

## INSTRUCTIONAL PROGRAM

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## INSTRUCTIONAL PROGRAM

**INSTRUCTIONAL PROGRAM - MISSION STATEMENT - PHILOSOPHY -  
STUDENT LEARNING GOALS - INSTRUCTIONAL GOALS**

**IB**

### **Mission Statement**

See Board Policies and Procedures Manual Introduction.

### **Philosophy**

See Board Policies and Procedures Manual Introduction.

### **Student Learning Goals**

See Board Policies and Procedures Manual Introduction. Also see JA.

### **Instructional Goals**

The Board of Trustees of the Biloxi Public School District believes that all children learn at different rates and attain varying levels of achievement; therefore, it holds high expectations for professional staff and students. At a minimum, the instructional staff shall demonstrate, through behaviors, that essential basic skill objectives at every level are included in each teacher's daily lesson plan, and that clearly defined objectives of the core curriculum are communicated to all students by teachers.

Standards of instructional programs shall be at the highest level feasible. The minimum standards of instructional programs of the Biloxi Public Schools shall not be less than those prescribed by the rules, regulations, and minimum standards of the Mississippi State Board of Education, the Mississippi Accreditation Commission, and the Southern Association of Colleges and Schools.

The policy of the Biloxi Board of Education shall be to encourage the inclusion of character education in all of the curriculum and to include character education in the staff development programs for teachers.

The district will implement the “Character Counts Youth Ethics Initiative” program for students. Emphasis will be placed on the “Six Pillars of Character” component of the program.

Teachers will ensure that each component of character education will be included at appropriate points in teaching as evidenced by inclusion in lesson plans.

Teachers will make appropriate use of materials provided by the State Department of Education regarding the implementation of staff development programs focused on character education and student-centered materials prepared by the State Department of Education.

The school district shall provide an ongoing program of bilingual education to locate, identify, and assist eligible students with limited English proficiency.

The Board of Trustees of the Biloxi Public School District recognizes the need to foster a sense of community and collaboration within schools, and it recognizes the need to provide the opportunity for shared discussions among professional staff and for shared work through positive, open, cooperative relationships. The administrative staff is therefore directed to provide for informal information and planned meetings to be held regularly between teachers and administrators to discuss curriculum, selection of materials, lesson plans, etc.

The Board of Trustees of the Biloxi Public School District recognizes that educational research is necessary and desirable. The Board of Trustees further recognizes that various types of educational surveys may be required in conducting legitimate research projects and/or in setting educational goals. In order that all surveys affecting the Biloxi Public Schools shall be carried out with minimal disruption to the instructional program and so that only sound research will be conducted in the Biloxi Public School District, no surveys shall be permitted in the Biloxi Public School District without the prior written approval of the Superintendent of Education or his/her designated representative.

The Biloxi Public School District shall develop and operate the school district on the basis of a continuing education plan developed in compliance with the regulations set forth by the State Department of Education.

1. Mississippi law allows a child who is age-eligible to enroll in first grade even though he/she was not enrolled in kindergarten during the previous school year.
2. A child who was eligible to enroll in kindergarten in the previous school year but failed to do so can enroll in kindergarten rather than the first grade in the current school year if the parent makes such a request and the principal and/or other support personnel, after examining the facts, agree that kindergarten grade placement is best for the child.
3. Retention may occur for a kindergarten student only after there is (1) a strong recommendation from the teacher recommending retention; (2) a discussion with and an agreement of the principal and/or other support personnel that retention is the best course of action; and (3) a conference with the parent that ends with agreement from the parent that the child may be retained in kindergarten.
4. A child who enrolls in first grade in the current school year but who performs poorly during the first few weeks may be assigned to kindergarten for the remainder of the year. The same conditions as stated above must be followed, which include strong teacher recommendation, principal approval, and parent permission. A move of this nature must be given the most serious consideration before final action is taken.
5. The attorney general has ruled that a school may enroll a student in the first grade even if he/she is not age-eligible under Mississippi law, if the student completed a five-year-old kindergarten program in another state last school year and has now moved to Mississippi. The kindergarten must be accredited in that state and sufficient evidence must be shown to prove that the child successfully completed the kindergarten program.

Also see JBC.

The following Live Work Policy shall apply to all vocational and technical programs in the Biloxi Public School district.

There exists a close correlation between the needs of the local industry for training and the desire of students and adults to train for these jobs. School officials shall, to the best of their ability, strive to coordinate their efforts with those of business and industry.

The Board of Trustees hereby resolves that it will take every precaution to prevent publicly owned machinery, equipment, and facilities of its Career Technology Department from being used in competition with private enterprise and hereby directs that the training programs therein utilize training exercises that teach the full spectrum of skills included within the respective program areas.

All live work shall be directly related to the module upcoming or presently in progress, unless prior approval is obtained from the Career Technology Director. This work should be scheduled far enough in advance to allow the instructor to incorporate the project into the instructional plan. All known parts, materials, and supplies that are to be used for the live work should be in place before instructional training begins.

The recommended order of priority for having live work performed in a vocational or technical program shall be:

1. Student
2. State-owned equipment
3. School, faculty, and staff (no administrator in line of authority)
4. Any other work will be performed according to the curriculum on first-come, first-served basis.

Any exceptions to the above policy shall be approved by the Career Technology Director.

Under no circumstances shall any work performed or service rendered in a Career Technology facility be in competition with the commercial market.

#### Recommended Procedure for Special Projects

Completed projects resulting from lab construction which utilized supplies and materials purchased with public funds, such as storage houses, trailers, portable buildings, cabinetry, etc., shall be inventoried and become the property of the state or the local school or shall be disposed of in a manner consistent with state law.

**SUMMER SCHOOL/EXTENDED YEAR PROGRAMS****IDCA**

It shall be the policy of the Biloxi Public School District to operate summer school/extended year programs which comply with State Department of Education requirements.

Summer school is a self-sustaining program. Summer school teaching assignments in areas in which there are insufficient jobs for the number of teachers who desire summer employment may be rotated from summer to summer, based on the needs of the school system. First consideration will be given to the selection of teachers whose qualifications best meet the needs of the students. All summer school personnel must be approved by the Superintendent of Education.

Personnel benefits provided in the policies of the Board of Trustees do not apply to employees during summer school. The employment of such personnel shall be treated as temporary employment and shall be under the operations of administrative rules and regulations issued for that purpose. Personnel will be paid once per month at a daily/hourly rate.

A fee for each Carnegie unit) is charged (grades 9-12). Only one (1) unit may be earned in summer school to make up incomplete work or to retake a failed class/course. If necessary, a student may enroll for only one semester.

A minimum number of twenty (20) Carnegie units are required by the state for high school graduation. Only one (1) Carnegie unit completed through a correspondence course is permitted by the state to meet minimum graduation requirements.

Because the Biloxi Public School District requires a specific number of Carnegie units exceeding minimum state requirements for high school graduation, it shall be the policy of the District to permit the student to complete no more than two (2) correspondence courses to meet graduation requirements. This District policy permitting an additional correspondence course shall apply only to seniors who expect to graduate in May or June of their senior year and shall not apply to seniors who expect to graduate in the summer.

In order to receive credit under the above policy, the following criteria must be met:

1. The evaluation criteria must be administered by a licensed staff member of the Biloxi Public School District.
2. The course must be approved by the high school principal.
3. The correspondence course must be completed (lessons and tests) at least twenty (20) school days prior to graduation, to allow time for grading and acknowledging grades.

