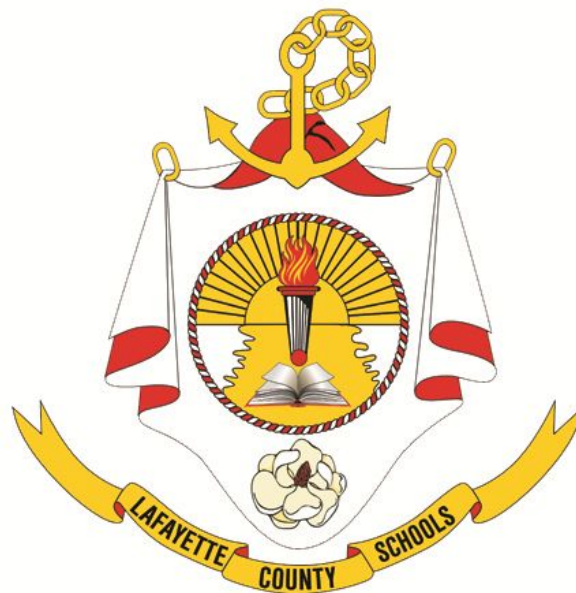


# LAFAYETTE MIDDLE/HIGH SCHOOLS

OXFORD, MISSISSIPPI

[www.gocommodores.org](http://www.gocommodores.org)



## PARENT / STUDENT HANDBOOK

2018 - 2019

## ***Lafayette Middle School***

**Chad Chism**

*Principal*

**Joseph Adams**

*Assistant Principal*

**Clint Jordan**

*Assistant Principal*

## ***Lafayette High School***

**Glenn Kitchens**

*Principal*

**Grant Crockett**

*Assistant Principal*

**Tamekia Helm**

*Assistant Principal*

## **Lafayette County School Board**

Mr. Brent Larson, *President*  
Dr. Judith Thompson, *Secretary*  
Ms. Kimberly East  
Mr. Bill McGregor  
Mr. Leroy Thompson

## **Central Office Staff**

Dr. Adam Pugh.....*Superintendent of Education*  
(TBA).....*Assistant Superintendent for Assessment*  
*and Curriculum, Pre K-5*  
Mr. Patrick Robinson.....*Assistant Superintendent for Federal*  
*Programs and Curriculum, 6-12*  
Dr. Jennifer Osborne.....*Director of Special Education*  
Mrs. Cindy Cannon.....*Executive Administrative Assistant to*  
*the Superintendent*  
Mr. James Denton.....*Lafayette Learning Center Director*  
Mr. Greg Lewis.....*Athletic Director*  
Mr. McNeil Stanford.....*Director of Technology*  
Mr. Calvin Worthem.....*Personnel Director/Insurance*  
Mrs. Carman Jenkins.....*Instructional Technologist*  
Mr. Ralph Braden.....*Technology Assistant*  
Mr. Nolan Webb.....*Technology Assistant*  
Mr. Jeff Oliphant.....*Maintenance/Transportation Supervisor*  
*and Bus Transportation Supervisor*  
Mr. Josh Thweatt.....*Maintenance*  
Mr. Mark Brown.....*Business Manager*  
Mrs. Debra Jennings.....*Purchasing Agent*  
Mrs. Michelle Odom.....*Accounts Payable Clerk*  
Mrs. Cynthia Briscoe.....*Payroll Clerk*  
Mrs. Joy Hankins.....*Receptionist/Athletic Secretary*

## *Vision Statement*

To create a distinguished, innovative school community highly regarded for excellence, opportunity, and service.

## *Mission Statement*

To provide students an exceptional education in a nurturing environment with devoted people.

## *Motto*

*“Anchored to Excellence”*

**Lafayette County School District  
School Calendar, 2018-2019**

|                            |   |                  |
|----------------------------|---|------------------|
| July 25                    | Professional Development (Flex Day)   |                  |
| July 26                    | Professional Development (Flex Day)   |                  |
| August 1                   | Professional Development  |                  |
| August 2                   | Professional Development  |                  |
| August 3                   | First Day for Students  |                  |
| September 3                | School Holiday - Labor Day  |                  |
| September 6                | Progress Reports  |                  |
| October 5                  | School Holiday - Fall Break (Students and Teachers)                           |                  |
| October 8                  | School Holiday - Fall Break (Students and Teachers)                           |                  |
| October 9                  | School Holiday - Fall Break (Students Only)                                   |                  |
| October 9                  | Professional Development (Teachers Only)                                      |                  |
| October 11                 | Report Cards  |                  |
| November 8                 | Progress Reports  |                  |
| November 19 - 23           | School Holiday - Thanksgiving   |                  |
| December 20                | 60% Day of School (Students Only)   |                  |
| December 21 -<br>January 4 | School Holiday - Christmas  |                  |
| January 4                  | Professional Development (Teachers Only)                                      |                  |
| January 7                  | Students Return   |                  |
| January 10                 | Report Cards  |                  |
| January 21                 | School Holiday - Martin Luther King, Jr. Day                                  |                  |
| February 7                 | Progress Reports  |                  |
| February 18                | School Holiday - Presidents' Day  |                  |
| March 11 - 15              | School Holiday - Spring Break   |                  |
| March 21                   | Report Cards  |                  |
| April 18                   | Progress Reports  |                  |
| April 19                   | School Holiday - Good Friday  |                  |
| April 22                   | School Holiday - Easter   |                  |
| May 17                     | Graduation  |                  |
| May 22                     | 60% Day - Last Student Day  |                  |
| May 23                     | Professional Development  |                  |
| First Semester             | 91 Student Days   | 96 Teacher Days  |
| Second Semester            | 89 Student Days   | 91 Teacher Days  |
| Total Days                 | 180 Student Days  | 187 Teacher Days |
| Make-up Days               | May 24, May 28, May 29<br>(School Holidays may also be used for make-up days) |                  |

## LMS Bell Schedule

7:15 a.m. Breakfast (remain in cafeteria when done)  
 7:25 a.m. Report to homeroom (unless still eating)  
 7:45 a.m. Homeroom (tardy after 7:45)  
 7:52 a.m. Transition  
 7:56 a.m. 1st Period  
 8:48 a.m. Transition  
 8:52 a.m. 2nd Period  
 9:44 a.m. Break  
 9:56 a.m. 3rd Period  
 10:48 a.m. Transition

### 6th grade:

10:52 – 12:10 4th Period  
 6th Lunch 1: 11:00 -11:20  
 6th Lunch 2: 11:25 - 11:45  
 12:10-12:15 Transition  
 12:15 - 1:10 5th Period

### 7th & 8th grade:

10:52 - 11:45 4th Period  
 11:45 – 11:50 Transition  
 11:50 – 1:10 5th Period  
 1st Lunch: 11:50-12:10  
 2nd Lunch: 12:20-12:40  
 3rd Lunch: 12:50-1:10

1:10 p.m. Transition  
 1:14 p.m. 6th Period  
 2:06 p.m. Transition  
 2:10 p.m. 7th Period  
 3:02 p.m. Band students dismissed to band hall  
 3:03 p.m. Dismissal

## B & I Schedule

The daily schedule at the Oxford-Lafayette School Of Applied Technology (B&I) is divided into three sections:

|               |                       |
|---------------|-----------------------|
| 7:55          | Bus departs LHS       |
| 8:05 - 9:40   | <b>First section</b>  |
| 10:00         | Bus departs LHS       |
| 10:05 - 11:40 | <b>Second section</b> |
| 1:14          | Bus departs LHS       |
| 1:15 - 2:50   | <b>Third section</b>  |

## LHS Bell Schedule

The LHS school day begins at 7:50 AM and ends at 3:03 PM. The schedule is divided into seven periods, plus morning and lunch breaks. Students should not arrive at school before 7:15 AM. Upon arrival, students who drive are to enter the commons through the east (front) doors; students who ride the bus should use the south entrance.

7:15 a.m. Breakfast

7:45 a.m. Transition

7:50 a.m. **1st Period**

8:45 a.m. Transition

8:49 a.m. **2nd Period** with breaks:

|             |           |
|-------------|-----------|
| 8:45 - 8:53 | 1st break |
| 9:41 - 9:49 | 2nd break |

9:49 a.m. Transition

9:53 a.m. **3rd Period**

10:45 a.m. Transition

10:49 a.m. **4th Period**

11:41 a.m. Transition

11:45 a.m. **5th Period** with lunch:

|               |           |
|---------------|-----------|
| 11:41 – 12:05 | 1st lunch |
| 12:05 – 12:27 | 2nd lunch |
| 12:27 – 12:49 | 3rd lunch |
| 12:49 – 1:11  | 4th lunch |

1:11 p.m. Transition

1:15 p.m. **6th Period**

2:07 p.m. Transition

2:11 p.m. **7th Period**

3:01 p.m. Dismissal Bell

# *Student Life*

---

## **Cell Phones and Electronic Devices**

During the school day, cell phones and electronic devices are allowed in LHS common areas (hallways and the Commons) when a student is not assigned to a classroom (before school, transitions, break and lunch). However, phone calls may not be made in the building and no headsets are allowed outside the direction of a teacher. LMS and LHS teachers have the autonomy in their classroom to have students utilize personal devices for educational purposes. If a student violates the rules of a particular teacher or those of the school at large, then the cell phone or other electronic device will be confiscated and retained for a period of not less than thirty (30) calendar days. In lieu of this thirty (30) day period, the student may elect to pay a \$25.00 fine to have the device returned to the student's parent/guardian.

Failure to turn phone or other electronic device over to a staff member upon request will be considered an insubordinate act towards a school official. This act will be handled according to the procedures listed in the discipline section of this handbook. Students who are suspended for insubordination in connection with cell phone/electronic device violation will still be responsible for surrendering the device or paying the \$25 fine upon return from suspension.

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

### **Rules for Student-Owned Devices**

1. The Lafayette County Acceptable Use Policy will be in effect for ALL devices being used on campus. This includes all devices connected to outside network towers as well. (See pp. 71-74)
2. Students must access the Internet when applicable through the school-provided student network. Passwords are available through the classroom teacher.
3. Cellular telephones will only be allowed in classrooms at the teacher's discretion and with the teacher's direction. Internet searches, research, and student response will be the main use of smartphones in the classroom. In the event your child does not have a telephone or tablet to use during class, the school will provide an alternate means of accessibility.
4. Cell phones and electronic devices (tablets, iPads, etc.) are allowed in LHS general population areas (i.e. gym, commons) as long as students follow all LCSD Acceptable Use Policies. The intent of this policy is to allow students to read/research during free time, not during classroom instruction unless prompted by their teacher.
5. LMS/LHS are not responsible for theft or damage of any device. LMS/LHS students are not required to bring any device to school.



## Counseling Department

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

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

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

## Deliveries for Students

The school will not accept deliveries of balloons, flowers, pizza, candy grams, etc. for students either to the school office or to individual classrooms. Parents may bring lunch for their student(s) as instructed on p.16 in this handbook. Lunch parties are prohibited.

## Dress Code

The Lafayette County Board of Education, the administration, and faculty expect all students to dress in a manner that reflects favorably upon the efforts of the total educational community to provide the best learning experience possible for each student. Students are expected to adhere to the dress code listed below. Administration reserves the right to amend the dress code.

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

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

**NOTE: The Lafayette County School Board reserves the right to rule on items not previously mentioned.**

## Education Attendance Form

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

### Fees

Fees for LMS classes are paid to the individual teachers. LHS class fees are paid to the front office. Students taking more than one science class per year will pay one \$10.00 fee. Other fees will be announced at the beginning of the school year. Hardship waivers may be obtained in the school office. Failure to pay fees can result in the student not being allowed to go on class trips, take exams, attend prom, or participate in graduation until all fees are paid.

| Type of Class                    | Assigned Fee                            |
|----------------------------------|---|
| Acc. English 1 (PSAT - grade 9)  | \$15.00                                 |
| Acc. English 2 (PSAT - grade 10) | \$20.00                                 |
| Acc. English 2 (book fee)        | \$16.00                                 |
| Acc. English 3 (PSAT - grade 11) | \$20.00                                 |
| Agriculture                      | \$15.00                                 |
| AP Chemistry                     | \$15.00                                 |
| AP English                       | \$10.00                                 |
| Art                              | \$15.00 (LMS)<br>\$20.00 (LHS)          |
| Band                             | Refer to Band Handbook                  |
| Choir                            | \$30.00                                 |
| Drama                            | \$20.00                                 |
| Drivers Ed.                      | \$25.00                                 |
| English 4                        | \$ 3.00                                 |
| German 1 & 2                     | \$ 6.00 National Exam fee (opt.)        |
| Cyber Foundations 1              | \$5.00                                  |
| Cyber Foundations 2              | \$5.00                                  |
| Math (LHS)                       | \$5.00                                  |
| Nutrition                        | \$6.00                                  |
| QUEST! (LMS)                     | \$5.00                                  |
| ROTC                             | Refer to ROTC handouts                  |
| Senior costs                     | \$20.00 diploma<br>\$60.00 cap and gown |
| Sciences (labs)                  | \$ 5.00 (LMS)<br>\$10.00 (LHS)          |
| Spanish 1-4                      | \$ 6.00 National Exam fee (opt.)        |

## Fines

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

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

## Field Trips

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

## Library

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

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

## Lunch Procedure

All students are required to report to their cafeteria during their lunch period. All other locations are off limits to students during their lunch break. This rule includes gyms, libraries, and the ROTC building. Failure to report to the cafeteria for lunch will be considered a failure to be at an assigned place. LHS students must present their student ID in order to purchase a school lunch.

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

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

### Cafeteria Meals:

|                           |        |
|---------------------------|--------|
| Student paid lunch        | \$2.75 |
| Student paid breakfast    | \$1.75 |
| Student reduced lunch     | \$0.40 |
| Student reduced breakfast | \$0.30 |
| Teacher lunch             | \$3.75 |
| Teacher breakfast         | \$2.75 |

## Morning Procedure

Students who drive their own vehicle *and have purchased a parking permit* (\$20) will park in their assigned lot. Upon arrival, LHS and LMS students are to report to their commons/cafeteria until the bell rings to dismiss them to their homeroom. Students participating in morning tutoring or club activities must present a note or other pass to teachers on duty in the halls to be allowed to enter a classroom before the first bell rings.

## Organizations

An innovative, distinguished school is more than a place for learning lessons. It is also a place for students to practice the art of efficient, wholesome, and worthy living. Clubs provide experiences that foster the development of citizenship and responsibility. All clubs and organizations will meet at designated times before or after school.

Eligibility rules as set by the MS High School Activities Association and other governing bodies will be enforced. Students must have passed at least 5 credits during the previous school year to be eligible for extracurricular activities. As a part of the Lafayette High School anti-drug initiative, any student who participates in any school organization must comply with the procedures stated in the Random Suspicionless Drug Testing Policy and Random Suspicionless Vehicle Search.

## **LAFAYETTE MIDDLE SCHOOL CLUBS:**

### **Junior Beta Club**

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

### **QUEST!**

QUEST! is the intellectually gifted program at Lafayette Middle School. QUEST! stands for Question Understand Examine Solve Think! The gifted students' needs are met through projects and activities in an environment that allow them to work from their abilities and thrive. Students are first tested for the program in first grade. Other testing may occur from second grade into middle school. (\$5 fee)

### **Student Council**

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

### **Ted-Ed Club**

An acronym for Technology, Entertainment, Design, TED-Ed is an international club for creative students who have ideas they are interested in spreading. The program supports students in discovering, exploring, writing, and presenting their big ideas in the form of short, interesting, TED-style talks.

## **LAFAYETTE HIGH SCHOOL CLUBS**

### **Anchor Club**

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

### **Beta Club**

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

## **Book Club**

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

## **Commodore Visualization & Imagination Program (VIP)**

If art is life then the Commodore Visualization & Imagination Program is for you. Drawing, painting, photography, and more. Flex your creative muscle and show the world that you're a VIP!

## **Commodores for Christ**

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

## **DECA**

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. Our guiding principles explain how we fulfill our mission by addressing what we do and the outcomes we expect. DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community and promoting competition.

## **Family Career & Community Leaders of America (FCCLA)**

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

## **Future Business Leaders of America (FBLA)**

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

## **Gamers' League**

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

## **Gay-Straight Alliance (GSA)**

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

## **Mu Alpha Theta**

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

## **National FFA Organization**

FFA is a national organization by and for students studying agriculture. No national student organization enjoys greater freedom of self-government under adult counsel & guidance than FFA. Their motto: "Learning to Do, Doing to Learn, Earning to Live, Living to Serve" aptly expresses their purpose. Members of the LHS chapter may attend the FFA Convention and participate in various contests as well as the many worthwhile community service projects each year.

## **National Honor Society (NHS)**

The NHS organization has four main purposes:

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

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

## **Student Council**

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

## **Winter Guard**

Winter guard is heralded as the 'Sport of the Arts' and is an indoor activity as opposed to fall guard/marching band. It mainly consists of two physical elements (equipment and dance) carefully choreographed to a recorded soundtrack. Other elements include costume and individual expression to reflect the music and emotion of the show and props to set the stage. The LHS Winter Guard competes on various Saturdays throughout the season (January to April). Competitions are hosted by various schools in the circuit and take place in gymnasiums.

## **Yoga Club**

The mission of the Yoga Club at LHS is to enhance the lives of students by providing authentic, engaging learning opportunities both on and off campus regarding the practice of yoga. Through the study and practice of yoga, students will gain a better understanding of their bodies, their minds, and how to deal with the daily challenges of growing up. Yoga is for all fitness levels, from beginner to advanced.



