

JAMES JOHNSON-WALDINGTON
SUPERINTENDENT

WILLIAM MURPHY
ASSISTANT SUPERINTENDENT

Sunflower County Consolidated School District **STUDENT** **HANDBOOK**

2026-2027



#Champions For Children



Sunflower County Consolidated School District is
an Equal Rights and Opportunities Public School District.

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SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT

2026 - 2027 District Calendar

Mr. James Johnson-Waldington, Superintendent
"Champions for Children"

July 2026	
Thursday - Friday, 30th - 31st	New Teacher Orientation
August 2026	
Monday, 3rd	District-Wide Convocation
Tuesday - Wednesday, 4th-5th	Teacher Professional Development
Thursday, 6th	Students' First Day
Wednesday, 26 th	Professional Development Day Early Release – Students – 2:15 pm
Monday, 31st	18 days for students/ 21 days for teachers
September 2026	
Tuesday - Friday, 1st - 4th	Progress Reports Issued
Monday, 7th	Labor Day (Schools and District Closed)
Tuesday, 8th	Classes Resume
Wednesday, 23 th	Professional Development Day Early Release – Students – 2:15 pm
Tuesday, 30th	End of 1st Attendance Period (21 days) 21 days for students/ 21 days for teachers
October 2026	
Thursday, October 1st - Thursday, October 7th	1st Nine Weeks Assessments
Wednesday, 7 th	Professional Development Day Early Release – Students – 2:15 pm
Friday, 9th - Monday 12th	Fall Break (Teachers)
Tuesday, 13th	Teacher Professional Development
Friday - Tuesday, 9th - 13th	Fall Break (Students)
Wednesday, 14th	Classes Resume
Monday - Friday, 19th - 23rd	Report Cards Issued
Wednesday, 21st	Professional Development Day Early Release – Students – 2:15pm
Friday, 30th	End of 2nd Attendance Period (19 days) 19 days for students/ 20 days for teachers
November 2026	
Monday - Friday, 9th - 13th	Progress Reports Issued
Wednesday, 11 th	Professional Development Day Early Release – Students – 2:15 pm
Monday - Friday, 23rd - 27th	Thanksgiving Break (Schools and District Closed)

Monday, 30th	End of 3rd Attendance Period (16 days) 16 days for students/ 16 days for teachers
Monday, 30th	Classes Resume
December 2026	
Wednesday, 9 th	Professional Development Day Early Release – Students – 2:15 pm
Monday - Friday, 14th - 18th	2nd Nine Weeks Assessments
Tuesday 22nd	Last Day of the Semester (1:00 pm dismissal) End of 4th Attendance Period (16 days) 16 days for students/ 16 days for teachers
Wednesday , December 23rd- January 5th	Winter Break

January 2027	
Wednesday, 6th	Staff Return/ Teacher Professional Development
Thursday, 7th	Students Return/ Classes Resume
Monday - Friday, 11th - 15th	Report Cards Issued
Wednesday, 13 th	Professional Development Day Early Release – Students – 2:15 pm
Monday, 18th	MLK Holiday (Schools and District Closed)
Tuesday, 19th	Classes Resume
Wednesday, 27 th	Professional Development Day Early Release – Students – 2:15 pm
Friday, 29th	End of 5th Attendance Period (16 days) 16 days for students/ 17 days for teachers

February 2027	
Monday - Friday, 1st - 5th	Progress Reports Issued
Wednesday, 10 th	Professional Development Day Early Release – Students – 2:15 pm
Monday, 15th	President's Day (Schools and District Closed)
Tuesday, 16th	Classes Resume
Wednesday, 24 th	Professional Development Day Early Release – Students – 2:15 pm
Friday, 26th	End of 6th Attendance Period (19 days) 19 days for students/ 19 days for teachers

March 2027	
Monday - Friday, 1st - 5th	3rd Nine Weeks Assessments
Monday - Friday, 8th - 12th	Spring Break (Schools and District Closed)

Monday, 15th	Teacher Work Day
Tuesday, 16th	Students Return/ Classes Resume
Monday - Thursday, 22nd - 25th	Report Cards Issued
Wednesday, 24 th	Professional Development Day Early Release – Students – 2:15 pm
Friday, 26th	Good Friday (Schools and District Closed)
Monday, 29th	Easter Monday (Schools and District Closed)
Tuesday, 30th	Students Return/ Classes Resume
Wednesday, 31st	End of the 7th Attendance Period (15 days) 15 days for students/ 16 days for teachers
April 2027	
Monday - Friday, 12th - 16th	Progress Reports Issued
Wednesday, 14th	Professional Development Day Early Release – Students – 2:15 pm
Wednesday, 28th	Professional Development Day Early Release – Students – 2:15 pm
Friday, 30th	End of 8th Attendance Period (22 days) 22 days for students/ 22 days for teachers
May 2027	
Wednesday, 12 th	Professional Development Day Early Release – Students – 2:15 pm
Wednesday - Wednesday, 19th - 26th	4th Nine Weeks Assessments
Wednesday, 26th	Last Day of the Semester/ Students Last Day (1:00 pm dismissal)
Thursday, 27th	Teacher Professional Development/ Teachers' Last Day End of 9th Attendance Period (18 days) 18 days for students/ 19 days for teachers
Friday, 28th	Gentry High School Graduation
Saturday, 29th	Thomas E. Edwards, Sr. High School Graduation
Monday, 31st	Memorial Day (Schools and District Closed)
Students - 180 days; Teachers - 187 days	Inclement Weather Days: President's Day, Good Friday, Easter Monday
June 2026	
Tuesday - Friday, June 1st - 4th	Report Cards Mailed Home

Sunflower County Consolidated School District Board of Education

- Debra Johnson**, District Area 3..... President
- Kilpatrick Sibley**, District Area 2 Vice-President
- Melanie Townsend-Blackmon**, District Area 5..... Secretary
- Bryant Kimbrough**, District Area 1..... Board Member
- Desiree Norwood**, District Area 4..... Board Member
- James Johnson-Waldington** Superintendent of Schools

The Board of Education meets on the second Thursday of each month at 5:00 P.M. unless otherwise noted and posted.

FOREWORD

On behalf of the teachers, staff and administration, we sincerely welcome you to the Sunflower County Consolidated School District (SCCSD). Whether this is your first year in our school district or your last, we know that the knowledge and experience you gain as a student will be both valuable and memorable.