Policies governing high school students' credit recovery through on-line courses are adopted by the School Board and published annually in the student handbook as official policy statements of the district.

Special programs for exceptional children as defined by the rules, regulations, and minimum standards of the Mississippi State Department of Education, federal law, and court interpretations shall be established by the Superintendent of Education or his designee.

The philosophy on which programs for exceptional children are to be established is based on the concept that every child should have an opportunity to participate in an educational program so planned, adapted, and conducted as to provide each child with training.

Programs for exceptional children shall be provided to help them acquire to their maximum potential the attitudes and understanding, skills, abilities, knowledge, and know-how to function in their world.

NOTE: Also see JQ policies for Special Education policies.

District policies governing the Homebound Program are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

Adopted June 12, 2007

The Biloxi Public School District will provide programming for students who meet the criteria for intellectually gifted services in second through sixth grade. The program is called CREATE.

#### **MISSION**

The CREATE program will recognize and nurture exemplary abilities so that Intellectually Gifted learners are provided an appropriately challenging education. This education will enable the students to realize their fullest potential and to become contributing citizens of the world.

#### **GOALS**

To provide experiences which are centered in the development of thought processes with exercises in the MDE Gifted program outcomes: Thinking Skills, Creativity, Group Dynamics, Communication, Research and Self-Directed Learning. Also included are Social/Emotional Development, Visual and Performing Arts, and Career Awareness.

The State of Mississippi defines “Intellectually Gifted Children” as follows:

“Intellectually Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

The purpose of this programming is to identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely qualitatively differentiated educational programs not usually available in the regular classroom. These uniquely different programs are required to enable the gifted students to realize their potential contributions to self and society. Programming is offered through a pull-out resource program. Mississippi regulations require that intellectually gifted students be provided services by a properly endorsed teacher in a resource room for a minimum of five hours per week.

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEIA guidelines, physically handicapped, or ADD/ADHD. Throughout the identification process, district personnel are careful to select measures that target the student’s strengths.

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to the personnel working directly with the identification process, working directly in the gifted education program, or has a documented need for access. Parents have the right to view their children’s records at any time.

#### **REFERRAL PROCESS FOR CONSIDERATION TO THE INTELLECTUALLY GIFTED PROGRAM**

A student may be referred by a parent, teacher, counselor, administrator, peer, self or anyone else having reason to believe that the student might be intellectually gifted. All students comprise the initial screening pool of potential recipients of gifted education services.

#### **REFERRAL**

The *Referral Form* is completed by the person initiating the referral process. Once a referral form has been initiated, signed and dated, only the Local Survey Committee (LSC) or parent(s) can stop the identification process.

#### **REFERRAL CRITERIA**

A student shall satisfy a minimum of two of the following criteria at this level before moving forward in the identification process:

- a group measure of intelligence administered within the past twelve months at the 90<sup>th</sup> percentile,

*Biloxi Public School District – Adopted June 14, 2005*

- published characteristics of giftedness measure,
- published measure of creativity,
- published measure of leadership,
- achievement Test scores at the 90<sup>th</sup> percentile, and/or,
- individual measure of intelligence administered within the past twelve months at the 90<sup>th</sup> percentile.

### **LSC REVIEW**

Once the referral data is collected, the LSC shall review and make one of the following recommendations:

- move forward to Phase I Assessment,
- there is a need to collect additional data, or
- identification process should stop.

### **PARENT CONFERENCE**

If the criteria have been met, the parents will be contacted and a meeting scheduled. At this time district personnel shall obtain written parental consent for testing through the *Gifted Pupil Personal Data Sheet (GPPDS)*. Parents will be informed of FERPA at this time.

### **PHASE I ASSESSMENT**

A student shall satisfy a minimum of three of the following criteria at this level before moving forward in the identification process. Please note that measures from the referral process may be carried over into Phase I.

- A full scale score of 90<sup>th</sup> percentile or above on a normed group measure of intelligence.
- A score at or above the superior range on a normed characteristics of giftedness checklist.
- A score at or above the superior range on a normed measure of creativity.
- A score in the superior range on a normed measure of leadership.
- A score at or above the 90<sup>th</sup> percentile on a normed measure of cognitive abilities.
- A score at or above the 90<sup>th</sup> percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test (May not use MCT scores).

If the minimum criteria are not met:

- A letter will be sent home to parents along with formal documentation of the decision.
- Parents may schedule a conference should they wish to review the test results.

### **PHASE II ASSESSMENT**

#### **Individual Intelligence Test**

All individual tests of intelligence shall be administered by a licensed examiner. The examiner shall review all available data on the student and use this information to select the most appropriate test of intelligence. The examiner will provide a signed and dated report of the test administration. A student must score at or above the 90<sup>th</sup> percentile composite/full scale.

If a student does not score at or above the 90<sup>th</sup> percentile composite/full scale, there may be another assessment request after a six month period if the student scored at least a 115 on the previous assessment. A student may be assessed only twice at district expense. If parents wish to have a student assessed privately it will be at their expense and the assessment must meet the district criteria.

### **ELIGIBILITY DETERMINATION**

Once the Assessment Report is finished, the LSC shall meet to review all data and determine if the eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program. Parent(s) shall be notified in writing as to the assessment results.

### **POTENTIALLY TWICE-EXCEPTIONAL STUDENTS**

Students who already have an eligibility ruling under IDEIA and are being assessed for and intellectually gifted eligibility, and who did not satisfy the minimal acceptable criteria on the individual test of intelligence shall have their results reviewed by the LSC and a licensed examiner. The district will follow the procedures as outlined by the *Regulations for the Gifted Education Programs in Mississippi (2006)*.

### **POTENTIALLY DISADVANTAGED GIFTED**

Students who have satisfied criteria on the Potentially Disadvantaged Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least the 85<sup>th</sup> percentile shall be administered an additional measure to determine eligibility as outlined by the *Regulations for the Gifted Education Programs in Mississippi (2006)*.

### **OUT-OF-STATE ELIGIBILITIES**

As each state has a unique set of eligibility criteria for placement in a gifted program, a student moving to Mississippi with a gifted eligibility from another state must satisfy the Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi.

There is no temporary placement in the gifted program while the student goes through the eligibility process within the district.

### **HOMEWORK/CLASS WORK**

As outlined in *Regulations for the Gifted Education Programs in Mississippi 2006*, gifted students in grades 2-6 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating the mastery of concepts and information on regularly scheduled tests.

### **INSTRUCTIONAL MANAGEMENT PLAN**

Students in the *CREATE* program work under specific Instructional Management Plan (IMP) objectives and time frames. Withholding permission for a student to attend the gifted classes should not be used as a disciplinary measure. Failure to complete gifted education class assignments can be used as grounds for dismissal from the program.

### **ANNUAL REASSESSMENT**

A committee shall meet at least annually to reassess each gifted student's continuation in the program. The committee must include at least the student's teacher of the gifted and a designated administrative representative.

Since participation in the gifted program is an entitlement under law, the student should remain in the program as long as they are successful in the program. Grades and/or success in the regular classroom should not be considered as a reason for removal from the gifted program.

In the event a student has difficulty keeping up with the regular classroom work, a conference will be held with the parent, classroom teacher, gifted education teacher, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented and follow-up conferences will be held as needed.

If the committee recommends that a student be removed from the gifted program, the student's parents must be notified and given an opportunity to discuss the decision before the student is removed. Should the parents not agree to the removal of the student, the local district shall grant the parents a hearing.

