them to do so.

Internet Appropriate Use Agreement (IAUP)

Water Valley School District is pleased to bring access to the Internet to students and teachers. Internet access is coordinated through a complex association of government agencies, and regional and state networks. The smooth operation of the network relies upon the proper conduct of the users, who must adhere to strict guidelines. These guidelines are outlined here so that you are aware of the responsibilities you acquire with usage of the Internet. In general, an Internet user accepts responsibility for efficient, ethical, and legal utilization of all network resources. If a user violates the provisions, Water Valley School District will terminate or suspend access to the network and disciplinary action may be taken.

- Transmission of any material in violation of any United States or state regulation is prohibited. This includes copyrighted material, threatening or obscene material, or material protected by trade secret.
- Use for product advertisement, commercial activities, illegal action, or political lobbying is prohibited.
- Appropriate use reflects academic honesty and ethical behavior, and demonstrates consideration of the consumption of shared resources. It shows respect for intellectual property, ownership of data, system security mechanisms, and the rights of others to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.
- Appropriate use also refers to disciplining oneself to spending a reasonable amount of time on the network and not neglecting other responsibilities. It is possible to become addicted to the Internet thereby neglecting study time and time for social and wellness activities. Students identified as addicted to the network may be denied access for a period of time to be determined by the principal.
- Use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The principal or his designee may deny, revoke, or suspend user privilege to any user determined to be using the system in an inappropriate manner and their decision is final.

Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to):

- Be polite. Do not write or send abusive messages to others.
 - Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number or the address or phone number of students or colleagues.
 - Note that electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - Do not use the network in such a way that you would disrupt the use of the network by other users.
 - All communications and information accessible via the network should be assumed to be private property.

Reliability:

- Water Valley School District makes no warranties of any kind, whether expressed or implied, for the service it is providing.
- Water Valley School District will not be responsible for any damages suffered by the user, including loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions.
- Use of any information obtained via the Internet is at the risk of the user. Water Valley School District denies responsibility for the accuracy or quality of information obtained through Internet services.
- Water Valley School District is not responsible for student access to what may be deemed as inappropriate material available on the Internet.

Security:

- Security on any computer system is a high priority, especially when the system involves many users. If a user feels he/she has identified a security problem, the principal must be notified immediately. The problem is not to be demonstrated to any other users.

Vandalism:

- Vandalism will result in cancellation of privilege and disciplinary action in accordance with district policy. Vandalism is defined as any malicious attempt to harm or destroy data to another user, the

Internet, or any of the networks that are connected to the Water Valley School District Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

Safety

- Students may not post personal contact information about themselves or other people. That includes addresses and phone numbers.
- Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
- Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

SCHOOL BUS CONDUCT

SCHOOL BUS RULES

Riding the school bus is a privilege, which can be denied to a student who violates a bus rule. Students may be denied bus service and/or suspended or expelled from school for infractions.

1. Loading and Unloading

- Be at the assigned bus stop on time in the morning and at the assigned loading zone on time in the afternoon.
- Exercise extreme caution in getting to and from your assigned bus stop.
- Don't engage in unruly behavior at designated school bus loading/unloading locations.
- If you must cross the road to get on the bus or after getting off, don't cross until the bus arrives and gives the proper signal to cross. Always cross in front of the bus and look both ways for traffic.
- Wait until the bus comes to a complete stop before trying to load or unload.
Use the handrail while getting on and off the bus.
- When leaving the bus, move from the unloading zone to your assigned place as quickly as possible, but do not run.

2. While In the Bus

The bus driver is authorized to maintain discipline on the school bus. Students must be courteous and follow all instructions of the driver and safety patrol. All rules of student conduct are applicable on the school bus and will be enforced. Some special reminders are:

- Do not distract the driver's attention, except when necessary.
- Talking is permitted only in normal tones. Do not shout or make unnecessary noise at any time, but especially when the bus is approaching and crossing a railroad or an intersection.
- Keep your head, hands, and articles inside the bus.
- Do not bring unauthorized articles on the bus (pets, combustibles, large items, weapons, etc.).
- Do not smoke or use profane language.
- Do not fight or scuffle.

At any time students are riding on school buses, they may be filmed by use of a camcorders

CORPORAL PUNISHMENT

The Board of Education of the Water Valley School District views corporal punishment as a form of discipline. However, if a parent chooses not to participate in corporal punishment, the enclosed form must be signed, and an alternative means of discipline will be enforced by the principal.

Corporal punishment must be administered in accordance with the following guidelines:

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.
2. Corporal punishment shall be reasonable and moderate and may not be administered maliciously, in anger, or for the purpose of revenge.
3. Corporal punishment may be administered only by the school principal, assistant principal, or principal designee with the approval and in the presence of the principal or assistant principal.
4. When corporal punishment is administered, it shall be done only in the presence of another certified employee and never in the presence of another student.
5. The student should be informed in the presence of the principal or another teacher of the reason for the punishment.
6. All corporal punishment must be administered to the buttocks only and must not be excessive.
7. All paddles used in the District must be approved by the principal.
8. When corporal punishment is administered, the administering personnel must complete a discipline form. The original discipline form must be filed in the principal's office, a copy sent to the parent and a copy retained by the teacher by teacher.

LEGAL REF.: MS Code §37-11-57 and §11-46-9 (1) (x)

(CUT ALONG DOTTED LINE)

Please sign, date, and return the bottom of this sheet to your child's 1st Period/Homeroom teacher.

I choose NOT to participate in corporal punishment for my child. I understand an alternate means of discipline will be used.

Student's Full Name (Print)

Student's Grade

Parent or Guardian's Signature

Date

Water Valley School District

This is to certify that I, the parent or guardian of

Student _____ Grade _____

have read this parent student handbook

Signed _____

Date _____

The Water Valley School Board reserves the right to change any or all policies as deemed necessary.

Registration will not be complete until this signed copy is on file at the school.

