

Grenada School District

EDUCATION, TRAINING, DREAMS

GETC-Grenada Enrichment & Transition Center Student Handbook

2017-2018

PO Box 1940
Grenada, MS 38902

Grenada School District
253 South Main Street
Grenada, MS 38901
www.grenadak12.com

662-226-1606 (Phone)
662-226-7994 (Fax)

6/13/2017

PLEDGE OF ALLEGIANCE

United States

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

State of Mississippi

I salute the flag of Mississippi and the sovereign state for which it stands, with pride in her history and achievements, and with confidence in her future under the guidance of Almighty God.

ALMA MATER

*Hail, Alma Mater
Hats off to you,*

*Ever you'll find us
Loyal and true;*

*Firm and undaunted
Ever we'll be.*

*Hail to the school we love,
Here's a toast to thee**

ADMINISTRATION

Dr. David DaigneaultSuperintendent
Dr. Bettye Neely..... Administrative Assistant
Ms. Lynne Russell..... Administrative Operations Officer
Mr. Lyle Williams.....Administrative Academics Officer
Dr. Becky TerryAdministrative Academics Officer

BOARD OF TRUSTEES

Mr. Kevin Carnathan.....District 1
Dr. David Braswell.....District 2
Mrs. Arlene ConleyDistrict 3
Mrs. Marjorie HughesDistrict 4
Mr. Brent Brasher.....District 5

SCHOOLS - PRINCIPALS

GRENADA ELEMENTARY SCHOOL (Pre K-3)

250 Pender Drive, Grenada
Raleigh Wood, Principal (Pre K-3) - Phone: 226-8900 or 226-2584
Reginald Herrington, Assistant Principal
Dawn Walls, Assistant Principal

GRENADA UPPER ELEMENTARY SCHOOL (4-5)

500 Pender Drive, Grenada - Phone: 226-2818
Carol S. Tharpe, Principal
John Daves, Assistant Principal

GRENADA MIDDLE SCHOOL (6-8)

28 Jones Road, Grenada - Phone: 226-5135
Marshall Whittemore, Principal
Angela Cooley, Assistant Principal
James Harrison, Assistant Principal
Barry Rogers, Assistant Principal

GRENADA HIGH SCHOOL (9-12)

1875 Fairground Road, Grenada - Phone: 226-8844
Jerry Williams, Principal
Charles Washington, Principal (9th Grade) - Phone: 226-6138
Joey Cooley, Assistant Principal
Cole Surrell, Assistant Principal
Emily Tindall, Assistant Principal

GRENADA CAREER & TECHNICAL CENTER (9-12)

2035 Jackson Avenue, Grenada - Phone: 226-5969
Joey Carpenter, Director

GRENADA ENRICHMENT & TRANSITION CENTER

GED/Alternative School
809 Tie Plant Road, Grenada - Phone: 226-3311
Dr. Tina Herrington, Principal

Grenada School District Vision Statement

Education, Training, Dreams

Grenada School District Mission Statement

Grenada School District is dedicated to excellence so that each child reaches their maximum potential within a safe learning environment while providing a comprehensive educational program that fosters the academic, physical, social, and emotional growth of all students.

GETC MISSION STATEMENT

The purpose of the Grenada Enrichment & Transition Center is to accommodate the unique needs of children and youth who present with behavioral, academic and/or emotional challenges who have failed to respond successfully to empirically-based tiered supports implemented in their home schools. The overall mission of the Grenada Enrichment & Transition Center is to promote academic success, develop stable patterns of pro social behavior, facilitate student acquisition of employability and functional skills, as well as, support career and character education development for students in a safe, welcoming, and caring non-traditional school setting. Grenada Enrichment & Transition Center staff and administration are committed to providing quality instruction and academic remediation, guidance, provisions of empirically-based behavioral supports and related services, and frequent progress monitoring and feedback necessary for achieving the goal of providing students with a successful and lasting transition back to their traditional, home school environments.

FOREWORD

The purpose of this student handbook is to acquaint students, parents and teachers with general information necessary to a successful school year. However, this handbook is not the school policy manual. If you have questions concerning any subject, please seek further information from your principal or the sources referenced throughout.

This handbook is dedicated to giving students, parents and teachers a better understanding and appreciation of our education program.

EDUCATIONAL PHILOSOPHY

The primary purpose of the Grenada School District shall be to produce an environment in which students will become independent, self-motivated and can function effectively in society. The schools furnish materials and guidance that will incite the student's curiosity; for the school launches the student on a lifetime journey of exploring, probing and learning about himself/herself and the world. To help prepare the student for this journey, the school provides a wide, solid base of knowledge and skills, which will feed and sustain him as he searches for knowledge about himself and the community in which he lives.

Our school offers two unique services to the community. First, it offers a broad range of concentrated academic instruction and guidance to all the youth of the community. Second, it offers a practical learning environment for students who wish to acquire immediate vocational skills.

The faculty shares responsibility with the community and home for producing young adults who possess poise, grace and moral integrity. Therefore, the school helps provide an environment and opportunities that will enable every student to develop and mature physically. The administration and staff encourage classroom and extracurricular activities that promote student interaction. Also, students are encouraged to take an active part in events both in and out of the classroom. Finally, through this continuous physical, social and academic interaction, the school encourages each student to develop a sound moral philosophy that will promote his building a useful life.

SUPERINTENDENT'S MESSAGE

Dear Students:

It is my hope that each Grenada High School student will have a pleasant and successful school year. Your high school years are among the most important years of your life. Your success in school and in your adult life will be directly proportional to your daily efforts. I would like to challenge each of you to strive to become a student and citizen of whom your parents, community, and school can be proud.

Sincerely,
Dr. David Daigneault
Superintendent

PRINCIPAL'S MESSAGE

Welcome. The policies and procedures contained in this handbook are the result of a cooperative effort on the part of the faculty, administration and student representatives. This information has been carefully prepared and presented so that it will be of value in helping you to adjust to our school and to become an integral part of it.

The ultimate purpose of education is to help each student become an effective citizen in a democratic society. Our goal is to develop and to enable you to accept responsibilities and obligations of good citizenship, which will help you to participate successfully in the world of tomorrow. Remember that your success in this school will be directly proportional to your efforts. This handbook along with your corresponding school handbook has been prepared as a means of providing a uniform source of specific information concerning school policies, rules, and regulations.

May this year be one of the most rewarding in your school career.

Sincerely,
Dr. Tina Herrington
Principal

CONTACTS LISTED BY AREAS/DEPARTMENT

Administrative Assistant Federal Program Coordinator District Test Coordinator Purchasing Agent Teacher Scholarships/Bank Hours	Dr. Bettye Neely	226-1606
Administrative Operations Officer Personnel/Human Resources Director Drop Out Prevention Coordinator Purchasing Agent Discipline District Activities Calendar Donated Leave Dress Code Residency O-Policies Facility Campus Rentals Cohort Data Collection Extended School Year /Credit Recovery Program District Grant Coordinator 21 st Century Grant Energy Education Specialist ADA/Attendance GSD Wellness Coordinator Handbooks	Lynne Russell	226-1606
Administrative Academic Officer 504 Coordinator Purchasing Agent District AdancED Coordinator (SACS) Accountability/Accreditation Instructional Management Plan Highly Qualified Plan Curriculum Instruction ADA (Americans With Disabilities Act) Coord. Licensure (Alt. Route Certification, CEU's, Highly Qual.) Professional/Staff Development Occupational Safety & Crisis Management Coord. Textbook Coordinator Asbestos LEA Athletic/Activities Director	Lyle Williams	226-1606
Special Education Director Child Find SPED Extended School Year SPED Licensure	Bea Colbert	226-3045 or 226-1606
Assistant Director of Athletics	Danny Aldridge	226-8844
AmeriCorps	Gwen Woodson-Director Pamela Hubbard-Secretary	226-1606
Director of Bands	Joe Presley	226-4355

Choral Music	Jenni Winter-GHS Visions Jenni Winter-GMS Choirs/Entertainers Denondra Sims-GUES Music/Pizzazz Amy Killebrew-GES 2-3-Music Meg Wood-GES K-1-Music	226-8844 226-5135 226-2818 226-8900 226-8900
Communications Coordinator	Gail Daigneault – Grades 6-12 Robbie Buchanan – Grades K-5 Lisa Holland – Assistant Jamie Kornegay-Copywriter /Writer	226-1575
Business Manager/Accounting Insurance-Property and Liability	Rodney Murphy	226-1606
Payroll Employee Insurance	Melissa Neely	226-1606
Purchase Orders Fixed Assets Bank Deposits	Johnnie Harrison	226-1606
Accounts Payable / Purchase Orders	Debra Conley	226-1606
Bookkeeper Sixteenth Section Land	Teresa Morris	226-1606
Secretary to the Superintendent Licensure MSIS Personnel Coordinator School Board Clerk	Alice Hamilton	226-1606
Food Services	Myra Tims-Director Dianne Morgan-Secretary	226-1606
Receptionist (Central Office)/Office Manager Residency	Vicki Crockett	226-1606
Data Analyst/ Interventionist Title IX School Status Coordinator PreK Coordinator	Kimberly Ezelle	226-1606
PreK Director	Pauly Oakes	226-8900
Instructional Specialists (K-12)	Emily Tindall-Language Arts (7-12) Dr. Julie Riales-Math (7-12) Pam Briscoe-Language Arts (4-6) Lisa Jordan-Math (4-6) Denise Roberts-Math (K-3) Dawn Walls-Reading (K-3) Sherry Cook-Science (5-12) Cole Surrell-History (11)	226-8844 226-5135 226-2818 226-2818 226-8900 226-8900 226-2818 226-8844
iReady Coordinators	Denise Roberts-District and (K-8) Chasity Johnson (Asst. 4-5)	226-8900 226-2818
Director of Maintenance/Buildings/Property	Jeff Pickle	226-0156
Parent Resource Center Coordinator 21 st Century Secretary	Myra Muirhead	227-3370
TST Coordinator Academic Intervention Spec./ Behavioral Specialist Parental Involvement Coordinator	Dr. Carla Rogers	226-8900
Science Fair	Sherry Cook	226-2818

K-12 Innovative Director	Cole Surrell	226-8844
Technology Coordinator MSIS Attendance Reports Communication E-Rate MSIS Coordinator	Chris Corbett	226-1606
Technology Technicians	Joseph Liberto–GES, GUES, & GETC Grayson Morrow-GMS, GHS, &GCTC John Fortier-Assistant	226-1606
Technology Educator ELS Contact MSIS/SAMS	Mary Bailey	226-1606
Innovative Developer Gifted Coordinator	Sherry Worsham	226-8844
Transportation Director Security Director Occupational Safety & Crisis Management Director	Benji Britt	226-3771
Reading Fair	Emily Tindall-Coordinator Librarians at each school	226-8844
Printing	Linda Moore	226-2108
Director of Janitorial Services	Cortiss Evans	226-6645
Director of Maintenance/Buildings/Property	Jeff Pickle	226-0156
Secretary-Central Office MSIS Personnel	Sandra Davis	226-1606
Secretary-Central Office Personnel/Human Resources Fingerprinting/E-Verify/Background Checks District Vacancy Reports FMLA Workers Compensation ADA Info	Kristi Bell	226-1606
Secretary-Central Office AIM Notifications Residency Secretary Discipline/Hearings Secretary Human Resources Sub List	Emily Legge	226-1606

BELL SCHEDULE

1st period 8:00-8:50	50 minutes
2nd period 8:55-9:45	50 minutes
3rd period 9:50-10:40	50 minutes
4th period 10:45-11:35	50 minutes
5 th A period 11:40-12:30	50 minutes
5th B period 12:35-1:25	50 minutes
6th period 1:30-2:20	50 minutes
7th period 2:25-3:15	50 minutes

WEATHER DELAY SCHEDULE (For Severe Weather)

*School may begin at 10:00am during severe weather. Parents and students will be notified by TV/Radio announcements and AIMS Notifications. **Assigned teachers/asst. teachers will be on duty 2 hours after their regular duty time for students who are early arrivals.**

RIGHTS AND RESPONSIBILITIES

DISTRICT RESPONSIBILITIES

The District accepts its responsibility for insuring certain rights upon which there can be no compromise:

1. The student's right to quality education, differentiated, individualized and free from disruption.
2. The educator's right to teach or administer free from verbal intimidation and physical assault.
3. The parents' right to expect quality education and the protection of students, educators and their investment in school property.

STUDENTS' RIGHTS

All students have basic rights and responsibilities as afforded by the U.S. Constitution, the Constitution of the State of Mississippi and Mississippi law.

1. **Right to Learn:** Students have a right to a public education and to a non-disruptive education environment in which to learn.
2. **Equal Opportunity:** Students have a right to an equal opportunity to participate in school programs and activities. However, participation in extracurricular activities is a privilege, which may be lost by misconduct, academic standing or other reason provided by policy and/or law.
3. **Freedom of Expression:** Students have the right to express their opinions verbally or written as long as it does not disrupt the educational environment. This right includes student publications to the extent provided by law.
4. **Privacy:** Students' academic and other personal school records are confidential and can be inspected only by eligible students, parents/guardians, school officials and others as permitted by law.
5. **Due Process:** Students have a right to due process as outlined by District policy and provided by law.
6. **Search and Seizure:** Students have the right to be free from an unreasonable search and/or seizure, but anything on school property is subject to search if reasonable suspicion exists.

STUDENTS' RESPONSIBILITIES

A student attends school so that his/her individual capacities can be developed to the fullest. Student conduct is expected to reflect respect and consideration of personal property and rights of others, as well as, an understanding of the need for cooperation with all members of the school community. Students are expected to fulfill certain responsibilities including, but are not limited to:

1. Respect for authority, including obedience to school rules and regulations and to the law.
2. Respect for the rights of other persons and for school and community property.
3. Regular attendance and meeting of school obligations.
4. Develop standards of personal conduct, which are reflected in socially approved behavior.
5. Accept responsibility for his/her own work and behavior.

PARENTS' RESPONSIBILITIES

In addition to general encouragement and support of the student, teachers and school, a parent/guardian/custodian's responsibilities include, but are not limited to:

1. Ensure the attendance of his/her child.
2. Encourage his/her child to succeed by interest and involvement in the child's school, work and activities.
3. Cooperate with the teachers and administration with regard to school requested conferences. Failure to attend a disciplinary conference may result in a misdemeanor fine of up to \$3,000. Failure to attend other school conferences when requested to do so may result in a misdemeanor fine of up to \$250.
4. Encourage his/her child's good behavior and compliance with school rules and the law. A parent/guardian/ custodian may be liable for payment of damages resulting from his/her minor child's destructive acts against school property or person and of criminal fines brought against his/her child for unlawful activity upon school grounds.
5. Encourage proper nutrition by refraining from bringing fast-food to the school.
6. **Current telephone numbers and addresses are essential for emergency purposes. Whenever there is a change of address or phone number, PLEASE notify the office with the new information.**

GENERAL INFORMATION

ATTENDANCE (GRADES K-12)

The District Administration recognizes school attendance as one of the most important responsibilities of the students, parents/guardian/custodian and staff. Students who attend school regularly have fewer discipline problems and a better opportunity to achieve. Additionally, school attendance affects the District's receipt of state funding and the teachers' ability to effectively control make-up work. **The student database shall be used to record daily or class period student absentees depending on grade level.