## **Parking (LHS Students)**

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

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

### **Purchasing a Parking Permit**

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

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

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

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

### **Parking Violations**

Vehicles must be driven on assigned areas only! At no time may vehicles be driven on unpaved or unapproved graveled areas. Reckless driving, violation of parking procedures or excessive disciplinary

problems will result in the driver losing the privilege of parking and driving on campus. NO REFUND WILL BE GIVEN.

## Prohibited Items

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

|                      |                     |                        |
|----------------------|---------------------|------------------------|
| any type of weapon   | knives              | laser lights/pens      |
| bullets              | gun jewelry         | cigarette lighters     |
| alcoholic beverages  | perfume             | noise-making devices   |
| incendiary materials | caps                | party shockers         |
| illegal drugs        | nicotine dispensers | fireworks              |
| stink bombs          | walking canes       | pornography            |
| drug paraphernalia   | matches             | playing cards          |
| gang paraphernalia   | mace/pepper spray   | personal defense spray |
| paint guns           | E-cigarettes/vapes  | toy weapons            |
| bandanas             | body spray          | gambling paraphernalia |
| slingshots           | cologne             | tobacco (all forms)    |
| “look-alike” drugs   | firearms            | water pistols          |
| rubber bands         | fingernail files    | rolling backpacks      |
|                      | stolen property     |                        |

### General restrictions:

- Students are not permitted to sell or trade any items at school without permission from the principal.
- Students are not permitted to sit on the tops of any student desks, teachers’ desks or tables.
- Students are expected to properly dispose of all garbage and litter in the designated receptacles provided throughout campus.
- Pets are not allowed on campus except for instructional purposes approved by the principal.
- Students are not permitted to bring food into classrooms without permission from the principal.
- Students are not permitted to bring visitors, relatives, or friends to school without prior written approval of the principal. Parents may visit with an appropriate pass.
- Toys are not to be brought to school unless a teacher requests them for instructional purposes.

# Prom

## Tickets

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

## Attendance Policy

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

## Formal Attire

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

## Behavior

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

## School Pictures

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

## School Property

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

## **Student Identification**

LHS Students will be issued an ID card to use in the cafeteria, the media center, and at athletic events. Replacement cards may be bought in the LHS Library.

## **Student Presence on Campus**

Because unsupervised students present a potential hazard to both the student and the school, school policy mandates that any student not involved in a school related activity must be off campus by 3:20 p.m. Students not involved in a school related activity cannot wait for a ride with a student who is involved in an activity. At no time are any students to enter other buildings on the LSCD campus without permission from administration. Bus transportation is provided for all students. If there is a situation where a student must stay later than 3:20 p.m., that student's parent should provide an explanation. Failure to comply with this policy will result in ISS/OSS being assigned.

## **Substitute and Student Teachers**

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

## **Teachers' Lounge**

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

## **Telephone**

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

## **Who's Who**

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

# *Information for Parents*

---

## **Enrollment**

To enroll a child, parents must provide the following documentation:

1. Certified copy of the child's birth certificate (not the mother's copy). The Health Dept. has forms for ordering this document.
2. Immunization record on a Mississippi Compliance Form 121 (you can get this from your pediatrician or health department).
3. Social Security Card
4. Withdrawal or final report card from previous school; high school students need transcript of all course work.
5. MINIMUM OF two (2) documents for proof of residency in the name of parent or guardian from the following list:

Primary proof must be either:

- a. Filed Homestead Exemption, **OR**
- b. Mortgage Documents/Property Deed (your current year mortgage interest statement is acceptable), **OR**
- c. Apartment or Home Lease (this document cannot be a handwritten receipt)

Secondary proof must be either:

- a. Utility Bills (current within 2 months), **OR**
- b. Automobile registration (current year), **OR**
- c. Affidavit of Residency

Note: the student must be living with the person who has legal custody (verified by birth certificate, divorce decree, or custody papers.) According to law 37-15-11, whenever any minor child seeks or applies to enroll or gain entrance to any public school in this state and the child is not accompanied by his/her parent (natural or adoptive), who is legally responsible for said child, or the child is not accompanied by his/her guardian (if a guardian has been appointed for him/her), the school official or officials or teacher to whom the child applies or reports for enrollment or admission, may delay consideration of the enrollment or enlistment of such minor child and require the parent(s) or guardian(s) to accompany the child to apply for enrollment and admission into said school for and on behalf of the minor child. In other words, a legal document signed by a judge must be presented when someone OTHER THAN a parent registers a child. This document must prove that the person registering the student is a legal guardian. Students participating in summer activities must register for the new school year in order to participate.

## **Transferring to LCSD**

Proofs of residence, birth certificate, and Form 121 from the Lafayette (or other MS) County Health department are required to enroll any student transferring into our school district.

## **Transferring from LCSD**

Lafayette County Schools will forward the educational records of a student to another public school in which the student seeks or intends to enroll upon written request from said school.

Lafayette County Schools will provide, upon request, a copy of said student's educational records to the parent, for their review. Also, upon request from the parent, the parent may request a hearing to challenge the content of the records in question. This applies until the student reaches the age of 18. At this time, the student assumes the responsibility of his/her records.

## **Foreign Exchange Students**

Foreign exchange students are an important part of LHS's cultural exchange with other countries. LHS accepts up to two foreign exchange students per year, on a first come, first served basis. As such, these students are to be treated with respect and every effort should be made to welcome them to our school. Rather than being competitive in nature, the basis of the foreign exchange program is to form a cultural exchange between students. In consideration of this purpose, foreign exchange students will not be eligible for academic awards.

Foreign exchange students are classified as no higher than a junior and are not eligible for graduation or participation in graduation. Board policy regulates the number of foreign exchange students accepted as well as the deadline dates for registration. Contact the counseling center if you have any questions.

## **Health and Wellness**

### **Head Lice**

While lice do not transmit any human diseases, they are a nuisance and require a cooperative effort between parents and school officials to control. When a teacher suspects that a student has head lice/nits s/he will discreetly be sent to the office for examination in private. If lice or nits are found, the following procedures will be followed:

- The parent will be notified and asked to pick up the student and treat him/her with an over-the-counter head lice treatment.
- Proof of treatment (empty box) will be required before the student is allowed to re-enter school.
- Students may not return to school until they are free of nits.
- When lice are found on a student, a note will be sent home with every student in that class, informing parents and requesting that they check their student that evening and treat if necessary.
- Under MS law, any student with three recurrent cases of head lice will be referred to the State Health Department for treatment.

### **Medications**

Some children are better able to attend school regularly because of the effective use of medication in the treatment of chronic disability or illness. Medication should be given by the parents or taken at home. The Board of Education urges physicians to schedule the administration of medication at times other than during school hours. In cases where a student's physician requires medication

during school hours, the District will cooperate. **ALL medications shall be given to the school nurse immediately upon bringing them onto campus.**

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

### **Delivery of Medication to School**

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

### **Receipt and Storage of Medication**

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

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

### **Procedures for the Administration of Medication**

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

- A. All medication to be administered to children shall be:
  - 1. checked against the Request to Administer Medication authorization form, and
  - 2. recorded in the medication daily log.

- B. A child's identity shall be verified before administering medication.
- C. The school principal or a designated representative shall administer the medication or observe the child self-administer with one other adult present and not in the presence of other children. Teachers are not permitted to administer prescription or nonprescription medication to children unless authorized by the principal to do so.
- D. Any side effects shall be reported immediately to the principal.
- E. Telephone numbers of parent/guardian and physician shall be entered on the Request to Administer Medication form.

## **Mental Health Counseling**

Studies show that at any given time, at least one in five children and adolescents have a mental health problem. At least 1 in 20 – or as many as 3 million young people – may have a serious emotional disturbance. The mission of public 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.

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

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

For more information, contact Communicare's Lafayette County Office (234-7521) or contact the therapist through your school's main office. For after-hours assistance and the mental health hotline, call 234-7521 or the local emergency number 911.

## **Parent Involvement**

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

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



## **Parent's Right to Know**

Dear Parent or Guardian:

Our school, LAFAYETTE MIDDLE SCHOOL , receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at 662-234-1664 or by email at [chad.chism@gocommodores.org](mailto:chad.chism@gocommodores.org) . Should you have any other questions regarding your child's education, please do not hesitate to contact us at 662-234-1664.

Sincerely,  
Chad Chism  
LMS Principal

## **Payment by Check**

LMS and LHS will only accept checks that are made payable to the appropriate school (Lafayette Middle School or Lafayette High School) and which have the student's name and Activity/Sponsor's name on it along with two telephone numbers. LMS and LHS reserve the right not to accept any checks at their discretion. Checks not honored by the check writer's bank will be subject to a \$30.00 fee.

## **Procedures for School Visitation**

- All visitors shall report immediately to the school office to be greeted by the principal or his designee. Authorized visitors will be issued identification badges to be worn in full view while at LHS. A school host will assist guests during their visit. Upon departure visitors must check out in the office.
- Parents shall have reasonable access to staff through conferences, parent center workshops conducted by staff, school level parent involvement meetings at flexible times, and special projects.
- 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 his or her judgment, the visit might negatively affect the classroom procedures and the educational process.
- Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals or their 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.

## **School Cafeterias**

The cafeterias offer both breakfast and lunch and participate in the National Child Nutrition Program, which provides free and reduced price meals to those who qualify as well as full price meals to all others. Students who feel they may qualify are encouraged to apply for free or reduced price meals by filling out an application available from your homeroom teacher or from the Counseling Center. A student may begin the school year on the same status as the prior year, but must reapply in order for benefits to continue.

LHS students will be issued a photo ID, which must be presented to the cashier to receive a school breakfast or lunch. ID cards will be assigned during the first two weeks of school. Once ID numbers have been assigned, students may pay for meals in advance for one week periods for a period not to exceed one (1) month. Students may pay by check but the check may not exceed the price of the meals. Students are not allowed to charge meals.

Students may not buy extras such as slushes or ice cream without buying a lunch tray. They must have 3 required foods on their tray to buy extras. Students can not buy extras with money from their account.

Refunds for unused prepaid meals will only be made when a student withdraws from school or their status changes from reduced/ paid to free. Requests for refunds shall be addressed to the Food Service Administrator and must be made via a purchase order that has been approved by the Board, from which a check will be issued.

## **Screening for Vision and Hearing Impairment**

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

## **Teacher/Parent Conferences**

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

## **Title I**

Lafayette Middle School receives funds from, and adheres to, the provisions of the Title I, Part A programs. Throughout the year we will be providing you with important information about this law as it relates to your child's education. Please see the appendix at the end of this handbook for a letter explaining your right to request information regarding the professional qualifications of the classroom staff working with your child.

# *Discipline*

---

## **Campus Security and Classroom Order**

Any student who participates in a fight will be suspended from school immediately and, if necessary, removed from campus by the School Resource Officer. All pending cases are reviewed to determine if more serious punishment is appropriate. Any student participating in any violence or otherwise significantly disrupting classroom order, the educational process, or the order of any school activity or engaging in an activity which endangers others' safety or security, may be suspended from school immediately while the matter is investigated.

The authority of school administrators to take disciplinary action extends year-round to any off-campus, non-school-related student behaviors that have a direct and immediate impact on school discipline, the educational function of the school, or the welfare of students and staff. A student who has committed a criminal act while off campus is subject to disciplinary action at school.

## **Cheating/Plagiarism**

If a student is caught giving or receiving information on any graded activities, the materials may be taken up by the teacher and the student given a grade of zero or an alternative assignment. Plagiarism is also a serious offense; LHS stresses the importance of avoiding such practice.

## **Code of Conduct**

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

## **Controlled Substances/Weapons/Violence**

MS Law requires that any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or 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, MS 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 will 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.

## Consequences of Violations

It is the purpose of LHS to be varied in its approach to behavior modification. Accordingly, every effort has been made to offer discipline options that enforce proper student conduct, yet are multidimensional in nature. Definitions of some of LHS's discipline options are listed below:

### After School Detention (ASD)

Individual teachers at their discretion may assign detention. Sufficient notice will be given prior to the assigned detention. Transportation will not be provided for students who have ASD. Parents who are unable to provide transportation for ASD must comply with another form of behavior modification that has been approved by the administrator.

### Corporal Punishment

Corporal Punishment may be administered in the Lafayette County School System, as a disciplinary procedure for those infractions deemed appropriate. Failure of the student to accept said punishment shall result in an alternative punishment, which shall include, but not be limited to, a suspension. Corporal punishment shall be administered by the principal or by certified staff and shall not be administered in front of a class of students. In every case, an adult witness shall be present. Corporal punishment may be administered to both sexes. Parents who choose not to have their child corrected by the use of corporal punishment must put this request in writing.

### Silent Learning Center (SLC)

SLC may be implemented as a disciplinary procedure. A student who is assigned to SLC will be expected to complete all assigned work, which will be graded accordingly. Students assigned to SLC will remain in the SLC classroom for the entire school day except during bathroom breaks. While in SLC, a student will be expected to:

- A. Follow the directions and rules given by the SLC supervisor.
- B. Complete assignments given by either the classroom teachers or the in-school suspension supervisor
- C. Remain awake, alert, and responsive to the directions of the in-school suspension supervisor.
- D. Maintain a posture that does not reflect an attempt to sleep or become apathetic toward work.
- E. Not mark or damage any school property.
- F. Students who are in SLC shall not be able to participate in any extracurricular activity during the time in SLC.

Failure to follow the rules of in-school suspension will result in additional SLC days added and an out of school (OSS) suspension.

While a student is in SLC, that student may not attend or participate in any extracurricular activity without prior administrative approval. If a weekend should occur during the suspension dates, the student will not be allowed to participate in any activities during that weekend and the days will not count toward the suspension days.

### Out of School Suspension (OSS)

When a student is suspended during an academic year because of infractions of the rules of the school system **the student may not return to LHS until the prescribed amount of days has expired. This includes all extra-curricular activities.** The student is not allowed on school

property for any reason without a parent/guardian. OSS can range from one to ten days, based on the violation in relation to the discipline code. A form listing the type/duration of OSS in addition to a possible hearing will be given to the student. If a weekend should occur during the OSS period, the student will not be allowed to participate in any activities during that weekend and the days will not count toward the suspension days. When given a 3 day OSS, the student's parent will be contacted to pick him or her up from school. If the parent is unable to get the student, or the school is unable to contact the parent, the student will be placed in Silent Learning Center (SLC) for the remainder of the school day. SLC will not be counted as one of the OSS days. If the student refuses to be placed in SLC and the parent cannot remove the student from school, the school will request that the sheriff's department retain the student until the parent can pick up the student at the sheriff's department.

### **Alternative Setting**

Students who habitually violate school policy may be placed in the Alternative Setting at the discretion of the principal or assistant principal. Those who reach 5 discipline referrals per school year may be placed in an Alternative Setting. While in Alternative Setting students may not attend or participate in any extracurricular activity.

### **Expulsion**

In accordance with school policy, state, and federal law, any student in violation of any policy whose consequence results in expulsion will have the expulsion implemented the day of the violation or the first school day that the student returns to school in the event that the violation occurs during an off-campus function. Students who have been expelled are not allowed on school campus at any time nor may they attend school-sponsored functions or extracurricular activities during the expulsion. A legal parent or guardian of an expelled student may appeal the expulsion to the school board.

### **Bus Discipline**

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

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

### **Minor Offenses**

Examples of minor offenses include but not limited to: inappropriate language, physical contact, defiance, littering, spitting, failure to be seated, throwing objects, eating/drinking on bus, etc. Office referrals for minor offenses will result as follows:

|             |   |
|-------------|---|
| 1st offense | 1 day of SLC or ASD                               |
| 2nd offense | 3 days of SLC or ASD                              |
| 3rd offense | 5 days of SLC or ASD                              |
| 4th offense | Bus suspension for remainder of the semester/year |

Note: Three minor offenses count as one major offense.

### Major Offenses

Major Offenses include but are not limited to: abusive language, defiance/disrespect, bullying, limbs out windows, refusal to obey, etc. Office referrals for major offenses will result as follows:

|             |   |
|-------------|---|
| 1st offense | 3 days of SLC or ASD                              |
| 2nd offense | 5 days of SLC or ASD                              |
| 3rd offense | Bus suspension for remainder of the semester/year |

Note: New semester begins at last offense; fighting/acts of physical aggression will follow LHS Student Discipline Policy.

## Disciplinary Action Overview

- The Superintendent, principal, assistant principal, or any district administrator may discipline a student for misconduct.
- Each administrator has the authority to determine appropriate punishment, including expulsion, suspension, placement in Alternative Setting, detention, in-school detention, corporal punishment or other punishment, for other serious and less serious misconduct. School administrators are charged with the authority to deal with any situation not covered by school discipline guidelines.
- Students are subject to discipline during any time that they are:
  - either under or subject to the jurisdiction of the District,
  - participating in or going to/from any school-related activity
  - at any place where an athletic contest or event is taking place,
  - during the course of any field trip, during the course of any trip or activity sponsored or supervised by the District,
  - while under the supervision or direction of any teacher, principal, or other authority of the District, or
  - when such conduct threatens to interfere with or disrupts the educational process or threatens the safety of students or others.
- School administrators may remove students from participation in school related activities for disciplinary reasons.
- Any student deemed to be a harm to themselves, others, or threatens to damage or destroy property may be required to be examined by a licensed psychiatrist or psychologist, at the expense of the parent/guardian, to determine appropriateness for either continued attendance or readmission to the district.

