

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
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IBA

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.

CHARACTER EDUCATION**IBB**

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.

THIS POLICY COMPLIES WITH THE REQUIREMENTS OF THE EVERY STUDENT SUCCEEDS ACT OF 2015 (“ESSA”).

The Biloxi School District will provide a program of language instruction to students who are Non-Native English speakers or English Learners (ELs). Student participation in any language instruction program is voluntary and requires written parental permission.

IDENTIFICATION

According to ESSA, an EL is defined as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the State’s proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

REQUIREMENTS

If this district receives federal funding for EL Programs, the following will be provided:

Title I requires that every Local Education Agency that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child’s identification as an EL and placement in a Language Instruction Educational Program (“LIEP”). (Elementary & Secondary Education Act (“ESEA”) Section 1112 (e)(3)).

The parental notification must include:

- The reason for identification of the child as an EL;
- The child’s level of English Language Proficiency, how the level was assessed, and the status of the child’s academic achievement;
- Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;
- How the program will meet the educational strengths and needs of the child and help the child achieve English Language Proficiency, and meet academic standards;

- Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;
- In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and
- Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

(ESEA 1112(e)(3)(A)).

The notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

It is the policy of the Biloxi School District that grades assigned to an English Learner shall be reflective of procedures outlined in the current and grade appropriate student handbook.

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 curriculum of this school district shall include an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) as part of the physical education curriculum in grades 9-12. This course shall be incorporated into the ½ Carnegie unit physical education requirement. The curriculum shall incorporate into the instruction the psychomotor skills necessary to perform cardiopulmonary resuscitation (CPR) and use of an automated external (AED) defibrillator as follows:

- An instructional program developed by the American Heart Association or the American Red Cross;
- An instructional program which is nationally recognized and is based on the most current national evidence-based Emergency Cardiovascular Care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator;
- A licensed teacher shall not be required to be a certified trainer of cardiopulmonary resuscitation, to facilitate, provide or oversee such instruction for non-certification; and
- Courses which result in a certification being earned must be taught by an authorized CPR/AED instructor.

For the purpose of this policy:

"Psychomotor skills" means the use of hands-on practicing to support cognitive learning.

Cognitive-only training does not qualify as "psychomotor skills."

The superintendent or designee shall develop procedures to support this policy.

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.

PROGRAMS FOR STUDENTS ELIGIBLE UNDER IDEA
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IDD

Special programs for IDEA eligible children as defined by the rules, regulations, and minimum standards of the Mississippi State Board of Education policy 7219 for compliance with the federal law IDEA shall be established by the Superintendent of Education or his/her designee.

The philosophy on which programs for IDEA eligible 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 IDEA eligible children shall be provided to help them acquire the attitudes and understanding, skills, abilities, knowledge, and know-how to function in their world.

NOTE: Also see JQ policies for Special Education policies.

It is the policy of this district to comply with all requirements of the dyslexia legislation provided in the Mississippi Code (House Bill 1031, 2012). Therefore, this district will ensure that students will receive dyslexia screening in the spring semester of kindergarten and the fall semester of Grade 1.

The component of the screening must include:

- (i) Phonological awareness and phonemic awareness;
- (ii) Sound symbol recognition;
- (iii) Alphabet knowledge;
- (iv) Decoding skills;
- (v) Encoding skills; and
- (vi) Rapid naming.

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener, and the student will be placed in the Response to Intervention Tier process. Subsequent dyslexia evaluations may be administered by licensed professionals, including: psychologists, licensed under Chapter 31, Title 73, Mississippi Code of 1972; Psychometrists licensed by the Mississippi Department of Education; or licensed under Chapter 38, Title 73, Mississippi Code of 1972 or Speech Language Pathologists, licensed under licensed under Chapter 38, Title 73, Mississippi Code of 1972.

If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified above. The resulting diagnosis of the subsequent evaluation shall be accepted by the school district for purposes of determining eligibility to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or nonpublic special purpose school.

Legal Reference: House Bill 1031 (2012)

The Biloxi School District ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

- If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
- If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech-language evaluation.
- If a parent or a legal guardian of a student who fails the speech-language screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by a 215 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the school district for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school. A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district. The provisions of this section shall not apply to homeschooled students.