### **HEARING PROCESS**

Parent(s) who are not in agreement with the school based committee decision to remove their student from the gifted program will present their concerns, orally or in writing, to the principal of the school. The principal and parent will attempt to resolve the matter informally.

If the parent(s) are not satisfied with the action taken by the principal, the parent(s) shall, within five (5) school days after meeting with the principal, put their concerns in writing and present them to the contact person for gifted programming within the district.

The gifted program contact person will schedule a meeting of the District Hearing Team within five (5) school days or a timeframe agreed upon by the parent(s). Parent(s) will be extended an invitation to attend the team meeting. The team will render a written decision based on information shared during the meeting.

**REINSTATEMENT PROCEDURES**

Students will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC, with parent(s) in attendance, and documented in the minutes. Parent's signature on the minutes will provide documentation of parental permission to reinstate the student in the program

**GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION (SPED) STUDENTS****IDDF**

Students with disabilities will be issued a regular education high school diploma, certificate of life skills completion or an occupational diploma as follows:

1. By age 14 or prior to a student entering ninth grade, an Individualized Education Program (IEP) committee will consider the exiting options from high school. The parent(s) and, if appropriate, the student will be informed of the requirements for each option and the various alternatives in post-school activities based on each exiting option. An IEP Committee will determine and document the option appropriate for each student.
2. Students pursuing a regular educational high school diploma must meet the requirements set forth by the State Board of Education and the Biloxi Public School District. Special education and related services will be provided to assist a student to reach this goal based on the student's IEP.
3. For those students pursuing a certificate of life skills completion, a comprehensive curriculum of basic life skills will be utilized for instructional purposes. Transition services will be provided based on each student's preferences and interests, his or her IEP and the planned outcomes for post-secondary activities specific to the student. As determined appropriate by the IEP Committee, transition services may include:
  - Instruction in functional academics
  - Community experiences
  - Adult living
  - Employment skills
  - Related services
  - Daily living skills
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 or previous decision regarding the student's exiting option.
5. Every student who completes an approved course of study by or before age 21 will receive a regular high school diploma, a certificate of life skills completion, or an occupational diploma and will be permitted to participate in graduation activities.

The Biloxi Public School District shall offer students with disabilities the option to earn a Biloxi Public School District Occupational Diploma. The local school board shall make provisions for each student with a disability to participate in general, career/technical, and special education, as appropriate, for meeting graduation requirements. Any student with a disability completing these requirements shall be awarded a Biloxi Public School District Occupational Diploma.

Each student completing the program must have an approved occupational portfolio containing a collection of evidence of the student's knowledge, skills, abilities, and employment competencies.

The individualized education plan (IEP) committee shall select a program of study leading toward a high school diploma, a Biloxi Public School District Occupational Diploma, or a Certificate of Completion. The program of study selection must be documented on the IEP developed before the student's ninth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision must be reviewed annually.

The Biloxi Public School District shall develop procedures for ensuring that students may select and move between courses of study leading to a high school diploma, the Biloxi Public School District Occupational Diploma, and a Certificate of Completion, as appropriate.

Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the Biloxi Public School District Occupation Diploma. When there is indecision regarding which exit option would be most appropriate for a student, the IEP Committee is strongly encouraged to select the higher of the options being considered.

The Biloxi Public School District shall distribute to parents of eighth grade students with disabilities information explaining the Biloxi Public School District Occupational Diploma exit option.

The Biloxi Public School District shall annually provide the Mississippi Department of Education a progress report on the status of the Biloxi Public School District Occupational Diploma.

Legal Reference: Senate Bill 2578; Mississippi Code 37-16-11

The Biloxi Public School District shall be in full compliance with the regulations of the U.S. Department of Education under current Title 1 regulations relating to parent involvement and participation.

The district shall provide full opportunities for parents of children being served by Title 1 for participation in the design and implementation of the Title 1 project. Encouragement of parent participation and involvement shall also include, but not be limited to, the provision of timely information about program plans and evaluation, the solicitation of suggestions for operations of the program, consultation with parents, informing parents of their children's needs and of program objectives, and an annual public meeting for parents and school personnel.

Developed jointly with parents of participating children served by the Title 1 program, the parent involvement policy for the Biloxi Public School District includes the following:

- A. Parents shall be involved in the joint development of the district plan under pertinent sections of the Title 1 laws and regulations and in the process of school review and improvement as required under state and federal rules;
- B. Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement shall be provided;
- C. Coordination and integration of Title 1 parental involvement strategies with parent involvement strategies under other programs such as Head Start, state pre-school programs, Even Start, etc., shall be carried out;
- D. An annual evaluation of the content and effectiveness of the parental involvement policy of the district shall be conducted to determine the effectiveness of the policy in increasing parental participation and identifying barriers to greater participation by parents in activities authorized under Title 1 regulations, and findings shall be used to design strategies for school improvement in this area;
- E. No less than one (1) percent of the local allocation shall be used to carry out this mandate regarding parent involvement, including family literacy and parenting skills;
- F. Parents of children receiving services shall be involved in the decisions as to how funds reserved as noted in "E" above shall be utilized for parent involvement activities;
- G. Parent-teacher conferences relating to an individual student, frequent progress reports, and reasonable access to staff for volunteer activities and observation of their children's classroom shall be provided.
- H. Other requirements of the Title 1 parent involvement policy outlined in federal guidelines shall be met by the local district;
- I. This written policy shall be distributed to parents of participating students, together with distribution to other staff members.

The alternative education program for students enrolled in the Biloxi Public Schools will provide educational opportunities for students who are not able to respond appropriately to regular education. The goal of the alternative education program shall be to assist the student to achieve successful learning experiences and modified social behavior that will entitle him/her to return to and reenter her/his home school in order to graduate.

Students who are considered for assignment to the alternative school may exhibit one or more of the following characteristics:

- a) Repeated inappropriate behavior (verbal/physical aggression);
- b) Substance abuse;
- c) Student returning from training facility or court jurisdiction or other alternative school programs;
- d) Special education student with behavioral problems who is determined through all appropriate interventions and assessments related to his/her IEP to be eligible for assignment to the alternative education program;
- e) Special education student who has been recommended for expulsion from the Biloxi Public School District.

Provision is made for review of individual students at the end of each school term to determine reentry into the regular school program.

The Center for New Opportunities (CNO) will serve as the site for the Biloxi Public School District alternative education program. Regulations governing procedural operations for the alternative school program can be found in the Alternative School Handbook.

The Biloxi Public School District shall provide a Biloxi High School GED program and a GED Community Outreach Program, when funds permit, under the guidelines establishing minimum standards as set forth below:

I. Biloxi High School GED Program Minimum Standards

- A. Students must be enrolled in and attending Biloxi High School; must not have been expelled; must be referred by teachers and or the administration; and must be approved by the Individual Education Career Plan Committee.
- B. Students must be assessed to be more than two grade levels behind their peers and at least sixteen (16) years of age.
- C. Students must be assessed by pre- and post-test of the TABE (Test of Adult Basic Education).
- D. The GED curriculum shall emphasize critical thinking and may be incorporated in the core curriculum (Math, English, History, and Science) or taught as a separate component.
- E. Students must have a minimum of twenty (20) hours of instruction per week.