Students who maintain perfect attendance during the school year will be recognized and rewarded. Students who do not comply with the attendance policy will be subject to disciplinary action. **The student database shall be used to record daily or class period student absentees depending on grade level.

PERFECT ATTENDANCE DEFINITION: Students with no absences and no unexcused checkouts (including lunch) are considered to have perfect attendance for that grading period. For the purpose of defining perfect attendance the term "absence" refers to both excused and unexcused unless such absence is for attendance at an authorized school activity with the prior approval of the principal.

*Students in grades 9-12 do not have to attend school during the testing period for an exam from which they are exempt. Such absences will be excused.

The Grenada School District recognizes school attendance as one of the most important responsibilities of the student, parents/guardian/custodian and staff. Attendance to class is important for the mastery of the curriculum as well as participating in classroom learning experiences that cannot be replicated through make-up work.

1. Absences

Prompt and regular student attendance is necessary for a student to obtain the greatest benefit from his/her educational experiences, therefore, a student should be **in attendance every day!!** Absences must be substantiated by a written excuse from the parent/guardian on the day the student returns. After **5 unexcused absences and the following 10, 12, 15, 20 unexcused absences** the student has failed to comply with this policy will result in the child being referred to the Compulsory School Attendance Officer. (The absences being unexcused and the student being truant.)

9-12 Only:

The attendance clerk will review the excuses/notes from parents and give the child an admittance slip to class. Students must have an admit slip the day following an absence to return to class. Absences are recorded daily and/or by period. Period absences are recorded for exemption and make-up work purposes. The principal may grant exceptions for extended absences or special circumstances.

Up to 6 parental notes for each individual day missed will be excepted, or the student will be considered truant. Medical excuses may be excused with principal approval.

A. Excused Absences

Each of the following shall constitute a valid excuse for temporary non-attendance of a compulsory school-age child enrolled in public school, provided satisfactory evidence of the excuse is provided to the superintendent of the school district or his designee within 2 days of returning to school.

An absence is excused ONLY if it results from:

- a. Attendance at an authorized school activity with the prior approval of the principal
- b. Illness or injury that prevents the child from being physically able to attend
- c. Isolation of the student is ordered by the County Health Officer or the State Board of Health (i.e. communicable diseases)
- d. Death or serious illness of an immediate family member, which would include child, spouse, grandparent, parent, brother, or sister/step-brother or stepsister

- e. Medical or dental appointment where approval is gained prior to absence, except in case of emergency. (Students are encouraged to attend orthodontist and doctor appointments during non-academic classes. Non-academic classes include: band, physical education, music, art, and athletics.)
- f. Attendance at court or administrative proceedings if the student is required to attend or under subpoena as a witness
- g. Attendance at the observation of a religious event with the prior approval of the superintendent or his designee unless the observance is of such duration as to interfere with the education of the child
- h. Out of town travel to take advantage of a valid educational opportunity provided the approval for the absence is gained from the superintendent or his designee prior to the absence.
- i. Demonstrated conditions sufficient to warrant nonattendance, at the discretion of the principal or his/her designee
(Absences above are defined according to the Mississippi Compulsory School Attendance Law 37-13-91)

Absences from school may be excused for any of the above reasons provided the parent or legal guardian provides the school with a written note or Doctor's excuse within two (2) school days of returning to school. If a note is not received within two (2) schools days of returning to school, the absence will be considered unexcused.

The Parent/Guardian excuse should contain:

- **Student's name**
- **Date of the absence**
- **Reason for absence**
- **Parent signature**

The Medical excuse should contain:

- **Student's name**
- **Date of the absence**

(Does **NOT** require a parent signature, but random verifications of medical excuses will be left to the discretion of the principals.)

*****Grenada School District Nurse excuses are considered an excused absence that day only and do not need a parent signature.**

*Upon reaching five (5) unexcused absences the student will be immediately referred to the school attendance officer. Each day attendance personnel will email the school district attendance officer a current list of all students who have accumulated 5 unexcused absences (including out of school suspensions). Out of school suspensions will be reported to the school attendance officer as they occur.

- Tardies and checkouts will be excused for the same reasons mentioned above. Parents must come to the principal's office and complete a tardy/check-out form on each occurrence for the tardy and/or checkout to be considered excused.

(A note for the tardy or early checkout must be received within 2 days of the tardy or early checkout to be excused.)

B. Official Absences – School Activities

An official absence is an absence by a student participating in events and activities authorized by a principal and placed on the school calendar when grades are effected by participation or performance.

- Students must attend school for 63% of their school to participate in school activities.
- Students suspended from school (OSS) may not participate in school-related activities throughout the day or days of the suspension.
- Students serving in school suspension (ISS) will be allowed to participate in activities occurring after the school day.
- Students who have been assigned to the Alternative School may not participate in school related activities until they return to their respective school.
- Students will not be officially recorded or unofficially counted as absent from school or individual classes when they are on any school-sponsored activity. Such students will be allowed to make up any work missed.

- Field trips must be of an educational nature and must have prior approval of the school administration and the superintendent's office.

Make-up Work

The student is responsible for making sure that all make-up work is completed. If the absence is excused, he/she is expected to make up work/tests within 3 days. The principal may grant exceptions for extended absences.

C. Homebound Instruction

A regular education student may enroll in the homebound instruction program on the day following the last day of his or her school attendance or the first day of hospitalization as a result of an illness diagnosed by a physician with proper documentation.

The following rules apply:

- A parent may request homebound instruction by presenting a physician's note and medical records documenting surgery, chronic illness, an accident, contagious disease or other medical emergencies/conditions. The signed physician's note must verify the illness and the term of recuperation, if possible. This request should be to the principal or the district superintendent's designee.
- The principal or the superintendent's designee must approve the homebound instruction request. The principal or the district superintendent's designee may or may not approve the student's participation in a program for homebound instruction based on the documentation provided.
 - (A) The amount of instructional and supportive services provided through the homebound program will be determined in relation to each student's educational needs and the student's physical and mental health.
- To re-enter school, a homebound student must report to the principal, superintendent's designee, or counselor for readmission.
- Homebound students will not be exempt from tests.
- Homebound assignments must be turned in each week.

D. Tardiness-Grades K-12 Only

(Attendance Policy - Tardy January 16, 2006)

Students are expected to be in class on time each period of the day. Students are given a reasonable period of time to pass from class to class. A record of tardies will be maintained in the principal's office.

- Total tardy counts will start over at the beginning of each semester.
- A student is tardy for school or class if he/she arrives in the classroom after the tardy bell has rung.
- Tardy to school (1st Period/Homeroom) will be excused if:
 - A school bus is late
 - The student is in an accident (with verification)
 - Any other emergency or circumstance approved by the school's administration, such as natural disasters, weather, etc.

E. Checking Out of School-Grades 6-12 Only

No student is permitted to leave school grounds at any time during the school day without permission from the principal or his designee. For safety of the students, parents are urged to cooperate with the school's policy of preventing unauthorized removal of students from school. The following rules apply:

- Only the legal guardian or other adult designated by the legal guardian may check a student out of school.
- An adult designee must be registered with the principal by the parent/guardian in order to check out a student.
- The person checking a student out must **physically** report to the office to sign out the student. Please bring an I.D., as it will be required by the attendance clerk.
- A student may be allowed to check out only at the discretion and with the permission of the principal or his/her designee.
- All rules governing absences will apply to the time missed from school as a result of checking out.
- For any checkout to be excused, it must have prior approval from the principal.
- All "check-in" and "check-out" of school for grades 9-12 will be done in the main office of the "A" building.

F. Attendance Rewards-Grades 6-12 Only

There will be no exemptions for 1st and 3rd nine weeks tests.

- There will be no exemptions during 1st semester in subjects in which state tests are given.
- Students in grades 6-11 with 3 absences or less per class per semester and a 90 or above average may be exempt from 2 exams.
- Students in grade 12 with 3 absences or less per class per semester and a 90 or above average may be exempt from 4 exams.

G. STUDENT ATTENDANCE, REPORTING OF STUDENT ATTENDANCE, TARDINESS AND EXCUSES

The school board believes that good attendance, with a minimum of tardiness and absenteeism, is essential if students are to gain maximum benefit from the school district's instructional program. The superintendent has developed administrative regulations governing tardiness and absences (excused and non-excused).

The administrative regulations shall be based on all applicable state laws governing absenteeism and tardiness and shall include (but not limited to) the counting and reporting of students to the Mississippi Department of Education for attendance purposes, expectations for good student attendance, parent responsibility, excused and unexcused absences, and tardiness. Initial administrative regulations and any future changes to such administrative regulations shall be approved by the school board before implementation.

Make-up Assignments: The administrative regulations shall specify that no absence will be excused when it is due to suspension, expulsion or other disciplinary action. However, to avoid adopting a policy or administrative rule that would ensure a student's failure, the district may adopt a provision that permits or requires suspended students who are not immediately placed in an alternative school program to make up work within specified deadlines.

Attendance Reporting: In order for a student to be considered as having attended school for a full day, the school board specifies that each student must be present for 63% of his or her individual instructional day as fixed by the local school board for each individual school. For purposes of reporting absenteeism, a student who has an absence that is more than thirty-seven percent (37%) of the student's instructional day, as fixed by the school board for the school at which the student is enrolled, shall be considered absent the entire school day.

The superintendent has developed the following policy which includes:

1. a definition of the instructional day for each individual school so that the 63% of the instructional day can be computed for each student within the school district's individual schools, and
2. a process for computing 63% of the instructional day for each student within the school district's individual schools.

SCHEDULES

Grenada Elementary School (K-3)

7:40 A.M. - 2:45 P.M. (425 minutes)

***Kindergarten** - 425 min.-30 min. (Nap)-20 min. (Recess)-20 min. (Lunch)=
355 minutes>>>63% = 224 minutes (minimum)

***Grades 1-3** - 425 min.-20 min. (Recess)-20 min. (Lunch)=385
minutes>>>63% = 243 minutes (minimum)

Grenada Upper Elementary School (4-5)

7:35 A.M. - 2:40 P.M. (425 minutes) - 20 min. (Lunch)=405 min.>>>63% =
255 minutes (minimum)

Grenada Middle School (6-8)

7:40 A.M. - 3:20 P.M. - 436 min.- 20 min. (Lunch)=
416 minutes>>>63% = 262 minutes (minimum)

Grenada High School (9-12)

7:50 A.M. - 3:20 P.M. 420 min.-10 min. (Break)-20 min. (Lunch)=
390 minutes)>>>63% = 246 minutes (minimum)

7:50 A.M. - 2:20 P.M. (340 minutes)>>>63% = 215 minutes (min.) 6 Periods

7:50 A.M. - 1:25 P.M. (290 minutes)>>>63% = 183 minutes (min.) 5 Periods

7:50 A.M. - 12:30 P.M. (240 minutes)>>>63% = 152 minutes (min.) 4 Periods

7:50 A.M. - 10:45 A.M. (130 minutes)>>>63% = 82 minutes (min.) 3 Periods

7:50 A.M. - 9:45 A.M. (80 minutes)>>>63% = 51 minutes (min.) 2 Periods

7:50 A.M. - 8:40 A.M. (50 minutes)>>>63% = 32 minutes (min.) 1 Period

Definitions

Full Day Attendance: When a student is present for 63% of his or her individual instructional day as fixed by the local school board for each individual school.

Unlawful Absence: An absence for an entire school day or during part of a school day when such absence is not due to a valid excuse.

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

LEGAL REF.: Mississippi Compulsory School Attendance Law, MS CODE 37-13-91

Mississippi Public School Accountability Standard 16 and 17

CROSS REF.: Policies CED Duties of Superintendent

JBA Compulsory School Attendance

JBAC Truancy

H. Communicable Diseases

A student with a communicable disease is required to remain out of school until a physician certifies that he/she is able to return. Listed below is a guide to common illnesses which children are most susceptible. This material is presented for your general information only and not as medical advice. If you suspect any illness, please consult a physician as soon as possible.

- Chicken Pox: Gradual onset with general run-down feeling followed by a red rash (usually beginning on trunk) that turns into white water blisters. A sick child may not attend school at least 6 days after appearance of rash. Exposed children may attend school.
- Measles/Rubeola: Fever, hacking cough, conjunctivitis. Sick child may not attend school at least 7 days following the appearance of rash. Exposed children may attend school.
- Measles/Rubella/Roseola: Ill feeling and low grade temperature. When rash occurs, child may not attend school for at least 4 days. Exposed children may attend school.
- Mumps: Pain in chewing or swallowing followed by chills and headache. Sick child may not attend school until all swelling has disappeared, usually 12 days from onset.
- Conjunctivitis: Matting of the eye, inflammation and discharge from the eye. The child may not attend school until all signs have disappeared.
- Skin Lesions: A child suspected of having impetigo or ringworm should not attend school until all lesions are healed or until a written note from a physician permitting attendance is produced.
www.msda.state.us/msdhsite
- Flu/Fever
The Center for Disease Control and Prevention recommends that people with flu-like illness remain at home until at least 24 hours after the child is free of fever (100 degrees F/37.8 degrees C) or signs of a fever without the use of fever-reducing medications.

I. Further Information

For further information on the District's attendance rules, see your principal.

CODE OF CONDUCT

Positive Behavioral Interventions and Supports (PBIS)

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

PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors and by treating much minor misbehavior as “teaching moments” rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

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

I. Primary prevention – school-wide strategies designed to reduce the development and occurrences of new problem behavior by teaching and encouraging expected pro-social behavior among all students, across all school settings and by all staff members. Rather than assuming that all students enter school with the knowledge and skills necessary to meet expectations for behavioral decorum, educators must directly teach and acknowledge those behavioral expectations that lead to social success in classrooms and all other school settings. When these strategies are implemented accurately and school-wide, about 80 percent of students contribute to a positive and safe school environment and rarely experience an office discipline referral for a major rule violation.

II. Secondary prevention - targets students who are considered at risk for problem behavior skill deficits who are not responding to primary level prevention efforts. Strategies are implemented to reduce repeated episodes of established problem behavior through the use of more intensive interventions, especially for the relatively small proportion of students (about 15 percent) for whom primary prevention strategies are not sufficient to support their behavioral success. The purpose of the secondary level is to reduce current cases of problem behavior and academic failure by using specialized group interventions that provide more support. Some common secondary prevention practices include: 1) behavioral contracts, 2) conflict resolution training, 3) pre-correction strategies, and 4) self-management strategies.

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

PURPOSE OF THE STUDENT CODE OF CONDUCT

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

DEFINITION OF DISCIPLINE

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

SCOPE OF THE STUDENT CODE OF CONDUCT

The Student Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.

- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- **The Student Code of Conduct applies to actions of students at school, at school-sponsored and school-related activities, including school-sponsored travel, and for school-related misconduct.**

BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES

Responsibilities of Grenada School District:

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

Responsibilities of District Administrators

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

Responsibilities of School Administrators

- Define, teach, model and support appropriate student behaviors to create positive school environments
- Distribute the Student Code of Conduct to students, parents, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence in regards to State Codes and the Grenada School District Code of Conduct.
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *positive behavioral interventions and supports*
- Implement the Grenada School District Board policy in a fair and consistent manner
- Maintain accurate personal discipline data of students
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance
- Monitors, supports, and sustains the effective implementation and maintenance of PBIS

Responsibilities of Teachers

- Define, supervise, teach, model, and support appropriate student behaviors to create positive school environments
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Provide corrective instruction to students who demonstrate challenging behavior
- Address infractions through a variety of interventions including *positive behavioral interventions and supports* as well as the use of alternatives to suspension and expulsion
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed

Responsibilities of Students

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

Responsibilities of Parents/Guardians

- Read the Student Code of Conduct
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to support your child within the school and the community

- Make sure your child comes to school every day on time and ready to learn
- Be committed and available to visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress

CLASSIFYING INFRACTIONS

Violations of the Code of Conduct are grouped into five levels. Before determining a classification, the principal or designee will conference with the involved students and school personnel. Once the classification of the violation is determined, the principal or designee will implement the disciplinary procedure according to the written policy.

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

Level 1 Infractions –

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

Level 2 Infractions –

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

Level 3 Infractions –

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

Level 4 Infractions –

Misbehaviors that significantly interfere with others' safety and learning and/or are threatening or harmful in nature shall be classified as Level 4 infractions. The District may, but is not required to, assign an out-of-school suspension for a Level 4 infraction. The principal (or designee) in conjunction with counseling staff shall utilize other corrective strategies as appropriate, except in emergency situations involving serious and immediate threats to safety. The principal shall ensure that a behavior plan is developed for students after a Level 4 infraction, if appropriate.

Level 5 Infractions –

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

CORRECTIVE STRATEGIES: ALTERNATIVES TO SUSPENSION AND EXPULSION

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

In the effort to fully implement *School-Wide Positive Behavioral Interventions and Supports, R.T.I.* and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the Grenada Public School System will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time. These strategies are designed to prevent the occurrence of student infractions, teach alternative or replacement behaviors, or motivate students to demonstrate compliance with established school expectations outlined in the Code of Conduct. Corrective Strategies must be implemented by educational personnel with appropriate amounts of integrity for Level 1 and Level 2 Infractions prior to administration utilizing out-of-school consequences. As such, these strategies serve as a first line of remediation in the successful management of student behaviors.

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

- After-school detention in conjunction with instruction designed to teach replacement behaviors when appropriate
- Behavioral contracts and/or Behavior Support Plans
- Bus – Assigned Seat
- Bus – Probation
- Bus Suspension (see School Bus Conduct)
- Check-in/Check-out (CICO) See definition in glossary for further information
- Conflict Resolution/Appropriate Communication/Social Skills

- Contact and/or conference with parent/guardian
- Corporal Punishment (see District Policy)
- Effective de-escalation strategies designed to prevent the occurrence of behavioral infractions
- Home/school communication system
- In School Detention (Lunch Detention, Recess Detention, etc.) in conjunction with instruction designed to teach replacement behaviors when appropriate
- In School Suspension (ISS) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Loss of privilege
- Mentoring with specific focus on the remediation of behavioral infractions and plans to teach replacement behaviors
- Pre-correction and effective limit-setting strategies designed to prevent the occurrence of behavioral infractions
- Refer the student to the Response to Intervention Team
- Referral to the school counselor
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution
- Schedule adjustment
- Schedule re-teaching of school-wide behavioral expectations during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Scheduled mandatory social skills instruction aimed at specific repeated behavioral infractions during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Seat change
- Self-charting of behavior in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel
- Short-term Behavioral Progress Reports (Daily/Weekly) in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel and communication with home environment when appropriate
- Supervised work assignment (before; during; and/or after school) at student's level or designed to address specific behavioral infractions
- Teaching, Modeling of expectations and skills using effective instruction strategies
- Temporary classroom change
- Temporary removal from classroom (not more than one hour) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Written Apology with appropriate model and/or guidance from school personnel

2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide Expectations	Examples of Expected Behaviors	<u>LEVEL 1 INFRACTIONS</u> <u>STAFF-MANAGED</u> Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 Infractions. Teachers shall manage Level 1 Infractions by using a range of corrective strategies.	<u>Possible Corrective Strategies:</u> Multiple strategies may be used depending on individual student's needs.
Be Safe	<p>Obey all bus rules</p> <p>Walk in hallways; Stay to the right and keep moving.</p> <p>Keep all objects to yourself.</p>	<p><u>Bus Disturbance</u> Student performs any behavior that interrupts the daily routine(s) of school bus operations that do not compromise the safety of others (e.g., violation of school bus rules).</p> <p><u>Inappropriate Conduct in Hallways</u> Students transitioning in an inappropriate manner in the hallway or creating congestion.</p> <p><u>Throwing objects</u> Tossing item(s) without intent to harm (i.e., throwing paper, spitballs, etc. in the classroom, during transitions, and/or in commons areas on campus).</p>	<p><u>Bus Disturbance:</u></p> <ul style="list-style-type: none"> • Student Conference • Parental Contact <p><u>First Infraction:</u> Redirect the student using effective instructions, choice provisions, or appropriate warning statements.</p>
Be Responsible	<p>Use computers responsibly</p> <p>Promptly and politely follow adult requests.</p>	<p><u>Computer Abuse/Non Internet Appropriate Use Agreement Violations (Off Task)</u> Student engages in inappropriate use of computer that does not violate IAUP. Example: Accessing sites not assigned by instructor.</p> <p><u>Noncompliance</u> Student fails to follow explicit adult directions and/or requests. (e.g., student engages in passive/noncompliance or refuses to participate in a non-confrontational manner).</p>	

**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 1 CONTINUED**

<p>Be Responsible (Continued)</p>	<p>Participate in class.</p> <p>Stay in your assigned seat.</p> <p>Follow the teacher's directions and use positive language with peers</p> <p>Dress Appropriately</p>	<p><u>Disrespect for Authority (Non-Verbal)</u> After being redirected by an adult, student continues to engage in minor (nonverbal) disrespectful behavior such as "eye-rolling", sighing, etc.</p> <p><u>Dress Code Violation</u> Student wears clothing and/or dresses in a manner that is not consistent with the policy which can be corrected by the teacher (i.e. tuck in shirt).</p>	<p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Hold a student conference privately to address the specific problem behavior and direct them to engage in the expected behaviors using teacher-based strategies. • Make a parent contact (e.g., phone call, email) to inform the parent of the performance of problem behavior, describe strategies that have been used to address the problem behavior, and request assistance in addressing the problem behavior.
<p>Be Respectful</p>	<p>Use appropriate voice</p>	<p><u>Disrespect for Authority-(Verbal):</u> After being redirected by an adult, student engages in verbal disrespectful behavior (e.g. talking back in protest, making <u>non-threatening</u> comments to staff, etc.).</p>	<p><u>Other teacher-based strategies:</u></p> <ul style="list-style-type: none"> • Require the student to complete a written assignment related to the problem behavior (e.g., reflective writing activity, problem solving activity, letter of apology, etc.). • Direct teacher feedback. • Change student's seat or placement in room. • Refer student to school counselor. • Other research-based classroom management strategies. • Re-teach school-wide rules and expectations (e.g. using direct instruction, modeling, and corrective feedback). • Upon the 3rd Level 1 infraction, student will receive an office disciplinary referral. (Complete Tier I Behavioral Documentation form).

**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED**

<p>Be Responsible (Continued)</p>	<p>Attend school daily</p> <p>Arrive to school on time</p> <p>Attend all classes on time</p> <p>Obey all school rules</p> <p>Always be honest</p>	<p><u>Cutting Class</u> Student fails to attend regular scheduled class within 10 minutes after the tardy bell rings without an excuse on days when present at school.</p> <p><u>Unexcused Late Arrival to School/Tardy to Class/Truant</u> Habitual failure to be present at the beginning of school or the class period prior to sounding of the tardy bell.</p> <p><u>Leaving Class without Permission</u> Student leaves the classroom without permission from the instructor and it is not deemed an emergency.</p> <p><u>Leaving Campus without Permission</u> Student leaves the school campus during the school day without permission from an administrator.</p> <p><u>Skiping School/Truancy</u> Student fails to attend school on regular school day(s) without a valid excuse and written permission from administration.</p> <p><u>Selling items without principal's approval</u> Student sells items such as candy, food, or any other unapproved item.</p> <p><u>Cheating on Tests/Exams</u> Student takes dishonest measures while testing.</p>	<p><u>Unexcused Late Arrival to School/Tardy to Class/Truant</u></p> <ul style="list-style-type: none"> • 3rd tardy during a semester: Warning • 4th tardy during a semester: 1 day ASD or ISD • 5th tardy during a semester: 2 days ASD or ISD <p><u>Other potential strategies:</u></p> <ul style="list-style-type: none"> • Schedule adjustment or class change • Referral to school or behavior counselor <p><u>In the case of Cheating</u> Possible Consequences for Cheating/Academic Dishonesty: * 1-3 day(s) in ISS or Alt. ISS * Retest-Maximum grade of 65 * 0 on that work or test</p>
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**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED**

<p>Be Responsible (Continued)</p>	<p>Keep cell phones stowed away during school day</p>	<p><u>Electronic Telecommunication Device – Prohibited Use</u> Student uses an electronic device or the device is visible on the student’s person (e.g. cell phone, IPOD, MP3 player, etc.) on campus in areas where use is prohibited.</p>	<p><u>Electronic Telecommunication Device</u></p> <ul style="list-style-type: none"> • First Offense-School will take possession of the device for 10 school days or the parent/ guardian will pay an admin./handling fee of \$25. • Second Offense-School will take possession of the device for 20 school days or the parent/ guardian will pay an admin./handling fee of \$25. • Third Offense-School will take possession of the device for 30 school days or the parent/guardian will pay an admin./handling fee of \$25. • Fourth Offense-School will take possession of the device for the remainder of the school year. • A parent/guardian must pick up the device between the hours of 3:15 pm- 4:00 pm. • On the 4th offense, the device is taken for the remainder of the school year, and must be picked up by the parent within 30 days after the end of the school year. • The District is not responsible for the devices lost/ misplaced while in its possession due to confiscation from a student. • If the device is not picked up in a timely manner, i.e., after the expiration of the days that the school will be in possession of the device, or, in the case of the device being confiscated for the remainder of the school year, within 30 days after the last day of school, the school will donate the device to charity. • Students at GETC with repeated electronic devices referrals, may be asked to leave their device in the office during school hours.
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**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED**

<p>Be Respectful (Continue)</p>		<p><u>Threatening Peers</u> Student delivers disrespectful messages to peers (e.g., becoming angry and threatening to hurt him/ her) with no intent of follow-through as determined by an investigation by administrator.</p> <p><u>Harassing or Intimidating Communications</u> Use of words, gestures, photographs, drawings or any other form of communication to intimidate or harass another student (e.g., verbal or written put downs).</p> <p><u>Continued Mutual Display of Affection (PDA):</u> Students continue to engage in inappropriate actions on the school campus (e.g., kissing, arms around shoulder, hugging, etc.) that have been addressed by teaching staff using proactive PBIS strategies.</p> <p><u>Providing False Information/Lying to an Authority Figure</u> Student provides False information to school authority.</p>	
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2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide Expectations	Examples of Expected Behaviors	<p align="center"><u>LEVEL 3 INFRACTIONS</u> <u>ADMINISTRATOR-MANAGED</u></p> <p>Misbehaviors that are more serious in intensity but non-threatening in nature shall be classified as Level 3 infractions.</p>	<p align="center"><u>Possible Corrective Strategies:</u></p> <p>Multiple strategies may be used depending on individual student's needs.</p>
Be Safe	<p>Obey all school rules</p> <p>Stay tobacco free</p> <p>Make healthy choices</p> <p>Solve problems peacefully</p>	<p><u>Bus Disturbance</u> Student performs any behavior that interrupts the daily routine(s) of school bus operations that compromises the safety of others (e.g., violation of school bus rules).</p> <p><u>Uses, Distributes, or Sells Tobacco Products/Lighter</u> Student uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when on school district transportation.</p> <p><u>Possessing or Using Nonprescription or Non-Controlled Substance</u> Student is in possession of or is using an unauthorized substance.</p> <p><u>Campus/Classroom Disturbance</u> Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations (e.g., actions that draw a crowd) after the behavior has been addressed by school faculty member(s) using proactive PBIS strategies.</p> <p><u>Initiating or Instigating a Fight</u> Student prompting, encouraging or attempting to bring about a fight (but fight does not occur) after the behavior has been addressed by school faculty member(s) using proactive PBIS strategies.</p> <p><u>Gambling</u> Student engages in such activity on a school campus or school sponsored event.</p>	<p><u>Bus Disturbance:</u></p> <ul style="list-style-type: none"> • Student Conference • Parental Contact • Loss of bus riding privileges • Bus Suspension <p>MANDATORY</p> <ul style="list-style-type: none"> • Student conference and Parent contact in addition to one of the following strategies: <ul style="list-style-type: none"> ○ Corporal Punishment. ○ After School Detention (1-5 days) with assignment of related problem solving activity and/or behavioral instruction/behavioral packet ○ In-School Suspension (ISS) (1-5 days) with assignment of related problem solving activity and/or behavioral instruction/behavior packet. ○ ALT ISS (1- 5 days) with assignment of related problem solving activity and/or behavioral instruction/behavior packet. ○ Pathways: Grenada Upper and Middle Schools Only.