This handbook is designed to offer information about all schools in the Sunflower County Consolidated School District. We hope it will assist new students in adjusting to their designated school and serve as a reminder of the school district's policies and procedures.

The goal of our school district is excellence, and striving to reach this goal must be a cooperative effort on the part of the students, teachers, administrators, parents and community. We solicit your cooperation in this venture and assure you that the result will be well worth the effort.

VISION STATEMENT

To become a model district that attracts and retains highly qualified staff that graduate students who are college, career, and community ready.

MISSION STATEMENT

E³: Empower Staff, Engage Communities, Educate Students

MOTTO

Champions for Children

NON-DISCRIMINATION POLICY

(IDDH Section 504 – Americans with Disabilities Act – Non Discrimination)

The SCCSD is an educational institution that admits students without regard to sex, age, race, color, creed, national/ethnic origin, or handicap, to all rights, privileges, and opportunities generally available to students. SCCSD does not discriminate on the basis of sex, age, race, color, creed, national/ethnic origin, or handicap in administration of any of its educational policies or programs including admissions, financial-aid, and athletics. This district is also an equal opportunities/affirmative- action employer and complies with all applicable laws and regulations including Title IX of the Educational Amendments of 1972, regarding nondiscrimination. The SCCSD operates in compliance with provisions of the Family Education Rights and Privacy Act of 1974, as amended.

This school district is committed to providing all of its students, faculty, staff and visitors with equal access to its programs, events, and facilities. In compliance with Section 504 of the Rehabilitation Act of 1973, SCCSD has made reasonable modifications to its buildings and grounds which allow students and faculty, including those with limited visual or hearing impairments, equal access to the regular program objectives offered by the Sunflower County Consolidated Schools. Persons wishing additional information about this policy or for assistance to accommodate individual needs or lodging any complaints or grievances should contact:

Barren Cleark, Title IX

Coordinator

**Sunflower County Consolidated
Schools**

196 MLK Dr., Hwy 49

Indianola, MS 38751 (Physical Address)

662.887.4919 Ext. 102 (Office)

662.303.4276 (Cell)

bcleark@sunflowerk12.org (Email)

Title IX Investigators are SCCSD Counselors and Social Workers.

If you believe that you have been discriminated against because of sex, or if you have observed a Title IX violation, please contact the Title IX Coordinator listed above.

The Title IX Grievance Process can be accessed under the Students, Parents, Community, and Employees tabs on the district's website (www.sunflower.k12.ms.us).

About Your Student Handbook...

- The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. To view the board policies of the Sunflower County Consolidated School District, go to www.sunflower.k12.ms.us > “Board of Education” Tab > “SCCSD Online Manual Policy”.
- In case of conflict between board policy (including the Student Code of Conduct) and any provisions of Student Handbooks, the provisions of board policy and the Student Code of Conduct are to be followed.
- Also please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook revisions will be made available to students and parents through newsletters, email, messages, or other communications.
- The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.
- Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child has questions about any of the material in this handbook, please contact school leaders and/or district leaders.

District Staff At-A-Glance

Sunflower County Consolidated School District
 Central Office
 196 MLK Drive, Hwy 49
 Indianola, MS 38751

662.887.4919
 Fax 662.887.5501

James Johnson-Waldington, Superintendent jdjwaldington@sunflowerk12.org Ashley Sibley, Administrative Asst. to Supt. asibley@sunflowerk12.org Ext. 101	William Murphy, Assistant Superintendent wmurphy@sunflowerk12.org Sandra Gray, Administrative Asst. to Asst. Supt. sgray@sunflowerk12.org Ext. 110
Business Lillie Robey, Business Manager lrobey@sunflowerk12.org Ext. 107 Calandra Murry, Asst. Business Manager cmurry@sunflowerk12.org Ext. 105 Vilinda Farrow, Accountant vmitchell@sunflowerk12.org Ext. 114 Dorothy Hughes, Accounts Payable dhughes@sunflowerk12.org Ext. 115 Vilinda Dixon, Payroll Clerk vdixon@sunflowerk12.org Ext. 118	Federal Programs Barren Cleark, Director bcleark@sunflowerk12.org Ext. 104 Sandra Jackson, Bookkeeper sjackson@sunflowerk12.org Ext. 103 Personnel/Human Resources/Student Affairs Pamela Watson, Director pwatson@sunflowerk12.org Ext. 102 Vilinda Dixon, Personnel Admin. Assistant vdixon@sunflowerk12.org Ext. 118
Technology Sylvester Washington, Supervisor sylwashington@sunflowerk12.org Ext. 106	Maintenance Garland Moody, Maintenance Supervisor gmoody@sunflowerk12.org 662.207-4520 Marvin Hawkins, Operations Manager mhawkins@sunflowerk12.org 662.207.4716
Front Desk Sheley Wilson, Central Office Receptionist swilson@sunflowerk12.org Ext. 116	Transportation James Wilson, Transportation Supervisor jameswilson@sunflowerk12.org 662.887.1502 Lakesha Hinds, Admin. Assistant lburchfield@sunflowerk12.org
Child Nutrition Eric Ball, Asst. Supervisor eball@sunflowerk12.org Ext. 172	Child Nutrition Lashonda McKenzie, Admin. Assistant lmckenzie@sunflowerk12.org Ext. 170

Sunflower County Consolidated School District
D.B. Floyd Administrative Building
196 MLK Drive, Hwy 49
Indianola, MS 38751

662.884.1250

Exceptional Education Kenya Procter-Davis, Exceptional Education Director kprocter@sunflowerk12.org Ext. 127 Helen Cobb, Case Manager hcobb@sunflowerk12.org Ext. 128 Dawn Tatum, Psychometrist dtatum@sunflowerk12.org Ext. 126 Felicia Longmire, Bookkeeper frlongmire@sunflowerk12.org Ext. 130	Curriculum Shamethria Beaman, Curriculum Coordinator sbeaman@sunflowerk12.org Ext. 143 Li'Thesia Kent, District Test Coordinator lkent@sunflowerk12.org Ext. 131
District Nurses Kakawonda Hibbler, Nurse khibbler@sunflowerk12.org Tawanda Wilson, Nurse twilson@sunflowerk12.org Sandra Dotson, Nurse sdotson@sunflowerk12.org Monika Tucker, Nurse mtucker@sunflowerk12.org	District Social Workers Shaniqua Mitchell (<i>Housed at Carver Elem.</i>) smitchell@sunflowerk12.org Tenesha Marshall (<i>Housed at A.W. James Elem.</i>) tmarshall@sunflowerk12.org
Athletic Director Mario Young, Director myoung@sunflowerk12.org 662.884.1200	Ephraim Hodges, Fixed Assets/Maintenance Clerk ehodges@sunflowerk12.org Ext. 117 Pamela Foster, School District Attendance Officer pfoster@mdek12.org 662.887.8107