## Disciplinary Code

This code was created to ensure that violations may be treated in a fair, consistent manner. LHS reserves the right to amend the code at any time.

| <u>Offense</u>  | <u>Action</u>   |
|---|---|
| 1. Possession of guns/weapons/dangerous items                         | Expulsion; law enforcement  |
| 2. Possession/consumption/under influence of drugs/ alcohol           | Expulsion; law enforcement  |
| 3. Over-the-counter drugs: possess/misuse                             | SLC, OSS, up to Alternative Setting and expulsion   |
| 4. Stealing   | 1st offense: restitution, up to 5 days suspension<br>2nd offense +: restitution, up to Alt. Setting, expulsion                                |
| 5. Fighting   | 1st offense: 3 to 5 days OSS + 15 days Alt. setting<br>2nd: suspension + 45 days alt. school<br>3rd: recommend for expulsion, law enforcement |
| 6. Assault  | Up to and including expulsion   |
| 7. 3 unexcused tardies/semester:<br>4th tardy and every 2 thereafter: | SLC/OSS<br>Lunch SLC, SLC/OSS   |
| 8. Cutting class/school, leaving campus w/o permission                | 1st-2nd offense: SLC/OSS<br>3rd offense + : OSS   |
| 9. Out of place/not in assigned area                                  | Corporal Punishment, SLC, OSS   |
| 10. Possession/use of tobacco, vapor devices, or e-cigarettes         | SLC/OSS   |
| 11. Rude/disrespectful behavior                                       | Corporal Punishment, SLC/OSS  |
| 12. Disturbing class  | Corporal Punishment, SLC/OSS  |
| 13. Profanity   | Corporal Punishment, SLC/OSS  |
| 14. Inappropriate display of affection                                | Warning, SLC/OSS  |
| 15. Vehicle misuse/unauthorized driving or riding in a vehicle        | 1st offense: SLC/OSS<br>2nd offense: SLC/OSS, loss of privilege   |
| 16. Misuse of devices (phone/tablet, etc.) or use in restricted areas | Confiscation for 30 days or \$25 and parent/guardian pick up  |
| 17. Insubordination, disrespect, or cursing a teacher                 | SLC, OSS, recommendation of Alternative Setting   |
| 18. Dress code violation  | Opportunity to correct; SLC/OSS   |
| 19. Habitual violations of code                                       | Recommend for Alternative Setting placement   |
| 20. Acts affecting safety/climate                                     | Alternative Setting placement   |
| 21. Cheating (giving/receiving answers, plagiarism)                   | Student may be given a grade of '0' or alternate assignment   |
| 22. Gambling  | SLC/OSS   |

A student or parent may request in writing an alternative type of punishment instead of corporal punishment. Students assigned to OSS or the Alternative Setting will not be allowed to participate in or attend the extracurricular activities of any LCSD school. Students not completing assigned disciplinary action by the end of the school year or withdrawing from school to avoid assigned discipline will be subject to that discipline upon their next enrollment at LMS or LHS.



## **Gang-Related Activities**

Gang-related activities are prohibited at schools, school activities, and school sponsored events and shall be subject to disciplinary action up to and including expulsion. Gang-related activities may affect students and their ability to be successful in the learning environment. Therefore, alleged victims of gang-related activities shall report these incidents immediately to a teacher, counselor or principal.

While on school property or at school-sponsored/sanctioned activities, a student shall not wear any type of clothing, apparel or accessory that denotes the student's membership in or affiliation with any criminal gang. Students shall not participate in any activity that encourages participation in a criminal gang or facilitates illegal acts of a criminal gang. Students shall not participate in any gang-related conduct that is seriously disruptive to the educational process or endangers persons or property.

Again, any violation is grounds for disciplinary action up to and including expulsion from school.

## **Mississippi School Safety Act (Three Strike Policy)**

Among other provisions, this 2001 act requires the automatic expulsion of a student who is 13 years of age or older on the third occurrence of habitually disruptive behavior during a school year.

The term "disruptive behavior" means conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or school-related activity and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant/abusive language or action toward teachers or other school employees; defiance, ridicule/verbal attack of a teacher; and willful, deliberate/overt acts of disobedience of the directions of a teacher.

The term "habitually disruptive" refers to actions of a student which cause disruption in a classroom, on school property/vehicles, or at a school-related activity on more than two occasions during a school year, and disruptive behavior that was initiated, willful and overt on the part of the student and which required the attention of school personnel to deal with the disruption.

## **Parent Conferences**

Any parent/guardian of a compulsory-school-age student enrolled in a public school district may be requested to appear at school for a discipline conference regarding their child. A parent/guardian of a compulsory-school-age student enrolled in a public school district shall be responsible financially for his or her minor child's destructive acts against school property or persons and for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses. Failure to attend a disciplinary conference or refusal to comply with any requirements imposed, shall result in a misdemeanor charge being filed against the parent, guardian or custodian and, upon conviction, a fine not to exceed \$250.00.

## **Public Displays of Affection**

Holding hands, hugging, kissing, and other public displays of affection are considered inappropriate at school. These behaviors create an environment that is not conducive to concentration and learning, therefore students should refrain from all such behaviors during school hours. Failure to do so may result in a parent meeting and possible suspension if inappropriate behavior continues after being warned.

## **Recovery of Damages**

Any public 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 six years, who maliciously and willfully damages or destroys property belonging to such school district. This obligation shall not apply to parents whose parental control of such child has been removed by court order or decree. A student who obstructs any teaching, learning, administrative, or extracurricular activity shall be subject to such disciplinary procedures as set forth in this handbook, including school-specific procedures as identified under "Office Referrals" section, or as otherwise authorized by law. Every student is accountable for any disorderly conduct in school, on school property, or at school related events and activities.

# ATTENDANCE

---

Regular attendance by all students is necessary for success in school. Even one instance of tardiness or absence can be detrimental to good school work. Certainly, frequent tardiness and absences cause students to make lower grades and often fail. Therefore it is important that students attend every day that school is in session. Students under the compulsory attendance law are subject to all guidelines imposed by the State of Mississippi through the School Attendance Officer.

## Absence from Class/School

Students will report to the attendance clerk immediately upon arrival to school following an absence (partial or full day). Students returning to LMS or LHS after an absence should bring a written excuse to the attendance clerk on the day they return to school. A partial day absence is being absent from one or more class periods. *No excuse will be accepted more than two school days after the end of the absence.*

- **Court Proceedings/Family Death/Emergency:** Student must bring dated documentation for all legal or family-related absences upon return to school. (e.g. court papers, funeral program, etc.)
- **Educational Opportunities:** The principal must give advance approval of all educational absences.
- **Medical Excuse:** The physician, dentist, or other professional must provide a note indicating care of the student while absent.
- **Parent Note:** Parent sends a note indicating responsibility for student while absent. A maximum of three (3) parent notes per semester will be accepted for excused absences. Each note may address a period of one or more days related to the same absence. Any absence beyond three (3) per semester not classified as medical or school activity will be classified as unexcused.
- **Religious Observances:** Religious observance needs should be shared with the principal prior to absence.
- **School Activity:** Teachers provide the attendance clerk with a list of students off campus for educational purposes. Participation in 4-H/ FFA sponsored events and service to the Mississippi Senate/House of Representatives as a page, when documented, are excused.
- **Silent Learning Center:** Students are counted present while in SLC.
- **Suspension:** This absence *does* count against student's attendance.
- **Unexcused:** Student fails to bring parent note, medical excuse, or other approved documentation explaining their absence. Also applies to any absence documented by a parent note but in excess of the three notes allowed per semester. This absence type *does* count against the student's attendance totals. The Lafayette County School District follows the "Mississippi Compulsory School Attendance Law" in reporting unexcused absences to the Lafayette County Attendance Officer. An accumulation of unexcused absences may be one (1) factor in determining promotion or retention of a student. After not more than five (5) unexcused absences, the principal shall notify the Lafayette County Attendance Officer. The parent/guardian will then be notified that the student may be in violation of the "Mississippi Compulsory School Attendance Law."

Parents may also be prosecuted if the absences cannot be justified under the established attendance policies. After twelve (12) accumulated unexcused absences, the principal shall notify the Lafayette County Attendance Officer. The parent/guardian will then be notified that the student may be in violation of the “Mississippi Compulsory School Attendance Law.” Parents may also be prosecuted if the absences cannot be justified under the established attendance policies. The superintendent and principals shall cooperate with the school attendance officer employed by the State Department of Education, pursuant to MS Code of 1972, Annotated § 37-13-85. The Mississippi Public School Accountability Standards for this policy are standards 16, 17, and 19.

LEGAL REFERENCE: MS CODE as cited by MS Public School Accountability Standards

## **Checkout**

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

## **Compulsory Attendance Law**

The Mississippi Department of Education, Office of Compulsory School Attendance Enforcement would like to remind parents about several laws governing school attendance: Under the MS 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 and have not exceeded seventeen by Sept. 1. Children who have or will attain the age of five years on or before Sept. 1 and have enrolled in a full-day kindergarten will be under the Compulsory School Attendance Law.

The MS Compulsory School Attendance Law also requires parents to inform the school of the reason for a child’s absence from school. Section 37-13-91 (e) of the MS 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 principal or the attendance clerk. When it is not possible to gain prior approval, the student should be sure to follow the guidelines for re-entry after an absence.

The United States Department of Education (USDOE) reporting standards require compulsory-school age children to attend school for 50% of the school day to be considered present. Any student who misses 50% or more of a school day will be reported as absent.

A parent/guardian who fails to comply with the MS school attendance law 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.

## **Inadequate Attendance**

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.

## **Makeup 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 one day, has two days to complete missed work. A student who is out four days has four days to make up missed work. It is the student's responsibility to work with instructors to complete any missed work. See page 43 for information on requesting makeup work during an extended absence.

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 maximum grade of 50% will be issued for this work and will be a part of the student's grade.

## **Tardiness**

Tardiness is the failure to be in the appropriate classroom when the tardy bell sounds. Timely arrival to class allows for optimal instructional and learning time. Even one instance of arriving to class late can cost the student and the class valuable learning opportunities. Late arrivals to school and class should be kept to a minimum, and there should always be a valid excuse when a student arrives late. Students who are late for school should bring a parent note explaining the reason for the tardiness.

The student should check in with the attendance clerk at the front office immediately upon arriving at school. The attendance clerk will issue the student a 'Tardy Admit' slip to allow them into class. If the student does not report to the front office and receive this slip, s/he will be sent by their teacher to check in and an unexcused tardy will be recorded. Students who arrive on campus after the tardy bell and do not check in properly through the front office will be considered to be skipping class and will be subject to disciplinary action.

### **Excused tardies**

- Medical: note from a physician, dentist, or other professional medical service indicating care of student while out of class
- School: student is with a faculty/staff member for educational purposes or on a late bus
- Accident (or other hindrance beyond student/parent control): as determined upon check-in at school

### **Unexcused tardies**

All other tardies that are non-medical, non-school related and non-accident related will be counted as unexcused.

# ACADEMICS

---

## Admission to Mississippi Colleges & Universities

Mississippi Institutions of Higher Learning (IHL) universities will admit Mississippi high school graduates under both a required and a recommended College Preparatory Curriculum (CPC). The CPC identifying 15½ Carnegie units is the minimum required CPC for full admission and the 19½ Carnegie unit CPC is recommended for enhancing student readiness for university-level coursework.

### **Required:**

The College Prep Curriculum for students graduating from high school and entering a public institution of higher learning includes:

**English:** 4 Carnegie Units - All must require substantial communication skills components (i.e., reading, writing, listening, and speaking).

**Mathematics:** 3 Carnegie Units - Includes Algebra 1, Geometry, and Algebra 2. A fourth class in higher level mathematics is highly recommended.

**Science:** 3 Carnegie Units - Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics or any other science course with comparable rigor and content. One Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used. Two of the courses chosen must be lab based.

**Social Studies:** 3 Carnegie Units - Courses should include United States History (1 unit), World History (1 unit w/ substantial geography component), Government (½ unit), and Economics (½ unit) or Geography (½ unit).

**Advanced Electives:** 2 Carnegie Units - Requirements may be met by earning 2 Carnegie units from the following areas/courses, one of which must be in either Foreign Language or World Geography: □ Foreign Language □, World Geography □, 4th year lab-based Science □, 4th year Math.

**Computer Applications:** ½ Carnegie Unit - The course should include use of application packages such as word processing and spreadsheets, as well as basic computer terminology and hardware operation.

**Pre-High School Units:** Algebra 1, first year Foreign Language, Mississippi Studies, or Computer Applications taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

*Note: for course descriptions, see Appendix*

### **Recommended:**

The College Preparatory Curriculum for students graduating from high school and entering a public institution of higher learning is as follows:

**English:** 4 Carnegie Units - Compensatory Reading and Compensatory Writing are not included.

**Mathematics:** 4 Carnegie Units - Includes Algebra 1, Geometry, Algebra 2, and any one Carnegie

Unit of comparable rigor and content. (e.g., Adv. Algebra, Trig., Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)

**Science:** 4 Carnegie Units - Includes Biology 1, Chemistry 1, and any two Carnegie Units of comparable rigor and content. (e.g., Physics, Physical Science, Biology 2, Chemistry 2, AP Chemistry, Physics 2, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics, Botany, Microbiology, or Human A&P.)

**Social Studies:** 4 Carnegie Units - Includes World History, U.S. History, Intro. to World Geography, U.S. Government, Economics, and Mississippi Studies. (Credit earned for a State/Local Government course taken in any other state may stand in lieu of the Mississippi Studies requirement.)

**Arts:** 1 Carnegie Unit- Includes any 1 Carnegie Unit of visual performing arts course(s) meeting requirements for high school graduation

**Advanced Electives:** 2 Carnegie Units - Includes any two Carnegie Units of Foreign Language (1 and 2), Adv. World Geography and a Foreign Language (1) or any combination of English, math, or lab-based science courses of comparable rigor and content to those required above.

**Computer Applications:** ½ Carnegie Unit - Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

**Pre-High School Units:** Algebra 1, first year Foreign Language, Mississippi Studies, or Computer Applications taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

*Note: for course descriptions, see Appendix*

## **Advanced Placement Options**

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

## **Awards and Recognition (LMS)**

### **Principal's List**

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

### **Honor Roll**

Honor Roll for each grade will be posted for each grading period. To qualify for the Honor Roll, a student must be taking at least three academic classes and have no grade below 82.

### **Principal Progress**

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

## **Awards and Recognition (LHS)**

### **Red and Gold Awards**

Red and Gold Awards are given at the end of each regular school year. To qualify, a student must be enrolled in 4 (seniors) or 5 (9th-11th) academic classes each semester and have an overall average of 95 based on the first 3 grading periods, with no report card grade below 85.

### **Honor Roll**

The Honor Roll is published at the end of each nine-week grading period. To be included, a student must be enrolled in at least 3 academic classes and have no grade below a B on their report card.

### **Principal's List**

The Principal's List is published at the end of each nine-week grading period. To be included, a student must be enrolled in at least 3 academic classes and have no grade below an A on their report card.

### **Subject Area Awards**

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

### **Distinction (Class of 2019, 2020, and 2021 only)**

Prospective graduates who earn a cumulative course average of 90.0 will graduate with "DISTINCTION." They will be designated by wearing a red cord at graduation.

### **Honors**

Class of 2019, 2020, and 2021: Prospective graduates who have earned a cumulative course average of 90 to 94.99 on a prescribed set of Honors/AP courses will graduate with "HONORS." They will be designated at graduation by a gold cord.

Class of 2022 forward: Prospective graduates who have earned a cumulative course average of 90 or above will graduate with "HONORS." They will be designated at graduation by a gold cord.

### **Special Honors**

Class of 2019, 2020, and 2021: Prospective graduates who have earned a cumulative average of 95.0 and above on a prescribed set of Honors/AP courses will graduate with "SPECIAL HONORS." They will be designated at graduation with a red and gold entwined cord.

Class of 2022 forward: Prospective graduates who have earned a cumulative average of 90 and above on a prescribed set of Honors/AP courses will graduate with "SPECIAL HONORS." They will be designated at graduation with a red and gold entwined cord.

### **Star Student**

To be eligible for the STAR Student honor, a student may be a regularly enrolled senior or an approved dually enrolled student in an accredited public, private, or parochial school and/or an accredited post-secondary institution. The student must be completing his or her last year of work and must be eligible to receive a diploma in the current school year. The student must have an



overall ACT composite score of at least 25 and an overall average of 93 or above in selected subjects in the ninth, tenth, eleventh, and first-semester twelfth grades.

### **Valedictorian and Salutatorian**

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

### **Hall of Fame**

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

### **Special Graduation Requirements (Classes of 2019, 2020 and 2021)**

Requirements for Valedictorian, Salutatorian, Special Honors, and Honors include:

#### **English**

- Honors English 1
- Honors English 2

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

- Honors Eng. 3
- College Essentials English
- AP English Lit.
- English Comp. 1 (Dual Enrollment)
- English Comp. 2 (Dual Enrollment)

*NOTE: To be eligible for Valedictorian or Salutatorian, Honors English 1 and 2 plus two of the following are required: English III, AP English 4 or English Composition. For Special Honors and Honors, any combination of the four is acceptable.*

#### **Science**

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

- |                    |                                     |
|--------------------|-------------------------------------|
| ● Chemistry 1      | ● Physics                           |
| ● Physical Science | ● Allied Health 2                   |
| ● Human A&P        | ● AP Biology                        |
| ● AP Chemistry     | ● Principles of Biology (Dual Enr.) |

#### **Math**

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

- |                           |                               |
|---------------------------|-------------------------------|
| ● Geometry                | ● Algebra 3                   |
| ● Algebra 2               | ● AP Calculus                 |
| ● College Essentials Math | ● College Algebra (Dual Enr.) |

*NOTE: To be eligible for Valedictorian, Salutatorian, or Special Honors, one of the maths MUST include one credit higher than Algebra 2.)*

### **Other considerations for graduating with excellence**

- Academic class rank, special honors, honors, and academic distinction are determined by

the cumulative numerical grade point average earned for subjects taken for Carnegie Units (ending after the fourth nine weeks of senior year.)