**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 3 CONTINUED**

<p>Be Responsible</p>	<p>Arrive to school on time</p> <p>Attend all classes on time</p> <p>Use computers responsibly</p> <p>Ask before borrowing other people's property</p> <p>Take care of school property</p> <p>Always be honest</p>	<p><u>Cutting Class</u> Student fails to attend regular scheduled class within 10 minutes after the tardy bell rings without an excuse on days when present at school.</p> <p><u>Unexcused Late Arrival to School/Tardy to Class/Truant</u> Unexcused accumulation of 6 or more failures to be present at the beginning of school or the class period prior to sounding of the tardy bell.</p> <p><u>Leaving Campus without Permission</u> Student leaves the school campus during the school day without permission from an administrator.</p> <p><u>Computer Abuse (Illegal Accessing Activity)</u> Student engages in inappropriate use of computer that violates Appropriate User Agreement. (e.g. Inappropriate sites, materials, pornography, etc.)</p> <p><u>Stealing</u> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property valued up to \$100.00 without the property owner's permission.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve up to \$100.00 in damages.</p> <p><u>Academic Dishonesty</u> Student engages in an act of academic dishonesty (other than cheating on a test or exam). <i>A zero will be given by the classroom teacher, and other corrective consequences will be administered.</i></p>	<p>Six or more unexcused tardies are considered a Level 3 offense. Unexcused tardies shall not result in an alternative placement.</p> <p><u>In the case of Vandalism/ Stealing</u> Administration should require restitution activity and participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions.</p> <p><u>If the school administrator determines that discipline action and/or behavioral support(s) is warranted:</u></p> <ul style="list-style-type: none"> For repeated infractions from Level 2 and behaviors with established patterns (e.g., first ODR for Level 3 Defiance/Continued Noncompliance; Disrespect for Authority-Verbal), the school administrator may refer student to a school counselor to evaluate the need for behavioral supports. <p>Possible Consequences for Academic Dishonesty: * 1-3 day(s) in ISS or Alt. ISS * Retest-Maximum grade of 65 * 0 on that work or test</p>
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**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 3 CONTINUED**

<p>Be Respectful</p>	<p>Consider other people's feelings and respect personal space of others</p> <p>Politely follow adult requests.</p> <p>Keep your hands, feet and objects to yourself at all times.</p>	<p><u>Excessive Inappropriate Physical Contact</u> Student engages in physical contact. (e.g., slapping, punching, and scratching). The physical contact does not result in an altercation.</p> <p><u>Harassment (other than sexual) / Inappropriate Communication to Peers</u> Student repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters.</p> <p><u>Verbal Altercation</u> An intense argument between two or more students that actively disrupts the learning environment. No physical contact is made, however, the verbal altercation continues after the behavior has been addressed by school faculty member(s) using proactive PBIS strategies.</p> <p><u>Defiance/Continued Noncompliance</u> Student fails to follow explicit adult requests or directives that have been addressed using PBIS strategies by teaching staff at Level 1 and/or administrative staff at Level 2 using proactive PBIS strategies (e.g. fails to attend ISD (In School Detention, failure to turn over electronic device as requested by school authority) or ASD (After School Detention).</p> <p><u>Indecent Behavior</u> Student verbalizes, displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms directed at staff or continuously toward peers.(e.g. note with profanity, pornography, gang related drawings-illustration, signs or symbols in personal notebooks/items, etc.)</p> <p><u>Repeated Disrespect for Authority-(Verbal):</u> After being redirected by an adult, student continues to engage in verbally disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc.)</p>	<p><u>Response to Intervention (RtI) Procedures:</u></p> <ul style="list-style-type: none"> • Upon the 2nd ODR for Level 3 offenses within a 9 week period, the school will validate that Tier I strategies have been documented within the behavior RTI process and the need to evaluate the type of behavioral supports. • Upon the 4th ODR for other Level 3 offenses within a semester, the school administrative team will refer the student to the school behavior counselor to evaluate the need for Tier I supports (e.g. Tier 2). <p>Upon the 7th ODR for other Level 3 offenses within a school year, the school administrative team will refer the student to the Teacher Support Team (TST) or INDIVIDUALIZED EDUCATION PLAN Committee to evaluate the need for tiered I supports (e.g., Tier 3).</p> <ul style="list-style-type: none"> • Placement at an alternative site (Alternative School (HS/MS) or Pathways (MS) based on student's failure to respond to interventions implemented within the district RtI process is described within the alternative site policies and procedures.
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**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 3 CONTINUED**

<p>Be Respectful (Continued)</p>		<p><u>Profanity in Communication with Staff</u> Student uses profanity in direct communication with staff but is not directly threatening or intimidating to staff.</p> <p><u>Inappropriate Use of Electronic Devices</u> Student violates any provision of the Internet Appropriate Use Agreement (IAUP), Children’s Internet Protection Act (CIPA), Children’s Online Privacy Protection Act (COPPA), bring Your own Device Policy (BYOD) or by using an electronic device on campus, a school related event or on the school bus (i.e. taking inappropriate pictures, visiting inappropriate websites, or listening to explicit lyrics/inappropriate music).</p>	<p><u>ALTERNATIVE SCHOOL INTERVENTIONS ONLY:</u></p> <ul style="list-style-type: none"> • Administrative Team will determine next steps in RTI process. (e.g. Wraparound services) • Restorative Justice continuum of practices (e.g. structured conference with all primary stakeholders, groups and circles, etc.) • Review/Revise Individual Instructional Plan and/or Behavior Intervention Plan • Temporary removal from classroom (e.g., de-escalation) • OSS
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2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide Expectations	Examples of Expected Behaviors	<p align="center"><u>LEVEL 4 INFRACTIONS</u> <u>ADMINISTRATOR-MANAGED</u> Misbehaviors that significantly interfere with other’s safety and learning and/or are threatening or harmful in nature.</p>	<p align="center"><u>Possible Corrective Strategies:</u></p> Multiple PBIS strategies may be used depending on individual student’s needs.
Be Safe	Obey all school rules	<p><u>Bus Disturbance</u> Student performs any behavior that compromises the safety of others (e.g., Throwing objects that hit bus driver or any behavior that affects the driver’s ability to maintain control and could require the bus driver to stop bus.).</p> <p><u>Severe Campus Disturbance</u> Student performs any behavior that compromises the safety of others and disturbs or interrupts the daily routine(s) of school operations (e.g., unauthorized activation of the fire alarm, bringing any item that resembles a weapon with intent to intimidate others or any major disruption that could result in physical injury).</p> <p><u>Possession of Self Defensive Devices</u> Student is found to be in possession of any kind of Self Defensive Devices such as Tasers, Pepper Spray, Stun Guns, or Sting Rings (or any device that may fall under this category) on school grounds, at school-sponsored events, and/or when on school district transportation.</p>	<p>• Bus Suspension up to a year.</p> <p><u>If the school administrator determines that discipline action and/or behavioral support is warranted:</u></p> <ul style="list-style-type: none"> • Conference with student, parent, and school administrator in addition to one of the following strategies. • Referral to the school’s Teacher Support Team (TST) or INDIVIDUALIZED EDUCATION PLAN Committee to determine whether formal behavioral supports are necessary within the district RtI process. • Pathways for Grenada Upper Elementary and Grenada Middle Schools ONLY • Alternative School In School Suspension (Alt ISS) • Alternative School • Out-of-School Suspension (OSS) • OSS with assignment to the Alternative School, report made to authorities as required by law.
Be Responsible	Respect the property of others. Ask permission before using the property of others Respect school property	<p><u>Stealing</u> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else’s property valued greater than \$100.00 without the property owner’s permission.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve greater than \$100.00 in damages.</p>	<p><u>In the case of Vandalism/Stealing</u> Administration should require restitution activity and participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions.</p>

**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 4 CONTINUED**

<p>Be Respectful (Continued)</p>	<p>Enter school property with proper authorization</p> <p>Always follow school rules</p>	<p><u>Threatening/Intimidation</u> Student delivers disrespectful and/or intimidating messages (verbal, gestural, or written) that convey an explicit or implied threat and/or harm directed toward another student and/or adult, and which convey the intent to carry out such or threat of harm, as well as, the knowledge and capacity to do so.</p> <p><u>Profanity Directed toward Staff</u> Student uses profanity directed at staff that is threatening (e.g., cursing the teacher in a threatening manner).</p> <p><u>Harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult</u> Student delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to adult. Disrespectful messages may include but are not limited to comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or messages intended to harass or intimidate an adult.</p> <p><u>Unfounded Charge Against Authority</u> Student accuses any staff member of any act that is unlawful and/or a violation of school policy that is determined to be unfounded and not supported by any evidence.</p> <p><u>Trespassing</u> Being on school property without permission, including breaking and entering, when such trespassing significantly interferes with others' safety and learning and/or is of threatening or harmful nature.</p> <p><u>Disorderly Conduct</u> Performing deliberate and inappropriate behaviors to significantly disturb or interrupt the daily routine of school operations and significantly interfere with others' safety and learning and/or is of a threatening or harmful nature.</p>	
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2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District- wide l Expectations	Examples of Expected Behaviors	<p align="center"><u>LEVEL 5 INFRACTIONS</u> <u>ADMINISTRATOR-MANAGED</u></p> <p>The most serious misbehaviors that require immediate response from the school discipline administrative team and/or Central Office.</p>	<p align="center"><u>Possible Corrective Strategies:</u></p> <p>Multiple strategies will be used depending on individual student’s needs.</p>
Be Safe	Ask for help if you are not safe.	<p><u>Alcohol Possession and/or Use</u> The possession, sale, purchase, or use of alcoholic beverages is prohibited. Use should be reported only if the person is caught in the act of using or is discovered to have used in the course of the investigation.</p>	<ol style="list-style-type: none"> 1. Investigation by school administrator. 2. Parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference after investigation is completed. 3. Student conference. <p>If the school administrator determines that discipline action and/or behavioral support is warranted:</p> <ul style="list-style-type: none"> • School level conference with student, parent, and administrator. • Referral to the school’s Teacher Support Team (TST) or IEP Committee to determine whether additional supports are necessary within the district RtI process. • Referral to law enforcement for weapons, explosives, alcohol, illegal drugs, serious bodily injury, and assault and/ or battery.

**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED**

<p>Be Safe (Continue)</p>	<p>Refrain from accepting alcohol and drugs; report alcohol or drugs to appropriate staff or administrator.</p>	<p><u>Drugs (Use, possession and/or distribution)</u> Student is found to be under the influence or possesses uses, cultivates, manufactures, distributes, or purchases any illegal drug, narcotic, controlled substance, or substance represented to be an illegal drug, narcotic, or controlled substance. See district drug/alcohol policy to address this behavior.</p> <p><u>Possession of Drug Paraphernalia</u> Student is found to be in possession of any kind of drug paraphernalia on school grounds, at school-sponsored events, and/or when on school district transportation.</p>	<p>Implement other appropriate corrective strategies:</p> <ul style="list-style-type: none"> • Arrange linkage with a counseling service or other appropriate agency. • Out-of-School Suspension (OSS) • OSS with assignment to the Alternative School, report made to authorities as required by law or Expulsion (to be determined by the school administrator.) • Recommendation for Alternative School placement at the discretion of the principal, taking into consideration the results of the school-level investigation and any other unique circumstances. Student's progress is reviewed every 30 days by administrators of the Alternative School and home school, referred student, and the student's parent/guardian. • Recommendation for expulsion at the discretion of the principal, taking into consideration the results of the school-level investigation and any other unique circumstances.
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**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED**

<p>Be Safe (Continue)</p>	<p>Report gang-related activity to appropriate staff or administrator.</p>	<p><u>Group and/or Gang Fights</u> Students participate in a two or more on one fight with another student or groups of students.</p> <p><u>Participation in Gang-Related Activity</u> Students participate in activities related to gangs on school campus or a school sponsored activities.</p>	
<p>Be Responsible</p>	<p>Be cooperative in the event of an emergency.</p> <p>Follow school safety plan.</p>	<p><u>Explosives/Incendiary Device</u> Student is in possession of substances/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosive device, etc.)</p> <p><u>Possession of Self Defensive Devices</u> Student is found using or threatening students or adults with any kind of Self Defensive Devices such as Tasers, Pepper Spray, Stun Guns, or Sting Rings (or any device that may fall under this category) on school grounds, at school-sponsored events, and/or when on school district transportation.</p> <p><u>Possessing a Weapon Prohibited by Federal and State Law</u> Any firearm (handgun or rifle/shotgun), ammunition, explosive device, knife, primitive weapon, or other object as defined by federal or state law that can place a person in reasonable fear or apprehension of serious harm that is on the student's person and/or in the student's belongings, locker, and/or any other personal storage space.</p> <p><u>Stealing</u> Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property valued greater than \$500.00 without the property owner's permission.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve greater than \$500.00 in damages.</p>	<p><u>In the case of Vandalism/Stealing</u> Administration should require restitution activity and participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions.</p>

**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED**

<p>Be Respectful</p>	<p>Attempt to solve problems in a non-confrontational manner.</p>	<p><u>Serious Bodily Injury</u> Student commits physical assault that results in serious bodily harm on another person. This is a very serious infraction that requires law enforcement and/or medical intervention(s).</p> <p><u>Engaging in Serious Retaliation Against School Employee</u> Student engages in act(s) of retaliation against any school employee, on or off campus.</p> <p><u>Battery of a Staff or Faculty Member</u> A severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher.</p> <p><u>Assault of a Staff or Faculty Member</u> An unprovoked attempt to commit on a school teacher a battery or the intentional placing of a school teacher on reasonable apprehension of receiving battery or making statements threatening physical harm to a school teacher which includes using profane or obscene language to an adult with intent to directly threaten or intimidate the adult.</p> <p><u>Repeated harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult</u> Student repeatedly delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to an adult. Disrespectful messages may include, but not limited to, comments based on race, religion, age, gender, personal appearance and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or message used to harass or intimidate an adult.</p>	
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**2017-2018 GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED**

<p>Be Respectful (Continue)</p>	<p>Be cooperative in the event of an emergency</p>	<p><u>Public Indecency, Lewdness, or Exposure</u> Student engages or attempts to engage in actions that include, but are not limited to, exposing of body parts in public view with the intent to shock or intimidate others, etc. that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational program.</p> <p><u>Repeated Sexual Harassment</u> Student engages in repeated verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: continuing to spread sexual rumors, repeatedly pressuring others for dates, or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcomed touching or grabbing.</p> <p><u>Sexual Acts</u> Student engages or attempts to engage in behavior of a sexual nature on campus or at school-sponsored or related events including district transportation.</p> <p><u>Sexual Misconduct</u> Any student who looks through a window, hole or opening, or otherwise views by means of any instrumentality, including, but not limited to, a periscope, telescope, binoculars, drones, camera, motion-picture camera, camcorder or mobile phone, into the interior of a bathroom, changing room, fitting room, locker room, dressing room, spa, massage room or therapy room or the interior of any other area in which the occupant has a reasonable expectation of privacy, with the intent to invade the privacy of a person or persons inside and without the consent or knowledge of every person present, for the lewd, licentious and indecent purpose of spying upon the occupant or occupants thereof, shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the</p>	<p><u>ALTERNATIVE SCHOOL ONLY</u> May be recommended for expulsion or other educational options (Wraparound services).</p>
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		<p>superintendent subject to all other penalties provided by law and District policies.</p> <p><u>Continuous Sexual Harassment</u> Student continues, even after previous attempts to stop the behavior, to engage in verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program.</p> <p><u>Other State Discipline Infractions</u> Bomb Threat, Extortion, Kidnapping, Poisoning, Robbery, Trespassing, Disorderly Conduct, Homicide, Mayhem, Rape, Sexual Battery.</p>	
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CORPORAL PUNISHMENT

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

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

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

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

CROSS REF.: Policy JCA Student Conduct

(CUT ALONG DOTTED LINE)

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

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

Student Name

Parent or Guardian

Date

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SUSPENSION AND EXPLUSION

Suspension

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

Definitions

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

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

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

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

Authority To Suspend

MS Code 37-9-7 - As provided by the statute, the superintendent has the power, authority, and duty to delegate student disciplinary matters to appropriate school personnel. There are two levels of allowed suspensions:

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

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

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

Reports

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

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

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

Return To School

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

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

IDEA Students (§ 300.520 Authority of School Personnel)

1. *Case-by-case determination.* School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.
2. School personnel under this section, may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. for not more than *ten* (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than *ten* (10) consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).
 - (1) School personnel may order the removal of a student for not more than ten (10) consecutive school days to the extent that such removals would be applied to children without a disability for the same offense or when the student's behavior is deemed to be dangerous behavior.
 - (2) After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal, the public agency must provide services to the extent required under paragraph (d) below.
3. *Additional authority for disciplinary changes of placement.* For disciplinary changes in placement that would exceed *ten* (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) *below*, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) *below*.
4. *Services.*
 - (1) A child with a disability who is removed from the child's current placement, pursuant to paragraphs (c) *above* or (g) *below* must—
 - i. Continue to receive educational services, as provided in §300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's Individualized Education Plan; and
 - ii. Receive, as appropriate, a functional behavioral assessment (*FBA*), and behavioral intervention services, and modifications that are designed to address the behavior violation *to prevent said behavior from recurring*.