II. GED Community Outreach Program Minimum Standards

- A. The GED Community Outreach Program, at the discretion of the coordinator, will accept students who have been recommended for expulsion as well as students who are not enrolled in regular programs or who are over-age.
- B. Students must be assessed to be more than two grade levels behind their peers and at least sixteen (16) years of age.
- C. Students must be assessed by pre- and post-test of the TABE (Test of Adult Basic Education).
- D. The GED curriculum shall emphasize critical thinking and may be incorporated in the core curriculum (Math, English, History, and Science) or taught as a separate component.
- E. Students must have a minimum of twenty (20) hours of instruction per week.

**STUDENT ACTIVITIES - STRINGED INSTRUMENTS****IDEA**

District policies governing the string music program are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

District policies governing the band program are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

**INTERSCHOLASTIC ATHLETICS/ACTIVITIES****IDF***Revised 05/20/08*

Interscholastic athletics shall be administered as a part of the regular school program and shall be under the same administrative control as all other parts of the educational program. Only students enrolled in grades 7-12 shall engage in interscholastic athletic events.

All interscholastic athletic events in which the Biloxi Public School District participates shall be conducted under the rules and regulations of the Mississippi High School Activities Association.

Eligibility for competitive activities in grades 7-12 is determined according to the rules of the Mississippi High School Activities Association. Students must meet all requirements established by the MHSAA.

All students participating in athletics will be required to have on file: (1) written parent consent; (2) a description of and identifying information for all medical/health insurance; (3) liability waiver signed by parent/legal guardian; (4) medical screening by a licensed physician. It is the explicit responsibility of the head coach of the athletic activity involved to ensure that all these requirements are completed and documentation is properly on file prior to any practice or event associated with the activity.

It is the explicit responsibility of the school principal, athletic director, and the head coach supervising the activity to determine eligibility of each participant in that activity, as governed by the regulations set forth by the MHSAA.

**Participation in Interscholastic Athletic/Extracurricular Activities**

Tuition students are not eligible for participation in athletic and other interscholastic activities until the student has been enrolled for one school year.

All students must meet eligibility requirements for inter-school activities governed by regulations of the Mississippi High School Activities Association.

**EXTENSION OF ELIGIBILITY – NON-RETENTION OF STUDENTS  
FOR SCHOOL ACTIVITIES – RED-SHIRTING**

**IDFA**

In compliance with State Department of Education requirements, it shall be the policy of the Biloxi Public School District that no student in the district shall be retained at any grade level for the purpose of extending eligibility for participation in athletics or any other school activity.

**Eligibility of Athletes – Reporting by Staff**

There are multiple responsibilities connected with the eligibility of athletes. It is the responsibility of the principal, athletic director, coaches, and teachers to report the ineligibility of any student athlete, regardless of where he/she attends school within the Biloxi Public School District.

**Extension of Eligibility – Red-shirting**

It is the policy of the Biloxi Public Schools that no student shall be retained at any grade level for the purpose of extending time for participation in athletics or other co-curricular programs.

**Interscholastic Athletics – K-12**

The Biloxi Public School District will not permit any student in grades K-6 to participate in any interschool competitive sports program of a varsity pattern with scheduled games and a championship.

No school in the Biloxi Public School district will allow the school name to be used by others in designating the identity of such a team.

The Biloxi Public School District supports student involvement in interscholastic activities based on students' interests and abilities, and the school district will not sanction fund raising activities for the purpose of providing rings and other expensive items that require extensive fund raising. Awards for participation in athletic programs will be a school letter, service bar, and a certificate for seniors. It is the district's intent that all students in sports programs will be treated in an equitable manner in regard to recognition and awards.

District policies governing interscholastic athletics and eligibility of athletes are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

**SPORTS WAIVER/PHYSICAL EXAMINATION****IDFB***Revised 05/20/08*

Because of the possibility of injury and the need for medical attention, no student shall be allowed to engage in varsity or junior high school sports until written permission has been received by the head coach and forwarded to the coordinator of sports, showing that the parent knows that his/her child is involved in sports and accepts full liability and responsibility for any injuries that might be sustained in competition with other schools or in practice session or any injury growing out of such participation. Written permission must include a description of and identifying information for all medical/health coverage benefits available to the student. In addition, each participant in grades 7-12 either will have undergone a physical examination by a licensed medical doctor or will have a statement from his/her family doctor that he/she is medically capable of participating in any given sport.

**CLASS SIZE/ENROLLMENT REQUIREMENTS****IEC**

The Biloxi Public School District shall comply with state enrollment requirements subject to review by the State Department of Education, and exceptions may be made as provided by state law and State Board of Education policy.

**GENERAL POLICIES REGARDING SELECTION OF SUBJECTS**

**IEE**

The Biloxi Public School District shall comply with State Department of Education requirements and state law governing selection of subjects/courses. Specific policies regarding subject selection will be published annually in student handbooks and/or the Program of Studies, adopted by the Board as official policies of the District.

**STUDENT SCHEDULES - IN-SCHOOL TRANSFERS**

**IEEA**

District policies governing student schedules and in-school transfers are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

*Revised 10/16/07*

Textbooks from state approved lists shall be furnished to all students without charge to the extent that state textbook funds are provided. The Superintendent of Education or his designee may authorize the purchase of textbooks from sources other than state adopted lists when local funds for that purpose are available.

Textbook selection procedures shall be in accordance with regulations of the State Department of Education.

Subject to review by the Board of Trustees, the Superintendent of Education or his designee shall be responsible for developing procedures for the selection of instructional media other than state adopted textbooks.

These selection procedures shall be in accordance with the rules and regulations and minimum standards of the Mississippi State Board of Education where applicable.

### **Selection of Textbooks**

The process for selecting textbooks to be used at the school district level begins with the State Textbook Board's approved textbook list. It is the district's goal for as many teachers as possible to have input into the textbook selection for the various levels and courses taught. In order to accomplish this, the following procedures are followed in selecting textbooks to be used:

1. Issuance of approved textbook list by the State Textbook Commission or other textbooks selected by the local district with State Department of Education approval.
2. Establishment of local review committee at the grade level and/or departmental level for evaluating books on the State adopted list.
3. Review of textbooks by local review committee.
4. District hearing with textbook consultants from publishers under review.
5. Recommendation by committee to the Superintendent of Education or his designee for books to be purchased.
6. Final recommendation by the Superintendent to the Board of Trustees.

### **Textbook fines**

Textbooks are supplied by the school at no cost to the student on a loan basis. The school district will purchase a classroom set of textbooks for each class in grades 7-12. The textbooks assigned to students will remain at the student's home for use during the school year, to be returned upon withdrawal or at the end of the school year. It will no longer be necessary for students to bring books to school or to take them home.

In cases where books are lost or damaged to a degree that will prevent further use, the student will be charged as established under the district's "Assessment for Damaged or Lost Textbook" form.

**PROCEDURES FOR THE SELECTION OF INSTRUCTIONAL MEDIA AND FOR  
THE TEACHING OF CONTROVERSIAL ISSUES IN THE CLASSROOM**

**IFAA**

The Superintendent of Education or his designee, subject to review by the Board of Trustees, is responsible for developing procedures for the selection of textbooks, other instructional media, and the establishment of procedures concerning the teaching of controversial issues in the classroom. Instructional media include all books (hard cover and paperback), newspapers, periodicals, and other printed material and audio-visual resources used by the schools.

Selection of all instructional media must involve the professional staff, and the principal shall be responsible for the administration and supervision of the curriculum within his/her school, including the coordination and selection of textbooks, other instructional media, and making recommendations for purchase to the administration. The responsibility for evaluating and selecting media for classroom use is primarily the responsibility of the teacher, with other members of the staff becoming involved at times. It is important in making selections that the professional staff become as aware as possible of reputable, unbiased professionally prepared aids and resources.