- Valedictorian, Salutatorian, Special Honors and Honors will be awarded based on the student's GPA and completion of a list of approved, Honors/AP courses.
- Courses or classes that issue a blanket grade for all students taking that course will not be averaged into their grade when computing their rank in class. (Ex: All P.E. students get a "100" average, therefore that course will not be used in computing rank in class.)

## **Credit Recovery Policy (LHS)**

Mississippi State Board of Education Policy 2905 allows school districts to have a credit recovery program; this is defined as a course- specific skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit toward graduation. The LCS District's credit recovery program is designed for high school students who fail due to not mastering necessary objectives in one or two required core courses. In order to be eligible for credit recovery, the student must receive a final grade of at least 50 for the course and must have taken all SATP exams. Even if successful in the credit recovery program, the student will not receive a diploma until they pass all state subject area exams. The method of credit recovery for the district is direct-individualized instruction.

Students who enroll in credit recovery will take a diagnostic pre-test to determine the skills and objectives they will need to complete in order to recover their credit. Students will take post-tests throughout the program. If a student is successful in a credit recovery course, the highest grade they can earn is 65.

## **Dropping a Course (LHS)**

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

## **Dual Enrollment**

A dual credit student is one who is enrolled in a community college or IHL while enrolled at LHS, and is receiving high school and college credit for the course. The course must be listed in the Approved Courses for the Secondary Schools of MS Guide. To be eligible for enrollment, a high school student must meet the following criteria:

- a. Have earned 14 Core CUs as listed as defined in Appendix B of the MPSAS
- b. Meet ACT requirements in specific area for each course taking
- c. Have a minimum overall high school GPA of 2.5 on a 4.0 scale; and
- d. Obtain an unconditional written recommendation from his/her high school counselor, principal, or principal's designee.

**OR (If not Junior Status with 14 carnegie units)**

- a. Have a minimum high school GPA of 2.5 on a 4.0 scale;
- b. Earned a minimum composite ACT score of 30 or the equivalent SAT score; and
- c. Meet ACT requirements in specific area for each course taking

- d. Obtain unconditional written recommendation from the high school counselor or principal.

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

## **Exam Exemption Policy**

**LHS students** with a 90+ avg. may be exempt from final exams only.

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

## **Extended School**

Students may enroll in extended school in order to earn credits toward graduation. The student's end-of-year grade must be at least 50 to qualify for extended school.

**Grade 6:** Students in grade 6 will be allowed to register for one course only. Courses offered may be social studies, math, and language based on the overall demand and funding available for each course. Students considered for the Summer School Program must have made at least a grade of 50 in the course for which they are registering

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

Students in grades 6 - 8 registered in the Summer School Program will not be considered for promotion if they miss more than two days. Any student who becomes a discipline problem at school or on the school bus will be dropped from the program and the privilege of attending the Extended School Year Program will be lost.

## **Forgiveness Policy**

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

repeated. The recalculated GPA will be used for determining graduation honors.

## Grading Scale

|                   |                                 |
|-------------------|---------------------------------|
| <b>A</b> (90-100) | 4 grade points (5 for AP/Accl.) |
| <b>B</b> (80-89)  | 3 grade points (4 for AP/Accl.) |
| <b>C</b> (70-79)  | 2 grade points (3 for AP/Accl.) |
| <b>D</b> (65-69)  | 1 grade point (2 for AP/Accl.)  |

## Grading Standards

- All classes will be used to determine GPA and class rank except for driver's ed., P.E., and other classes that receive a 'blanket' grade.
- All grades for Carnegie Units in grades 8-12 will be recorded as a numerical grade.
- Weighted grade categories **for each grading period** are:
- The final average **for each grading period** is figured as follows:
  - Checkpoints - 15%
  - Minor - 35%
  - Major - 50%
- The final average **for each semester** is figured as follows:
  - 1st nine weeks average - 40%
  - 2nd nine weeks average - 40%
  - Semester Exam - 20%
- AP classes and Dual Enrollment college courses are multiplied by a factor of **1.10** to determine the student's grade.
- Scores in Honors classes are multiplied by a factor of **1.05** to determine the numerical grade.

## Honors Options

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

### Compacted Math for 7th graders

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

### Algebra 1 for 8th graders

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

### Honors English 1 - 9th:

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

- PSAT 9 required - fee

### **Honors English**

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

The requirements for **continuing** in Honors English 2 and 3 are:

- Must maintain an 85 or higher in the previous class
- Must pass English 2 MAP on the first try

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

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

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

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

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

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

- 80 or above average in 8<sup>th</sup> grade Science, Semester 1, 2 & Final
- Teacher recommendation
- High Proficient or Advanced score on the 7th & 8th grade Reading & Math State Test
- High Proficient or Advanced score on the 8th grade Science State Test
- Good standing in attendance and discipline

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

- Algebra 8th

## **Multi-Tier Student Support**

The LCSD has implemented an instructional model designed to meet the needs of every student. The model consists of 3 tiers of instruction:

**Tier 1:** Quality classroom instruction based on MS Curriculum Frameworks

**Tier 2:** Focused supplemental instruction

**Tier 3:** Intensive interventions (academic and/or behavioral) designed to meet students' individual needs.

The classroom teachers use progress monitoring information to:

1. determine if students are making adequate progress,
2. identify students as soon as they begin to fall behind, and
3. modify instruction early enough to ensure every student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the their school's Teacher Support Team (TST). The TST is a problem-solving unit responsible for interventions developed at Tier 3. Interventions will be research-based, designed to address the deficit areas, and implemented as designed by the TST. This approach is supported by data regarding the effectiveness of interventions.

After a referral is made, the TST will develop and begin implementation of an intervention(s) within two weeks. No later than four weeks after implementation of the intervention(s) the TST will conduct a documented review of the intervention(s) to determine success of the intervention(s). A second review will be conducted no later than 8 weeks after the implementation of the intervention(s) to determine whether the intervention is successful. No later than 12 weeks after the implementation of the intervention(s) a third review will be conducted. If the intervention(s) is determined to be unsuccessful, then the student will be referred to the school's Local Survey Committee to determine the need for comprehensive assessment for special services.

Following Tiers 1 & 2, students will be referred to the TST for interventions if any of the following events occur in addition to failure to make adequate progress:

- A. (Grades 4-12) A student has failed two (2) grades, **or**
- B. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year.

## **No Pass - No Play Policy**

(Mississippi High School Activities Association)

To be eligible for athletic competition and co-curricular activities in the following semester, students must meet the following minimum scholastic requirements at the end of a semester and the school year:

- To be eligible for athletics/activities, students must pass the number of courses required by their local district in order to stay on graduation track. The units will be averaged as a

whole, either numerically or by GPA, and must be 2.0 or better each semester in order to maintain eligibility. A student may become eligible for the second semester only once during his/her high school career if s/he fails the year-end average the previous year, by passing the required number of units with a 2.0. This will be done to keep them on track for graduation. Special ed. students will be academically eligible if they are making satisfactory progress according to the committees reviewing their IEP.

- If a pupil who is eligible for a given semester drops out of school for one or more semesters, s/he is then ineligible until he/she passes the required number of courses with an overall average of 2.0 during a semester. A pupil who is eligible for a given semester cannot drop out of school during the semester or remain out of school for one or more semester and then be eligible for the next semester he attends.
- An accredited summer school will be an extension of the second semester of the school session. Credits earned in such a school may be considered in determining the scholastic eligibility of students. A student may earn no more than a total of one Carnegie unit in a summer school/extended year session. Credit recovery courses and accredited correspondence courses may be accepted for establishing athletic eligibility provided the course has been completed and recorded by the opening of school or beginning of second semester. The director of activities may make exceptions to the above in the following cases:
  - Students tested, screened and placed in a special ed. program.
  - Students that have been tested, screened and placed in accordance with their IEP in a special education certification program (does not earn Carnegie units). Students ruled eligible under the exceptions will be assigned a date of entering the 9th grade which corresponds to other students of that age. These students are subject to all other rules and regulations of the MHSAA governing activities for regular students, including attendance.

**Reminder:** to participate in a school activity on a regular school day, a student must be present at least 63% of the school day of the activity.

*Additional information on eligibility can be found on the MHSAA website [misshsaa.com](http://misshsaa.com), under the tab "Eligibility."*

## **Oxford-Lafayette School of Applied Technology**

Known as the 'B&I', this complex offers seven vocational courses to Oxford and Lafayette High School students. Each course offers two (Co-op 2 1/2) units of credit. It is strongly recommended that a student complete as much required coursework as possible before entering the program. Any prospective B&I student should bear in mind that this is a two-year commitment. Dropping out after one year is discouraged. The following courses are currently offered at the B&I complex:

- Computer Fundamentals
- Automotive Technology
- Construction Technology
- Metal Technology
- Teacher Academy
- Health Sciences

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

## Online Courses

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

## Promotion Criteria

### LMS (Grades 6-8)

| Grade | Requirements  |
|-------|---|
| 6th   | Must pass math, language, and one of the following: science or social studies           |
| 7th   | Must pass language, math, and two of the following: science, social studies, or ICT I.  |
| 8th   | Must pass language, math, and two of the following: science, social studies, or ICT II. |

### LHS (Grades 9-12)

A student's progression through high school is based on his or her accumulation of credits.

Awarding of course credits is based on:

- Data on instructional management plan objectives
- Classroom assignments
- Class participation
- Completion of projects
- Other approved criteria established by the teacher

Classification will be determined based on the following totals:

| Classification      | Grade | Credits |
|---------------------|-------|---------|
| Freshman            | 9th   | 0-5½    |
| Sophomore           | 10th  | 6-11½   |
| Junior              | 11th  | 12-16½  |
| Senior              | 12th  | 17+     |
| Graduation eligible | 12th  | 21+     |

## Promotion of Students with Disabilities

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



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

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

## **Report Cards/Progress Reports**

Report cards are available online at the end of each nine-week period. Progress Reports will be available online at the midway point of each nine-week grading period. Parents are encouraged to check Chalkable and then call the teacher or principal if they have questions about their child's grades. Teachers in grades 9-12 will use numerical grades on report cards. All final grades will be available online in May. Any parent/guardian desiring a conference with said student's teacher(s) should arrange the conference with their school's Counseling Center. The parent or teacher as needed may arrange a teacher-parent conference.

## **Requirements for Graduation**

### **Common Core State Standards**

Scholastic achievement as set forth by the MS Accrediting Commission and the LCS Board of Education requires the completion of 24 units for graduation. LHS follows the Common Core State Standards. *NOTE: Seniors must finish/pass all coursework by the last day of senior exams in order to participate in the graduation ceremony. After exams a senior may earn credits in credit recovery to earn a diploma but is not eligible to participate in the graduation ceremony.*

- Students need to plan their four years of high school with an LHS school counselor before entering the ninth grade. The curriculum is flexible enough to offer a wide variety of courses to meet the needs of the entire student body.
- Students must complete English 1 before they take English 2. They should complete Eng. 2 before they take Eng. 3. They should complete Eng. 3 before they take Eng. 4.
- Freshmen and sophomores should concentrate on completing the required subjects for graduation, whereas junior and senior students should select courses that meet their needs for future college or occupational training.
- Course Load: Students may take up to 7 units of work during each regular academic year. Each student in grades 9-11 will carry a minimum of six (6) and one-half (1/2) academic units during each regular academic year. Seniors must take four (4) academic courses during their senior year.
- Seniors may enroll in Dual Enrollment Courses off campus with approval of the Administration. Schedules can be adjusted to accommodate dual enrollment.

## Graduation Policy

Participation in any Lafayette High School Graduation is limited to those students who have completed all graduation requirements, as specified by the LCSD School Board and the Mississippi State Board of Education. In addition, students participating in graduation shall comply with all rules and regulations regarding attendance at practice for graduation exercises, proper dress and/or attire, and any other regulation deemed appropriate. The District reserves the right to hold diplomas and or impose disciplinary action for disruptive incidents at the graduation ceremony. Students enrolled in the Alternative Setting are not eligible to participate in graduation ceremonies. Students served off campus for discipline or safety issues may not participate in graduation exercises.

### Traditional Diploma (Graduating classes of 2019, 2020, and 2021)

| Curriculum Area               | Carnegie Units   | Required Subjects  |
|-------------------------------|------------------|--|
| English                       | 4 <sup>1</sup>   | 1 English 1<br>1 English 2   |
| Mathematics                   | 4 <sup>2</sup>   | 1 Algebra 1  |
| Science                       | 4 <sup>3</sup>   | 1 Biology 1  |
| Social Studies                | 4                | 1 World History <sup>4</sup><br>1 U.S. History <sup>4</sup><br>1/2 Geography <sup>4</sup><br>½ U.S. Government<br>½ Economics <sup>5</sup><br>½ Mississippi Studies <sup>6</sup> |
| Health and Physical Education | 1 <sup>7 8</sup> | ½ Comprehensive Health <b>or</b><br>½ Family & Individual Health <b>and</b><br>½ Physical Education <sup>9,10</sup>  |
| Business & Technology         | 1 <sup>10</sup>  | 1 Computer Discovery <b>or</b><br>½ Keyboarding and ½ Computer Applications  |
| The Arts                      | 1                | Any approved 500.00 course <b>or</b><br>Completion of the 2-course sequence for Computer Graphics Technology 1 <b>and</b> 2.   |
| Electives                     | 5 <sup>11</sup>  |  |
| <b>Total Units</b>            | <b>24</b>        |  |

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. Honors English 1 can be accepted in lieu of English 1. Honors English 2 can be accepted in lieu of English 2. Beginning school year 2010-2011 for all entering ninth graders, English 1 is a required prerequisite course for English 2. English 1 may not be taken after a student completes English 2.

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 4 1/2 general electives required for graduation. Pre-Algebra and Transition to Algebra may not be taken after a student completes Algebra 1. Compensatory Mathematics may only be taken if a credit-bearing Math course is taken in the same school year. At least 1 of the 4 required mathematics courses must be higher than Algebra 1 or Integrated Math 1. The allowable mathematics courses that can be taken which are higher than Algebra 1 are: Geometry, Integrated Math 2, Algebra 2, Integrated Math 3, CCSS Advanced Math Plus, Algebra 3, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Advanced Algebra, Trigonometry, Precalculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. Pre-Algebra, Transition to Algebra, and Algebra 1 may be taken in the 8th grade for Carnegie unit credit. Pre-Algebra, Transition to Algebra are no longer available after the 2013-2014 school year. Carnegie units may be earned by 7th and 8th graders for the following courses: CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math 1), and CCSS Math Grade 8 (with Algebra 1/Traditional).

3. One unit may be in Concepts of Agriscience, or Introduction to Agriscience, and a second unit may be earned by completing 2 of the following 3 courses: Science of Agriculture Plants, Science of Agriculture Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services 2 or Health Sciences 2. The allowable lab-based physical science courses are Physical Science, Chemistry, AP Chemistry, or Physics. Up to 2 of the 3 required science units (excluding Biology 1) may be earned by completing Agriculture and Natural Resources 1 & 2. One credit allowed shall be awarded for Biology 2, and ½ credit shall be awarded for Botany, and ½ credit shall be awarded for Field Experiences in Science. Introduction to Agriscience may be taken in the 8th grade for Carnegie unit credit.

4. AP Government and Politics: United States can be accepted in lieu of the required United States Government course. AP Macroeconomics or AP Microeconomics can be taken in lieu of the required Economics course.

5. Credit earned for Business Fundamentals or Business Fundamentals 2 may be accepted in lieu of ½ unit in Economics.

6. Credit earned for a State/Local Government course in another state by an out-of-state transfer student who enters after 10th grade can stand in lieu of MS Studies or MS State/Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, any other ½ unit social studies course may be accepted. An out-of-state student who transfers after 11th grade may substitute any other ½ unit social studies course.

7. Credit earned in Allied Health 1 may be accepted in lieu of Comp. Health or Family/Individual Health to meet the requirement for ½ Carnegie unit in Health.

8. Successful completion of JROTC 1 and JROTC 2 may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

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

10. 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 his or her program of study. A Carnegie unit credit for ICTII (Information & Communication Technology) may be awarded to 7th grade students. A Carnegie unit credit for STEM (Science, Technology, Engineering & Mathematics) may be awarded to 8th grade students. ICTII may be accepted in lieu of Computer Discovery. A Carnegie unit earned for STEM in the 8th or 9th grade meets this requirement.

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.

### **Standard Diploma with Career Pathway Option ( Graduating classes of 2019 and 2020)**

In 2010, MS state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepare students for postsecondary credential or certification programs and employable workplace skills. This legislative change created new section 37-16-17, Mississippi code of 1972, to provide for high school career option programs and career track curricula for students not wishing to pursue baccalaureate degree.

| <b>Curriculum Area</b>        | <b>Carnegie Units</b>  | <b>Required Subjects</b>  |
|-------------------------------|------------------------|---|
| English                       | 4 <sup>1</sup>         | English 1<br>English 2  |
| Mathematics                   | 3 <sup>2</sup>         | Algebra 1   |
| Science                       | 3 <sup>3</sup>         | Biology 1   |
| Social Studies                | 3 <sup>4, 5</sup>      | 1 U.S. History<br>½ U.S. Government<br>½ Mississippi Studies  |
| Health and Physical Education | ½ <sup>6</sup>         | ½ Comprehensive Health, or<br>½ Family and Individual Health,<br>or ½ Physical Education            |
| Career and Technical          | 4 <sup>7</sup>         | (Selected from Student’s Program of Study)  |
| Integrated Technology         | 1 <sup>8</sup>         | Computer Discovery, ICT I, ICT 2, 9 <sup>th</sup> STEM, or<br>Computer Applications and Keyboarding |
| Additional Electives          | 2½ <sup>9</sup>        | Courses selected from student’s approved program<br>of study  |
| <b>Total Units Required</b>   | <b>21<sup>10</sup></b> |   |

<sup>1</sup> 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 3, English 4, or any college-level dual credit courses.