DUE PROCESS

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

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

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

A student's "parent" includes his legal guardian or legal custodian.

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

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

STEP ONE: INITIAL INFORMAL HEARING

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

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

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

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

B. After the informal hearing, the principal may take the following actions:

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

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

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

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

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

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

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

STEP TWO: HEARING BEFORE DISCIPLINARY HEARING COMMITTEE (“DHC”)

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

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

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

STEP THREE: APPEAL TO THE SUPERINTENDENT

Applies to: Appeals of suspensions of 10 school days or less
 Appeals of suspensions of 11 school days or more

Appeals of expulsions
 Appeals of denials of admission

The superintendent shall review decisions of the DHC that are timely appealed. The superintendent shall conduct his review of the

DHC decision and notify the student's parent within five school days from his receipt of the parent's written notice of appeal. Student will receive OSS OR Alternative ISS until appeal process is concluded.

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

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

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

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

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

STEP FOUR: APPEAL TO SCHOOL BOARD

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

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

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

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

Waiver

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

FEDERAL AND STATE STATUTES

Weapons/Violent Acts

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

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

expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

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

- (1) The following definitions apply to this section:
 - a. "Educational property" shall mean any public or private school building or bus, public or private school campus, grounds, recreational area, athletic field, or other property owned, used or operated by any local school board, school, college or university board of trustees, or directors for the administration of any public or private educational institution or during a school-related activity, and shall include the facility and property of the Oakley Youth Development Center, operated by the Department of Human Services; provided, however, that the term "educational property" shall not include any sixteenth section school land or lieu land on which is not located a school building, school campus, recreational area or athletic field.
 - b. "Student" shall mean a person enrolled in a public or private school, college or university, or a person who has been suspended or expelled within the last five (5) years from a public or private school, college or university, or a person in the custody of the Oakley Youth Development Center, operated by the Department of Human Services, whether the person is an adult or a minor.
 - c. "Switchblade knife" shall mean a knife containing a blade or blades which open automatically by the release of a spring or a similar contrivance.
 - d. "Weapon" shall mean any device enumerated in subsection (2) or (4) of this section.
- (2) It shall be a felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not apply to a BB gun, air rifle or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars (\$ 5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years, or both.
- (3) It shall be a felony for any person to cause, encourage, or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not apply to a BB gun, air rifle or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars (\$ 5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years, or both.
- (4) It shall be a misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than One Thousand Dollars (\$ 1,000.00), or be imprisoned not exceeding six (6) months, or both.
- (5) It shall be a misdemeanor for any person to cause, encourage or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade, knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving) and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than One Thousand Dollars (\$ 1,000.00), or be imprisoned not exceeding six (6) months, or both.
- (6) It shall not be a violation of this section for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind on educational property if:
 - a) The person is not a student attending school on any educational property;
 - b) The firearm is within a motor vehicle; and
 - c) The person does not brandish, exhibit, or display the firearm in any careless, angry, or threatening manner.
- (7) This section shall not apply to:
 - a) A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;
 - b) Armed Forces personnel of the United States, officers, and soldiers of the militia and National Guard, law enforcement personnel, any private police employed by an educational institution, State Militia or Emergency Management Corps and any guard or patrolman in a state or municipal institution, and any law enforcement personnel or guard at a state juvenile training school, when acting in the discharge of their official duties;

- c) Home schools as defined in the compulsory school attendance law, Section 37-13-91;
 - d) Competitors while participating in organized shooting events;
 - e) Any person as authorized in Section 97-37-7 while in the performance of his official duties;
 - f) Any mail carrier while in the performance of his official duties; or
 - g) Any weapon not prescribed by Section 97-37-1 which is in a motor vehicle under the control of a parent, guardian or custodian, as defined in Section 43-21-105, which is used to bring or pick up a student at a school building, school property or school function.
- (8) All schools shall post in public view a copy of the provisions of this section.

DRUG POLICY

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

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

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

TOBACCO & ALCOHOL PRODUCTS

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

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

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

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

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

SEARCHES

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

1. REQUIREMENTS

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

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

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

2. SEARCHES PERMITTED

Searches are permitted as follows:

- a. **PERSON, POSSESSIONS, LOCKERS:** Except as authorized in 2(d) of this Policy, searches of a student's person, possessions or lockers may be conducted if a District employee has prior individualized reasonable suspicion that a student has violated or is violating a District policy, school rules or regulations or the law and that the search will result in discovery of evidence of such violation. Exceptions to an individualized search conducted pursuant to reasonable suspicion are identified in section 3 of this policy.
- b. **DESKS, OTHER SCHOOL PROPERTY:** Searches of desks and other school property (except lockers) may be conducted at any time, with or without reasonable suspicion of a violation.
- c. **VEHICLES:** Searches of vehicles driven to school by or for students may be searched by visual inspection with or without reasonable suspicion of a violation. If a visual search results in individualized reasonable suspicion of a violation, a more intrusive search of the vehicle may be conducted at the direction of the principal.
- d. **CANINE SEARCHES:** The District may at any time use dogs to search vehicles, possessions not on the student's person, desks, lockers and other school property, with or without reasonable suspicion of a violation. A canine response indicating the presence of contraband constitutes reasonable suspicion and a more intrusive search may be conducted at the direction of the principal or the principal's designee.
- e. **GROUP SEARCHES:** Caution shall be exercised when a search involving a number of students is conducted. In most instances, in order to justify a search, the District's reasonable suspicion must be particularized to an individual student. Exceptions to this requirement are appropriate only where the intrusiveness of the search is minimal, such as canine searches of lockers, desks, bookbags, or automobiles, etc. Further exceptions to an individualized search conducted pursuant to reasonable suspicion are identified in section 3 of this policy.
- f. **STRIP SEARCHES:** No student shall be subjected to a strip search except where an emergency situation exists and with pre-approval by the principal or the principal's designee. Only the rarest of incidents, such as the potential for the student's immediate use of a weapon concealed in the student's clothing, would be an exception to this requirement for pre-approval. No student shall be asked to remove any article of clothing in the presence of a member of the opposite sex or of other students. Because of the legal issues surrounding a strip search, the Board recommends contacting the police once the need for a full strip search becomes apparent, though the Board recognizes that there may be circumstances that necessitate continuing the strip search under this Policy.

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

4. DEFINITIONS

- a. "Reasonable in scope" means that the degree of the intrusion must be consistent with the objective of the search. Factors to be considered in whether the scope of a search is reasonable include, but are not limited to, the following:
 - i. The student's age, maturity, and sex;
 - ii. The nature or level of seriousness of the suspected violation; and
 - iii. The intrusiveness of the search, e.g. a canine search is less intrusive than a locker search; a locker search is less intrusive than a "pat down;" etc.
- b. "Reasonable suspicion" refers to a flexible concept requiring the application of experience and common sense. Determinations of whether reasonable suspicion to support a search exists shall be made on a case-by-case basis with due consideration of all circumstances. In all cases, "reasonable suspicion" must be supported by articulable facts.

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

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

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

5. **DISCIPLINARY ACTION** If a search reveals grounds for a reasonable belief that a violation of a District policy, school rules or regulations or the law, the student will be subject to disciplinary action as provided by District policy.
6. **POLICE SEARCHES** School officials are obligated to cooperate with law enforcement authorities who are validly carrying out their official duties. In such cases involving a student, the District shall make an immediate attempt to notify the student's parent, guardian, or custodian. The principal or principal's designee shall attend the search if conducted on or about the school premises and shall take any disciplinary action necessary as a result of the search.

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

CROSS REF.: Policy JCDBB C School Bookbags

Metal Detectors- Procedures

The Grenada School District's goal is to maintain a safe environment that encourages learning. Unless expressly allowed by state law, the possession, use, or sale of weapons on school grounds is illegal, dangerous, and disrupts an orderly learning environment. The reasonable use of metal detectors by school officials to keep weapons off school grounds is not a violation of Fourth Amendment rights. These procedures are designed to provide a safe learning environment. Though the District cannot anticipate every scenario under which searches utilizing metal detectors may be implemented, the District guidelines to conduct these searches in accordance with law are below.

1. Each school in the Grenada School District may use hand-held and/or walk-through units metal detection devices.
2. Each person operating an electronic search device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Adjustments in the settings of the device shall only be made by personnel trained in adjusting the settings and shall be overseen and approved by designated members of the administration or the superintendent or principal's designee.
3. All students, staff members, and/or visitors entering the school or school-related function are subject to search. All visitors may be searched utilizing the metal detectors, including those visitors attending extracurricular functions. Random, suspicionless searches may be conducted of students and staff, in addition to individualized searches based on reasonable suspicion.
4. A "random" search is one which utilizes a specific methodology. One example of a random search is previously determining that every 10th (or 15th or 20th) student to enter the building will be searched. There are many types of random searches. No person will be selected for a random search on the basis of race, color, national origin, sex, disability, or age.
5. The search is directed to search for weapons; however, other contraband discovered in the search shall be removed from any student other person.
6. All property removed from the student as a result of the above procedures which may be legitimately brought on school premises or to a school function will be returned to the student. All other property or contraband that may not be legitimately brought on to school premises or a to a school function will not be returned to the student. The District will follow procedures already in place with regard to students' possession of cell phones.
7. If property or contraband (including a weapon) is removed from the student or the student's bags or parcels, possession of which is a violation of school rules, District policy, and/or administrative guidelines, and/or the law, the student shall be disciplined in accordance with the discipline procedures of the District. Students may be subject to criminal prosecution and/or juvenile proceedings for violations of law.
8. Only designated school personnel and security personnel will conduct hand-held metal detector searches. These personnel will be trained to ensure that the scanning is done correctly.
9. Persons entering through the walk-through metal detection device will be asked to remove all metal objects from his/her person and to place the metal objects on a table. Purses, briefcases, bags, or parcels must go through the device.
10. When a student's, staff member's, and/or visitor's bag or parcel activates the scanning device, the security personnel/administrator is to request him/her to open the container in question so that they can look for weapons.
11. The person will then be asked to walk through the metal detector. If the metal detector activates, he/she will be asked a second time to remove metal objects from his/her person and to walk through a second time.
12. If the walk-through metal detector activates a second time, the Security Personnel/Administrator is to approach the person and explain the hand-held scanning device process, and then conduct a scanning beginning at the toes and continuing up to the head without intentionally touching the body. The bags and parcels will also be scanned.
13. Should the subsequent hand-held scan activate the device, a further search should be conducted. District personnel conducting the scan will notify a school administrator and a school resource officer (SRO) or security officer so that they may escort the individual to a separate and private area, such as an office, to conduct a search in accordance with the following procedure:
 - (a.) The search must be conducted in the presence and under the supervision of the principal or designee.

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

WEAPONS SEARCH

No student, employee or visitor may possess a weapon in, on or about school buildings, grounds, athletic fields or any other property used for school-related purposes, except as permitted by MISS Code Ann. Section 97-37-17.

1. DEFINITION OF PROHIBITED WEAPONS

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

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

2. PERMITTED USES

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

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

3. PENALTIES FOR VIOLATIONS

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

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

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

4. REPORTING VIOLATIONS

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

5. NOTICE

A copy of Miss. Code Ann. §97-37-17 shall be posted in public view at each school in the district.

NOTE: Please refer to MS Code §37-3-83 for information on how school districts may apply for grant funds under the ASchool Violence Prevention Grant Program.

LEGAL REF.: MS CODE §97-37-17 (1995)

CROSS REF.: Policies JCBE C Unlawful or Violent Acts

USE OF ELECTRONIC DEVICES

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

The Grenada School District reserves the right to define the educational value of any new electronic wireless devices and cell phones that may become available to the general public in the future and to prohibit their use if they have little or no educational value or if such use creates learner distraction or disruption. Cell phones in the Grenada School District are subject to the following rules and regulations; each school in the Grenada School District prohibits the use of all personal communication devices during the school day including two-way radios, pagers, PDA's, laptops, and cell phones except within the rules of the BOYD (Bring your own Device) Policy.

A student may possess a cellular telephone, on school property, at after school activities, on the bus, and at school-related functions, provided that during school hours (7:00am-3:15pm) the cell phone remains off, not on vibrate, and is concealed. Students at GETC with repeated electronic devices referrals, may be asked to leave their device in the office during school hours. **Students who receive ISS or ISD for disciplinary actions must turn in phone to teacher upon entering the ISS or ISD room.**

A parent/guardian will have to pick up the device between the hours of 3:15 pm – 4:00 pm. On the 4th offense, the device is taken for the remainder of the year, and must be picked up by the parent within 30 days after the end of the year. The District is not responsible for the cell phones/communication devices lost or misplaced while in its possession due to confiscation from a student.

If the device is not picked up in a timely manner, i.e., after the expiration of the days that the school will be in possession of the device, or, in the case of the device being confiscated for the remainder of the year, within 30 days after the last day of school, the school will donate the device to charity.

BULLYING/CYBER BULLYING

The Grenada School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

The Grenada School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassing behavior by other school employees or students. Likewise, the District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. The District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official.

Cyber-Bullying

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

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

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

The following actions will be taken when bullying is reported:

1. Investigation

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

2. Notification

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

3. Discipline

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

4. Follow Up

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

5. Documentation

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

All reports received shall be properly and adequately investigated.

SEXUAL HARASSMENT

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

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

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

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

instant messages, and text messages between an employee and a student, particularly when such exchanges are not school-related or are only tangentially school related. Personal emails, telephone calls, instant messages, and text messages are not appropriate and are grounds for discipline or employee dismissal. A student must report inappropriate behavior by a staff member or harassing behavior by another student.

Formal Procedures for Student-To-Student Sexual Harassment Complaints

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

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

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

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

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

Step 5: In the event the parties concerned are not satisfied with the disposition of the appeal at Step 4, or if no disposition has been made in Step 4, the concerned parties may appeal to the Grenada School District Board of Education within five (5) school days. The appeal shall be in writing and shall request that the Superintendent place the concern on the agenda of the next regularly scheduled Board meeting.

To make a complaint, specific steps must be followed in accordance with strict time lines. To start the complaint process, a complaint must be made within 5 days after the occurrence of the alleged sexual harassment by contacting your principal Kimberly Ezelle, P.O. Box 1940, Grenada, MS 38902-1940 or 662-226-1606.

More detailed information concerning the Sexual Harassment Policy and Complaint Procedure may be found in the Board Policies.

INTERENT USE APPROPRIATE POLIIES

Children's Internet Protection Act (CIPA)

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

- Filtering - Supplied by the Mississippi State Department of Education via the Office of Educational Technology.
- Internet Safety Policy - Appropriate Use Policy which follows
- Teacher Supervision - Teachers currently monitor Internet surfing in their classrooms

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

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

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

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

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

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

Overview of COPPA

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

Internet Appropriate Use Agreement (IAUP)

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

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

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

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

Reliability:

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

Security:

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

Vandalism:

- Vandalism will result in cancellation of privilege and disciplinary action in accordance with district policy. Vandalism is defined as any malicious attempt to harm or destroy data to another user, the Internet, or any of the networks that are connected to the NSFNet Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

Google Apps for Education runs on an Internet domain owned by the school and is intended for educational use. Google Apps for Education includes a @grenadak12.com email account, as well as Google applications such as Docs, Sheets, Slides, Drive, and Forms.