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.

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 – *Creative Reasoning Enrichment and Thinking Experiences*.

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.

MDE DEFINITION

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

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

“Gifted Education Programs (GEP) shall mean special programs of instruction for intellectually gifted children in grades 2 through 12, programs of instruction for Academically Gifted children within Grades 9 through 12, and programs of instruction for creatively and/or artistically gifted children within Grades 2 through 12 in public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district.”

Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9-12, artistically gifted children in grades 2-12, and creatively gifted children in grades 9-12, only intellectually gifted programs in grades 2-6 are mandated by law. At this time, the Biloxi Public Schools offers the program for intellectually gifted children in the mandated grades 2-6.

PURPOSE

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 education 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 *recommended* 300 minutes per week, or a *minimum* of 240 minutes per week.

IDENTIFICATION PROCESS

The student identification process is separated in to six stages: Stage 1 – Referral; Stage 2 – LSC Review; Stage 3 – Parental Permission for Testing; Stage 4 – Assessment; Stage 5 – Assessment Report; and Stage 6 – Eligibility Determination. Stage 1, 2, and 3 will take place during the instructional days of the school year as defined by the BPS school calendar. Stage 4, 5, and 6 will occur during the subsequent summer.

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes and equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under Individuals with Disabilities Act (IDEA) 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 is protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to the personnel working directly in the gifted education program, or having a documented need for access. Parents have the right to view their children's records at any time.

STAGE 1: REFERRAL

There are two types of gifted referral processes:

- Type One - Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two - Individual Referral Process addresses those students who are individually referred for gifted eligibility.

Mass Screening Referral Process

This process requires all Mississippi districts to screen all students in at least one grade level each year. The district uses a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students who scored at or above the 84th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

The next step in the process consists of the collection of substantiated student data obtained through the use of other objective and subjective measures. A student shall satisfy two of the following *additional* criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the 90th percentile on the General Intellectual Ability section of the *Scales for Identifying Gifted Students*,
2. a score at or above the 90th percentile on the Creativity section of the *Scales for Identifying Gifted Students*,
3. a score at or above the 90th percentile on the Leadership section of the *Scales for Identifying Gifted Students*,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Individual Referral Process

This process involves students who are individually referred for gifted eligibility. 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. The person initiating the referral will sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process. Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,

2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
3. a score at or above the superior range on a normed published measure of creativity,
4. a score at or above the superior range on a normed published measure of leadership,
5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
6. a score at or above the 90th percentile on a normed measure of cognitive ability,
7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. other measures that are documented in the research on identification of intellectually gifted students.

Documentation of measures will be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.

NOTE: Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

STAGE 2: LSC REVIEW OF REFERRAL DATA

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

1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

Provisions for Emerging Potential for Gifted Populations

At this point the LSC will make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

STAGE 3: PARENTAL PERMISSION FOR TESTING

At this time, district personnel will obtain written parental permission for testing. District personnel will also notify parents in writing about their rights under FERPA.

STAGE 4: ASSESSMENT

Once the LSC has determined that a student has satisfied minimal referral criteria and in order to move forward to the assessment stage, district personnel will review and compile all data available on the student. This data will also be made available to a licensed examiner.

The assessment stage is the individual test of intelligence, which will be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner will review all available data on the

student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. The examiner will provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale in order to satisfy eligibility criteria.

District personnel shall make decisions as to whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used are documented in writing in the district's Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE.

Students referred for the gifted program will be tested a maximum number of two times at the assessment stage at the responsibility of the school district.

Emerging Potential for Gifted

Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on a group measure of intelligence, but, did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile,
2. A group intelligence measure with a minimal score at the 90th percentile

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

Potentially Twice-Exceptional Students

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

STAGE 5: ASSESSMENT REPORT

District personnel will write an Assessment Report, which must contain the following components:

1. Student's name,
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure,
4. Name of individual who administered or completed each measure and the date administered or completed,
5. Test behaviors for any individually administered test(s),
6. Interpretation of the results of each individually administered test(s),
7. Name of the person who administered the individual test of intelligence and date test was administered,
8. Qualifications of the individual who administered the individual test of intelligence,
9. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
11. Date of the Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC will meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC will rule that the student is or is not eligible for the intellectually gifted program.