**Selection of Instructional Media**

In developing a balanced comprehensive collection of media (print and non-print) and equipment, the Biloxi Public School District shall adhere to the following criteria for selection of materials.

1. Selections are made for, and in accordance with, the different maturity levels of the students, with the input of teachers, principals, and support staff being solicited and utilized when selecting or purchasing both print and non-print items and equipment.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development, recreation, and enrichment of the student.
3. In the selection of materials, reviewing tools such as standard catalogs are used. When possible, audio-visual materials are previewed before purchase or ordered with return privilege guaranteed.
4. The following specific criteria are considered: (a) the overall purpose of the materials and how well it is accomplished; (b) reputation and significance of the author; (c) timeliness or permanence of the materials; (d) importance of subject matter to the collection; (e) accuracy of material; (f) reputation and standards of the publisher or producer; (g) readability and reader appeal; (h) quality of writing and illustrations; (i) appearance of the title in material selection aids; (j) price.

The following objectives shall guide the media staff in selection of instructional materials for the district:

1. To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, interests, abilities, socio-economic backgrounds and maturity levels of the students served.
2. To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciation and ethical standards.
3. To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

4. To provide materials which accurately reflect religious, social, political, and ethnic groups, and their contributions to our American heritage as well as a knowledge and appreciation of world history and culture.
5. To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

Any teacher, administrator, school council or local School Board in any public school district in this state may post in a public school building, classroom or at any school event or read from any historical document or writing relating to the founding of the United States of America or this state, or both, notwithstanding the fact that such materials may include religious quotations, references or illustrations. There shall be no content-based censorship of American or Mississippi History, heritage or culture based on any religious references contained in such documents, writings or records.

This is from Section 37-13-163, amended 2001.

**RECONSIDERATION OF INSTRUCTIONAL MATERIALS****IFAB**

A student or his/her parent has the right to reject the use of library media center materials which seem incompatible with his/her values and beliefs. Classroom assignments involving library media center materials should provide for alternate choices. However, no parent has the right to determine the reading matter for students other than his/her own children. In addition, in elective courses taken at the student's option, the student's right to request alternate choices of reading material will be accommodated based on the availability of equivalent resources weighted against the academic requirements of the course.

Any parent who wishes to request reconsideration of the use of any library media center materials in the school must make his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to a Review Committee.

No administrator, library media specialist, or teacher should agree to withdraw an item without referring it to a Review Committee which determines whether the material should be withdrawn from any or all schools.

This Review Committee shall be appointed as needed, with recommendations for its membership being made by the Director of Administrative Services and approved by the Superintendent.

**INSTRUCTIONAL SERVICES****IFB**

The Biloxi Public School District shall operate an organized student support program which functions in an instructional support capacity and which requires support personnel to work cooperatively with teachers in all curriculum areas to plan and deliver services that promote the optimum educational development of each student. Certified staff members qualified to offer student support services include guidance counselors, social workers, school psychometrists, and school psychologists.

The Biloxi Public School District shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks

Tier 2: Focused supplemental instruction

Tier 3: Intensive interventions specifically designed to meet the individual needs of students

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

If strategies at Tiers 1 and 2 are unsuccessful, the students must be referred to the Teacher Assistance Team (TAT). The TAT is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Assistance Team implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TAT shall be the school principal as the school's instructional leader or principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- Designed to address the deficient areas;
- Researched based;
- Implemented as designed by the TAT;
- Supported by data regarding the effectiveness of interventions.

After a referral is made, the TAT must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TAT must conduct a documented review of the intervention(s) to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

In addition to failure to make adequate progress following Tiers 1 and 2, students will be referred to the TAT for interventions as specified in guidelines developed by Mississippi Department of Education if any of the following events occur.

- A. Grades 1-3: A student has failed one grade;
- B. Grades 4-12: A student has failed two grades;
- C. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test.

**Referrals to the Teacher Assistance Team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria A-D stated above.**

The following basic procedures shall govern the services of the services of the Biloxi Public School District Media Center:

1. The master video collection shall be made available to administrators, classroom teachers, and other members of the Biloxi Public Schools faculty for instructional use by requesting program copies from the District Media Center.
2. Although the media staff of the Biloxi Public Schools would like to assist out-of-district schools in the development of video collections, staff time does not permit extensive videotape duplication during the regular school year; however, the master video collection is available to out-of-district schools under the following conditions:
  - A. Out-of-district schools may request up to two programs that may have been missed. Upon receiving blank video from requesting schools, the Media Center staff will duplicate and return completed video as soon as time permits. The Biloxi Public Schools personnel can provide this type of service by mail, with the requesting school district assuming cost of mailing.
  - B. If a complete series of programs or numerous video are requested, out-of-district personnel are requested to use the duplicating equipment during the summer when it is not in full use by Biloxi teachers. Out-of-district personnel should plan to come to the Biloxi Media Center and complete video duplications from the master tape library as needed.
  - C. If it is impossible for out-of-district personnel to come to Biloxi in order to duplicate video as needed, a charge as established by the school district, plus any costs of mailing, will be assessed.

This video duplication policy refers to programs broadcast by Mississippi Educational Television during the instructional broadcast schedule and is not intended to include programs which are protected by copyright laws.

The Biloxi Public School District shall provide a learning media program, which meets the minimum standards of the Commission on School Accreditation, in each school in the district. District procedures governing media center services are published in the district Media Handbook.

The Biloxi Public School District provides an organized media program which assists teachers in all curriculum areas to deliver services and instructional support designed to help promote the optimum development of Biloxi students. The extensive media program includes appropriate materials from various media selected to meet the needs, interests, and capabilities of district students and to support district personnel in working toward instructional objectives. Media materials are available through the district media office and the school library media center. All media materials must be used in conjunction with clearly recognized instructional objectives and must be selected for the appropriate content and application. Staff members shall not utilize commercial movies, supplementary materials, including films, tapes, videocassettes, and the like, other than those in the District Media Center, the school library media center, and other educational agencies without prior approval by the building principal and the Superintendent or his/her designee.

### Internet Appropriate Use Policy

The Biloxi Public School District provides access to the Internet for students. Students must have permission from at least one of their parents and/or guardians to access the Internet at school. The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges and/or disciplinary actions by the District. A student's use of the Internet must be in support of education and research, and consistent with the educational objectives of the Biloxi Public School District. In addition, the student accessing the Internet from a school site is responsible for all online activities that take place through the use of his or her account.

This network is a public network provided by the Mississippi Department of Education. This network is fully compliant with the Children's Internet Protection Act (CIPA) and Child Online Protection Act (COPA) regulations.

#### Personal

- Users will not disclose, use, disseminate or divulge personal and or private information about himself/herself, minors or any others including personal identification information, etc.
- Biloxi Public School district will not disclose personal information about students on websites – such as their full name, home or e-mail address, telephone number, and social security number.
- Users will immediately report to (School District) authorities any attempt by other Internet users to engage in inappropriate conversations or personal contact.

#### Illegal and /or Unacceptable Usage

- User agrees not to access, transmit or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state or federal law or regulations and/or school district policy.
- User shall not access, transmit, or retransmit threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors. User shall not transmit or retransmit copyrighted materials unless authorized. User shall not plagiarize copyrighted materials. (COPPA)
- User shall not access, transmit, or retransmit any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
- User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
- User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
- User shall not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- User shall not access, transmit or retransmit information that harasses another person or causes distress to another person.