Google Apps for Education is available for selected GSD students whose teachers apply Google Apps to lessons, assignments and/or communication.

Students may access their Google Apps for Education accounts at home, the library, or anywhere with Internet access. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their student's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times. Student safety is our highest priority.

Google Apps for Education - Acceptable Use Google Apps for Education is provided for educational use. Students may use Apps for personal use subject to the restrictions below and additional school rules and policies that may apply.

- **Privacy** - School staff, administrators, and parents all have access to student email for monitoring purposes. Students have no expectation of privacy on the Apps system.
- **Limited personal use** - Students may use Apps tools for personal projects but may not use them for:
 - Unlawful activities
 - Commercial purposes (running a business or trying to make money)
 - Personal financial gain (running a web site to sell things)
 - Inappropriate or offensive content
 - Threatening another person
 - Misrepresentation of Grenada School District, staff or students
 - Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where student free speech rights may be limited.
- **Safety**
 - Students may not post personal contact information about themselves or other people. That includes addresses and phone numbers.
 - Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
 - Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

Access Restriction - Due Process

- Access to Google Apps for Education is considered a privilege accorded at the discretion of Grenada School District. The District maintains the right to immediately withdraw access and use of Apps when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and account restoration, suspension, or termination.

DRESS CODE EXPECTATIONS
MANDATORY DRESS CODE -K-12

GENERAL CONSIDERATIONS

Each student has the responsibility to dress appropriately for the school environment. Clothing, hair, and general appearance shall be neat and clean, shall not disrupt the classroom atmosphere, shall not be unusually provocative, or shall not violate health and safety rules of the school. The guidelines for dress and grooming are provided to assist parents and shall apply to all students. The District’s dress code is established to teach hygiene, instill discipline, and prevent and avoid safety hazards.

GENERAL GUIDELINES

Students are to be in compliance with the dress code policy including proper grooming and neatness before entering the building and at ALL times on campus and school buses. The principal will determine what constitutes distracting influences in the matter of dress and grooming and reserves the right to make modifications as needed. Altering the policy in any way is prohibited. If a style of dress or appearance is, in the opinion of the administration, disruptive to the educational process, constitutes a potential threat to the safety or health of the student or other persons, or contradicts the intent of the policy, it shall not be permitted.

-No head coverings of any type will be allowed including hats, caps, bandanas, and sunglasses.

-No fabric should have holes or be frayed.

-No leggings.

***Clothing, jewelry, or other ornamentation advertising or depicting drugs, alcohol, tobacco, gang symbols, profanity/obscenities, or that which is sexually suggestive is prohibited.**

**All questions relating to the mandatory dress code shall be determined by the principal at each school site.

CLOTHING CATEGORY	RED	WHITE	NAVY BLUE	KHAKI	BLUE JEANS	BLACK	BROWN
Pants or Capris			X	X	X		
Shirts	X	X	X				
Sweaters (Long Sleeve) or Sweater Vests	X	X	X				
Undershirt (T-Shirt)		X					
Skirts			X	X	X		
Shorts or Skorts			X	X	X		
Belts			X	X		X	X
Socks	X	X	X	X		X	X
Shoes	See	Next	Page				
Coats / Jackets / Raingear	See	Next	Page				

*Logos must be school approved, designed and be located over the heart (on the left side).

CLOTHING	STYLE	FABRIC	SPECIFICATIONS
Pants or Capri Pants	Dress or Casual	Cotton, Denim or Twill	<ul style="list-style-type: none"> -Solid color with no logos, emblems, pins, or <u>patches</u> unless G.S.D. approved logo -Styles should NOT include low riders (will allow modest hip huggers) -No corduroy, sweat suit, wind suit, baggy pants, cargo, or carpenter pants -No pockets on sides of legs - Back Pockets may be plain or with stitching (2 color limit-including color holding pocket to pant) -No sagging, oversized, or extremely tight fitting pants-NO Leggings -Must fit at the waist with a front waistband and belt loops (may be pleated or unpleated; cuffed or uncuffed and not frayed) -Length may not exceed the bottom of the shoe or be tucked into boots or socks -Rubber bands or rolling pant legs will not be allowed *EXCEPTION: K-3 may or may not wear elastic with or without a belt or belt loops
Shirts	Pull Over/ Polo Type or Oxford Cloth (Button up)	Cotton or Poly Blend	<ul style="list-style-type: none"> -Solid color with no logos, emblems, pins, or <u>patches</u> unless G.S.D. approved logo -Must have collar and may be long or short sleeve (with or without pockets) -No more than 2 buttons may be unfastened -All Male/Female students K-12 must have shirts tucked in (belt must be seen) -Button up shirts with collars (with or without button down collars) -No Sweatshirts -Short sleeved shirts should <u>never</u> be worn over a long sleeved shirt
Sweaters	Pull Over (Long Sleeve Only)	Cotton, Wool or Poly Blend	<ul style="list-style-type: none"> -Solid color with no logos, emblems, pins, or <u>patches</u> unless G.S.D. approved logo -Must be a crew neck collar (round neck), Turtleneck, Mock Turtleneck, V-neck or cardigan (Cardigan and V-Neck must be worn over clothing.) -Long sleeve only with the exception of Sweater VESTS which must be worn over a long sleeve shirt in the appropriate colors (No Sweatshirts) -Must not fall more than 2" below belt -May not be worn tied around the neck, waist or any other part of the body
Undershirt	T-Shirt	Cotton	- <u>Short</u> sleeved and may be worn underneath and tucked in
Skirts, Shorts or Skorts	Dress or Casual	Cotton, Denim or Twill	<ul style="list-style-type: none"> -Solid color with no logos, emblems, pins, or <u>patches</u> unless G.S.D. approved logo -Styles should NOT include low riders (but will allow modest hip huggers) -No corduroy, sweat suit, wind suit, baggy pants, cargo, or carpenter shorts -No pockets on sides of legs -No sagging, oversized, or extremely tight fitting skirts/shorts/skorts -Must fit at waist with waistband & belt loops (may or may not be pleated; cuffed or not) -Length shall come no higher than 2" from the top of the knee -Skirts must not have a slit higher than the top of the knee *EXCEPTION: K-3 may wear elastic or no elastic with a belt or no belt, belt loops or not
Belts	Plain	Leather or Cloth	<ul style="list-style-type: none"> -Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Simple and plain belt and buckle style (holes in belt are allowed) -Length cannot exceed the buckle by more than 6 inches -Must be worn with pants, shorts or any bottoms *EXCEPTION: K-1 require NO belts; 2-3 require a belt only if bottoms have belt loops; and 4-12 MUST have bottoms with belt loops and a belt
Socks	Plain	Cotton or Twill	<ul style="list-style-type: none"> -Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Both socks should be a matched pair
Shoes	Dress or Athletic	Leather, Cloth or Plastic	<ul style="list-style-type: none"> -Should not have heels higher than 2 inches - Must be worn at all times and laces and straps should be tied and attached to the shoes -No flip flops, house shoes, shower shoes or shoes with wheels -Slip on shoes (including sandals) must be enclosed in the back or have a strap to secure the shoe on the foot -Both shoes should be a matched pair -NO boots with shorts, skorts, or skirts
Coats / Jackets / Raingear	ANY	ANY	<ul style="list-style-type: none"> -Coats/Jackets must be no longer than mid-thigh, but <u>must reach waist</u> -Jackets must have sleeves that reach the wrist and may have hoods -NO pullover sweatshirts or windbreakers-MUST zip, snap, or button up the front -Hoods may be worn only on the bus and when changing classes outside -May not be worn tied around the neck, waist or any other part of the body
Jewelry	ANY	ANY	<ul style="list-style-type: none"> -No large (over 2") jewelry on necklaces or large (over 2") earrings (on girls) -No embellishments in mouth or on teeth unless required by a doctor/dentist -No large/heavy chains, studded or spiked jewelry -Chains should not extend farther than 6" from the neck -No body piercings jewelry on the face -No Neck Ties or hats of any kind *EXCEPTION: Girls may wear earrings in their ears

>>>Clothing that is one or two sizes ABOVE or BELOW your normal size should not be worn.<<<

MANDATORY SCHOOL DRESS CODE

K-12 DURING CLASSES WITH PHYSICAL EXERTION

- Students will be allowed to change clothes during classes involving physical exertion or extreme movement. Sponsors/Principals will approve appropriate clothing for each class. Students will be allowed to wear this clothing ONLY in the approved classes.
- If any activity occurs during the last period of the day, students may not leave class area out of clothing that meets the dress code policy until all school buses have left campus. (If riding a bus home, clothing that meets the dress code policy must be worn before boarding bus.)
- Students will stay in clothing that meets the dress code policy until events begin such as performances, pep rallies, or games. If event ends during the school hours they will need to change back into clothing that meets the dress code policy. (For example, cheerleaders, football players and band members who wear something other than clothing that meets the dress code policy to a pep rally will change into their pep rally uniform 10 minutes prior to the scheduled event then change back into clothing that meets the dress code policy within 10 minutes of the conclusion of the event.)
- ROTC will be allowed to dress in military uniforms on prescribed "Uniform Days" according to curriculum and grading.
- Vocational School students will purchase coveralls for approximately \$10. Each of the 4 areas will have a different color of overalls. These coveralls will be slipped on over the clothing that meets the dress code policy and stored at the vocational school.

****Upon enrollment during the school year, a student will have 3 school days in which to comply with the dress code.**

SCHOOL BUS CONDUCT

SCHOOL BUS RULES

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

1. Loading and Unloading

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

2. While In the Bus

- The bus driver is authorized to maintain discipline on the school bus. Students must be courteous and follow all instructions of the driver and safety patrol. All rules of student conduct are applicable on the school bus and will be enforced. Some special reminders are:
- * Do not distract the driver's attention, except when necessary.
 - * Talking is permitted only in normal tones. Do not shout or make unnecessary noise at any time, but especially when the bus is approaching and crossing a railroad or an intersection.
 - * Keep your head, hands, and articles inside the bus.
 - * Do not bring unauthorized articles on the bus (pets, combustibles, large items, weapons, etc.).
 - * Do not smoke or use profane language.
 - * Do not fight or scuffle.

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

GRENADA ENRICHMENT & TRANSITION CENTER (ALTERNATIVE SCHOOL) POLICIES

Purpose and Mission

The purpose of the Grenada Enrichment & Transition Center is to accommodate the unique needs of children and youth who present with behavioral, academic and/or emotional challenges who have failed to respond successfully to empirically-based tiered supports implemented in their home schools. The overall mission of Grenada Enrichment & Transition Center is to promote academic success, develop stable patterns of pro social behavior, facilitate student acquisition of employability and functional skills, as well as, support career and character education development for students in a safe, welcoming, and caring non-traditional school setting. Grenada Enrichment & Transition Center staff and administration are committed to providing quality instruction and academic remediation, guidance, provisions of empirically-based behavioral supports and related services, and frequent progress monitoring and feedback necessary for achieving the goal of providing students with a successful and lasting transition back to their traditional, home school environments.

Goals

The goals of Grenada Enrichment & Transition Center are to provide quality educational programming for academically, behaviorally, and/or emotionally at-risk students by:

- Providing each student with an appropriate and meaningful Individualized Instruction Plan and/or an Individualized Educational Plan necessary for enhancing progress toward promotion, graduation, and/or GED attainment;
- Ensuring that students receive individual and group counseling, social services, and quality behavioral supports and related services necessary for developing stable patterns of adaptive and pro-social behavior necessary for transition back to traditional school settings;
- Developing positive self-concepts and high motivation in students;
- Creating a safe, welcoming, and caring school climate.

Student Population Served

The Grenada Enrichment & Transition Center provides comprehensive educational, behavioral, and emotional support services for all middle and high school students enrolled in the Grenada School District who are found to be at risk and in need for a highly structured and supportive alternative educational environment. All students are afforded an opportunity to earn Mississippi Department of Education (MDE) units required for obtaining a standard high school diploma. In addition, comprehensive services will be provided for students who are pursuing other educational curricula.

A. Instructional Programs

1. Academic

All students enrolled in Grenada Enrichment & Transition Center are provided academic supports based on their identified level of need and current academic functioning levels. Specifically, students are offered academic supports across several tiers (i.e., core programs, supplemental programs, intensive programs). When appropriate, students are provided with special education and vocational programming as required by federal and state guidelines. In addition, all academic programs are periodically reviewed to ensure that instruction and supports are being provided with adequate levels of treatment fidelity.

2. Core Programs

All students enrolled in Grenada Enrichment & Transition Center are afforded traditional classroom instructional experiences in an effort to meet all students' individual learning needs. Student to teacher ratio is based on 15 students for each certified staff member.

3. Supplemental Programs (Tier II)

All students attending Grenada Enrichment & Transition Center will participate in an academic screening (e.g., curriculum-based measurement – Aimsweb) upon enrollment to determine their current functioning levels in Reading and Mathematics (unless the student has been recently screened at their home school prior to placement). Students who exhibit skill deficits shall be provided with scientifically-based remedial academic supports daily. These supports may include small group instruction and/or individualized instruction (e.g., computer-based instruction).

4. Intensive Programs (Tier III)

All students who are found to be significantly at-risk academically are provided with intensive scientifically-based academic intervention(s) (i.e., one-on-one supports) in addition to supplemental supports (e.g., small group instruction, computer-based instruction) to address specific academic skill deficits.

5. Special Education Programs

All students who meet criteria for special education eligibility shall receive special education services as outlined on the Individualized Education Plan as determined by the Individualized Education Plan Committee.

6. Social/Behavioral/Emotional Programs and Supports

All students attending Grenada Enrichment & Transition Center are provided with behavioral supports based on their level of need and current functioning levels. Specifically, Grenada Enrichment & Transition Center offers behavioral supports across several tiers (i.e., core programs, supplemental programs, intensive programs). When appropriate, students with disabilities will be provided with specific supports (i.e. related services) as outlined in their Individualized Education Plan as required by federal and state guidelines. In addition, all behavioral programs will be periodically reviewed to ensure that instruction and supports are being provided with adequate levels of treatment fidelity.

B. Universal Primary Prevention Program

1. Positive Behavioral Interventions and Supports (PBIS)

School-wide PBIS implementation at Grenada Enrichment & Transition Center involves the active teaching of school wide expectations along with ongoing pre-corrections and coaching, direct adult supervision, and positive acknowledgement of students who are successful at performing these expectations on a daily basis. Grenada Enrichment & Transition Center school-wide behavioral expectations include the following:

Be Safe · Be Respectful · Be Responsible

These school wide behavioral expectations provide the basis for character development and daily student conduct and are tied to day-to-day student activities, including positive, as well as, corrective feedback.

2. Student Monitoring

All students enrolled in Grenada Enrichment & Transition Center have their demonstration of compliance with school-wide expectations monitored each class period using a Daily Behavior Progress Report (DBRP) form. Students are required to have parent(s) review and sign their DBPR form daily and return the form to their first period teacher each morning. This daily monitoring of school wide behavioral expectations is done to provide students with feedback regarding their behavioral performance and to allow for ongoing progress monitoring. In addition, student performance on their DBPR is used to determine when a student has successfully met criterion for exit from Grenada Enrichment & Transition Center (See exit criterion section of this document).