Parental Notification

District personnel will notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel will offer to explain any of the results about which the parents have questions. District personnel will also notify parents in writing about their rights under FERPA.

Parental Permission for Placement

After a student has been ruled eligible for one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

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.

The Biloxi Public School District will, in accordance with the *Interstate Compact on Educational Opportunity for Military Children*, honor the previous gifted ruling and place the student who moves into the district in the gifted program on a probationary basis. The district will initiate the referral process for determination of gifted eligibility in accordance with the Biloxi Public School District Board policy and the Mississippi Department of Education *Regulations for Gifted Education Program 2013*.

HOMEWORK/CLASSWORK

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 will be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, artistically gifted students, and/or creatively gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A's and B's.

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 will 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. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting. Since participation in the gifted program is an entitlement under law, the student should remain in the program as long as he/she is successful in the program. Grades and/or success in the regular classroom is the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program. Should the committee determine that a student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the local district shall grant the parents a hearing.

The district has a process in place as to how this hearing process will be conducted and how the lack of agreement will be resolved.

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 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 time frame 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.

PARENTAL DISCONTINUATION OF SERVICES

Should a parent choose to discontinue his/her child's participation in the gifted program, the student will no longer be considered eligible for gifted services. Reinstatement in the program will require the student to go through the Referral Process again after a time period of at least one school year.

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

Students with disabilities will be issued a regular education high school diploma, certificate of completion or a Mississippi 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. Every student who completes an approved course of study by or before age 21 will receive a regular high school diploma, a certificate of completion, or a Mississippi 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.
- J. Information will be shared in a language parents can understand.

Please refer to each school's Parent Involvement Policies (in Schools or on Website) for specific events and activities.

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.
- f) Student that has fallen one or more grade level behind who is determined through review of assessment, attendance and grades is eligible for an academic enhancement program to remediate and strengthen core skills.

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 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 GED option program, when funds permit, under the guidelines establishing minimum standards as set forth below:

Guideline 1.1

District selection procedures ensure that students who enroll in the GED Option® program (1) are credit deficient and (2) are academically capable of completing graduate requirements.

- The student must be at least 16 years of age;
- The student must be at least one (1) full grade level behind his or her ninth grade cohort *or* must have acquired less than four (4) Carnegie units;
- The student must have taken every opportunity to continue to participate in course work leading to a regular diploma; and
- The student must be certified to be eligible to participate in the GED Option® program by the school district superintendent.

Prior to enrolling any student in the secondary GED Option® program, referring school must:

- Provide all available interventions and support (i.e., tutoring, counseling, and advising) to the student (documentation should be available regarding these efforts and results).
- Provide counseling to any prospective student and his/her parent or guardian explaining the program and expectations (including advantages and disadvantages of the Secondary GED Option® program as opposed to the regular high school diploma).
- Written assurance that student participation in the program is voluntary.
- Obtain written agreement from the student and parent or guardian for voluntary program participation.

Prior to a student enrolled in the GED option program taking the GED tests, the school district will:

- Ensure that content should include instructor-prepared material, standardized GED-instructional material from publishers, instructional materials from secondary publishers and developers.
- Ensure that workforce development instruction and activities focus on knowledge, skills, and abilities required for securing and maintaining employment.
- Ensure that GED Option® instructional time and workforce development is determined by the district based on the individualized needs of students.
- **ENSURE THAT GED TESTING IS SET ONLY WHEN A STUDENT HAS PREPARED AND STUDIED SUFFICIENTLY TO PASS THE GED EXAM.**

Guideline 1.2

Counseling is required prior to enrollment and must be available throughout participation in the GED Option®. Biloxi Public Schools will:

- Provide adequate access to certified counselors and academic advisors.
- Provide pre-entry counseling.
- Provide regular academic, career, and guidance counseling services to students enrolled in the secondary GED Option® program.
- Provide follow up counseling (after the student has completed the program).
- Keep counseling and advising records on each student served in the program.