<sup>2</sup> Compensatory Mathematics may not be included in the three mathematics courses required for graduation. Effective with eighth graders of 2008-2009, Pre-Algebra and Transition to Algebra may not be taken after a student completes Algebra 1. For students pursuing the Career Pathway Graduation Option, at least one of the required mathematics courses must be above Algebra 1 and selected from the student's program of study. The allowable mathematics courses that can be taken which are higher than Algebra 1 are: Geometry, Algebra 2, Survey of Mathematical Topics, Advanced Algebra, Trigonometry, Precalculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics, or any college-level dual credit courses. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra 1, may be taken in 8th 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.

<sup>3</sup> For students pursuing the Career Pathway Graduation Option, at least one of the required science courses must be above Bio 1 and selected from the student's program of study. If the program of study allows, one unit may be in Concepts of Agriscience (AEST). A second 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 1 & 2; Allied Health 1 & 2; Health Sci. 1 & 2, Aquaculture 1 & 2; Forestry 1 & 2; Horticulture 1 & 2; Polymer Science 1 & 2; Tech Applications 1 & 2 and Engineering 1 & 2.

<sup>4</sup> AP U.S. History may replace U.S. History 1877-Present. The third social studies credit should be selected based on the student's program of study.

<sup>5</sup> Credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after 10th grade can stand in lieu of MS Studies or MS 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, any other  $\frac{1}{2}$  unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other  $\frac{1}{2}$  unit social studies course. Credit earned for the first year of Marketing and Economics (Vocational) may be accepted in lieu of  $\frac{1}{2}$  unit in Economics.

<sup>6</sup> Credit earned in Allied Health I/Health Science 1 may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for  $\frac{1}{2}$  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.

<sup>7</sup> 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.

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

<sup>9</sup> 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.

<sup>10</sup> See [www.sos.ms.gov](http://www.sos.ms.gov) for information concerning equivalency course allowances for all career and technical education and how to record information on a student's transcript.

**Standard District Option Diploma  
(Graduating classes of 2019, 2020, and 2021)**

| <b>Curriculum Area</b>                | <b>Units</b>     | <b>Required Subjects</b>   |
|---------------------------------------|------------------|--|
| English                               | 4 <sup>1</sup>   |  |
| Mathematics                           | 4 <sup>2</sup>   | 1 Algebra<br>1 Geometry  |
| Science                               | 3 <sup>3</sup>   | 1 Biology I  |
| Social Studies                        | 3                | 1 World History <sup>4</sup><br>1 US History <sup>4</sup><br>½ US Government<br>½ Mississippi Studies <sup>5</sup>         |
| Health                                | ½ <sup>6,7</sup> | Comprehensive Health <b>or</b><br>Family & Individual Health   |
| P.E.                                  | ½ <sup>9</sup>   | Physical Education <sup>10</sup>   |
| Business &<br>Technology Applications | 1 <sup>8</sup>   | 1 Computer Discovery <b>or</b><br>ICT 2 <b>or</b><br>STEM <b>or</b><br>Keyboarding and Computer Applications <sup>11</sup> |
| The Arts                              | 1                | Art, Band, Chorus or Drama   |
| Electives                             | 4                |  |
| <b>Total Units Required</b>           | <b>21</b>        |  |

1. Compensatory English, 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 four and one-half (4½) general electives required for graduation. Beginning school year 2014-2015, Compensatory English may only be taken if a credit-bearing English course is taken in the same school year. MYP-English 1 and MYP English 2 are accepted in lieu of the Eng. 1 and 2 requirements for students enrolled in the IB program.

2. Compensatory Mathematics and any developmental mathematics course may not be included in the four (4) mathematics courses required for graduation; however, these courses may be included in the four and one-half (4½) general electives required for graduation. Compensatory Mathematics may only be taken if a credit-bearing Math course is taken in the same school year. At least one (1) of the four (4) required mathematics courses must be higher than Algebra 1 or Integrated Math I. The allowable mathematics courses that can be taken which are higher than Algebra 1 are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. One (1) of the four (4) required mathematics units may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting 1 & II. Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Carnegie units may be earned by seventh and eighth graders for the following courses: CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math I), and CCSS Math Grade 8 (with Algebra I/Traditional). MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, IB-DP Mathematical Studies 2 are allowable mathematics courses higher than Algebra 1 for IB students.

3. One (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science 2 or Careers in Polymer Science, Horticulture 2 or Horticulture Landscape and Turfgrass, Engineering 2 or Applied Engineering Concepts, Health Sciences 2 or Workplace and Employment Skills in Health Sciences. The allowable lab-based physical science courses are: Physical Science, Chemistry, AP Chemistry, Physics, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Polymer Science II, and Robotics/ Engineering II. 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 1 may be accepted in lieu of the Biology 1 requirement for students enrolled in an IB program. Up to two (2) of the three (3) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources 1 & II. One (1) credit allowed shall be awarded for Biology II, and one-half (½) credit shall be awarded for Botany, and one-half (½) credit shall be awarded for Field Experiences in Science. Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit. Mississippi Public School Accountability Standards, 2015.

4. Based on the 2011 Mississippi Social Studies Framework, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. IB-DP History of the Americas 1 is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas 2 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 another state by out-of-state transfer student who enters after 10th grade can stand in lieu of MS Studies or MS 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, any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after 11th grade may substitute any other one-half (½) unit social studies course. Mississippi Studies and Geography may be taken in the eighth grade for Carnegie unit credit.

6. Credit earned in Healthcare & Clinical Services I/Health Sci. 1 may be accepted in lieu of Contemporary Health to meet requirement for ½ Carnegie unit in Health.

7. Successful completion of JROTC 1 and 2 may be accepted in lieu of Contemporary Health to meet the requirement for ½ Carnegie unit in Health 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 (1) unit in any of the courses listed in the Business and Technology Framework (academic and vocational). Information & Computer Technology (ICT) 2 may be accepted in lieu of Computer Discovery. A Carnegie unit earned for Science, Technology, Engineering, & Mathematics (STEM) in the 8th or 9th grade meets this graduation requirement. Technology Foundations replaces Computer Discovery, Keyboarding and Computer Applications and meets this graduation requirement when taken in grades 8-12. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB program.

9. Elective units in PE include participation in interscholastic athletics, band, performance choral, dance and JROTC that meet the instructional requirements specified in the Fitness through Physical Education Framework and are sanctioned by the MHSAA.

10. Comprehensive Health or Family and Individual Health meet this requirement if taken prior to the 2014-2015 school year.

11. Computer Discovery meets requirement if taken prior to 2012-13 school year.

## New Graduation Requirements (Entering Freshmen - 2018)

- will earn 24 or more units for a Traditional Diploma and
- must choose an endorsement option of 26 or 28 units as their goal.
- enter LHS having had the opportunity to bring more Carnegie Units with them from LMS than any class in school history
- have the opportunity to leave LHS having earned more collective Carnegie Units than any class in school history
- will be on a different Academic Plan than all other LHS students before them

### DIPLOMA OPTIONS

- The Traditional Diploma, for all students, and
- The Alternate Diploma, an option for students with a Significant Cognitive Disability (SCD).

#### Traditional Diploma Option

| Curriculum Area                | CU's      | Required Subjects   |
|--------------------------------|-----------|---|
| English                        | 4         | English I<br>English II   |
| Mathematics                    | 4         | Algebra I   |
| Science                        | 3         | Biology I   |
| Social Studies                 | 3 ½       | World History<br>US History<br>½ US Government<br>½ Economics<br>½ Mississippi Studies                |
| Physical Education             | 1/2       |   |
| Health                         | 1/2       |   |
| Art                            | 1         |   |
| College and Career Readiness   | 1         | Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1         |   |
| Additional Electives           | 5 ½       |   |
| <b>Total Units Required</b>    | <b>24</b> |   |



**Requirements:** Students must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission. For early release, students must have met College and Career Readiness Benchmarks (ACT subscores of 17 for English and 19 for Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores.)

Alternately, a student must meet ALL of the following:

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

### **Traditional Diploma Endorsement Options**

Students pursuing a Traditional Diploma must identify an endorsement prior to entering 9th grade. There are three endorsement options:

- Career and Technical
- Academic
- Distinguished Academic Endorsement

#### **Career and Technical Endorsement Option**

| <b>Curriculum Area</b>         | <b>CU's</b> | <b>Required Subjects</b>   |
|--------------------------------|-------------|--|
| English                        | 4           | English 1 and English II   |
| Mathematics                    | 4           | Algebra I  |
| Science                        | 3           | Biology I  |
| Social Studies                 | 3 ½         | 1 World History<br>1 US History<br>½ Government<br>½ Economics<br>½ MS Studies                       |
| Physical Education             | ½           |  |
| Health                         | ½           |  |
| Art                            | 1           |  |
| College and Career Readiness   | 1           | Must occur during the student's junior or senior year, or in the completion of a four-year sequence. |
| Technology or Computer Science | 1           |  |
| CTE Electives                  | 4           | Must complete a four-course sequential program of study.   |
| Additional Electives           | 3 ½         |  |
| <b>Total Units Required</b>    | <b>26</b>   |  |

**Additional Requirements for Career and Technical Endorsement Option:**

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26

**Must successfully complete one of the following:**

- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-Based Learning experience or Career Pathway Experience
- Earn a State Board of Education-approved national credential

**Academic Endorsement Option**

| Curriculum Area                | CU's      | Required Subjects  |
|--------------------------------|-----------|--|
| English                        | 4         | English I, English II  |
| Mathematics                    | 4         | Algebra I  |
| Science                        | 3         | Biology I  |
| Social Studies                 | 3 ½       | 1 World History<br>1 US History<br>½ Government<br>½ Economics<br>½ MS Studies                       |
| Physical Education             | ½         |  |
| Art                            | 1         |  |
| College and Career Readiness   | 1         | Must occur during the student's junior or senior year, or in the completion of a four-year sequence. |
| Technology or Computer Science | 1         |  |
| Additional Electives           | 7 ½       | Must meet CPC requirements for MS IHLs.  |
| <b>Total Units Required</b>    | <b>26</b> |  |

**Additional Requirements:**

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

## Distinguished Academic Endorsement Option

| Curriculum Area                | CU's      | Required Subjects  |
|--------------------------------|-----------|--|
| English                        | 4         | English I<br>English II  |
| Mathematics                    | 4         | Algebra I  |
| Science                        | 4         | Biology I  |
| Social Studies                 | 4         | 1 World History<br>1 US History<br>½ Government<br>½ Economics<br>½ MS Studies                       |
| Physical Education             | ½         |  |
| Art                            | 1         |  |
| College and Career Readiness   | 1         | Must occur during the student's junior or senior year, or in the completion of a four-year sequence. |
| Technology or Computer Science | 1         |  |
| Additional Electives           | 8         |  |
| <b>Total Units Required</b>    | <b>28</b> |  |

### Additional Requirements:

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

## Students with Disabilities

### (Individuals with Disabilities Education Act)

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

1. Students pursuing a regular education high school diploma must meet the requirements set forth by the State Board of Education and the Lafayette County School District. Special

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

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

### **Subject Area Testing (MAP/MAAP)**

- Students must pass the Subject Area Tests in U.S. History from 1877, Eng. 2 (with writing component), Bio. 1 and Alg. I. Students must pass all four Subject Area Tests even if they take the course(s) prior to their 9th grade year. If a passing score is not achieved on the first attempt, the student's end of year grade may be used with a scale provided by the MS Dept. of Education in order to pass the test.
- Students entering a MS public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a private school as fulfilling the requirements for a MS high school diploma, provided the private school is accredited regionally or by the state of MS.
- Students entering a MS public school must pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through homeschooling as fulfilling the requirements for a MS high school diploma.
- Any MS public school student who fails a required Subject Area Test will be offered a chance to retake the test 3 times each year until a passing score is achieved. See Testing Calendar for dates.
- Any MS public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework have been mastered. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be criteria for awarding Carnegie unit credit.
- Students enrolled in state-tested subject area courses will be monitored for progress throughout the school year. At any point the student is not progressing to meet requirements of the SATP, LHS reserves the right to place him/her in a preparatory course.
- The Lafayette County School District reserves the right to require remediation to improve a student's test scores.

**SATP Standards:**

| Assessment Options   | Algebra 1                                 | Biology 1                                    | English 2                                    | U.S. History                                 |
|--|---|--|--|--|
| ACT  | 17 ACT Math subscore                      | 17 ACT Science subscore                      | 17 ACT English subscore                      | 17 ACT Reading subscore                      |
| <ul style="list-style-type: none"> <li>● Dual Credit</li> <li>● Dual Enrollment</li> <li>● College Credit</li> </ul> | C or higher in MATH credit-bearing course | C or higher in BIOLOGY credit-bearing course | C or higher in ENGLISH credit-bearing course | C or higher in HISTORY credit-bearing course |

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

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

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

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

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

## **Transcript Services**

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

# *School Policies*

---

## **LHS POLICIES**

The daily activities at LHS are governed by policies and procedures created to provide a climate conducive to safe, clean, fair education. Every effort is made to make these policies all-inclusive; however, additional policies will be announced and enforced as needed.

### **Fundraising**

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 or School Name in any way for personal or private gain. All fundraising activities must be pre-approved by the principal.

#### **Definitions of terms:**

- **Extra-curricular and co-curricular:** activities occurring in/on LHS property or directly/indirectly related to curriculum or activities supported by LHS, its staff, or in which an entire group participates.
- **Fundraising:** any activity sponsored by an entire LHS organization or the staff of LHS, and which results in profits returned to LHS.

### **School Jurisdiction**

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

# **DISTRICT POLICIES**

## **Alcohol and Drugs**

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

## **Americans with Disabilities Act**

### **(Section 504 - Nondiscrimination)**

The Lafayette County School District will not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities to the extent provided by law. The following person has been designated as the Section 504/Americans with Disabilities Act Coordinator and will handle inquiries regarding the Lafayette County School District's nondiscrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability.

Name of Coordinator: Dr. Jennifer Osborne

School District Name: Lafayette County

School District Address: 100 Commodore Dr., Oxford, 38655

Tel: 662.234.2879 Fax: 662.234.5128

### **Procedures (employees and school visitors)**

Any person who believes that he/she or any class of individuals have been subjected to discrimination by the LCS D as prohibited by Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act may file a complaint pursuant to the procedures set forth below, on his/her own behalf, or on behalf of another person or on behalf of persons with disabilities as a class. All persons are encouraged to file grievances to resolve any disputes arising under these laws. Your filing a complaint will not subject you to any form of adverse action, reprimand, and retaliation or otherwise negative treatment by school district personnel.

1. Within ten (10) days of when a complainant knew or should have known of discriminatory conduct, a complaint shall be given in writing to the Section 504/ADA Coordinator. The complaint shall describe specifically the time, place and nature of, and the participants in the alleged discriminatory acts. The Section 504/ADA Coordinator shall, within ten (10) days of receipt of the complaint, conduct or cause to be conducted a thorough investigation including questioning of all parties involved in the complaint. A written record shall be made of the statements by all parties involved. After the investigation is complete, the Section 504/ADA Coordinator shall meet with the complaining party and give a full report of the findings.
2. If the grievance or complaint is not satisfactorily resolved at Step 1, the complainant shall have ten (10) days to appeal the Step 1 findings to the Superintendent. The complainant shall present the complaint in writing, describing the reasons for his/her dissatisfaction with the results of Step 1. The Superintendent or his/her designee shall review all aspects of the complaint and complete an additional investigation if necessary. The Superintendent shall respond to the complainant in writing within ten (10) days of receipt of the written appeal.



3. If the complainant is not satisfied with the results of Step 2, the complaining party shall have fifteen (15) days from receipt of the Superintendent's decision to appeal the complaint to the school board. The appeal shall be in writing, describing the reasons for complainant's dissatisfaction with the results of Steps 1 and 2. The complainant shall have the opportunity to present an oral statement to the board before it makes its decision. The board's decision shall be rendered within fifteen (15) days after receipt of the appeal.

LEGAL REFERENCE: Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act

## **Computer/Internet Acceptable Use**

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

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

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

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

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

- provide access to educational publications, articles, images, etc.
- provide safe internet surfing for educational materials
- prevent inappropriate material entering or leaving the school's network via email, internet or other electronic communications
- prevent unauthorized/malicious attempt to access network resources

- prevent unauthorized disclosure of personal information
- abide by rules established by the “Child Internet Protection Act” (CIPA) (Pub.L106-554) Title XVII
- educate minors about appropriate online behavior, including interacting with others on social networking sites and in chat rooms
- cyberbullying awareness and response

### **Access to Inappropriate Material**

Lafayette County School District has internet technology protection measures in place to prevent access to inappropriate material. These measures are in place to prevent students from visually accessing material, which may be obscene, pornographic, or harmful to minors. On a global network such as the Internet, it is not possible to control the content of all available materials. Computer security cannot be made absolutely perfect, and it is likely that a determined student or other individual could make use of district technology resources for inappropriate purposes. If any inappropriate materials surface, a supervising staff member must be contacted immediately.