3. Supplemental Programs

All students attending Grenada Enrichment & Transition Center who continue to demonstrate behavioral and/or emotional concerns are provided with group-based social skills instruction and remediation (i.e., anger management, conflict resolution, coping skills, etc.) on a daily basis using a scientifically-based or evidence-based curriculum.

4. Intensive Programs

Students experiencing more significant emotional or behavioral concerns are provided with counseling services by a licensed social worker, counselor, and/or school psychologist. In addition, when not developed at the students' home school, a function-based behavior intervention plan (BIP) based on a comprehensive functional behavior assessment (FBA) will also be developed for students in need of intensive behavioral support programming. If the student already has a function-based BIP, the existing BIP will be reviewed and modified to meet the current emotional and behavioral needs of the student(s). The BIP shall include preventative strategies, direct teaching strategies, and appropriate consequent strategies (e.g., reinforcement and corrective teaching strategies) that meet MDE requirements.

5. Special Education Programs

All students who meet criteria for special education eligibility shall receive special education services to address behavioral concerns as outlined on the Individualized Education Program as determined by the Individualized Education Plan committee.

6. Student Discipline and Grenada School District Student Code of Conduct

All Grenada Enrichment & Transition Center personnel will strictly adhere to the current Grenada School District Code of Conduct. In order to support the academic and behavioral programming being offered to each student, corrective strategies aimed at teaching replacement skills shall be utilized by all Grenada Enrichment & Transition Center personnel. As such, disciplinary strategies designed to remove students from the instructional environment will only be utilized once remedial strategies have been exhausted. In addition, all federal and state requirements will be followed with regard to the discipline of students meeting criteria for special education eligibility and services.

C. Responsibilities

The Mississippi Department of Education (MDE) specifies numerous responsibilities for each school district establishing and maintaining an program of alternative education as outlined in MS Code, §37-13-92. These responsibilities for ensuring a quality alternative school program are as follows:

1. School Board Responsibilities

The Grenada School District Board of Education directs the superintendent/designee to develop policies and procedures for the operation of. Grenada Enrichment & Transition Center Policies and procedures include, but are not limited to, ensuring the following:

- Goss vs. Lopez Due Process Procedures
- Appropriate Manifestation Determination Review (MDR) hearing for students receiving special education services
- Program goals

- Specific process and criterion for program entry and exit, including transition planning
- Continued provision of quality and appropriate education for students
- Involvement of parents and community agencies
- Length and time of the school day
- Plan for awarding course credits
- Discipline policies and procedures
- Staffing plan (motivated and culturally diverse staff), personnel qualifications and class size limits (15:1 pupil to teacher ratio)
- Specific criteria for exit from the alternative education program
- Performance measures and process for program evaluation.

2. District Responsibilities

The Grenada School District alternative education program and procedures as defined in Board Policy are designed to:

- Ensure accreditation standards are being met
- Ensure that the Discipline Policy has been followed prior to removal of a student.
- Provide a facility that is clean, safe and functional, and commensurate with facilities provided other students in the district
- Provide adequate, certified staff that is motivated and culturally diverse
- Provide an alternative school program or behavior modification program that meets the requirements of MS Code, §37-13-92
- Provide for the continued education of students
- Provide for the safety of regular staff and students
- Provide transportation
- Provide written policies that meet *Goss vs. Lopez* due process procedures

3. Regular (General) Education Responsibilities

Administrators and staff in traditional school sites are required to:

- Determine suitability of student to be placed in the alternative education program
- Develop a process of educational review by teachers and other appropriate professional personnel to assist in the development of the Individualized Instruction Plan (Individualized Instruction Plan)
- Develop and implement consistent due process procedures
- Ensure student participation in the Mississippi Assessment System
- Ensure the written and distributed discipline policy has been followed
- Maintain cumulative (not original) records on alternative education students
- Notify parents or guardians regarding removal of student
- Provide Tier II and III efforts using research and evidenced based practices and positive behavioral interventions
- Provide data to demonstrate a student's failure to respond to Tier II and Tier III interventions

4. Alternative Education Responsibilities

State mandated programs of alternative education are required to:

- Assist in the development of an Individualized Instruction Plan that provides for courses required for graduation for each student with emphasis in academics, applied behavioral analysis (behavior modification), functional skills, and career education
- Complete annual program review and evaluation as directed by MDE
- Determine duration of placement
- Ensure student participation in the Mississippi Assessment System
- Ensure the safety of staff and students by referring any student involved in criminal or violent behavior on campus to the appropriate authorities
- Ensure that the maximum teacher/student ratio is 1:15
- Ensure that there are high expectations for student achievement
- Meet MDE accreditation standards
- Meet requirements of MS Code, §37-13-92 and SBP (901)
- Provide academic instruction that is tailored to meet the specific needs and learning style of students
- Provide adequate, caring, certified staff who are motivated and culturally diverse
- Provide community involvement and support
- Provide continuous staff development that supports teachers in developing and enhancing classroom management skills
- Provide counseling for students
- Provide evaluation of student's progress at regular intervals and maintain records

- Provide for the continuing education of students
- Provide written rules addressing the unique needs of alternative education students to both parents and students (clearly stated mission and discipline code)

5. Administrator Responsibilities

Grenada Enrichment & Transition Center administrators are required to:

- Assist in the development of policies, procedures and programs
- Assist staff in the development of Individualized Instruction Plan
- Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs
- Identify resource needs
- Interpret, apply, and assure compliance with State law and policy, district policy and accreditation standards
- Maintain current knowledge of new trends and innovations
- Manage and oversee the day-to-day operations
- Plan, organize, control, and direct the provisions of services
- Provide staff development
- Recommend appropriate service and staff
- Research, analyze, and evaluate current and new service delivery models, procedures and techniques
- Resolve issues and conflict
- Supervise the performance of assigned personnel

6. Staff Responsibilities

Grenada Enrichment & Transition Center staff is required to:

- Assist general education staff in the development of an Individualized Instruction Plan for each student
- Choose to participate in the program
- Ensure that expectations are reviewed daily
- Identify additional intervention strategies
- Identify strengths and areas of need
- Realize that you are not just a teacher, but counselor, advisor and mentor
- Make clear to the students the behaviors that are expected of them in different environments
- Provide classroom interaction
- Provide frequent and detailed feedback for exhibiting appropriate behavior
- Provide instruction in all core subjects by appropriately certified instructors
- Review all records from the referring school
- Review and evaluate student progress or lack of progress
- Provide flexibility in designing strategies and methods that will work with students. For example: individual learning, cooperative learning, competency based learning, team teaching, peer tutoring and/or teaching multiple intelligences
- Understand strategies for creating an organized and productive learning environment and for managing student behavior

D. Grenada Enrichment & Transition Center Referral and Placement Procedures

Grenada Enrichment & Transition Center operates through written board-approved policies and procedures that define and mandate appropriate educational opportunities for the categories of at-risk students to be served. Further, Grenada Enrichment & Transition Center meets the requirements of Section 37-13-92 of the Mississippi Code, which delineates the required components of alternative education programs. The Grenada School District maintains and operates Grenada Enrichment & Transition Center in connection with the regular programs of the school district for, but not limited to, the following categories of at-risk compulsory-school-aged students:

- Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct, who has failed to respond to documented empirically-based tiered behavioral supports were implemented with adequate fidelity;
- Any compulsory-school-age child referred to Grenada Enrichment & Transition Center based upon a documented need for placement in the alternative school program by the parent, legal guardian or custodian of such child due to disciplinary problems;
- Any compulsory-school-age child referred to the Grenada Enrichment & Transition Center by the dispositive order of a chancellor or youth court judge, with the consent of the Superintendent of Education of the child's school district.
- Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class as a whole. These "habitually disruptive" youth must have demonstrated a failure to

respond to documented empirically-based tiered behavioral supports that were implemented with adequate fidelity.

- Students returning to the district from juvenile detention, residential treatment facilities or out of home placement. Note: Student placement in this category will be recommended only after a complete review of student information and other assessment data indicates that placement in Grenada Enrichment & Transition Center is appropriate.

1. Interim Student Placement Prior to Due Process Hearing

Students with Habitually Disruptive Patterns of Misconduct

Students who are considered for alternative placement as the result of non-threatening, habitually disruptive patterns of behavior shall remain in their home school environment to the fullest extent possible until such time a formal hearing is conducted and a decision has been rendered to determine whether placement in Grenada Enrichment & Transition Center is appropriate. If deemed necessary by the lead school administrator, students falling into this “habitually disruptive” category may be assigned to the school’s In School Suspension (ISS) program until a Due Process Hearing is conducted and a formal decision is made regarding possible placement in Tie Plant Alternative School. Students assigned to the schools ISS program shall be afforded with instructional opportunities in keeping with the curriculum to the fullest extent possible.

Students with Serious/Threatening Patterns of Misconduct

In cases when a student commits a serious and threatening behavioral offense (i.e. Level 4 and 5 Infraction), the lead school administrator may suspend the student pending a Due Process Hearing. In cases when a serious and threatening behavioral concern is the primary reason for considering alternative placement students/parents are given the option of placement in the In-School Suspension (ISS) program located in Grenada Enrichment & Transition Center until such time a Due Process Hearing is held and a formal decision regarding alternative school placement has been rendered. However, in cases when students/parents formally waive the right to a Due Process Hearing, students may begin the formal enrollment process at Grenada Enrichment & Transition Center (see Grenada Enrichment & Transition Center Enrollment Procedures later in this document).

2. School-Level Committee Review

When a student enrolled in the Grenada School District is considered for possible admittance to Grenada Enrichment & Transition Center a school-level committee shall meet to review numerous sources of data collected to evaluate whether a referral to Grenada Enrichment & Transition Center is warranted. This committee, at a minimum, shall be comprised of a school administrator, counselor, and staff who have directly taught and witnessed the student’s behavioral concerns. When the student being considered for placement in Grenada Enrichment & Transition Center has a disability, the school-level committee shall be comprised, at a minimum, of the student’s Individualized Education Plan committee, along with a school administrator and school counselor/behavior therapist/school psychologist.

A wide range of student data must be compiled before formally referring a student for possible alternative school placement as the result of serious and threatening offenses (i.e. Level 4 and 5 Behavioral Infractions) and/or habitual violations of the current Grenada School District Code of Conduct. Regardless of the infraction prompting a referral for possible alternative placement, please note that students who demonstrate a pattern of habitual misconduct must have been afforded with and failed to respond to quality supplemental and/or intensive behavioral and/or academic supports that were implemented with adequate fidelity prior to being considered.

The following data shall be compiled and reviewed by the referring school site’s Alternative School Review Committee:

- a. Completed Referral Form
 - b. Completed Counselor Referral Form
 - c. Academic Assessments (universal screening, progress monitoring, district assessments)
 - d. Documentation of student’s current course schedule
 - e. Documentation of student’s current grades
 - f. Documentation of student’s current attendance and tardies
 - g. Documentation of student’s behavioral Offenses and Dispositions for previous three (3) years, when applicable
 - h. Detailed description of previous corrective strategies to address academic and/or behavioral concerns (students referred as the result of non-threatening/habitual disruptions). Note: This shall include all scientifically-based or evidence-based intervention attempts previously implemented to address the student’s concerns including (a) Tier 1 corrective strategies to address academic/behavioral concerns, (b) written Tier 2 behavioral and/or academic intervention plans, (c) functional behavior assessment(s), (d) function-based behavioral intervention plan(s),
- (e) graphic display of ongoing behavioral progress monitoring for academic and/or behavioral targets, and (f) documentation to validate that all intervention strategies were implemented with acceptable fidelity (i.e., appropriate duration of time to evaluate change, appropriate student attendance rates, acceptable intervention compliance and treatment integrity).
- i. Current Functional Behavior Assessment (if applicable)
 - j. Current Behavior Intervention Plan (BIP) (if applicable)
 - k. Manifestation Determination Review (MDR) meeting minutes and required Individualized Education Plan Committee documentation for students who are eligible for special education services.

NOTE: In cases when the school-level alternative committee decides that an alternative school placement is not warranted the committee should document the rationale for the decision and indicate specific recommendations to address the student's behavioral needs. These recommended strategies and supports should be discussed with the student's parents and school staff and a formal plan of intervention should be initiated.

3. District-Wide Hearing Committee

In cases when the school-based alternative school review committee makes the determination to recommend student placement in Grenada Enrichment & Transition Center, the lead school administrator shall forward all documentation to the Grenada Superintendent's Office to request a Due Process Hearing. All referral documentation will be reviewed by the Superintendent's staff to ensure that all required documentation has been accurately completed, including a verification that data validates that intervention efforts for students referred for less than felonious act(s) (i.e. habitual patterns of disruption) have been implemented with acceptable fidelity and have failed to lead to appreciable improvements in student academic or behavioral performance. In addition, all federal and state requirements are followed for students who meet criteria for special education eligibility and who are receiving special education services with regard to documentation of changes in placement (see Students with Disabilities section later in this document).

Once all data have been reviewed and determined to be consistent with Grenada School District and MDE policies, the Superintendent's Office will schedule a Due Process Hearing with all parties. In cases when there is insufficient evidence to warrant a Due Process Hearing the school-level review committee will be informed in writing of the reason(s) for denial, along with specific recommendations to address the student's behavioral or other concerns.

E. Non-Traditional Alternative School Placements

1. Court-Ordered Placements to The Grenada Enrichment & Transition Center

In some instances students may be ordered by a chancellor or youth court judge to attend Grenada Enrichment & Transition Center,. In such cases, the following procedures shall be followed:

- a. Parents are required to present the official court order disposition for alternative school placement to the Director of Grenada School District Student Assessment and Appeals for review.
- b. Once a review is conducted and the court ordered placement in Grenada Enrichment & Transition Center is approved by the Grenada School District Superintendent of Education parents must contact the lead administrator at Grenada Enrichment & Transition Center to schedule an appointment to begin the orientation and enrollment process.
- c. The student needs to enroll in their "home school" prior to enrollment at the alternative school.
- d. Previous school records will be obtained from the last school attended and maintained at the student's home school. Copies will be made upon request.
- e. If a student has an Individualized Education Plan, the Individualized Education Plan will be implemented at the alternative school.

2. Students Transferring from Other Alternative School Settings, Group Homes or Residential Treatment Facilities

There is no MDE requirement that a student transferring to Grenada School District from another alternative school program (including state operated reform schools), group home/foster care placement and/or residential treatment facility be placed in an interim alternative setting prior to enrolling in a traditional school setting. However, based on these previous placements, some students may continue to be at-risk for having potential difficulties in school and may likely require continued supports. As such, in an effort to prevent a negative transition and to ensure that students are afforded appropriate supports, all students transferring to the Grenada School District from another alternative school, group home, or a residential treatment facility will undergo a formal case review to determine their most appropriate school placement and the specific academic, social and behavioral support needs required for a successful transition from their previous placement.