School Leadership Directory

A.W. James Elementary Julia Harrington, Principal jharrington@sunflowerk12.org 662.745.8892	Carver Elementary Robert Moore, Principal romore@sunflowerk12.org Latousha Johnson, Asst. Principal ljohnson@sunflowerk12.org 662.884.1250	Gentry High School Edmond Williams, Principal edwilliams@sunflowerk12.org Monroe Golden, Asst. Principal mgolden@sunflowerk12.org Charlotte Hawkins, Asst. Principal chawkins@sunflowerk12.org
Indianola Academic Achievement Center Khalilah Ransom, Principal kransom@sunflowerk12.org 662.884.1278	Indianola Career and Technical Center Rosalind Johnson, Principal rjohnson@sunflowerk12.org 662.884.6000	Moorhead Central Timothy Holmes, Principal tholmes@sunflowerk12.org Monique White, Asst. Principal mwhite@sunflowerk12.org 662.246.5680
Lockard Elementary Reginald Stanley, Principal rstanley@sunflowerk12.org Lutryca Phillips, Asst. Principal luphillips@sunflowerk12.org 662.884.1260	Ruleville Central Elementary Daisey Hawkins, Principal dhawkins@sunflowerk12.org 662.246.5395	Drew Hunter Middle Tina Steele, Principal tsteele@sunflowerk12.org 662.745.8940
R.L. Merritt Jr. High Rodney Adams, Principal radams@sunflowerk12.org Leola Gilson-Wright, Asst. Principal radams@sunflowerk12.org 662.884.1270	Ruleville Middle Chiquita Bracey, Principal 662.756.4898	Thomas Edwards Sr. High Errick Lakes, Principal elakes@sunflowerk12.org Ebony Watson, Asst. Principal ewatson@sunflowerk12.org 662.756.4757
	Rosser Early Learning Center Sawanda Washington, Principal sawashington@sunflowerk12.org	

Academic Coach Directory	
A.W. James Elementary	Avis Brown abrown@sunflowerk12.org
Carver Elementary	Lawanda Berdin lberdin@sunflowerk12.org
Gentry High School	Walthena Bruce wbruce@sunflowerk12.org
Moorhead Central	Tayanna Rias trias@sunflowerk12.org
Lockard Elementary	Krystaline Sample ksample@sunflowerk12.org
Ruleville Central Elementary	Erica Scott escott@sunflowerk12.org
R.L. Merritt Jr. High	Regina Hopskin rhopskin@sunflowerk12.org
Thomas Edwards Sr. High	Megan Burton-Shaw mburton@sunflowerk12.org

Quick Help Guide 2026-2027

- **Activity Fund Reports** – Calandra Murry
- **Alternative School** – Pamela Watson
- **Assessments** – Li’Thesia Kent
- **Athletics** – Mario Young
- **Board Requests** – Ashley Sibley
- **Bus Permits** – James Wilson
- **Bus Routes** – James Wilson
- **Cell Phones (Employees)** – Sylvester Washington
- **Check Stubs** – Calandra Murry
- **Child Nutrition** – Eric Ball, Lashonda McKenzie
- **Counselors** – Dr. Nearline Anderson (Gentry High School)
- **Instructional Programs (iReady, etc.)** – Shamethria Beaman
- **Community Relations** – Pamela Watson
- **Contracts/TalentEd/PowerSchool** – Pamela Watson
- **Direct Deposit** – Calandra Murry and Vilinda Dixon
- **District Vehicle Request** – Lakeshia Hinds, Sheley Wilson
- **Drop Out Prevention** – Li’Thesia Kent
- **Drug Tests** – Vilinda Dixon, Pamela Watson
- **Dual Enrollment** – Li’Thesia Kent
- **Early Childhood Education**- Sawanda Washington
- **Email Accounts**- Sylvester Washington, Kim Weeks
- **Employee Identification**- Sylvester Washington, Vilinda Dixon
- **Employee Leave** – School Secretary
- **Employment Applications** – Pamela Watson, Vilinda Dixon
- **Employment Verification** – Pamela Watson, Vilinda Dixon
- **Extended School** – Li’Thesia Kent
- **Facility Rental** – Dorothy Hughes
- **Federal Programs** – Barren Cleark, Sandra Jackson
- **Fingerprinting** – Vilinda Dixon, Pamela Watson
- **Fixed Assets** – Vilinda Farrow (RLM and CES), Dorothy Hughes (LES and GHS), Ephraim Hodges (all other schools/buildings)
- **FMLA** – Calandra Murry
- **Fundraising Requests** – Calandra Murry
- **Grievances** – Pamela Watson
- **Health and Wellness**- Nurse Kakawonda Hibbler
- **Hotel Checks** – Dorothy Hughes
- **Homeless Liaison** – Barren Cleark
- **Insurance (Voluntary Deduction)** – Vilinda Dixon, Calandra Murry
- **Insurance (Life/Health/Blue Cross/Blue Shield)** – Calandra Murry
- **Integrity/School Connect** – Lillie Robey
- **Licensure** – Pamela Watson
- **Mail** – Catherine McCree
- **Maintenance Requests** – Ephraim Hodges
- **Media Releases** – Ashley Sibley
- **MPGS (Educator Evaluation)** – William Murphy
- **MSIS** – Li’Thesia Kent, Sandra Gray