### **Inappropriate Network Usage**

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

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

- Uses the Internet or network for illegal, inappropriate, threatening or obscene messages/images, pornography, “sexting”, materials protected by trade secret, etc. Illegal is defined as any violations of local, state, or federal law.
- Violates copyright, license agreements or other contracts.
- Intentionally disrupts Lafayette County School District network traffic. This includes, but is not limited to uploading, creating, or transmitting computer viruses.
- Uses the Lafayette County School District network for personal gain, fraud, political campaigning or solicitation.
- Steals or damages data and/or equipment.
- Gains or seeks to gain unauthorized access to network resources (e.g. attempting to gain or gain administrative rights to computers or network resources, attempting to override or bypass district installed content filters).
- Uses another student or staff account to access personal data.
- Discloses personal information about students or staff.
- Deletes or renames data owned by someone else.

- Adds unauthorized external devices to any computer (e.g. external floppy drives, hard drives, jump drives, etc.)
- Adds unauthorized devices (cell phones/computers) to the network.
- Defames, intimidates, threatens, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner, known as “cyberbullying” whether on campus or off campus.

### **Unauthorized software and devices/equipment**

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

### **Consequences for Violating LCSD Policy**

Consequences are decided on a case-by-case basis and not limited to:

- Disciplinary action based on the LCSD Code of Conduct
- Suspension or revocation of network privileges
- Suspension or revocation of computer access
- Legal action and prosecution by the authorities
- Any other action deemed appropriate by school administrators

### **No Expectation of Privacy**

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

### **Disclaimer**

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

### **School Property and Equipment Usage**

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

## **Contact of Students by Law Enforcement**

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

## **Crime Stoppers**

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

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

## **Discrimination/Harassment**

Students in the Lafayette County School District are protected from discrimination, including harassment. It is the intent of the school board to maintain an environment free from discrimination/harassment of any kind. A complaint of discrimination/harassment should be filed with principal or his designee. The initial complaint may be filed orally but must be filed in writing within 14 days from the time a complaint becomes known. The written complaint must state the respondent's name, the nature of the alleged violation, the names of any witnesses to such alleged violation and requested action. The complainant will be informed of procedures for processing formal complaints at this time. Further information may be obtained in School Board policy JB-P. Policy books are located in each school office and each school library.

## **Education for Homeless Children/Youth**

LCSD is actively seeking to enroll children and youth who are homeless. If you are homeless or know of a child or youth that is homeless and not attending school, please contact the following person who will provide information and assistance during the enrollment process:

**Local Liaison:** Patrick Robinson Telephone: 662-234-3271

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

- *What are the education rights of homeless children?* Our schools provide equal and comparable access to all students regardless of their home living situation. Homeless children and youth have specific rights that include:
  - a. Immediate enrollment in school and when desired or feasible at the “school of origin.”
  - b. Prompt provision of necessary services (transportation, meals, etc.)
  - c. Appropriate support services and programs for which they are eligible such as programs for gifted, children with disabilities, vocational education, and preschool.
  - d. Academic assistance through the federally funded Title I program.
  - e. Parent or guardian involvement school activities.
- *What is the “school of origin”?* The term school of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. It is the district’s responsibility to consider the best interest of the child or youth when making a decision regarding what school to attend. Consideration must be given to placement at the school of origin unless doing so is contrary to the wishes of the parent or guardian.
- *What if there is disagreement regarding school placement?* The parent, guardian or unaccompanied youth (a youth not in physical custody of a parent or guardian) may appeal the placement decision if the district makes a placement in a school other than the school of origin or one requested by the parent, guardian, or unaccompanied youth. The student will be immediately enrolled in the school requested by the student or parent while an appeal is pending. The person indicated above will provide information and assistance re: such an appeal.

## **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, or extra-curricular activities.

## **Equal Opportunity Employment**

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

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

Dr. Jennifer Osborne  
 Section 504/ADA Coordinator, Lafayette County Schools,  
 100 Commodore Dr.  
 Oxford, MS 38655  
 Phone #: 601-234-3271

## **Family Educational Rights and Privacy Act (FERPA)**

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

- a. *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.
- b. *The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.* Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested, 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.
- c. *The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.* One exception, which permits disclosures without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- d. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.* The name/address of the Office that administers FERPA are: Family Policy Compliance Office, U. S. Dept. of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Lafayette County School District (LCSD), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, LCSD may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The main purpose of directory information is to allow the LCSD to include this type of information from your child’s education records in certain school publications. Examples include:

1. A playbill, showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs, and
5. Sports activity sheets, (e.g. wrestling, showing weight/ height)

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that make class rings or publish yearbooks. In addition, two federal laws require local education agencies receiving assistance under the *Elementary and Secondary Education Act of 1965* to provide military recruiters, upon request, with three directory information categories- names, addresses and telephone listings- unless parents have advised the **Lafayette County School District** that they do not want their student's information disclosed without their prior written consent.

**Note: If you do NOT want LCSD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by August 30, 2018. LCSD has designated the following information as directory information:**

- Student's name & address - Major field of study
- Dates of Attendance - Participation in officially recognized activities and sports
- Telephone listing - Degrees, honors, and awards
- Photograph - Grade level
- Date and place of birth - The most recent educational agency institution attended

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

## **Internet Safety Policy**

### **Introduction**

It is the policy of Lafayette County Schools to:

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

### **Definitions**

Key terms are as defined in the Children's Internet Protection Act.

### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet or other forms of electronic communications access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to

visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### **Inappropriate Network Usage**

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

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

### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the Lafayette County Schools (LCS) staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act (CIPA), the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for disabling or otherwise modifying technology protection measures shall be the responsibility of the Technology Director or designated representatives. The LCS or designated representatives will provide age-appropriate training for students who use the LCS Internet facilities. The training provided will be designed to promote the LCS' commitment to:

1. The standards and acceptable use of Internet services set forth in the LCS' Internet Safety Policy
2. Student safety with regard to:
  - a. safety on the Internet;
  - b. appropriate behavior while online, on social networking Web sites, in chat rooms and
  - c. cyberbullying awareness and response.
3. Comply with the E-rate requirements of CIPA.

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

## **Limited English Proficiency Instruction**

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

### **Identification**

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

1. was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or



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

## **Requirements**

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

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

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

LEGAL REF: P. L. 107-110 (No Child Left Behind Act of 2001)

## **Physical Or Verbal Abuse**

It is the policy of the LCS Board that each student will respect the person and feelings of all students, teachers, and employees of the school district. Violence and abuse of any kind, physical or verbal, will not be tolerated. Abuse includes but is not limited to fights, physical altercations, struggles, and assaults as defined in the student code of conduct as well as provoking a fight, hitting with or throwing at another person any object, including any part of the body. Abuse also includes profanity, threats, and refusal to follow proper instructions or legitimate requests of

faculty or staff with disrespectful words or actions. **Note:** Any student who makes a threat against a staff member or student, either directly or indirectly, will be subject to the consequences outlined in the discipline code. **All threats will be taken seriously.** Students are to understand that at no time and under no circumstances are threats to be made in either a verbal or written form.

## Public Notice – Asbestos

THE LAFAYETTE COUNTY SCHOOL DISTRICT WISHES TO INFORM ITS STAFF, STUDENTS, AND PARENTS AS TO THE STATUS OF ITS ASBESTOS MANAGEMENT PROGRAM. THE DISTRICT HAS ON FILE WITH THE MISSISSIPPI DEPARTMENT OF EDUCATION AN APPROVED ASBESTOS MANAGEMENT PLAN. REMAINING ASBESTOS MATERIALS IN DISTRICT FACILITIES ARE IN GOOD CONDITION AND DOES NOT PRESENT HEALTH RISKS TO STUDENTS, EMPLOYEES OR THE GENERAL PUBLIC. ASBESTOS MANAGEMENT PLANS ARE AVAILABLE FOR PUBLIC REVIEW AT EACH INDIVIDUAL SCHOOL’S LOCATION AND THE DISTRICT OFFICE.



## Random Suspicionless Drug Testing

### Purpose

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

### Definitions

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

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

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

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

Homecoming).

### **Policy Statement**

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

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

### **Students Participating In the Policy**

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

- a. Any sports, sport seasons, clubs, and organizations sponsored by the Lafayette County District.
- b. Any after school activity or off campus activity as well as any event, which is non-curricular in nature.
- c. Any right or recognition that is awarded to a student that is non-curricular in nature (ex: driving a vehicle on campus or participating in Homecoming)
- d. Participation in the Driver's Education Program.

From this point on, any student involved in the above activity and obligated to the Lafayette High School Random Suspicionless Drug Testing Policy will be referred to as RSDT (Random Suspicionless Drug Testing) Participants.

### **Drug Education Program**

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

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

### **Consent Form**

Any student interested in participating in any organization, athletic program, privilege or other extracurricular activity listed under the heading in this document STUDENTS PARTICIPATING

IN THE POLICY will be required to sign a consent form stating the student agrees to take the drug test if chosen by the company performing the test. The student also agrees to the consequences involved should s/he test positive. The parent/guardian must also sign the consent form.

### **Implementation of Test**

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

### **Retest**

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

### **Reasonable Suspicion**

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

### **Refusal to Be Tested**

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

### **Notification of Test Results**

The results of the RSDT Participant's drug test will be reported to him/her and the parent or guardian by the head coach, cheerleader sponsor or club sponsor in which the RSDT Participant is participating. Positive test results will be reported to the RSDT Participant and parent or guardian in the presence of the Principal. If the test is positive, the RSDT Participant and his parent or guardian will be informed which substance or substances tested positive.

### **Consequences for Violations**

#### **1. First Violation**

- a. The school shall notify the parent or guardian in a conference of the positive test result.
- b. The RSDT Participant shall be suspended from all extracurricular activities and/or functions for

a minimum of twenty (20) actual school days in which he/she is participating. This includes all school events scheduled on holidays or weekends. If the violation occurs less than twenty (20) actual school days before the end of the school year, the suspension will carry over into the next school year in which the RSDT Participant participates.

- c. The RSDT Participant shall submit to a mandatory urinalysis twenty (20) actual school days after the date on which the district received notification of the positive test result. A letter of request for testing must be submitted to the school by the parent/guardian by the 15<sup>th</sup> day of the suspension. If the RSDT Participant fails to submit the request, this will cause the suspension dates to be increased. In other words, if the RSDT Participant plans to become eligible to participate in any extracurricular activities and/or functions at the end of the twenty (20) days suspension, a letter of request must be submitted by the 15<sup>th</sup> day of suspension. The school will be responsible for the test and the date it will be given. The RSDT participant will be taken off campus by school administration to be tested. A positive test result shall constitute a separate violation of this policy and shall be treated as a second violation. The RSDT Participant will not be allowed to resume participation in extracurricular activities and/or functions of the district until the RSDT Participant has had a negative urinalysis.
- d. A RSDT participant guilty of a first violation will not be eligible to tryout for or participate in any sport during the suspension period during the suspension period. A recommendation for counseling will be made to the parent/guardian for the RSDT Participant.

## 2. Second Violation

- a. The school shall notify the parent or guardian that a second violation has occurred within two (2) consecutive calendar years.
- b. The RSDT Participant shall be ineligible for all extracurricular activities and/or functions for 45 days. The parent/guardian must submit a letter requesting testing by the thirty-fifth (35<sup>th</sup>) day.
- c. Counseling for the RSDT Participant will be mandatory. The district's Drug Education Coordinator shall refer the RSDT Participant to an outside drug-counseling agency. Documentation of attendance and completion of counseling must be submitted by letter before eligibility is reinstated.
- d. The RSDT Participant will submit to mandatory urinalysis during this calendar year as often as deemed appropriate by administration. The RSDT Participant will not be allowed to resume participation in any extracurricular activities and/or functions of the district until the RSDT Participant has had a negative urinalysis.

## 3. Third Violation

- a. For the third violation during any two (2) consecutive calendar years, the RSDT Participant will be ineligible to participate in any extracurricular activities and/or functions for two (2) years.
- b. The RSDT Participant will submit to mandatory urinalysis. A letter of request for testing must be submitted by the parent/guardian. A RSDT Participant must be tested and have a negative urinalysis before he or she can be reinstated.
- c. Counseling for the RSDT Participant will be mandatory. The district's Drug Education Coordinator shall refer the RSDT Participant to an outside drug-counseling agency. Documentation of attendance and completion of counseling must be submitted by letter before eligibility is reinstated.

## **Record Keeping**

A separate Student Drug Testing File shall be maintained for each RSDT Participant and all documents, records, reports, and test results pertaining to a RSDT Participant shall be placed and

kept therein. The record keeping and results of all testing will be held in the strictest confidence. The Student Drug Testing File will be accessible only to the Superintendent, Assistant Superintendent, Principal or Athletic Director, and to the head coach, cheerleader sponsor, or parent or guardian of the RSDT Participant.

### **Non-Punitive Nature of Policy**

No RSDT Participant shall be penalized academically for testing positive for illegal drugs. The results of drug tests pursuant to this policy will not be documented in a RSDT Participant's academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process.

## **Random Suspicionless Vehicle Search**

The purpose of the Lafayette High School Random Suspicionless Vehicle Search Policy is to insure that items prohibited by federal, state, local, and district policy are not brought on school campus.

- a. **Students Participating In Program:** Any student requesting a parking permit as well as any student who plans to take Driver's Education must participate in the program.
- b. **Procedure:** On a designated school day, a number of students will be called to the office to have their vehicle searched. The students will be chosen at random by computer. School officials will conduct the search of the vehicle. Any item found that is a violation of school policy will be dealt with in accordance to the Lafayette High School Student Handbook. Any item found that is in violation of federal, state, or local law will be turned over to the proper authorities. Any vehicle brought on campus without a parking permit can be searched immediately without supervision. Any student who plans to bring a vehicle on campus must either purchase a parking permit or request a pass from the office. All others can be searched.

## **Student Insurance**

The LCSD does not have insurance to cover student accidents or injuries in any area of the schools or school sponsored activities, playground or break areas, school bus, athletic practice or events, or the classroom.

## **Complaints of Bullying or Harassment**

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

### **I. Definitions**

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that

- a. places a 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.

The term "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 on school property, at any school-sponsored function, 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 interest and welfare of the pupils and teacher of such class as a whole.

## **II. Procedures for Processing a Complaint**

Any student, school employee or volunteer who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior 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.

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

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

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

following the victim's appearance before the Board.

## **Tobacco/Smoking/Vapor Devices**

Consistent with the provisions of Public Law 103-227, 20 USC 6083, the Lafayette County Board of Education bans the use of all tobacco products on the Lafayette County School District campus and buildings and on all school vehicles by all persons at all times. Students are not allowed to use or possess tobacco in ANY form during school hours, on the school grounds prior to the opening and closing of a school day, while riding on a school bus, and during any function/location which falls under the heading of school jurisdiction. Possession of tobacco paraphernalia (ex: matches, lighter) is also a punishable act. In addition, vapor devices of any kind are not permitted on school campus. Discipline for such devices will carry the same consequence as tobacco/smoking.



# Appendix

---

## Course Descriptions

### English

**English 1:** This course is designed to expose students to the following types of literature: short stories, novels, plays, and poems; and to promote an appreciation of language and literature. This study of literature and language usage incorporates the skills of correct grammar usage, reading, writing, listening, speaking, and viewing. Correct grammar usage is taught through grammar units in the classroom and proofreading/correcting given sentences throughout the course of study. The course also involves a documentation unit and a vocabulary unit, which is interspersed through other units in the course.

**Honors English 1:** Honors English 1 is by placement only. Honors English 1 is part of a special curriculum involving Honors English 1, Honors English 2, Honors English 3 and Advanced Placement English 4. These classes meet the English requirements for graduation and for college entrance. (Students must enter the program in the 9<sup>th</sup> grade and continue through the 12<sup>th</sup> grade as part of the requirements for consideration for valedictorian, salutatorian, special honors, or honors.) Upon completion of the program, students should be well prepared for college English courses and may take the Advanced Placement Exam given in May of the senior year. Students who score at acceptable levels on the AP Exam may earn from three to six hours of college credit in English, depending upon the college they choose to attend. Weighted; fee required; summer reading will be assigned.

**English 2:** This course reinforces grammar and usage skills to which students have already been introduced. The students read short stories, plays, poems, myths, essays, and a novel. Reading comprehension is stressed as well as understanding of literacy techniques. Vocabulary, composition, and communication skills are also emphasized.

**Honors English 2:** This course is designed for the more advanced sophomore student. Students are expected to possess good reading and writing skills and the maturity to work on their own without the need for constant supervision. The course covers the same core curriculum as regular English 2 with more outside reading and more literary analysis. Weighted; fee required; summer reading will be assigned.

**English 3:** This course consists of a final review of basic constructions and a study of Standard Service usage. It is also a survey of American literature as seen through the authors and their works. Each student will study at least one novel.

**Honors English 3:** Honors English consists of the same format as regular English 3, but each student will study several novels, complete outside projects and essays, oral presentations and a

miniterm paper. The grammar and literature concepts will be more in depth studies. Weighted.

**English 4:** English 4 reinforces and expands on previously learned communication skills to prepare students to enter college or the job market. Students study the literature of England and will write essays and a term paper.

**AP English Literature and Composition 4:** AP English Literature and Composition is a rigorous course for high-achieving, senior students who wish to seek college credit and/or placement from institutions of higher learning. It fulfills the criteria for the AP English Literature Examination. Students will be challenged to read widely and write analytically about what they have read. Many colleges grant credit for students who pass the AP Exam. Students should consult the colleges in which they are interested to see how those particular colleges grant credit based on scores on the AP exam. Students who take this course will be required to take the AP English Literature and Composition exam. Prerequisite: Honors English 2, Honors English 3 and/or Survey of 20th Century Writing. Alternative to prerequisites: teacher approval. Weighted; exam fee required.