The following procedures shall be followed when making a determination for placement at the Grenada Enrichment & Transition Center or students transferring to Grenada School District from another alternative school program, group home, residential treatment facility and/or students previously expelled from Grenada Enrichment & Transition Center,:

- a. The parent(s) of students transferring to the Grenada School District from another alternative school program, out of home setting, residential treatment facility and/or students who were previously expelled from Grenada Enrichment & Transition Center are required to contact the Grenada School District Superintendent's Office, arrange for an appointment to discuss the student's case, and to request records from the previous placement setting.
- b. Once all student information is secured the student and his/her parents will meet with a Transition Team to review all available information and discuss transition needs. This team is comprised of the school administrator, school psychologist (or counselor), behavior specialist, and instructional support staff assigned to the school where the

student is scheduled to enroll.

- c. Based on the transition team's review, a recommendation will be made to the Grenada School District Superintendent of Education, or his designee, to allow regular school enrollment with specified supports in place or to recommend placement of the student in Grenada Enrichment & Transition Center only after staff at the student's home school and Grenada Enrichment & Transition Center staff have collaborated to develop an Individualized Instruction Plan or revised Individualized Education Plan and to complete a detailed plan of transition back to the student's home school from Grenada Enrichment & Transition Center,.
- d. Parents who disagree with the recommendation for placement in Grenada Enrichment & Transition Center may contact the Grenada School District Superintendent's Office and request a formal hearing to appeal the Transition Team's recommendation.

F. Transition to Grenada Enrichment & Transition Center,

1. Students Failing to Enroll in Grenada Enrichment & Transition Center,

Students may be assigned to Grenada Enrichment & Transition Center as an alternative to traditional school expulsion. As such, compulsory school-aged students are required by Mississippi Compulsory School Attendance Act to attend their district-assigned school. Unless transferring to another school system, students failing to enroll within 2 school days after being assigned to Grenada Enrichment & Transition Center will be referred to truancy officer to begin an investigation.

2. Development of an Individual Instruction Plan

All students recommended for alternative school placement are required to have a detailed Individual Instructional Program while at the Grenada Enrichment & Transition Center,. They will collaborate with the staff at each student's Grenada Enrichment & Transition Center home school to develop an individually-tailored instructional plan, including specific academic/behavioral goals and objectives, teaching strategies, and academic/behavioral supports necessary for ensuring student success while enrolled in Grenada Enrichment & Transition Center,. Similarly, for students with disabilities, the Grenada Enrichment & Transition Center Exceptional Education staff will collaborate with the students Individualized Education Plan committee prior to placement in Grenada Enrichment & Transition Center to review and revise the student's Individualized Educational Program to include appropriate and meaningful goals/objectives and any accommodations and supports necessary for student success.

3. Transitioning to Grenada Enrichment & Transition Center,

Prior to official enrollment in Grenada Enrichment & Transition Center, staff in the student's home school must provide copies all of the documentation listed below:

- a. Updated Discipline summary history from previous and current school years
- b. Current class schedule, report cards, progress report and current course grades
- c. Attendance report for current school year
- d. Complete Teacher Support Team (TST) folder, including documented empirically-based tiered academic and/or behavioral supports, progress monitoring data (graphs) and results of assessments to evaluate the fidelity of intervention (s) implementation.
- e. Updated/revised Individualized Educational Program, if applicable
- f. Copy of Grenada Enrichment & Transition Center Referral Form, including the parent's waiver of due process (if applicable), discipline hearing letter(s), Individualized Education Plan committee recommendations for LRE, etc.

Note: The formal enrollment process in Grenada Enrichment & Transition Center will begin once all required documentation for placement has been verified by Grenada Enrichment & Transition Center staff.

4. Grenada Enrichment & Transition Center Registration and Enrollment Procedures

Once the District Hearing Committee recommends alternative placement and all pre-placement documentation is secured, parents will be contacted by Grenada Enrichment & Transition Center to arrange for an appointment with the lead administrator to schedule an orientation and to complete enrollment procedures.

a. Student Orientation

Parents and students will attend an orientation session upon student's assignment to the alternative school.

b. Students with Disabilities

Intake Process for Students with Disabilities

Once the Individualized Education Plan committee determines that Grenada Enrichment & Transition Center will be the Interim Alternative Education Setting (IAES) for a student with a disability, the following procedures shall be followed:

1. Within 2 days after the Individualized Education Plan Committee makes the recommendation for placement in Grenada Enrichment & Transition Center, the student's Individualized Education Plan team will meet with Grenada Enrichment & Transition Center exceptional student staff to hold an Individualized Education Plan meeting to make revisions necessary for addressing student academic, behavioral and/or related service needs. Relevant members shall include, but are not limited to the following individuals: administrator, the student's home school exceptional education teacher, at least one (1) general education teacher from the student's home school, Grenada Enrichment & Transition Center exceptional education

teacher(s), Grenada Enrichment & Transition Center general education staff members, Grenada Enrichment & Transition Center counselor, and the Grenada School District school psychologist.

2. The following information, at a minimum, must be available to make a determination about appropriate services for students with disabilities:
 - a. Written Prior Notice of Individualized Education Plan Committee Meeting (WPN)
 - b. Procedural Safeguards
 - c. Current Individualized Education Plan from the home school
 - d. Documentation of empirically-based tiered behavioral interventions, including progress monitoring data (graphs) and documented evaluations to assess fidelity of intervention implementation
 - e. Manifestation Determination Results and Minutes
 - f. MSIS information which includes: schedule, attendance (including sign-in/out), discipline infractions and grades
 - g. Updated behavioral/disciplinary reports
 - h. Current Behavior Intervention Plan (BIP) (if applicable)
 - i. Current Functional Behavior Assessment (FBA) (if applicable)
 - j. Documentation of Parental Input
 - k. Progress Monitoring for academics
3. The Individualized Education Plan team shall develop a written plan which includes academic courses, academic and behavioral goals/objectives, academic and behavioral support (including related services), criteria for exit from Grenada Enrichment & Transition Center and procedures for transitioning the student back to his/her home school and/or to another appropriate setting, and a timeline for periodic review of the student's progress.

G. Transitioning Students to Traditional (Home) School Setting

A student's exit from Grenada Enrichment & Transition Center should be contingent upon regular attendance, achieving and exhibiting appropriate behavior, and academic progress during alternative school assignment. An evaluation of student behavior, attendance, and academic progress will be conducted by Grenada Enrichment & Transition Center administration and staff prior to recommending that a student begin the transition to return to their home school. When students fail to meet behavior, academic, or attendance expectations, they will continue placement in Grenada Enrichment & Transition Center until such time all expectations are successfully achieved.

Once a student demonstrates an acceptable pattern of attendance, academic progress, and an appropriate pattern of behavioral conduct, a Transition Team comprised of staff from the traditional setting and Grenada Enrichment & Transition Center will meet to begin the transition process. At this time, school personnel from the home school environment (i.e., school administrator, school counselor, and other appropriate administrative or instructional personnel) shall visit Grenada Enrichment & Transition Center (administrator and academic teacher) to thoroughly review the academic and behavioral programming being offered to the student that has led to successful educational and behavioral outcomes. Plans and procedures for replicating the required academic and behavioral supports with adequate levels of treatment fidelity should then be established prior to the students return to the home school environment. Some students may be able to transition completely back to the home school environment once their required placement time has been fulfilled a Grenada Enrichment & Transition Center t. It is also important to note that some students require a high level of academic and behavioral supports during their academic career that can only be provided in an alternative school environment. As such, these students may complete their educational career in the alternative school environment. Given the unique and individual educational needs of students being educated in an alternative school environment, plans for transition shall be made on a student-by-student basis using documentation designed to address the exit criteria outlined above.

1. Student Exit Criteria

As noted previously, the purpose and mission of Grenada Enrichment & Transition Center is to afford students with the academic, social and behavioral/emotional supports necessary for leading to a successful and sustained transition back to their home school setting. As such, it is imperative that students are recommended for transition only when they have developed a stable pattern of pro-social behaviors that will predictably lead to a successful transition. Students must satisfy each of the following exit criteria before being recommended by the Grenada Enrichment & Transition Center lead administrator to begin transitioning back to their home school setting:

- a. Maintain passing grades in all subject areas with an average GPA of 1.5 while attending Grenada Enrichment & Transition Center,. (Note: This does not include grades from home school)
- b. Receive no major (i.e. level 3 Infractions or higher) Office Discipline Referrals (ODR's) and/or suspensions (i.e., ISS and/or OSS) with principal's discretion (up to 15 days at GETC).
- c. Maintain an acceptable pattern of conduct as evidenced by an average cumulative rating of 85% on Daily Behavior Progress Report (DBPR).

- d. Students will maintain a satisfactory attendance record while enrolled at the alternative school, as evidenced by adhering to the district's attendance policy.

2. Early Exit Criteria

Students who have successfully achieved the above mentioned exit criterion after attending 75% of their assigned stay at Grenada Enrichment & Transition Center will be recommended for early transition back to their home school. The District's Hearing Committee will determine, on an individual basis, if students committing Level V offenses qualify for Early Exit.

3. Transitioning Students from Grenada Enrichment & Transition Center to the General Education Setting

Once Grenada Enrichment & Transition Center exit criterion is achieved the student will begin the transition process to return to his/her home school. Approximately two-weeks prior to transitioning, the Grenada Enrichment & Transition Center Director will meet and collaborate with the staff, including Individualized Education Plan teams, as applicable, in the student's home school to review data to support student exit and to develop an individual transition plan to include strategies and supports necessary to lead to positive and acceptable behavior for the student when he/she returns to their home school. The Director will maintain the lines of Grenada Enrichment & Transition Center communication with the home school during the student's transition period.

When recommending exit, Grenada Enrichment & Transition Center staff must provide data, with copies available to present to the student's home school transition team:

- a. Written Prior Notice of Committee Meeting (Students with Disabilities)
- b. Current Individualized Education Plan Folder (Students with Disabilities)
- c. Current class schedule
- d. Student discipline history, including OSS/ISS suspensions;
- e. Academic and/or behavior progress monitoring data (graphs)
- f. Current assessment data, if applicable
- g. Student attendance, including Sign in/out documentation
- h. Current grades
- i. Medical Reports, if applicable;
- j. FBA/BIP or Interventions if applicable, that supports if the student's was successful
- k. Information provided by the parent(s)
- l. Other relevant data to assist with transition planning

To maximize continued success, upon return to their home school, approximately one week before beginning the transition process, the Grenada Enrichment & Transition Center Director or designee will meet with the home school/LRE agency to review all data with the administrator (agency representative) or their designee to review the prescribed transition strategies.

Once the transition from Grenada Enrichment & Transition Center to the home school begins, students must be provided with a continuum of supports, including academic and behavioral supports, including related services (when applicable), to address student's adaptation back to the traditional school setting. Data to allow for academic and behavior progress monitoring must also be gathered and maintained at the student's home school and revised, as needed, during the period of transition.

4. Probationary Period

Prior to exiting from Grenada Enrichment & Transition Center, students and parents will be informed that a 90-day probationary period must be satisfied before exit from Grenada Enrichment & Transition Center is considered to be final. Upon return to their home school, students are required to demonstrate the following:

- a. Students will maintain a satisfactory attendance record while enrolled at the home school, as evidenced by adhering to the district's attendance policy.
- b. Demonstrate appropriate behavioral conduct as evidenced by receiving **NO** Office Discipline Referrals (ODRs) as the result of committing any major behavioral infraction (i.e. level 3 Infractions or higher).
- c. Demonstrate no misconduct outside of school setting that results in an arrest that will, upon the student's return to his/her home school, likely result in a situation where the safety of the student and/or others be compromised.
- d. Maintain an acceptable pattern of conduct as evidenced by an average cumulative rating of 90% on Daily Behavior Progress Report (DBPR).

***Students Failing to Comply with Terms and Conditions of Probation Agreement

Students who fail to maintain acceptable patterns of attendance and conduct during the probationary period shall be referred by the student's principal to the Grenada School District Superintendent's Office to discuss transferring the student back to Grenada

Enrichment & Transition Center,. If the student's parent/guardian does not wish to exercise their due process rights, a waiver of placement may be signed.

For students who fail to maintain acceptable patterns of attendance and conduct during the probationary period, school officials must present the following documentation when recommending a student's return to Grenada Enrichment & Transition Center,:

- a. Updated Discipline summary since returning from Grenada Enrichment & Transition Center,
- b. Current class schedule, report cards, progress report and current course grades
- c. Attendance report since returning from Grenada Enrichment & Transition Center
- d. Complete Teacher Support Team (TST) folder, including documented empirically-base tiered academic and/or behavioral supports, progress monitoring data (graphs) and the results of assessments to evaluated the fidelity of intervention (s) implementation that are prescribed in the students transition plan and/or Individualized Education Plan.

In the event the Grenada School District Superintendent's Office renders a decision failing to confirm the student has failed to comply with the terms of his/her probation agreement the student will return to the home school where academic and behavioral supports must be implemented as prescribed in the transition plan and/or Individualized Education Plan.

However, in cases when a review of data indicates the student has failed to comply with the terms of his/her probation, the Discipline Hearing Committee will inform the student and his/her parents of this decision in writing. All due process procedures will be afforded to the parent/guardian.

Note: Students returning to Grenada Enrichment & Transition Center as the result of the failure to comply with the probation guidelines will remain at Grenada Enrichment & Transition Center until such time exit criteria are satisfied.

5. Student Expulsion from Grenada Enrichment & Transition Center,

As mentioned previously, Grenada Enrichment & Transition Center serves as an alternative to expulsion for students who significantly violate the Grenada School District Code of Student Conduct. Unfortunately, in rare situations, some students enrolled in Grenada Enrichment & Transition Center fail to respond successfully to the interventions and supports provided in Grenada Enrichment & Transition Center and continue to disrupt the school environment. In such cases, only after verifying that all prescribed interventions and supports have been implemented with measured and adequate fidelity, the Grenada Enrichment & Transition Center Director may recommend the student be expelled from to the student's home school administrator. In such cases, students will be afforded with Due Process as described above for initial referrals to Grenada Enrichment & Transition Center, including all procedural safeguards and federal and state mandates required for students with disabilities. Note: Students returning to Grenada School District after an expulsion are required to complete their original assignment to Grenada Enrichment & Transition Center, and successfully complete exit criterion before being recommended for transition back to their home school.

Waiver: At any point in the process described in this policy, the student's parent/guardian may waive any further due process to the DHC and any appeal to the superintendent or school board by signing a written waiver of such rights and agreeing to a disciplinary recommendation. If a parent/guardian signs a waiver then the student may start placement immediately.

At the time this handbook was printed, the handbook provisions were current and updated. However, all policies and laws are reviewed on an on-going basis in accordance with the Grenada School District's School Board policy review process. The District's policies and handbooks may be updated throughout the school year to incorporate legal requirements or other provisions. Even though the handbook will not be reissued, it may be supplemented with provisions that are deemed necessary in the policy review process. Please contact Lynne Russell if you have questions regarding whether a provision of the handbook has been updated or the handbook has been supplemented after printing.

The Grenada School District does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, religion, veteran status, or age in the admission to and provision of educational programs, activities, and services or employment opportunities and benefits. Lyle Williams, Admin. Academic Officer/ 504/ADA Coordinator or Kimberly Ezelle, Data Analyst/Title IX Coordinator, P.O. Box 1940, Grenada, MS 38902-1940, (662) 226-1606, have been designated to handle inquiries and complaints regarding the non-discrimination policies of the Grenada School District. The Grenada School District is an equal employment employer.