#### System Resource Limits

- User shall only use the Biloxi Public School District's system for educational and career development activities and limited, high quality self-discovery activities as approved by Biloxi Public School's faculty for a limited amount of time per week.
- User agrees not to download large files unless it is absolutely necessary. If absolutely necessary to download large files, user agrees to download the file at a time when the system is not being heavily used.

- User agrees not to post chain letters or engage in "spamming" (that is, sending an annoying or unnecessary message to large numbers of people).
- User agrees to immediately notify his/her teacher or other school administrator should user access inappropriate information. This will assist in protecting user against a claim of intentional violation of this policy.

#### **User Rights**

- User shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with the approval of school administration.
- The Biloxi Public School District will fully cooperate with local, state or federal officials in any investigation related to illegal activities conducted through the user's Internet account.
- Under no conditions should a user provide his/her password to another person or use another person's password.
- User should not expect files stored on a school-based computer to remain private. Authorized staff will periodically inspect folders and logs of network usage will be kept at all times. Routine review and maintenance of the system may indicate that user has violated this policy, school codes, municipal law, state law or federal law. Parents of minor users shall have the right to inspect the contents of user's files.
- Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school.
- Use of the Internet is a privilege, not a right. Unacceptable and/or illegal use may result in denial, revocation, suspension and/or cancellation of the user's privileges, as well as disciplinary action imposed by school officials. The school district may include a process for the student to appeal the decision to deny, suspend, revoke or cancel Internet privileges.

#### **Consequences for Failure to follow Terms and Conditions of AUP**

There will be consequences for any user who fails to follow Biloxi Public School District and school guidelines and policies.

The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of Biloxi Public School District, law enforcement authorities may be involved and any violations of state and/or federal law may result in criminal or civil prosecution.

The effective use of educational television is encouraged in the Biloxi Public School District so long as it is closely correlated with the instructional program and serves sound educational objectives.

**Definition:** Any planned activity involving student(s) away from the school but under the jurisdiction and supervision of the school.

As an important part of the educational service of the school, students may be taken on field trips. Such trips are made only with the permission of the parent or guardian. When such events are being planned, permission slips prepared by the district administration will be sent home and signed by the parent or guardian. All field trips are supervised by regular classroom teachers and/or other licensed staff members employed by the school district. No field trips requiring school buses will be approved during the final ten (10) days of the school year.

The cost of the school, club, athletic activity, or organization for utilizing school buses on trips is established by the district and information is available in the office of the Transportation Director.

### Field Trip Procedures

The administration is aware of the need for and desirability of field trips to enrich the experiences of students. These trips must be planned in advance and designed to augment lesson plans of the teacher. Forms will be provided for each teacher who requests a field trip. Field trips must have the endorsement of the principal, the appropriate central office administrator, and/or the Superintendent of Education. Teachers requesting permission to take field trips must show the relationship of the trips to bona fide work of the classroom. It should be clearly understood that field trips are educational in nature. Proof of insurance may be required by the administration prior to the student's participation in field trips at the discretion of the Superintendent.

1. The principal must be notified by the teacher in writing at least ten (10) school days in advance on the proper field trip request form. This field trip request must be made prior to any discussion with parents or students and prior to giving any information about the field trip to students or parents.
2. Request for permission to make a field trip must be in writing, and the principal and appropriate central office administration and/or the Superintendent of Education must give written approval before parents are informed.
3. Permission forms must be signed by the parent(s) of each student making the trip.
4. A field trip must be related specifically to the instructional program.
5. Overnight field trips are not permitted unless approved by the Superintendent of Education and the Board of Trustees.
6. No field trips in grades 7-12 will be approved for weeks of term tests or in grades K-12 for five (5) school days before the date designated for state or district testing.
7. No field trips, requiring transportation, will be approved during the last ten (10) school days of the year.
8. Costs incurred must come from the school's instructional budget and/or the appropriate department's budget and/or the students will assume the entire or partial costs of the field trip when the trip has not been included in the district or school budget. All student fees shall be collected prior to departure.
9. The person initiating the request FOR the field trip shall be responsible for meeting all related to the trip as defined in this policy, including securing the required number of chaperones as determined by the Board.

10. All requests for field trips must have prior written approval by the appropriate central office administrator and/or the Superintendent of Education.
11. Field trip requests that require Board approval must be in the Superintendent's office at least ten (10) days prior to the regular Board meeting.

#### **Field Trips: Elementary or Junior High**

Elementary or junior high students who qualify for school-related activities such as academic or varsity athletic awards or competition may be permitted to go on out-of-town, overnight trips by the Board of Trustees. Prior to approval, the Board shall consider the reason for the trip, the child's age and his or her past conduct in school. If the Board of Trustees grants permission, no elementary (K-6) or junior high school child (7-9) shall stay in a hotel/motel room without a teacher, chaperone, or parent/guardian in the same room. Any trip taken under this policy shall also be subject to all District policies regarding out-of-town field trips.

After Board consideration of the field trip request, if chaperones cannot be secured, the field trip will not be allowed. The appropriate number of chaperones shall be required.

Also see policy KF.

All outside speakers and other out-of-school personnel who are brought into the Biloxi Public School District as resource personnel must be part of the instructional program and must not interfere with orderly instructional processes. Outside speakers and resource personnel not previously approved by the district must have district approval by the appropriate central office administrator. Requests for approval must be submitted to the administrator in writing using the Biloxi Public School District Outside Speaker Request Form at least five (5) school days before the activity, event, or program.

Guidance services constitute an integral part of the educational program. These services should be under the professional direction and coordination of qualified school counselors and the administrative leadership of the school's principal. These services seek to help the student focus on his/her needs and goals and to use the educational processes to serve the individual student.

The guidance program seeks to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of skills and attitudes required for productive citizenship.

The program consists of specialized services, including evaluative, information, inventory, placement, counseling, research, and follow-up services. These services entail participation by all members of the schools' staff. In addition, these services are an integral phase of the school system's program of student-personnel services. It is essential that the guidance program be coordinated with and make full use of the resources of the home and the community.

District policies governing awarding of academic credit are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

### **Grade Books and Grades**

Grade book records will be properly kept; maintaining an accurate record of student achievement in accordance with grading policies of the Biloxi Public School District. Because grade books serve as part of the total record of students' work and are sometimes checked to determine grading procedures, accuracy of grades, reasons for failure, etc., every teacher is required to record in his/her grade book: (1) at least a sufficient number of major grades to justify the grade received by the student for each term; (2) a code or an explanation which makes clear the source of the grade (objectives, unit test, homework, outside project, term paper, daily test, class response, oral work, book report, etc.); (3) explanations of values given to major grades in determining grade averages, if required to clarify final term or semester grades.

#### **ELEMENTARY**

In grades 1-6, a minimum of five (5) grades per term in reading and math must be recorded in the grade book records. A single language arts grade will be comprised of English, spelling and writing (composition). The language arts grade will consist of a minimum of five (5) major test grades per term in the grade book records for each of the subcategories: English, spelling, and writing (composition). In grades 3-6, a minimum of five (5) grades per term in science and social studies must be recorded in the grade book records. These grades must reflect performance in major units/special projects/unit tests.

#### **SECONDARY**

In grades 7-12, a minimum of five (5) grades per subject per term will be required. All five (5) grades must reflect performance in major units/projects/unit tests, etc. Activities will not count as one of the required five (5) grades.