Guideline I.3

Curricula and instructional content will be at the high school level and designed so that:

- The curriculum and instructional methodology will address the individual needs of each student as specified in an Individual Education and Career Plan (IECP) developed at the time of placement. The IECP committee (the committee will include an academic counselor, academic teacher, principal, and vocational personnel) will emphasize academic/instructional needs of the student, job readiness skills, and work experience options.
- Appropriate assessment and evaluation of each student's educational progress shall be conducted and reported to student and parent/guardian at regular intervals according to established policy approved by the local school board. Assessment and evaluation records will be appropriately maintained to ensure individual student confidentiality.
- Students participating in an approved GED Option® program, who are enrolled in subject area courses through January 31 in a school with a traditional class schedule or who are enrolled in subject area courses through October 31 or through March 31 in a school on a block schedule, shall be required to take the end-of-course subject area tests for those courses in which they are enrolled.
- Student shall have access to materials and resources specifically designed to prepare the student to pass the GED Tests and obtain a GED certificate.
- Student participates in a minimum of fifteen (15) hours of direct instruction each week.
- Student participates, in addition to the required hours of direct instruction, in at least one of the following each semester:
 - service learning;
 - career and technical education;
 - additional coursework;
 - an internship;
 - a cooperative learning project; or
 - any other learning activity aligned with the student's Individual Education and Career Plan.

Guideline I.4

To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the secondary GED Option® program. Biloxi Public School District will:

- Staff GED Option® programs with qualified and certified instructors.
- Provide supervision of the instructional program in each of the content areas (Math, English, Social Studies, and Science).
- Provide at least 15 hours of instruction per week for each student enrolled.
- Provide a student/teacher ratio of no more than 15:1.
- Ensure program staff participates in annual professional development specific to the GED Option® program.
- Provide adequate instructional resources for student success.

Guideline I.5

Successful students will receive official recognition. Recognition programs will be determined by the district and may include:

- Special program.
- Recognition at a school or district function.

Guideline I.6

Biloxi Public Schools will collect data on the students served by the GED Option® for reporting to the Mississippi Department of Education. This data will include, but is not limited to:

- 1) Characteristics of students participating;
- 2) GED testing process;
- 3) Hours of instruction each student receives weekly;
- 4) Instructional delivery methods/strategies observed in program;

- 5) Instructional resources available;
- 6) Instructor to student ratio;

- 7) Number and status of instructors assigned to the program;
- 8) Number and status of paraprofessionals assigned to the program;
- 9) Number of students who pass the GED test;
- 10) Number of students who take the GED test;
- 11) Participation in counseling;
- 12) Ratio of advisors to students;
- 13) Ratio of counselors to students;
- 14) Reading level of students entering the program;
- 15) Referral process;
- 16) Remediation and tutoring participation;
- 17) Selection process;
- 18) Type of recognition ceremony.

STUDENT ACTIVITIES - STRINGED INSTRUMENTS
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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.

Participation in interscholastic athletics and extracurricular activities is a privilege and not a matter of student rights comparable to the fundamental right to a free public education.

Only students enrolled in grades 7-12 may 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/guardian consent; (2) a description of and identifying information for all medical/health insurance coverages; (3) liability waiver signed by parent/legal guardian; and, (4) medical eligibility certified 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 the student's participation in any practice or event associated with the activity.

All students must meet eligibility requirements for interschool activities governed by regulations of the Mississippi High School Activities Association. It is the responsibility of the school principal, athletic director, and the head coach supervising the activity to assure the student's eligibility for participation as governed by the regulations set forth by the MHSAA.

The principal of the school building the student attends and athletic director shall have full authority to resolve/determine all issues/questions concerning a student's eligibility/qualifications for tryouts and participation in interscholastic athletics and extracurricular activities, eligibility for elective/appointive office and continuation of eligibility.

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

Policy JCA concerning Student Grievances and Policy JCAA concerning Due Process – Student Rights are not applicable to the privilege of participation in interscholastic athletics and extracurricular activities.

**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**

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.