- **MTSS** – Shamethria Beaman (Regular Education); Kenya Procter-Davis (Exceptional Education)
- **MS Department of Employment of Security (MDES)**- Pamela Watson
- **Pacing Guides** – Shamethria Beaman
- **Parent Grievances** – Pamela Watson
- **Parental Involvement** – Contact the school's office
- **Pay Checks** – Vilinda Dixon and Calandra Murry
- **Payroll Changes** – Vilinda Dixon and Calandra Murry
- **Personnel** – Pamela Watson, Vilinda Dixon
- **Policies** – Ashley Sibley, Sandra Gray
- **Priority Schools** – Barren Cleark
- **Process Standards** – Sandra Gray
- **Purchase Orders** – Vilinda Farrow
- **Requisitions** – Vilinda Farrow
- **Resolutions (in case of death)** – Shamethria Beaman, Kim Weeks
- **Retirement** – LaQuitta Jones
- **Safety** – Michael Williams
- **SAM7** – Li'Thesia Kent, Sandra Gray
- **Sixteenth Section** – Marvin Hawkins
- **SPED** – Kenya Procter-Davis, Helen Cobb
- **Student Teachers** – Pamela Watson, Shamethria Beaman
- **Substitute Information** – Pamela Watson, Vilinda Dixon
- **Tax Forms** – Vilinda Dixon and Calandra Murry
- **Text Books** – Shamethria Beaman
- **Time Clock** – Sylvester Washington
- **Time Sheets (Ruleville/Drew/Carver/Maintenance)** – Vilinda Dixon
- **Time Sheets (Gentry/Merritt/Lockard/Moorhead/Rosser)**– TBA
- **Time Sheets (Central Offices/Transportation/Child Nutrition)** – Calandra Murry
- **Transcripts** – Individual Schools (Counselors), Sheley Wilson- Central Office
- **Travel Reimbursement** – Dorothy Hughes
- **Volunteers** – Pamela Watson
- **W-2 Forms** – Calandra Murry
- **Website Updates** – Kim Weeks
- **Worker's Compensation** – Vilinda Dixon
- **Youth Court** – Pamela Watson

Central Office (Hwy 49)
662.887.4919

Administration Building (Hwy 82)
662.884.1200

Maintenance Shop
662.887.1502

Child Nutrition Office
662.884.1261

SCCSD ATTENDANCE REGULATIONS & POLICIES

ATTENDANCE

(JBA Compulsory School Attendance/School Age)

Time on task is essential if students are to succeed in their educational efforts. The right to attend the public school requires responsibility of both parents and students for school attendance each day. Tardiness, absences, dismissals, and suspensions are all problems that require action by school officials because each of these results in a loss of instructional time. The SCCSD will use the State of Mississippi's definition of an absence. Students must be present a minimum of 66% of the instructional day to be considered present. **Early dismissals are not granted after 2:30 p.m. No classrooms will be contacted for dismissals after 2:30 p.m.**

"Compulsory-school-age child" means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and has not attained the age of seventeen (17) years on or before September 1 of the calendar year and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program.

Chronic absenteeism is defined as missing 10% or more of a school year (approximately 18 days, which equates to 2 days per month).

In accordance with the state of Mississippi's New Attendance Law, the following changes are now in effect:

- **66% of the instructional day must be attended**
- **August 15th is the Certificate of Enrollment Deadline**
- **Any absences after the 3rd consecutive must have a medical excuse**
- **Only 5 excused absences per semester unless extenuating circumstances or approved by Superintendent/Superintendent's Designee**

EXCUSED ABSENCES

(JBD Attendance, Tardiness and Excuses)

The following will be accepted as excuses, when submitted according to policy, which is upon two (2) days of the student's return:

- **Sickness**
- **Family Death**
- **Doctor's Appointment**
- **Religious Holidays**
- **Court Proceedings**

APPROVED ABSENCES

When students are absent from school due to an illness, a doctor's statement should be submitted to the office upon the student's return. **This statement should be taken to the office.** There is no limit to the number of doctor's excuses that may be submitted.

If a student is sick and does not go to the doctor, the parent or guardian should contact the school to notify the officials that his/her child is ill. Parents must submit a dated written excuse for all absences. **Only two handwritten excuses will be accepted during a 9-week period, unless the student has a completed SCCSD health package with Physician's signature. In the event of extenuating circumstances, the parent/guardian may appeal to the principal. School administrators will determine the appropriateness or inappropriateness of absence documentation. All excuses must be received within two (2) school days of the student's return.**

UNEXCUSED ABSENCES (Unlawful absences)

A. Absences for reasons other than those on the aforementioned list are unexcused absences (unlawful).

B. Parental Liability

1. If a child has not been in attendance/enrolled within fifteen (15) calendar days after the first day of school, or if a child has accumulated five unlawful absences, the principal, superintendent and/or designee will report the absences to the Compulsory School Attendance Enforcement Office of the State Department of Education.
2. Parents/guardians who refuse or willfully fail to adhere to this law will be guilty of negligence and educational neglect and, upon conviction, will be subject to a \$1,000 fine and/or up to one year in jail in accordance with Section 97-5-39 (Mississippi Code, 1972).

Truancy

The student who is habitually truant (beginning at the fifth unexcused absence) will be turned in to the Truancy Officer. Students who are truant will be referred to an administrator who has the option of placing the student in In-School Suspension (ISS). (see *Mississippi Compulsory School Attendance Law, MS Code; 37-13-91 or SCSSD Policy JBAC.*) **If habitually in violation of this law, parents may be prosecuted if the absences cannot be justified under established policies.**

If detained in the office or by a teacher, a student must receive a note/pass before going to the next class to avoid being considered tardy or truant. Students are considered truant if they are unaccountably absent from any class in excess of 10 minutes – or leave campus without proper authorization. The school does not accept any reason for being tardy nor absent from school for students who ride to/from school in/on a private vehicle. Enrollment can be automatically withdrawn for absences that meet or exceed 20 consecutive days.

Late Arrivals & Tardies

Students are to report to class by the designated time of their school site. Students arriving to school after the designated time for their school site will be considered late to school. Lateness will either be excused or unexcused following the same guidelines as full-day absences. Students who have a legitimate reason for being tardy must bring in a parental note or a note from a doctor or dentist when arriving late or within two (2) days. Penalties for unexcused lateness/tardies are outlined in the Code of Conduct.

Withdrawals

When withdrawing a child from the school, the parent should notify the Main Office & the Counselor's Department in advance so that a withdrawal checklist can be prepared for the new district. The pupil who transfers to another district must return all textbooks, equipment, and library books before a completed withdrawal form is issued. The withdrawal form is then to be presented to the school officials in the new district. Parents of students planning to move from their present school should give the school at least one-day advance notice. Cumulative records will be sent to the new school upon request from the new school. No withdrawals are conducted in the summer months (June & July).

ATTENDANCE POLICY FOR SPECIAL EDUCATION STUDENTS

Attendance of special education students shall be governed by the student's Individualized Education Program (IEP).