### **Grading Policies/Procedures - K-12**

District policies governing the awarding of academic credit and grading procedures are adopted by the School Board and published annually in student handbooks as official statements of the Biloxi Public School District.

Using the computer grading system now in place in the Biloxi schools, it is possible for a teacher to know every student's grade average at any time in the term. At any point when it appears likely that a student's term grade will be a "borderline failing" grade the teacher shall:

1. Inform the student regarding his/her grade average (this also applies to all students).
2. Send a progress report to parent/guardian in accordance with district policy governing progress reports for all students to inform the parent/guardian of the status of the student's grade.
3. Review the student's work/grades to make specific determinations as to the reasons for the "borderline failing" situation.

The lowest failing average that can be recorded on the report card/cumulative record is a 50-F; however, grades lower than 50 may be recorded in the grade book and be included in determining the term average.

## **Reteaching and Retesting**

In the best interest of the students in the Biloxi School District, reteaching and retesting will provide additional time to achieve mastery of critical objectives and will provide students the opportunity to show understanding of critical concepts. Reteaching and retesting are beneficial to all stakeholders: students are held more accountable for their learning, parents understand that their child is given an opportunity to improve, and teachers ensure that students are mastering the content and the subsequent teacher receives a student who possesses more requisite skills that are needed to be successful. Students learn different tasks at different rates of speed. Re-teaching permits those students who need more time or instruction to receive it.

All teachers of a particular subject or grade will reteach and retest. In addition, any student may retest.

Retesting will be determined by a student's "eligibility". In order to be eligible to re-test, the student should have to invest more of his/her time before or after school (when the teacher is at school to help such students). Retesting eligibility requirements will be specifically identified in the course syllabus.

Once the student has met the requirements set forth in the reteaching process, retesting will be permitted. The higher of the two grades will be recorded. Students who show a pattern of misbehaving to avoid class assignments will be subject to administrative review.

Students will be allowed to retest within 10 days of receiving his or her test grade. Students must be given the opportunity to retest on major/unit tests provided by the teacher. Term test will not be retested. Students will be required to meet with teachers before or after school or during designated times throughout the school day. The meeting times will be left to the discretion of the classroom teacher. Students must complete tutorial sessions that cover skill assignments within that 10 day period.

## **Explanation of the "I" Grade**

In the case of absences, the student should be given the appropriate make-up work or test as soon as possible after he/she returns to school.

An Incomplete (I) can be given when the student has not had adequate time to complete the assessment/reassessment process.

An "I" should be given when a student has not turned in assigned work, such as homework, term papers, etc., and the teacher has stated that the assigned work is a prerequisite for taking the assigned test. In this case, the teacher will set a reasonable deadline for the work to be turned in and notify the parent.

## **Grading Intervention - Drop-Out Prevention - K-12**

The Biloxi School District is required to have in place specific policies and procedures designed to prevent drop-outs as noted in policy JQN. The district has developed a number of strategies related specifically to grading procedures and the problem of drop-outs. Policies governing alternative education programs (IDDI), community outreach procedures and GED testing (IDDIA), correspondence courses (IDCH), grading and promotion (IHA), progress reports (IHABA), homework (IHB), special programs for exceptional children and special education classes, homebound instruction, retention practices - all of these policies and procedures reflect the district's efforts to reduce drop-outs and to give Biloxi students sufficient opportunities to have successful school experiences. Teachers are required to follow procedures covering grading and progress reports and all other grading procedures in order to keep parents/guardians and students properly informed regarding student achievement and progress; to assist teachers in meeting appropriate levels of accountability for their own actions related to student achievement and assessment; and to meet community expectations related to the total area of student performance and student evaluation. Teachers should examine their individual strategies and grading practices in making efforts to help students succeed. The classroom or subject teacher and the principal of the school shall have sole responsibility for determining whether a child shall be promoted or retained at grade level or repeat the course. It is not the practice of the school district to accelerate students from one grade level to the next.

The Biloxi Public School District shall provide policies and procedures governing grading, promotion standards, retesting, examinations, English proficiency, incomplete grades, class rankings, grading scale, etc. (See student handbooks for procedures and current policies approved by the Board of Trustees as official policies governing the operations of the Biloxi Public School District.)

Students whose recorded term or semester grades are very low may be more likely to drop out of school, to exhibit continuing apathy and indifference, and to be the focus of disruptive behavioral problems in succeeding terms or semesters. Recognizing that effective teachers have always used intervention strategies to help students reach instructional objectives, the Board establishes this policy for members of the instructional staff. It is specifically not the intent of the Board that a student's grades be raised merely to ensure that the student passes a course or is promoted to a higher grade. It is the policy of the Board that efforts shall be made to ensure that students who are "borderline failures" receive direct assistance and focused opportunities to earn passing grades as outlined in the preceding policy statement.

District policies governing examinations and exemptions are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

District policies governing report cards are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

**PROGRESS REPORTS****IHABA**

Progress reports shall be issued to every student during the fourth or fifth week of each of the four nine-week grading periods, and, as necessary, at any time beyond the mid-point in the grading period. It shall be the responsibility of the student to provide this information to his/her parent or guardian. Any student whose grades could result in a failing grade for the term must be considered in danger of failing. No teacher may record a term, semester, or a final grade of "F" for any student who has not been notified through two (2) written progress reports of his/her potential for failure. Every progress report is to be signed by the student at the time he/she receives the report. Copies of all progress reports for every student will be retained by individual teachers throughout the school year.

District policies governing visitors and parent conferences are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

The Board of Trustees recognizes the value of purposeful, well-planned, and properly motivated home assignments that are (1) appropriate to the grade level, age, and abilities of the student; (2) designed to stimulate initiative and independence or to reinforce and enrich classroom instruction; (3) in complete accord with the goals established for the development of the school curriculum; (4) carefully planned so that home assignments are not so lengthy as to be self-defeating nor so complicated as to require assistance or resource materials not available to the student; and (5) an extension of class work that has already been introduced.

As in the assignment of in-school work, homework assignments must be left to the sound professional judgment of the teacher, who will be expected to interpret the needs and assess the abilities and interests of each student.

All teachers in the Biloxi Public School District will be expected to follow the guidelines listed below in regard to their handling of homework assignments.

#### **Time Element of Homework**

The time necessary to complete a homework assignment should vary from first grade to twelfth grade. The maximum length of time which the schools should expect an average student to devote to homework that is to be completed overnight is as follows: Kindergarten, no homework; Grades 1-3, maximum 30 minutes; Grades 4-5, all subjects combined, maximum 60 minutes; Grades 6-9, all subjects combined, maximum 90 minutes; Grades 10-12, all subjects combined, maximum 120 minutes.

Teachers must always consider that students in departmentalized situations have more than one (1) class and that it is possible for students to be overloaded with homework on a given night.

Teachers should not regularly assign homework over weekends or holidays.

#### **Checking or Grading of Homework**

All written homework must be checked, although it is not necessary that all homework be graded and/or recorded. The teacher should make more than a cursory check of homework and should indicate errors or weaknesses so that the student may benefit from home activities. Evaluation should be made within as short a time as possible.

#### **An Overview of Homework/Failure to Complete Homework Assignments**

Teachers should try to make homework assignments meaningful -- not mere busy work or punishment. It is important to make long-range assignments when possible, to remember that outside activities often lead to cheating, to vary homework assignments, and to individualize assignments when possible. Using part of the class period to begin work which is to be continued outside the classroom (when the teacher is available to answer questions) should be considered by the teacher. Homework assignments should be reasonable in terms of the age of the child, and home study or assignments should stem from classroom experiences and be an extension of class work previously introduced by the teacher.