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 in accordance to State Board of Education policies.

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
 - a. designed to address the deficit areas;
 - b. research based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.

3. 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 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.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). 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.

5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3,must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

6. All students in Kindergarten and grades 1 through 3 may be administered a screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur:
 - a. Grades 1-3: A student has failed one (1) grade;
 - b. Grades 4-12: A student has failed two (2) grades;
 - c. 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; OR
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

Referrals to the TST 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 in Paragraph 6.

Source: *Miss. Code Ann.* § 37-177-1, et seq., (Act) (Revised 01/2014)

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.

Purpose

The Biloxi Public School District (the “District”) provides employees and students with access to the District’s electronic communication system, referred to as the District system, which includes Internet access. The District system has limited educational purpose. The term “educational purpose” includes use of the system for classroom activities and professional development. The purpose of the District system is to assist students in preparing for responsible citizenship and success in life. The District system provides electronic access to a wide range of information and the ability to communicate with people throughout the world. In addition, the District system will enhance District intercommunication, enhance productivity, and assist personnel in upgrading their skills through greater exchange of information with their peers and the local community.

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

The District may supply students with laptops for use at school and at home. This policy will apply to any District-owned device. This policy also applies to any student-owned device while used at school or during any District-sponsored activities.

District Responsibilities

The Director of Technology will serve as the coordinator to oversee the District system, coordinate with other regional and state organizations as necessary, maintain executed license agreements, provide training in the use of the District system, and District software, and be responsible for interpreting the District’s Acceptable Use Policy.

Each school’s principal will serve as the building level coordinator for the District system, approve school site activities, ensure personnel receive proper training in the use of the District system and the requirements of this policy, establish procedures to ensure adequate supervision of students using the District system, and be responsible for interpreting the District’s Acceptable Use Policy at the school level.

User Responsibilities

The use of the District system, including 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 District system, including the Internet, must be in support of education and research, and consistent with the educational objectives of the 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.

Users may not use the District system for political purposes.

Parent Notification and Responsibility

The District will notify the parents and/or guardians about the District system and the policies governing its use. As the District system offers Internet access, students must have permission from at least one of their parents and/or guardians to access the Internet at school. Parents and/or guardians may specifically request that their child/children not be provided Internet access by notifying the District in writing. The District will attempt to abide by parental requests to restrict access. However, the District is not responsible for user actions that are not in accord with District policy and procedure.

The District complies with CIPA, the Children’s Internet Protection Act, which was signed into law on December 21, 2000. The District’s Acceptable Use Policy is an Internet safety policy that protects against access through computers

with Internet access, to visual depictions that are obscene, child pornography, or (in the case of use by minors) harmful to minors.

This policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be aligned with the values of students' families. Filtering software will be utilized to limit access to certain sites and to monitor access to electronic resources. However, it is not possible for the District to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents and/or guardians bear primary responsibility for transmitting their particular set of family values to their children. The District will encourage parents to specify to their child/children what material is and is not acceptable for their child/children to access through the District system.

District Limitations of Liability

The District makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the District system. The District will not be responsible for financial obligations arising through unauthorized use of the system.

Search and Seizure

District system users have a limited privacy expectation in the contents of their personal files on the District system. Routine maintenance and monitoring of the District system may lead to discovery that the user has or is violating this policy or the law.

An individual search and appropriate actions, in accordance with District policies, will be conducted if there is reasonable suspicion that a user has violated the law and/or this policy.

Software, Copyright and Plagiarism

Users will respect the policies and laws regarding software licensure. No unlicensed software will be permitted on District technology. All licenses must be filed and approved with the Technology Department. Although each user will provide for timely backup of essential data, no unauthorized copying of data and software will be permitted.

Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Users will not plagiarize works. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

Instruction and Selection of Material

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking sites, in chat rooms, through electronic mail, and/or other forms of direct electronic communications. Students will also be educated with regard to cyberbullying awareness and response.