SCCSD ADMISSION & REGISTRATION REQUIREMENTS

The Sunflower County Consolidated School District is required by law to register students each year for the purpose of updating student records and verifying residential requirements. In the event of an emergency, this information can be used to contact parents in order to ensure the safety of child/children.

Students are not considered legally enrolled in classes until they are properly registered. Please adhere and register your child during the Open Registration Dates. Please contact your child's home school for dates and times. You may schedule a registration appointment, if necessary. Please be advised that students who are not properly registered will not receive a schedule or be allowed to class. Please also be advised that your child's class schedules are subject to change, so please be patient and flexible if necessary changes are made.

In addition, SCCSD has the responsibility under the federal law to identify and serve students who are limited English speakers and need English instructional services. Given this responsibility SCCSD has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, SCCSD may conduct screenings or ask for related information about students currently enrolled in the school as well as from students who enroll in the SCCSD in the future.

SCCSD has selected the Home Language Survey as the method to identify those students. The Home Language Survey is included in the registration packet, because it must be administered to all students upon enrollment (see *Limited English Proficiency Instruction Policy at end of section*).

Parents/Guardians must provide all required registration documentation to their child's homeschool to gain access to their online ActiveParent account. Parents of returning students will use their ActiveParent credentials to register. Parents/Guardians of **new** students will receive an ActiveCode to create an ActiveParent Account.

The online registration site is ms6711.activeparent.net. Parents, guardians, or caretakers registering students returning to the district are requested to bring to the school:

- Two (2) documents showing proof of residency* & identification (This should be parent/guardian and must be the 1st contact for online registration); If Form 121 is needed, you will be informed at that time.

***Residency Verification**

- Utility Bill showing the Last 60 days
- Home/car insurance with current address showing residency, auto registration
- Mortgage deed, property tax receipt or car tag receipt
- Home/Apartment lease agreement
- Voter Registration Card (No applications will be accepted)
- Filed Homestead Exemption Form
- Certified Copy of Filed petition for guardianship if pending and final decree when granted
- Valid Driver's License or State ID
- Other documentation that will objectively and unequivocally establish residence within the district

Parents, guardians, or caretakers registering students new to the district are requested to bring to the school:

- Certified birth certificate
- Student's social security card (optional)

- Two (2) documents showing proof of residency*
- MS Form 121 immunization compliance certificate**
- Address & phone number of previously attended school
- Most recent report card or transcript

***The Mississippi State Department of Health (MSDH) requires the T-dap vaccination for all students entering 7th Grade.**

***All Pre-Kindergarten, Kindergarten, and 1st Grade students must have a chickenpox vaccination. Student schedules are available on the ActiveParent website. Unregistered students will not receive an enrollment code for school entry.**

Limited English Proficiency Instruction

Section: I - Instructional Program

Policy Code: IK - Limited English Proficiency Instruction

The Sunflower County Consolidated School District Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

IDENTIFICATION

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

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

REQUIREMENTS

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

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

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

ENROLLMENT

Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the Local Educational Agency (LEA), regardless of immigration status. Several laws protect the rights of English Learners (ELs) and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population.

When enrolling students, LEAs may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

Parent(s) or Legal Guardians(s) must be present when enrolling the child. A child will not be enrolled if a parent or legal guardian is not present at the time of enrollment.

CROSS REF.: Policies IDDF Special Education Programs

II Testing Programs

Last Review Date: March 7, 2023

Review History:[1/1/1900][1/1/1901]

Original Adopted Date: 2/14/2017

Approved/Revised Date: 12/8/2020

Record Id: 285358

Enrolling Migrant Students

Policies for Qualifying Migrant Children

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

Enrolling Students in Foster Care

This letter serves to confirm that your child welfare agency has a provided point of contact to our school district because a student or students we serve are currently in foster care. The Sunflower County Consolidated School District is dedicated to ensuring that all students have access to a quality education. In the case of students in foster care, this includes working to provide school stability in various forms. The school district has designated a point of contact for our school district. Their information is below:

Name: Barren Cleark
Title: Director, Federal Programs
Phone: (662) 887-4919 X104
Email: bcleark@sunflowerk12.org

We understand that the Elementary and Secondary Education Act, as amended in 2015, has clear requirements connected to providing school stability to students who are in foster care. We are dedicated to meeting this requirement.

If at any time, you have difficulty reaching your point of contact, please do not hesitate to reach out to Ms. Pamela Watson, Director of Personnel and Student Affairs at pwatson@sunflowerk12.org or (662) 887-4919 X102

We look forward to working together to ensure the educational stability of children in foster care! Thank you for your service to this important population.

Enrolling Homeless Students

Education Rights of Children and Youth Who Qualify for McKinney-Vento

Our district enrolls and provides education services for children and youth who are eligible under McKinney-Vento. If you have questions, qualify, or know someone that does, contact the person below for help. Also, if you need help understanding this letter contact the person below.

District Liaison Name: Barren Cleark, Director, Federal Programs
District Liaison Address: 196 N. MLK Jr. Dr., Indianola, MS 38751
District Liaison Phone and Email: bcleark@sunflowerk12.org (662) 887-4919 X104

Students without fixed, regular and adequate nighttime residences have the following rights:

1. Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situation;
2. Transportation to the school of origin for the regular school day;
3. Access to free meals, Title I and other educational programs, and transportation for extra-curricular activities to the same extent that it is offered to other students.

SCCSD DRESSING & GROOMING POLICIES

MANDATORY UNIFORM POLICY (*JCDB Dress Code for Students*)

SCCSD has adopted a mandatory uniform policy for all students in grades (K-12). Each year the District Uniform Committee, consisting of a principal, parent coordinator, counselor, teachers, parents and students representing each school, meets to assess the mandatory uniform policy and makes recommendations to modify it as deemed appropriate. Each school is allowed to decide the color of uniform for that school. ***Uniforms are to be worn at all times unless otherwise notified.*** Research indicates that a school uniform policy enhances school safety, improves the learning environment, reduces tension, bridges social-economic differences between children, promotes good behavior, improves children's self-respect, self-esteem and reduces costs for participating families. Based on the benefits associated with wearing school uniforms, SCCSD fully supports the implementation of the **MANDATORY UNIFORM POLICY for ALL STUDENTS in grades (K-12).**

UNIFORM COLORS

The following uniform colors were adopted for the **2026-2027** school year.