**Dual Enrollment - NWCC English Composition 1 (Engl 1113):** English 1113 is a college composition course offered to seniors by Northwest Community College. It is a semester course that fulfills high school graduation requirements and counts as three credit hours on a student's college transcript. It is a college class offered on Lafayette High School's campus. The course is a study of grammar and composition, with emphasis on the sentence and the paragraph. Readings and frequent themes required. Weighted; course fee required.

**Dual Enrollment - NWCC English Composition 2 (Engl 1123):** ENG 1123 is a continuation of ENG 1113 with emphasis on research and composition. Readings, a variety of writing assignments, and a research paper are required. The prerequisite for this course is ENG 1113 English Composition I. Weighted; course fee required.

**Essentials of English:** This Survey of Twentieth Century Writing course covers major writers and themes from World War I to the present time. The student will recognize major themes present in twentieth century writing and will have a greater awareness of events and writings that have shaped and been part of the ideas and culture. This course prepares sophomores for success in AP Literature and is a prerequisite for AP Literature for juniors.

**Oral Communication:** Public Speaking is designed to give the students an opportunity to learn proper verbal communication methods. Throughout the year the students will study outstanding speakers, learn organizational skills for several types of speeches, and will present speeches to the class. Each student is encouraged to develop his/her abilities to communicate so that the experiences can be used after graduation when entering college or a job.

**Entrepreneurship (Newspaper):** Students will develop skills in newspaper production and journalism ethics. They will develop skills in writing news, sports, editorials, and feature articles. Students will also learn the layout process and newspaper development. Emphasis will be placed on following current events as reported in the news media.

**Journalism Laboratory 1, 2, 3:** In Journalism Laboratory, students will perform specific duties with leadership functions to be outlined, assigned, and evaluated by the advisor/teacher according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based, varying in publication style and content and in nature of

assigned duties. By the Laboratory 2 level, individual skills should be developed to marketable levels with decision-making capabilities for entry-level positions in the field or on college publication staffs. The publications from these classes should be distributed for critical appraisal and enjoyment of others and entered for critical review by a rating service outside the school. In Laboratory 3, students assume management/editorial positions for the publications staff in addition to duties acquired in previous laboratories. This is a full year, one credit course.

**Annual (Entrepreneurship):** A skills class that combines journalism, marketing, and design to produce the school's annual publication. Students learn communication, sales, photography, and design skills as they create a solely student based publication for profit and regional competition.

### **Foreign Language**

A foreign language is not required for graduation from LHS; it is, however, an entry requirement to 4-year college.

**Mandarin Chinese 1:** Chinese, a member of the Sino-Tibetan family, is a language used by over one billion people, nearly a quarter of the world's population. About 70% of Chinese speak "Mandarin" which is the major dialect of China. Unlike most languages, Chinese has a unique ideographic writing system, which provides visual comprehensibility. Proficiency in Mandarin Chinese is a unique enhancement to a diverse range of career fields, including business, engineering, the sciences, economics, international studies, political science, medicine and sociology.

**Mandarin Chinese 2:** This course is a continuation of Mandarin Chinese 1. Prerequisite: Mandarin Chinese 1.

**Mandarin Chinese 3:** This course is a continuation of Mandarin Chinese 2. Weighted. Prerequisite: Mandarin Chinese 2.

**German 1:** This course is an introduction to the study of the German language and its culture. A general introduction to the culture, its products (e.g., art, foods, laws, music, visual and print media), perspectives (e.g., meanings, attitudes, values, beliefs), and practices (e.g., patterns of social interaction) are integrated throughout German I.

**German 2:** This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students will participate in simple, real-life conversation that incorporates learned elements of the language and culture and compose sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Students should gain a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values of the target culture(s). Prerequisite: 75 average in German 1

**Spanish 1:** Spanish 1 provides for basic proficiency in four skills of language learning listening, speaking, reading and writing. Lesson topics deal with student's daily life (family, school, friends, food and leisure time activities) and with the culture and history of Spanish speaking countries. There is strong emphasis on grammar structure. Vocabulary building is essential and is tested frequently.

**Spanish 2:** Spanish 2 is similar to Spanish 1 in its review of grammar structure and vocabulary building. But there is a greater emphasis on conjugation of verbs in all tenses and on translation skills. Translation is more in-depth. The use of an approved Spanish/English dictionary is required. Prerequisite: 75 average in Spanish I.

**Spanish 3:** Spanish 3 involves a review of grammar taught in Spanish 1 and 2. There will be an introduction of some new vocabulary and review of previous vocabulary words. Oral proficiency, both reading and conversation, will be stressed. The actual literature of Spain and Hispanic America will be introduced. Prerequisite: 80 average in Spanish 2. Weighted

**Spanish 4:** Spanish 4 involves a review of all grammar from the previous three years of Spanish. Oral proficiency in both reading and conversation is required. Prerequisite: 85 average in Spanish 3; Weighted

## Mathematics

**Foundations of Algebra:** Foundations of Algebra is designed to provide a basis for curriculum development for rising 9<sup>th</sup> grade students in need of substantial support prior to taking Algebra 1. This course focuses on equations, inequalities, functions, polynomials, geometry and statistics as well as the standards of mathematical practice.

**Algebra 1:** Algebra 1 provides a foundation in the language, basic skills and concepts of algebra. Topics include rational numbers, algebraic expressions, linear equations, polynomials, factoring applications, inequalities, and graphing. Emphasis is on number sense/numeration/operations, patterns/reasons/functions, measurement, geometry, and statistics/probability.

**Geometry:** Geometry is the development of a logical mathematical system from a set of undefined terms, defined terms, axioms, postulates, and theorems. Topics include special relationships among points, lines and planes, angle relationships, triangles, polygons, circles, solids, and constructions. Prerequisite: Algebra 1 and Algebra 2;

**Algebra 2:** Algebra 2 is a continuation and extension of the skills developed in Algebra 1. Topics studied include linear equations, relations and functions, polynomials, rational expressions and equations, radicals, quadratic equations, and systems of linear and quadratic equations. Prerequisites: Algebra 1.

**Algebra 3:** This course covers quadratics, conics, polynomials, functions, logarithms, clever factorizations and substitutions, systems of equations, sequences and series, symmetric sums, advanced factoring methods, classical inequalities, and functional equations. This class covers much of the curriculum of a standard Algebra 2 class and most of the non-trigonometric topics of a typical pre-calculus course. It also includes many challenging aspects of algebraic problem solving that are beyond that presented in a typical Algebra 2 or precalculus course. This course is designed to prepare students for AP Calculus/College Calculus.

**Essentials for college-level math:** The Math Ready course focuses on fifty-two key readiness standards as well as the ten Standards of Mathematical Practices needed for students to be ready for postsecondary academic fields or majors. It is designed to be taught in a new way based heavily on conceptual teaching and learning. Prerequisites are Algebra 1, Algebra 2 and Geometry, since the class is limited to seniors.

**A.P. Calculus:** The A.P. Calculus course is intended for those students who wish to seek college credit and/or placement from institutions of higher learning. It fulfills the criteria for the Calculus AP Exam. It is also intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, rectangular and polar coordinates equations, and graphs, lines and conics sections. Explorations should emphasize number sense/operations, patterns, relations, functions, algebra, measurement geometry, and statistics/probability. Instruction should encompass problem solving, communicating, and reasoning, connecting, estimating, assessing, and using technology. Students should gain confidence in their ability to analyze and process calculus with elementary functions. This course is designed to be a full year, one credit course. Prerequisites: Advanced Math and teacher recommendation. Weighted; exam fee required.

## Science

**Intro. to Biology:** This class is an introductory class that will provide students with an overview of basic Biology with an emphasis on organizational skills, critical thinking, reasoning skills, and methods of science. Students will be introduced to the laboratory and scientific literature as investigative tools of science with an emphasis on critical analysis and concept comprehension. This course cannot be taken if a student has successfully completed Biology 1. Lab fee required.

**Biology:** Biology 1 is an introductory, laboratory-based course designed to relate basic information of living organisms and their chemical and energy requirements, with their physical environment. Students should apply scientific methods of inquiry and research in examination of the following topics: chemical basis of life; cell structure, function, and reproduction; energy; molecular basis of genetics; natural selection and diversity; and ecology. Lab fee required.

**Physical Science:** Physical Science is an introductory, laboratory-based course that will investigate matter and energy, basic chemistry, forces and motion, sound and light, and electromagnetism. This is a one year, one credit course. This Course cannot be taken after a student has completed Physics or Chemistry. Lab fee required.

**Earth Science:** Earth Science is an introductory, laboratory-based course designed to explore the Earth and Universe. Topics include the composition of the Earth; weathering; plate tectonics; fossils; oceanography; atmospheric phenomena; the water cycle; and planetary and star systems. Prerequisite: Biology 1; lab fee required.

**Environmental Science:** Environmental Science is a laboratory-based or field-based course that will explore ways in which the environment shapes living communities. Interactions of organisms with their environment will be emphasized along with the impact of human activities on the physical and biological systems of the earth. This is a one-semester, one-half credit course. Prerequisite: Biology 1; lab fee required.

**Botany:** Botany is a laboratory-based course applying basic biological principles to the study of plants. Topics studied will include morphological characteristics of each kingdom and variations in their reproduction, taxonomy and physiology. This is a one-semester, one-half credit course. Prerequisite: Biology 1; lab fee required

**Human Anatomy & Physiology:** Human Anatomy & Physiology is a study of the anatomy (structure) and physiology (function) of the human body. The study starts with the simplest part, the cell, and continues upward to the complex systems of the body. Each of the ten systems are then taught in detail, including the parts that make them up and the function of each part. One hour labs are conducted after each chapter relating to anatomy or physiology of the topic we are covering at that time. Human Physiology is an advanced level biology course. Prerequisites: 82 or above in Biology 1 and teacher signature. Lab fee required.

**Chemistry 1:** This course of study is basically that of inorganic chemistry. The format of the course includes chemical changes that occur in nature as well as those that occur in the laboratory. Weekly laboratory sessions give the student a chance to work with the actual chemicals being studied. Prerequisites: Algebra 1 and Biology. Algebra 2 may be taken concurrently with this course. Lab fee required.

**AP Chemistry 1 (with Lab):** This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This class will take two periods and earn two credits (one credit may go toward your special graduation requirements for science). (Must take AP Exam.) Prerequisites: Chemistry 1 and Algebra 2; exam fee and lab fee required

**Physics:** This course is offered to give students (both those planning to go to college as well as those who are not) an overview of the basic concepts in physics as encountered in daily life without fancy mathematics. The topics include mechanics, heat, sound, light, and electricity. Emphasis is on demonstration and laboratories with student participation. Prerequisites: Algebra 1 and Geometry; Biology 1 and Chemistry 1 or Physical Science; weighted; lab fee required.

**Dual Enrollment - NWCC Principles of Biology 1 Lecture and Lab (Bio1113/1111):** Principles of Biology is a lecture and lab-based course for non-science majors that provides an introduction to the basic principles of modern biology and their relevance to modern life. Emphasis is on the nature and history of scientific thought, basic biological chemistry, cell structure/processes, and genetics. This course provides students with a thorough understanding of science and the study of life focusing on the molecules of life, cell structure and function, cell division and metabolism, cellular energetics (respiration and photosynthesis), genetics, molecular biology and modern biotechnology. Weighted; exam fee and lab fee are required.

## **Agriscience**

**Concepts of Agriscience:** Concepts of Agriscience is a course to introduce students to the sciences, technologies and applied practices of the progressive agriculture/agriscience industry. Emphasis is on active learning environment enriched with technology and science-based applications. The course serves as the entry-level for other courses in agriculture. Concepts of Agriscience covers subjects such as animal science, plant science, environmental science and agriculture mechanization. Offered to students in grades 9-10, the focus is to begin the preparation of students for further study leading to successful careers in the agricultural industry. This course counts as a science credit.

**Science of Animal Agriculture 1&2:** Science of Animal Agriculture is designed as a one-hour course that offers in-depth study of the animal industry. This includes both traditional livestock and poultry enterprises as well as companion and service animals. An emphasis is on the production methods used in beef, swine, dairy and poultry operations. The course also includes equine science companion, laboratory animal care, and aquaculture. Instruction is under girded with fundamentals of biological science. Prerequisite: Concepts of Agriscience.

**Science of Plant Agriculture:** The Science of Agriculture Plants is a course which develops competencies related to the production of plants for food, fiber, ornamental and other purposes. It includes instruction in the basic principles of plant science as well as cultural practices and use of technology to efficiently and effectively meet consumer needs. Plant growing structures, plant classification, growth, propagation, culture, pests, harvesting, and marketing are included. Prerequisite: Concepts of Agriscience.

**Agriculture Leadership and Personal Development:** Agricultural Leadership and Personal Development is a course to introduce the student to the skills, attitudes and habits that will enable them to be good leaders within Agriculture and life. The program includes instruction in workplace skills, time management and money management related to Agricultural Leadership and Personal Development. Students in the course will participate in active learning exercises including integral activities of the FFA organization and supervised experiences.

## **Health & Physical Education**

**Family & Individual Health:** This course focuses on the total health of the individual. This ten unit course includes units on personal, mental and social health; human growth and development; disease prevention and control; nutrition and fitness; substance abuse prevention; community and environmental health; safety and first aid; and consumer health. JROTC 2 can take the place of this ½ credit.

**Physical Education:** Physical Education focuses on personal fitness. It involves classroom instruction combined with physical activity. Concepts include muscular and cardiovascular endurance, flexibility, strength and body composition. JROTC, band, softball, football, basketball, or baseball may take the place of this ½ credit.

**Yoga:** Yoga is a PE class focused on building strength, flexibility, and balance. Students learn and practice the basics of a regular yoga practice, working to calm the mind and breath through yoga poses. Students also gain awareness of basic nutrition and a healthy lifestyle.

## **Social Studies**

**Mississippi Studies:** This is a one-semester, required course. Students will study Mississippi's history, its people, geography, government, literature, art, and music.

**Introduction to World Geography:** Introduction to World Geography is designed to provide students with the skills to ask geographical questions, acquire geographical information, arrange geographical information, analyze geographical information, and answer geographical questions. Students will master these skills by studying the six essential elements of geographic content—the world in spatial terms, places and regions, physical systems, human systems, environment and

society, and the uses of geography. This is a one-semester course.

**World History:** World History is required and is designed to provide an understanding of the development of differing cultures, to provide knowledge of other nations, to enlarge the student's vocabulary, and to emphasize the importance of maintaining a democratic society in a changing world.

**U.S. History since 1877:** U.S. History is required and is designed to provide knowledge of the founding of our nation and its history and to foster an appreciation and respect for our democratic ideals and practices.

**Dual Enrollment - NWCC American History to 1865-** survey of various aspects of American development during the colonial, revolutionary, and national periods, with stress upon major themes.

**Dual Enrollment - NWCC American History since 1865-** survey of various aspects of American development during a century of rapid industrial, social, political, and international change, with stress upon major themes.

**U.S. Government:** U.S. Government is required and is designed to help each student develop an awareness of the basic structure of our government and of his rights and responsibilities in a democracy.

**Economics:** Economics is a social science dealing with the way society produces and distributes the goods and services it wants. Students who study economics learn to discriminate between our free enterprise system and other rival systems.

**AP U.S. Government:** AP U.S. Government will give students an analytical perspective on government and politics in the United States. This course includes the study of general concepts used to interpret U.S. politics and analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. This class fulfills the criteria for the AP Exam. (Taking the AP Exam is required.) Students must have earned an 85 in Honors English and U.S. History to take this course, or have teacher approval. Weighted; exam fee required.

**AP Economics:** AP Economics will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This class fulfills the criteria for the AP Exam. (Taking the AP Exam is required.) Students must have earned an 85 in Honors English and U.S. History to take this course or have teacher approval. Weighted; exam fee required.

**Advanced World Geography:** Advanced World Geography is designed to provide students with the skills to ask geographic questions, acquire geographic information, arrange geographical information, analyze geographical information, and answer geographical questions. Students will master these skills by studying the six essential elements of geographic content—the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. This is a full-year course.



**Psychology:** This course provides an introduction to the development of psychology as a science. It explores the factors that influence our perception of life. The stages of human growth and development are outlined from the prenatal period to young adulthood. Much of the course addresses such issues as: problems unique to adolescence, stress and how to properly cope with it, alcoholism in the family, eating disorders, and personality development. It will also provide a familiarization with creative thinking processes, behavior modification techniques, reasoning skills, our memory and how it works. Some mental disorders and abnormal behavior are explored. This course provides a good foundation for general psychology at the college level as well as providing a basis for dealing with people in everyday life.

**Sociology:** Sociology examines the ways people interact with one another. It involves learning about relationships within groups, the organization of societies, vital issues, and social problems. The field of sociology is designed to help man better understand himself and his relationship with others.

### **Business and Technology**

**STEM: Science, Technology, Engineering and Mathematics:** Applications is a new instructional program that prepares students to engage in future academic and vocational courses of study in high school, community college, and Institutes of Higher Learning. Some of the areas of learning are: Leadership, Business, Management and Administration, Finance, Information Technology, and Architecture and Construction. This class meets the requirement for computer credit if no credit in Computer Discovery has been earned. Class fee required.

**Business Fundamentals:** The Business Fundamentals course begins with an introduction to business and marketing fundamentals. Major topics in this course include economics, business, management, entrepreneurship, business law, and personal finance.