When using the Internet for class activities, teachers will select materials for students that are age appropriate and relevant to course objectives. Teachers will preview the materials and sites they require or recommend for student access to determine the appropriateness of the material contained or accessed through the site. Teachers will provide guidelines and/or lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views

Personal Safety

The District complies with the Children's Online Privacy Protection Act (COPPA) that was signed into law on October 21, 1998 and was effective as of April 21, 2000. The purpose of COPPA is to regulate the online collection and use of personal information provided by and concerning children under the age of thirteen.

- Users will not disclose, use, disseminate or divulge personal and or private information about himself/herself, minors or any other persons including personal identification information. Personal identification information includes (but is not limited to) addresses, phone numbers, school address, work address, etc.
- The 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 not agree to meet with someone they have met online.
- Users will immediately report to District personnel 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 District policy.
- User shall not access, transmit, or retransmit threatening, harassing, profane or obscene material, pornographic or sexually explicit 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 District system for any illegal activity including, but not limited to, unauthorized access including hacking. This includes attempting to gain unauthorized access to the District system or to any District technology, and attempting to log in through another user's account or access another user's files/data.
- 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 advocates or could cause danger or disruption.
- Users shall not make deliberate attempts to disrupt the District system performance or destroy data by spreading technology viruses or by any other means. Vandalism will result in the cancellation of user privileges, disciplinary action, and/or financial restitution paid by the user and/or parent according to Miss. Code Ann. §37-11-53. Vandalism also includes any malicious attempt to harm or destroy equipment, materials, or data of the District or any user.

Inappropriate Language/Harassment (Cyberbullying)

Restrictions against inappropriate language apply to all electronic access such as, but not limited to, public messages, private messages, and material posted in the Internet.

Users shall not engage in personal attacks, including prejudicial or discriminatory attacks.

Users shall not access, transmit, or retransmit information that harasses, bullies (cyberbullies) another person. Harassment is persistently acting in a manner that distresses or annoys another person.

Users shall not knowingly or recklessly post false or defamatory information about a person or organization.

Users shall not repost a message that was sent to them privately without the permission of the sender.

Users shall not post private information about another person.

System Resource Limits

- User shall only use the District's system for educational and career development activities and limited, high quality self-discovery activities as approved by District'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 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 District may include a process for a student to appeal the decision to deny, suspend, revoke or cancel Internet privileges.

Consequences for Failure to follow Terms and Conditions of Acceptable Use Policy

There will be consequences for any user who fails to follow 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 District disciplinary policy, and state or federal law. At the discretion of the 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 administration of the Biloxi Public School District (the "District") 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.

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 (the "Superintendent"). 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 district 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 fifteen (15) days before the next school board meeting. 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 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 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. 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.
8. The teacher initiating the request FOR the field trip shall be responsible for meeting all requirements related to the trip as defined in this policy, including securing the required number of chaperones as determined by the Superintendent.

9. All requests for field trips must have prior written approval by the appropriate central office administrator and/or the Superintendent.
10. Field trip requests that require Board approval must be in the Superintendent's office at least fifteen (15) 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.

PROHIBITION AGAINST REQUIRING ANY PERSON TO PARTICIPATE IN PRAYER OR VIOLATING THE CONSTITUTIONAL RIGHTS OF ANY PERSON

This policy shall not be construed to authorize this district to do either of the following:

1. Require any person to participate in prayer or in any other religious activity; or
2. Violate the constitutional rights of any person.

STUDENT EXPRESSION OF RELIGIOUS VIEWPOINTS

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

STUDENT SPEAKERS AT NONGRADUATION EVENTS

The school district hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. If a student is to speak at an event, the district shall set a maximum time limit reasonable and appropriate to the occasion. The forum shall be limited in the manner provided by law.

Only those students in the highest two (2) grade levels of the school and who hold one (1) of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the football team, and other students holding positions of honor as the school district may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the student council or other designated body during an announced period of not less than three (3) days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester.

The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction.

For those events at which a student is to speak, each student may speak for one (1) week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the district. The list of student speakers shall be chronologically repeated as needed, in the same order. The district may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech.

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious

viewpoint expressed by the student on an otherwise permissible subject.

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position or expression of the school district."

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions.