Thomas E. Edwards Sr. High School:

- 9th Graders - Navy blue polo style tops with collar
- 10th Graders - Gold polo style tops with collar
- 11th Graders – Hunter or Kelly Green polo style tops with collar
- 12th Graders - White polo style tops with collar
- All students will wear khaki/navy pants
- Clear Backpacks

Ruleville Middle School:

- 6th Graders - Gold polo-style top with collar with khaki/navy bottom
- 7th Graders - Maroon polo-style top with collar with khaki/navy bottom
- 8th Graders - White polo-style top with collar with khaki/navy bottom
- Clear Backpacks

Drew Hunter Middle School:

- 6th-7th Navy blue or orange polo style top with collar with khaki/navy bottom
- 8th- Navy blue, orange, or white polo style top with collar with khaki/navy bottom
- Girls may wear appropriate length skirts
- Clear or Mesh Backpacks

Ruleville Central Elementary:

- Green or gold polo style top with collar with khaki/navy bottom
- Clear Backpacks

A.W. James Elementary:

- Navy blue, orange, or white polo style top with collar and khaki/navy bottom (girls may also wear appropriate length skirts/dresses)
- Clear Backpacks

Lockard Elementary:

- Navy or white polo style top with collar with khaki/navy bottom
- Clear Backpacks

Carver Elementary:

- Red polo style top with collar with khaki/navy bottom
- Clear Backpacks

R.L. Merritt Jr. High School:

- 7th Grade- White polo style top with collar with khaki/navy bottom
- 8th Graders- Gold polo style top with collar with khaki/navy bottom
- 9th Graders - Maroon polo style top with collar with khaki/navy bottom
- Girls may wear appropriate length khaki or navy skirts
- Clear or mesh backpacks

Gentry High School:

- 10th Grade: Black shirts with khaki/black pants
- 11th Grade: White shirts with khaki/black pants
- 12th Grade: Maroon shirts with khaki/black pants
- Clear or mesh backpacks

Moorhead Central School:

- Red or navy blue polo style top with collar with khaki/navy bottom
- Clear Backpack

Rosser Early Learning Center:

- Red or navy polo style top with collar with khaki/navy bottom
- Clear Backpacks

DRESS CODE (JCDB Dress Code for Students)

We believe that it is our responsibility to encourage students to be neat and well groomed. In order for us to avoid having a stringent dress code, students and parents must exercise some degree of responsibility in the matter of dress.

1. ALL tops must be polo style with a collar (This does not mean “Polo” brand.) If the shirt has a logo/symbol, the emblem must be no larger than a quarter. (“Chaps”, “Polo”, and “Aeropostale” logo/symbol sizes are examples of the appropriate size of the emblem, but no larger.)
2. Absolutely NO leggings, jeggings, tights, stretch pants, skinny jeans, etc.
3. Khaki or **Khaki-Colored Pants/Navy or Navy-Colored Pants**- fitted so as not to fall below the waist.
4. Rompers and jumpers are allowed ONLY up to 5th grade.
5. Skorts are allowed in all grades, but must be appropriate length (see #18).
6. **Large belt buckles cannot be worn.**
7. Student are allowed to wear shoes of any color. Both shoes must be of the same pair as purchased.
8. Sandals, clogs, flip flops, ballerina shoes, slide-ins, fish-net slippers, house shoes, open-toe sandals, crocs, rubber shoes, jelly shoes, open back shoes, mules, etc. **WILL NOT BE** permitted. Shoes must be closed heel and toe. House slippers or slides cannot be worn without a doctor’s excuse.
9. Male and female students will not be permitted to wear nose rings, navel rings, tongue rings or other visible body piercings.
10. Sports wristbands and sports headbands are not to be worn in the school building.
11. Hats, hoods, ski masks, hair rollers, head wraps, scarves, bonnets, bandanas, and “Do-Rags” are not to be worn in the school building.
12. Use of dark glasses inside the building is limited to students with medical prescriptions.
13. Coats, sweaters, hoodies and windbreakers of any color can be worn to school. The coat, sweater, hoodie or windbreaker must be unzipped or removed when student is inside the building whereas the uniform polo style shirt is visible.
14. Any accessory or clothing item that advertises drugs, alcoholic beverages, tobacco products, obscene language/gestures and/or bullying shall not be permitted.
15. Uniform shirts shall be appropriately buttoned and worn inside pants. Belts must be worn and buckled if pants have belt loops; straps, when worn shall be fastened.
16. Midriffs shall not be exposed.
17. Tank tops, muscle shirts or halter-tops shall not be allowed.
18. Apparel worn above the knee shall, at the bottom, exceed no more than four (4) inches above the top of the knee when standing. No cut-offs shall be worn.
19. No see-through clothing may be worn.
20. Excessively tight or revealing clothing is prohibited.
21. All pants or shorts must be worn at or above waist level.
22. Obscene/vulgar tattoos must be covered
23. Mouth pieces/jewelry/teeth coverings will not be allowed.
24. The SCCSD encourages appropriate hygiene maintenance for all students so that a safe, healthy, and clean environment is created.

NOTE: Parents will be notified in writing if there is to be any deviation from the District adopted uniform dress code.

SCCSD Disciplinary Guidelines

MISSISSIPPI SCHOOL SAFETY ACT OF 2001

The School Safety Act of 2001 is cumulative and in addition to the school district's existing authority regarding discipline of student. Pursuant to the Act, the school district has adopted policies and procedures that recognize the teacher as the authority in classroom matters regarding the school district's written discipline code of conduct.

In the event the teacher removes a student who, in the professional judgment of the teacher, is disrupting the learning environment, and the removal is approved by the principal or assistant principal, the student may not be returned to the classroom until a conference has been held with the student's parent, guardian or custodian. During the conference, the disruptive behavior will be discussed and an agreement will be reached that no further disruption will be tolerated. **The conference may be in person, by telephone, by e mail or other written communication.**

Among other provisions, this act provides that a student 13 years of age or older may be subject to automatic expulsion on the third occurrence of habitually disruptive behavior during a school year. (Students under age 13 may be subject to expulsion for such conduct pursuant to other school policies and procedures.)

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

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

After the second instance of behavior that is determined by the principal or designated administrator to have serious interference with the school environment, the parents/guardians will be contacted to help develop a behavior modification plan for the student.