**Programming Fundamentals 1 and 2:** Programming Fundamentals 1 and 2 is a two-year program that offers training in the design, development, and testing of software applications using a variety of programming languages. First year students focus on HTML, CSS, and Visual Basic. Second year students are introduced to JavaScript and SQL. Dual-enrollment credit is available for this course through Northwest Community College for juniors and seniors.

**Financial Technology:** Financial Technology allows the student to explore financial decision-making. It also helps each student utilize skills in money management, banking and tax planning. The course will accomplish this through the use of technological resources. Activities will include developing consumer skills, budgeting, comparison shopping, and securing credit. Prerequisite: 8th Grade Computer Discovery, ICT 2 or STEM

**Web Page Design:** Web Page Design is an introductory course that examines basic HTML editors and web publishing software. Course skills will include learning the essential ways to develop a web site and the evaluation of several HTML web-publishing packages. Prerequisite: 8th Grade Computer Discovery, ICT 2 or STEM; class fee required.

**Graphic Design 1:** Graphic Design 1 is designed to provide the student an introduction to various graphic and image editing programs. Students will learn to consider standard design guidelines while developing their work for print or web use. Prerequisite: 8th Grade Computer Discovery,

ICT 2 or STEM; class fee required.

**Graphic Design 2:** Graphic Design 2 is a continuation of Graphic Design 1. In this course, students will learn to use additional advanced features not covered in Graphic Design 1. Students will continue exploring the design guidelines for creating effective and visually appealing projects. Prerequisite: Graphic Design 1

**Computer Science:** Exploring Computer Science is a high school course that introduces students to the world of computer science. Topics of study include human-computer interaction, web design, introduction to programming, managing and interpreting data, and robotics. Students become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems in a variety of contexts. Prerequisite: must have already taken or currently be enrolled in Algebra 1.

## Family Science

**Child Development:** This course is designed to help the student become aware of the responsibilities of parenthood. Emphasis is placed on decisions to be made in choosing to become a parent, family planning, preparation for parenthood, care of the newborn's physical needs in relation to his health and wellbeing, growth patterns, and developmental stages.

**Family Dynamics:** This course utilizes skills in critical thinking, decision-making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. The focus of the course is to provide knowledge and skills to grow as individuals and assume responsibility for the direction of life and to consider the demands and challenges involved in creating and maintaining a healthy family in today's society. Students will be required to assume responsibility for an electronic baby for a 24-hour period of time. Class fee required.

**Nutrition and Wellness:** This is a course which develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. Class fee required.

**Resource Management:** This course addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors.

## Driver Education

**Driver Education:** The course consists of thirty (30) hours of classroom instruction, twelve (12) hours of simulator instruction, and three (3) hours of practice driving. Class fee required.

## 932<sup>nd</sup> AFJROTC Group

**Air Force Junior ROTC 1:** This course uses the framework of military history to integrate the discipline of U.S. history, economics, and government. The course examines the historical development of flight, the role of the military in history, citizenship, economics, and various forms of government. The U.S. Constitution and rights and responsibilities of citizens in a democracy are studied. Concurrently, in leadership education, the cadets will study military traditions, personal

responsibility, behavior, citizenship, and wellness. Cadets will also perform basic military drill movements and wear the prescribed Air Force Junior ROTC uniform one day each week. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender.

**Air Force Junior ROTC 2/3:** This is an alternate year class with The Science of Flight taught one year and The Exploration of Space taught the next. However, one is not a prerequisite for the other. The Science of Flight integrates science, history, and geography to acquaint the cadet with the aerospace environment, the human physiological requirements of flight, aerodynamics and principles of navigation. A study of the weather along with the forces of lift, thrust, drag, and weight are covered. The Exploration of Space examines our solar system and manned space flight. The leadership portion covers effective communication skills, understanding individual and group behavior and basic leadership concepts one year and financial planning and career opportunities the next. Cadets continue to learn military drill movements and wear the prescribed Air Force Junior ROTC uniform on one day each week. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender.

**Air Force Junior ROTC 4:** This is a leadership class. Cadets manage the entire Cadet Corps during the fourth year. This hands-on experience affords Cadets the opportunity to put the theories of the previous leadership courses into full practice. All the planning, coordinating, directing, controlling, and decision-making will be done by the Cadets. These fourth year Cadets practice their communications, personal interactions, managerial, and organizational skills. Cadets will continue to practice drill and wear the prescribed Air Force ROTC uniform one day each week. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender.

## The Arts

One credit in the Arts is required for graduation. Choices include: Band, Visual Arts, Music/Chorus, and Theater.

### Band

**Band:** The band program at Lafayette is designed to expose the music student to the basic fundamentals of music notations, reading music, the basic skills of instrument playing from the beginning stages through the normal grade levels in school. During the course of study, the student will be given an opportunity to perform in small ensembles and full concert band, playing various types and styles of music, from 'pop' to classical. Students may be given an opportunity to perform solo works, either with full concert band, with the jazz band, or with their individual instrument with accompaniment. Included in the normal progression through their music career at Lafayette, students will be given instructions in the fundamentals of marching and marching performance. Class/instrument fees required.

**Instrumental Ensemble:** This course is designed to guide the development of the skills in instrumental music. Students must provide their own instruments.

**Percussion Methods:** This course will provide students with a practical approach to learning percussion. Topics will include note reading and basic playing techniques for snare drum, Timpani, Mallets, Drum Set and Latin Percussion instruments. Students will acquire basic proper technique used in developing percussion skills while also learning how music is notated for various percussion instruments. A variety of rhythms will be taught on snare drum, drum set, and Latin percussion instruments. This class is open to all students and they do not need to have prior experience in percussion or music. The class will be limited to 20 students and they will be required to buy a pair of drumsticks and practice pad.

## **Visual Arts**

**Visual Arts 1, 2, 3, 4:** This course is designed for students who have an interest in art. Talent is not required. Basics of drawing, painting, and sculpting will be taught. Also, careers in art will be covered. Class fee required.

**Drawing 1:** This course involves a broad range of drawing media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art/design. Building on concepts/skills acquired in Visual Arts Level 1, students will increase their knowledge of production, critical analysis, history/culture, aesthetics, and connections among the visual arts, other content areas, and everyday life. Work will encompass two-dimensional art forms rendered and wet and dry drawing media with emphasis on working in black & white and an introduction to color techniques.

**Drawing 2:** This course involves a broad range of drawing media, techniques, and processes. Students continue to develop prior knowledge and skills in the creation and study of works of art/design. Building on concepts/skills acquired in Drawing I, students will increase their knowledge of production, critical analyses, history/culture, aesthetics, and connections among the visual arts, other content areas, and everyday life. Work encompasses two-dimensional art forms rendered and wet and dry drawing media with emphasis on working in color and continuation of skill development in black and white processes.

## **Music/Chorus**

**Music Appreciation:** This course is designed to provide an overview of the historical development of music, music in our culture, music in the global culture, and the structure of music. This is not a choral music course.

**Dual Enrollment Music Appreciation:** Music appreciation is a year long course. This course is a survey of music from 450 to present day. Students will learn about various cultures and instruments as well as make cross-curricular connections between music and history, mathematics, science and language arts. Music appreciation students will have the opportunity to travel to the Blues Archives at the University of Mississippi and The Grammy Museum in Cleveland, MS.

**LHS Chorus:** The choral program represents LHS and LMS in local, district, and state functions. The students prepare and perform many styles of music and participate in district choral festivals sponsored by the Mississippi High School Activities Association. In order to be a member, students must have an interest in the subject matter, present a cooperative attitude toward teachers and classmates, and participate in all required functions. Unexcused absence from District or State

Choral Festival will result in immediate dismissal from the program.

## **Theater**

**Intro to Theatre 1, Theatre 2, Theatre 3, Theatre 4** (Dramatic Criticism and Performance): Dramatic Criticism and Performance is for the highest level drama student. The student must have taken and passed Introduction to Theatre and Theatre II. The student may bypass one or more classes only with the teacher's approval. The course covers acting styles in various types of drama, with analysis/performance of scenes. Students develop their own scripts for performance/publication and should be able to analyze classic plays identifying and defining exposition, plot, character, and theme. Students also need to participate in technical aspects in Theater such as lighting, sound, props, set design and building. The student may direct/act in scenes from movies, and video scenes for grades, perhaps going "on location", as well as performing in at least two school productions. Students must attend (at their own expense) at least 2 professional Theater productions and write a review of one or more productions for a grade. \$20.00 Fee Required.

### **Oxford-Lafayette School of Applied Technology**

*All tech courses award two credits, unless otherwise stated.*

The following courses are vocational/technical and work skills program offerings available to you through the Oxford-Lafayette School of Applied Technology. The TECH is the technical center for the school district. If you enroll in any of the following programs, successful completion could mean that you will be prepared for entry level employment in your area of study or college to continue your education on a more advanced level. When you find a program that interests you, consult with your high school counselor and the Tech counselor. The courses are listed on your choice sheet as electives. All the programs except Career Pathway Experience, requires two periods of your seven period day, whereas CPE requires one period a day. CPE students may drive their own vehicles to the Tech.

**Health Science 1:** The first year of the secondary Health Science program introduces the student to the health careers field, the basic health sciences, and basic skills in both laboratory and clinical. Upon completion of this first year introductory program, the students should be competent as a general basic health assistant. The student will be better able to make a choice of a health occupation that he/she plans to pursue. This course is taught for one year, and it earns two Carnegie Units. Health Science will count toward one science credit for high school graduation. There is an application process for students who are interested in taking Health Science 1. A brief interview with the HS Instructor and a completed teacher recommendation form provided by the HS instructor is required. Since class sizes are limited, students are selected based on grades, interview and recommendations. This course is offered to students in grades 10-12. Prerequisite: Biology 1, Human A&P, or Chemistry 1 with an overall average of 75 or better.

**Health Science 2:** The emphasis of the second year is primarily to expose students to advanced skills in the various health occupations. Students will apply these skills during clinical experience rotations in selected health care facilities. This course is taught for one year and it earns two Carnegie Units. Course Outline— Health Science Cluster 2—Title: Course Overview, Growth and Development, Funeral Service, Rehabilitative Health, Opticianry, Audiology and Speech Pathology, Pharmacology, Cardiopulmonary, Emergency Health Care, Mental Health, Infection

Control, Direct Health Care, Public and Environmental Health Care, Laboratory and Radiology, Health Care Administration, Dental Health, Dietetics, Animal Health Care and Employability Skills. This course is offered to students in grades 11-12. Prerequisite: Health Science 1. Students will be responsible for the following criteria for entrance of Health Science 2:

- Have a TB skin test or the equivalent of (Chest x-ray) within 30 days prior to clinical experience.
- Evidence of Tetanus, MMR, and Hepatitis B or declination form.
- Transportation to and from clinical.
- Medical professional liability insurance (\$15.00). This is required for clinicals.

**Agricultural Power and Machinery 1:** This course prepares students for the field of agricultural machinery. Students gain a very broad knowledge and skill base because of the diverse areas of instruction. Students who take this course should have good basic math skills, reference skills and reading and comprehension skills. It can help lay the basic foundation for the following occupations: welder, agricultural machinery and equipment operator, mechanic, mechanics helper, agricultural machinery parts manager and agricultural machinery salesman. First year students are instructed in the following areas: safety, tool identification, measuring, oxygen acetylene cutting and welding, arc welding, MIG welding, small gas engine repair and overhaul, equipment maintenance, and spray painting. This course is offered to students in grades 9 -12.

**Agricultural Power and Machinery 2:** In Agricultural Power and Equipment 2 students will receive more advanced repair and service procedures as applied to agricultural equipment, diesel engines and small engines. Advanced welding techniques will also be taught. Hands-on training will be emphasized. Students completing this program should have saleable skills for obtaining a job or the necessary background to pursue a community college program. Second year students learn the following: safety; diesel engine repair and overhaul; hydraulic systems; electrical systems; equipment operation and calibration; power train service and operation; and advanced welding. This course is offered to students in grades 10-12. Prerequisite: Agriculture Power and Machinery I.

**Automotive Services Mechanic 1:** In Automotive Services 1, the student will be taught the basic entry level skills of an automotive mechanic. They repair and service motor vehicle engines. This course is designed to prepare students for beginning level employment as an automotive mechanic. Every mechanical facet of an automobile is studied. This is a service trade which includes both diagnosis of malfunctions, as well as the repair, overhaul or replacement of components. First year students cover the following: orientation and safety; tools, equipment, and manuals; measurement; basic automotive service; basic electrical systems; and fuel systems. This course is offered to students in grades 9 -12.

**Automotive Services Mechanic 2:** Students will study the advanced concepts in Automotive Services 2 and continue specialized training in automotive repair, maintenance and service. Students will receive more advanced repair and service procedures training which were begun in Automotive Services 1. Second year students cover the following material: orientation and safety review; engine condition and overhaul; advanced electric systems; drivetrain and transmission; brakes and bearings; suspension system and front end alignment; and air conditioning and heating. This course is offered to students in grades 10-12. Prerequisite: Automotive Services Mechanics 1

**Teacher Academy 1:** This program is designed to attract students to the field of education, and to prepare students for the rigors of a career in education. Teacher Academy provides classroom and hands-on experiences that will prepare students for employment or continuing education in the education field. This course is opened to students in grades 9-12.

**Teacher Academy 2:** This course is open to students in grades 10-12. Prerequisite: Teacher Academy 1.

**Construction 1:** This program is designed so the student will be introduced to carpentry skills. This is the first year of a two year program for students interested in carpentry as an occupation. A hands-on approach to learning will be utilized with the construction of storage buildings. Students will receive experiences as follows: survey and plot layout; form setting; framing including sub floors, exterior walls, squaring, sheathing and raising. Experiences may also include work with exterior trim, wall trim, roofing, drywall, interior trim, tool identification, shop safety, blueprint reading, and estimating. First year students learn the correct and safe use of all hand and power tools. This course is open to students in grades 9 -12.

**Carpentry 2:** Carpentry 2 offers students a second year to further develop and enhance the skills acquired during the first year. Construction projects are the major emphasis. This course is open to students in grades 10-12. Prereq: Construction 1

**Manufacturing Fundamentals 1:** This first year course is designed to introduce the student to the use of various industrial machines and welding. The Metal Fundamentals program is designed to train in two different, but related areas. In machine shop, the student learns to use precision tools, make layouts on metal and set up and operate all machine tools accurately and safely. In welding, the student learns to set up all welding equipment and to make welds in four positions. The student also learns to braze, solder and cut metal with the oxygen acetylene torch. Students interested in this course should have a good foundation in basic math, good eye/hand coordination and good mechanical ability. Metal fundamentals students will develop a number of skills including: math computation; blueprint reading; care and use of precision measuring tools; hand and bench work; operation of power saws and drill press; basic oxyacetylene welding, cutting and brazing; basic shielded metal arc welding, basic machine shop, and basic sheet metal. This course is open to students in grades 9 -12.

**Metal Fabrications 2:** In this course students will receive more advanced instruction and training and expand on the areas covered in Metal Fundamentals 1. Those who complete two years of this program may be qualified for entry level employment in the machine trades or may choose additional training on the community college level. Metal Fabrications 2 requires application of skills and knowledge acquired in Metal Fundamentals 1. Instruction includes: advanced arc welding; MIG welding; TIG welding; advanced sheet metal; advanced machine shop. This course is open to students in grades 10 -12. Prerequisite: Manufacturing Fundamentals 1

**The Mississippi Career Pathway Experience (CPE) Program** at the Oxford-Lafayette School of Applied Technology is designed for 11th and 12th grade students that combine work-readiness preparation, related occupational classroom instruction, along with worksite training related to a student's occupational training program or clearly designed occupational objectives. Upon completion of the program, the graduates are prepared to continue employment in their particular

occupational choice or continue study in a vocational or technical post-secondary program, often with advanced placement. Also, after successful completion of the course, the student will earn 2½ credits while attending the Tech as scheduled and working a minimum of 15 hours per week for his/her CPE employer. (2½ credits)

**Career Pathway Experience (CPE) 1:** (A completed CPE application and an interview with the CPE instructor are required.) In the classroom, the student will learn the first year: human/interpersonal relations; safety & security in the workplace; applied mathematics; ethics in the workplace; leadership; time management; communication in the workplace; and individual job training. First priority is to a senior that has completed another course at the Tech, with instructor's recommendation. Second priority is a junior who will take CPE 1 & 2. (2½ credits)

## Title I Notice

Dear Parent or Guardian:

Our school, LAFAYETTE MIDDLE SCHOOL , receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at 662-234-1664 or by email at [chad.chism@gocommodores.org](mailto:chad.chism@gocommodores.org) . Should you have any other questions regarding your child's education, please do not hesitate to contact us at 662-234-1664.

Sincerely,

Chad Chism



LMS Principal

## **Title IX**

All provisions of Title IX of the Education Act of 1972 will be adhered to during this school term. The Lafayette County School District does not discriminate based on sex in its educational program or activities. Title IX Coordinator:

Greg Lewis  
Lafayette County Schools  
100 Commodore Dr.  
Oxford, MS 38655  
tel: 662-234-3271

## **Title Eligibility Notification** **Lafayette County School District** **Notice of Schoolwide Title Program Eligibility** **2018 -2019**

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

Lafayette Middle School is eligible for the following: Schoolwide Title I Program: Schools may consolidate and use funds under Title I, together with other federal, state, and local funds, in order to upgrade the entire educational program in schools in which not less than 40% of the children enrolled are from low-income families.

Lafayette Middle School and Lafayette High School are eligible for the following:

Title II - Professional Development and High Qualified Status

Title VI - Rural Education

Title X - Education for Homeless Children and Youth

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