A student's failure to complete assigned homework may result in the student's being required to make up the homework assignment either before or after school, at the discretion of the teacher and/or building administrator. A student required to make up homework he/she failed to do or failed to complete must be informed at least one day in advance. The teacher and/or the building administrator shall have the authority to set the time for make-up work and the length of time required for the student to attend make-up work session.

District policies governing class rankings are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

**HONOR ROLL****IHCA**

District policies governing honor roll are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

District policies governing student classification and promotion are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

**MAKE-UP SCHEDULE FOR TESTS AND CLASSROOM ASSIGNMENTS  
MISSED BECAUSE OF ABSENCES**

**IHEA**

District policies governing the make-up schedule for tests and classroom assignments missed because of absences are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

In order to graduate from Biloxi High School, a student must earn the required number of units as outlined in the Program of Studies and/or student handbooks.

In order to take part in the graduation ceremonies, a student must attend the graduation practices as set up by the principal and class sponsors.

Special education students will be awarded diplomas or certificates from Biloxi High School upon the written recommendation and endorsement of the special education classroom teacher and the school principal, based upon the student's completing the special education program as designed in the Individual Educational Plan (IEP) and meeting all other district and state requirements for the particular program in which the student is enrolled. (Also see IDDG/JQ.)

All students will be required to pass the Subject Area Tests as required by the state and administered by the district.

District policies governing senior class speakers at graduation exercises are adopted by the School Board and published annually in student handbooks as official policy statements of the Biloxi Public School District.

The Mississippi Subject Area Testing Program (SATP) consists of end-of-course tests in four subject areas: Algebra I, Biology I, English II, and U.S. History from 1877. All students are required to pass the state's Subject Area Tests, as they are implemented by the state, to be eligible for graduation from Biloxi High School. Additionally, students must successfully complete those courses (Algebra I, Biology I, English II, and U.S. History from 1877) for credit to be eligible for graduation.

Passing the Subject Area Test does not earn credit for that subject. In other words, students passing the Subject Area Test but not passing the course must repeat the course until credit is earned.

### **STATE AND DISTRICT TESTS**

The Biloxi Public School District shall maintain the program of standardized testing required by the State Board of Education, the Division of Accreditation, and the State Department of Education Bureau of Assessment and Compliance and shall administer other standardized tests to students in grades K-12 as the Board of Trustees, Superintendent of Schools, and the staff judge to be necessary and/or desirable.

#### **Administration, interpretation, and recording of standardized testing:**

In addition to the permanent record of student performance on core objectives and state mandated tests, a permanent record of performance on standardized testing conducted by the state and/or the district will be maintained in the student's cumulative record to provide a profile of the student for instructional purposes.

It is the purpose of the testing program to analyze the effectiveness of the educational program in the school district when an individual student's score is compared to previous achievement, when all students in a grade are compared to comparable grades in the school district, when the school district is compared to other school districts, when the school district is compared to the state, and when the school district is compared to the national school population.

Administrators, teachers, parents, and students shall be informed of test results in accordance with procedures developed by the Coordinator of Testing and Evaluation and approved by the Superintendent of Schools. Principals must review their individual school's test results with their staff to identify the strengths and weaknesses of their school and to plan programs to ensure continued student improvement. The building principal is responsible for ensuring that his/her school meets legal and accreditation requirements.

Standardized achievement tests, standardized aptitude tests, and criterion-referenced tests will be administered to selected students. Dates and grades for testing will be in compliance with the State Department of Education and the testing company guidelines.

**USE AND DISSEMINATION OF TEST RESULTS - RELEASE OF TEST DATA**

**IIC**

All requests for test data pertaining to building or district and to standardized and/or criterion referenced test results must be approved by the Superintendent of Education or his/her designated representative before such data can be released to any person(s), agencies, etc., for any purposes.

**EVALUATION OF INSTRUCTIONAL PROGRAM****IJ**

The Biloxi Public School District shall annually review student performance by core objectives for each course in the “State Curriculum Framework” against established standards for each objective in order to determine which weaknesses may exist in the district instructional program. When the overall performance of all students being taught the objective falls below the standard established by the district, techniques or strategies for raising student performance in future years must be established by changing some aspect of the instructional program in order to allow teachers to do a better job with students.

**RELIGION IN THE SCHOOLS****IKC**

In accordance, with United States Supreme Court decisions and the United States Constitution, no religious doctrine, sectarian or denominational teaching shall be permitted in the public schools.

The Board of Trustees allows secular teaching about religion - the history of religion and comparative religions - and the school shall promote tolerance of religious diversity, encourage a spirit of cooperation, and cultivate harmony among persons of various religious beliefs.

The study and recital of patriotic and historic documents having religious references embedded in them is permitted.

This policy is not intended, nor shall it be interpreted, to interfere with the individual rights of students otherwise protected by law, and the United States Constitution.

**CEREMONIES AND OBSERVANCES - GRADUATION - PRESENTATION OF DIPLOMAS    IKD**

In order to provide an atmosphere of continuity and brevity surrounding the commencement exercises of Biloxi High School, it is necessary to make adequate arrangements for planning and rehearsal of the program. The presentation of diplomas to graduating seniors shall be limited to platform guests only. The exercises shall be carried out on a date and at a time and place established by the Board of Education. The high school principal shall be responsible for arrangement of the program, conducting rehearsals, and providing for proper order commensurate with the dignity and importance of this event in the lives of Biloxi students.

**FLAG DISPLAYS****IKDA**

- (1) The flag of the State of Mississippi and the flag of the United States shall be displayed in close proximity to the school building at all times during the hours of daylight when the school is in session when the weather will permit without damage to the flag. It shall be the duty of the Board of Trustees of the school district to provide for the flags and their display.
- (2) Whenever the flag of the United States is to be flown at half-staff by order or instructions of the President or pursuant to federal law, all public schools shall lower the United States flag in accordance with the executive order or instructions or federal law. The school shall announce the reason that the flag is being flown at half-staff to all students in assembly or by teachers in the various classrooms or by prominently displaying written notice throughout the school stating the reason that the flag has been lowered.
- (3) In all public schools there shall be given a course of study concerning the flag of the United States and the flag of the State of Mississippi. The course of study shall include the history of each flag and what they represent and the proper respect therefor. There also shall be taught in the public schools the duties and obligations of citizenship, patriotism, Americanism and respect for and obedience to law. (MS Code, §37-13-5)

Each teacher must make detailed lesson plans in advance. A substitute teacher must have information to carry on a teacher's work during any period of absence. The principal should have a planned system for supervising the planning process and for ensuring compliance with this policy.

Effective lesson plans should reflect long-range planning as well as immediate objectives of instruction. Lesson plans should provide a stimulus for effective teaching; provide for the most efficient and beneficial use of student time; establish general and specific objectives; indicate specific materials to be used in the learning process; and serve as a guide for a substitute teacher. The unit approach is encouraged in the preparation of lesson plans, requiring closely correlated daily lessons directed toward broad objectives to be achieved over a specified time. Isolated and incidental teaching without long-range planning should be rejected by the effective teacher.

A minimum outline that should appear in all lesson plans includes an abbreviated statement of the objective, the teaching process that will be used, the test, or other items as directed by the administration, and any enrichment activities that will be used.