SCHOOL SAFETY (*JDA: Discipline Plan*)

1. A parent, guardian or custodian of a compulsory school-age child enrolled in the school district shall be responsible financially for his/her minor child's destructive acts against school property or persons. Legal action may be taken if necessary to ensure responsibility is taken by the appropriate persons.
2. A parent, guardian or custodian of a compulsory-school-age child enrolled in the school district may be requested to appear at school by the school attendance officer or an appropriate school official for a conference regarding acts of the child specified in paragraph I of this subsection, or for any other discipline conference regarding the acts of the child.
3. A parent, guardian or custodian of a compulsory-school-age child enrolled in the school district who refuses or willfully fails to attend such discipline conference specified in paragraph I of this section may be summoned by proper notification by the Superintendent of schools or the school attendance officer and be required to attend such discipline conference.
4. A parent, guardian or custodian of a compulsory-school-age child enrolled in the public school district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.

5. As an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of conduct and discipline policies of the school district.

STAFF PROTECTION

(GAEA Staff Protection)

SCCSD will be diligent in its protection of all employees from physical or psychological abuse. Personnel are also protected by Section §37-11-21 of the Mississippi Code. It will be the policy of the school district to interpret this statute to include any striking, assaulting or physical attack, as well as verbal abuse or insult. Persons guilty of assault upon a superintendent, principal, teacher, bus driver or other personnel may be fined up to \$5,000.00 and imprisoned for up to 30 years.

MS CODE- §37-11-21, §97-3-7

HARASSMENT PROHIBITED *(GBR Sexual Harassment)*

This school district affirms employee protection provided under Title VII, and therefore, shall not tolerate verbal or physical conduct by any employee, male or female, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment.

Further, this school district prohibits sexual harassment of or by any student. This policy applies to conduct during and relating to school and school-sponsored activities. Sexual harassment is inappropriate behavior and offensive. Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

Sunflower County Consolidated School District Code of Conduct

Purpose

School Discipline policies shall be aimed at creating a positive school climate, supporting the social and emotional development of students, and teaching non-violence and respect for all members of the school community. By viewing social development as a critical aspect of the district and schools shall anticipate and respond to disciplinary matters in a manner that is consistent with students' sense of dignity and self-worth. The purpose of discipline must be to understand and address the cause of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and interventions support shall be provided to vulnerable families and youth at risk of being pushed out.

All students, teachers, and administrators in our district are expected to conduct themselves in accordance with the policies and rules of conduct set forth at the district and building levels. The discipline guidelines that have been developed through the participation of stakeholders **(1)** establish positive school climates; **(2)** adopt positive approaches to discipline; **(3)** limit the use of exclusion; **(4)** eliminate zero tolerance policies not mandated by state law; **(5)** adopt preventative and restorative response to bullying; **(6)** and provide training and support to teachers and other school staff to implement policies.

The following guidelines are to create clear expectations and graduated levels of support and alternatives to suspensions for all students with the consequences for misbehavior that are individualized, consistent, reasonable, fair, age appropriate and match the severity of the student's behavior. In determining interventions and consequences, schools shall take into account the range of factors that can affect student behavior in order to determine appropriate consequences on a case-by-case basis. The district will ensure that students, parents or guardians, and teachers know and understand all of the scions, rules and disciplinary processes that serve as an effective tool for creating school climate conducive for transparency, accountability, and impartiality.

Expectations

Schools shall define behavioral expectations for all members of the school community to serve as the foundation of school-wide prevention and intervention by developing 3-5 behavioral expectations that are positively stated and easy to remember; creating a matrix of how behavioral expectations look, sound, and feel in all the classroom and non-classroom areas; developing lesson plans and strategies, including frequency and duration, on how the behavior expectations will be taught in and around school; and ensure that all teachers and staff have training in culturally relevant instruction so that behavioral expectations are taught in ways that fully engage students.

****School administrators have the autonomy to lessen consequence for discipline action based on the severity of the infraction.***

****The building level administrator for grades K-12 has the autonomy to administer consequences to students based on investigative information received and each individual circumstance. Consequences will not exceed what is listed in policy.***

****Any school work that will be missed because of student exclusion must be made available to the student. The school and family must work together to establish a time for retrieval.***

****Students that are excluded during exam week can report to campus and take exam(s) and leave upon completion.***

****Suspensions that accompany a disciplinary hearing require the student be removed from the school setting for up to 10 days.***

5-Level Infraction and Consequence Guide

The levels of behavior and disciplinary options are designed to protect all members of the educational community in the exercise of their rights and duties. The chart below displays what disciplinary action may be taken as a minimum, and further explanation of maximum actions are included in the description of the levels. These acts of misconduct include those student behaviors that disrupt the orderly educational process in the classroom or on the school grounds including the following:

Discipline Levels	1st Incident	2nd Incident	3rd Incident
Level 1	Teacher Discipline and Contact Parent (No office referral; handled in classroom)	Office Referral and Teacher-Administrator-Parent-Student Conference	In School Detention or In School Suspension (Up to 2 Days) OR Corporal Punishment and Contact Parent and Behavior Modification Plan and Student Counseling
Level 2	In School Detention or In School Suspension (Up to 3 Days) OR Corporal Punishment and Contact Parent and Student Counseling	Out of School Suspension (Up to 2 Days) and Contact Parent and Behavior Modification Plan	Out of School Suspension (Up to 3 Days) and Contact Parent
Level 3	Out of School Suspension (Up to 5 Days) and Contact Parent and Student Counseling	Out of School Suspension (10 Days) Pending Disciplinary Hearing and Contact Parent And Behavior Modification Plan	Out of School Suspension (10 Days) Pending Disciplinary Hearing
Level 4	Out of School Suspension (10 Days) Pending Disciplinary Hearing		
Level 5	Out of School Suspension (10 Days) Pending Disciplinary Hearing		

In **ALL** disciplinary infractions, students must be afforded Due Process **and** parents must be notified. Mediation and Community Service can be used at the administrator's discretion as an alternative to exclusionary or punitive practices.