The school district shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

STUDENT SPEAKERS AT GRADUATION CEREMONIES

The school district hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the district shall set a maximum time limit reasonable and appropriate to the occasion. The forum shall be limited in the manner provided by law.

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three academically ranked graduates, or a shorter or longer list of student leaders as the school district may designate. A student who will otherwise have a speaking role in the graduation ceremonies shall be ineligible to give the opening and closing remarks.

The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school district shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the district creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech. The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject

and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

A written disclaimer shall be printed in the graduation program that states, "The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school district or the board of trustees, or the district's administration, or employees of the district, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the district refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

RELIGIOUS EXPRESSION IN CLASS ASSIGNMENTS

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

FREEDOM TO ORGANIZE RELIGIOUS GROUPS AND ACTIVITIES

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during and after school to the same extent that students are permitted to organize other non-curricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination based on the religious content of the group's expression.

If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

LEGAL REF.: MS CODE – Mississippi Student Religious Liberties Act of 2013

CROSS REF.: Policy – IKC Religion in Schools

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

Kindergarten will receive grades based on the 100 points grading scale in reading, language arts, and math.

In grades 1-4, a minimum of three (3) major 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 three (3) major test grades per term in the grade book records for each of the subcategories: English/grammar, spelling, and writing (composition). In grades 3-4, a minimum of three (3) grades per term in science and three (3) major grades per term in social studies must be recorded in the grade book records. These grades must reflect performance in major units/special projects/unit tests. A minimum of three (3) activity grades must be recorded each term in all subject areas.

In grades 5-6 a minimum of three (3) grades per term in all subjects must be recorded in the grade book records. These grades reflect performance in major units/special projects/units tests. A minimum of six (6) activity grades must be recorded each term in all subject areas.

Promotion and Retention

In Biloxi Public School District, in accordance with state law, (Mississippi Code 37-3-48), a student's performance on course standards will be used as the principle basis for determining whether a student passes or fails the course. In order to be considered for promotion, students must successfully master the state and local core objectives as set by the district's instructional management plan. The mastery level will be set at minimum of 65% on all other course work; an average of 65% mastery must be maintained. An administrative review team will have the discretion to amend or make changes in reference to retention.

Kindergarten

A kindergarten student may be retained if adequate progress has not been demonstrated on benchmark assessments and the decision to retain will be based on the best interest of the student as determined by the teacher and principal.

The MKAS2 is intended to be a system for universal screening, diagnostic, and summative assessment to help every child become proficient in reading by the end of 3rd grade. STAR Enterprise, which includes STAR Early Literacy and STAR Reading, comprises an online system for screening, diagnostic, and a summative assessment that can help Mississippi achieve these goals.

First Grade

First grade students must pass reading and mathematics with a minimum average of 65.

Grades Two and Four

All second and fourth grade students must pass reading and mathematics with a minimum average of 65 or they will be retained. In accordance with the Literacy – Based Promotion Act, Senate Bill 2347, those who do not pass the 3rd Grade State Reading Assessment will be retained in the third grade.

Beginning in the 2014 – 2015 school year, a student not meeting the required score in reading on the established state reading assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion.

Grades Fifth and Sixth

All fifth and sixth grade students must pass reading and mathematics with a minimum average of 65 or they will be retained.

SECONDARY

In grades 7-12, a minimum of three (3) grades per subject per term will be required. All three (3) grades must reflect performance in major units/projects/unit tests, etc. Activities will not count as one of the required three (3) major grades. A minimum of five (5) activity grades must be recorded each term in all subject areas.

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.

Re-teaching and Retesting

In the best interest of the students in the Biloxi School District, re-teaching and retesting will provide additional time to achieve mastery of critical objectives and will provide students the opportunity to show understanding of critical concepts. Re-teaching 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 re-teaching 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. Student may re-teach retest on major unit tests in accordance with school eligibility procedures as determined by teachers and administrators. 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.

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.

CLASSIFICATION/PROMOTION POLICY

IHE

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.

GRADUATION REQUIREMENTS 9-12**IHF**

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 a standard high school diploma, the Mississippi occupational diploma, or certificate of completion 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 Program (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 in order to receive the standard high school diploma.

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.