Level I

- Tardiness
- Creating a Disturbance/Disruption (this includes smells/erratic behaviors as a result of illegal substances)
- Horseplay/Reckless Play
- Being in an Unauthorized Area (without pass)
- Forgery
- Major Dress Code Violations
- Profane/Obscene Language/Gestures (Not Directed); includes indecent, immoral, or offensive language, gestures, and/or possession of obscene, indecent, immoral, or offensive materials
- Excessively Sleeping in Class
- Computer Abuse (Illegal/Assessing Activity)
- **Continuation of unmodified Level I behaviors will move to Level II; Behavior Modification Plan implemented**

Level II

- Skipping School/Class
- Skipping Detention
- Leaving Campus
- Defiance/Disrespect
- Throwing Objects
- Possession of non-harmful objects that are not appropriate for school
- Cheating/Academic Dishonesty
- Profane/Obscene Language/Gestures (Toward Students); includes indecent, immoral, or offensive language, gestures, and/or possession of obscene, indecent, immoral, or offensive materials toward students
- **Continuation of unmodified Level II behaviors will move to Level III; Behavior Modification Plan implemented**

Level III

- Fighting on campus and/or walking to/from school (includes fighting between 2 students, fighting on the school bus, and fighting at extracurricular activities); ***all fighting incidents are subject to thorough investigation, and have the potential to be subject to a disciplinary hearing***
- Provoking a Fight (includes via social media, group chats, text messages, etc.)
- Recording/Posting Fights on Social Media
- Pushing/Hitting/Striking/Aggressive Inappropriate Contact
- Gambling
- Theft of personal and/or school property (Restitution shall be made regardless of other punishment)
- Extortion- use of intimidation, coercion, or force
- Vandalism of personal and/or school property (Restitution shall be made regardless of other punishment)
- Sexual Harassment (Offensive/Inappropriate Touching Grades K-4)
- Violation of personal space/privacy (ex. Entering a restroom stall that is being occupied)
- Selling of any items that have not been board approved by the SCCSD Board of Trustees
- Trespassing or loitering on any school property while suspended
- Refusal of Administrator Requests
- Bullying/Cyberbullying; Harassing behavior of any form
- **Continuation of unmodified Level III behaviors will move to Level IV; Behavior Modification Plan implemented**

Recording on campus of any type (videos/voice/TikToks/etc.) that is not approved by the school is subject to discipline that falls within these 5 levels, based on the nature of the recording. Recording without consent is also ILLEGAL.

Level IV

- Profane/Obscene Language/Gestures (Toward Staff Members); includes indecent, immoral, or offensive language, gestures, and/or possession of obscene, indecent, immoral, or offensive materials toward staff members
- Sexual Misconduct
- Taking/Posting/Sharing inappropriate images of students, staff, self, or other individuals (ex. Nudity or sexual acts; individuals in compromising positions; images without consent; images to embarrass or disparage an individual)
- Actions causing a total disruption and threatening the safety of staff and students (includes bomb threats; stated or written plans to harm students, school personnel, and/or destroy school property)
- Mass Group Fights fights (3 or more)

Level V

- Possession/Sale/Use/Transmission of Alcohol/Controlled Substances (includes counterfeit drugs, illegal drugs, narcotics, paraphernalia, prescription drugs or over-the-counter medicine); ***doctor approved medications must be brought to the school's office and taken in this location with designated staff***
- Possession and/or use of tobacco/tobacco products (includes smokeless tobacco)
- Possession and/or use of matches, any forms of lighters, lasers, fireworks/smoke bombs, harmful sprays, etc.
- Possession and/or use of vape Pens/Vaping paraphernalia
- Possession and/or use of marijuana/THC in any form (including but not limited to gummies, edibles, or any other snack-like appearances)
- Assault/battery (resulting in serious injury) toward a student
- Assault/battery against a school employee
- Sexual assault/battery toward a student
- Sexual assault/battery toward a school employee
- Weapon possession (weapons are any destructive devices including a knife, gun, ice picks, brass knuckles, bb guns, pellet guns, splat guns, slingshots, pocket knives, tasers, mace/pepper spray, chains or any form of weapon or object that may be used to do bodily harm and having knowledge of concealing a weapon; **weapons that resemble real weapons may be treated as real weapons**)
- Weapon ammunition
- Gang Activity (Students are prohibited from wearing, displaying, or possessing clothing, apparel, accessories, drawings, or messages associated with any gang or social club that is associated with criminal activity, as defined by law enforcement agencies.)

****Referrals to the Juvenile Drug Court and/or Family Treatment Court will accompany any infractions that include illegal substance possession/sale/use/transmission.***

****Actions that are illegal for juveniles are subject to referral to Youth Court.***

****Off-campus incidents (including cyber incidents) that threaten the safety of the school community can face consequences as noted in this code and up to placement at IAAC in accordance with district policies.***

****Mississippi Law Pertaining to Tobacco**

Sec. 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

(Fighting in Self Defense) The policies must also recognize the fundamental right of every student to take reasonable actions as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassment.

The school district is not responsible for personal student items that are brought to campus. In the event that such items are lost, damaged, or stolen, the school or district cannot be held liable.

Additional Discipline Policies	
Cell Phones/Electronic Devices (includes cell phones, tablets, MP3 Players, Ipods, Ipads, radios, video games, CD, Laser Pointers, etc.)	In accordance with Policy JE regarding Cell Phones/Electronic Devices: 1st Offense: Parent/Guardian may retrieve device at the end of the school day and must sign a form acknowledging they understand the consequences of having electronic devices 2nd Offense: Device confiscated and held by Principal for 10 days in a secure location, only to be retrieved by the parent/guardian 3rd Offense: Device confiscated and held by Principal for 30 days in a secure location, only to be retrieved by the parent/guardian 4th Offense and Beyond: Device confiscated and held by Principal for the remainder of the school year in a secure location, only to be retrieved by the parent/guardian **Electronic devices used for malicious intent will be confiscated for the remainder of the school year. <i>Malicious intent includes but is not limited to cheating, fighting, sexual misconduct, recording teachers, recording other students, etc.</i>
School Bus Infractions	School bus infractions (not fighting) will be handled in the following manner: • Bus Driver Warning • Documented Administrator/Driver/Parent Conference and Assign Seat for Student • 3-day suspension from bus • 4-5-day suspension from bus • Suspension for remainder of semester • Suspension for remainder of school year

Due Process

All students have a right to adequate and meaningful due process prior to being excluded from school for any length of time. Prior to the beginning of such process, non-exclusionary disciplinary alternatives must be considered, tried and documented to the extent reasonable and feasible. Prior to and during such process, schools shall provide quality instruction and an opportunity to complete all assignments and earn credit. Due process protections for any exclusion of students with disabilities shall follow the recommendations state and federal law.

A. Due Process for Suspension

If the school recommends a suspension of less than five days, the student has a right to:

1. Written notice to the student and to the student's parent or guardian within 24 hours of the incident leading up to the proposed suspension, describing the infraction, the length of the proposed suspension and the student's rights as described in this section. The written notice must be in the primary language spoken by the parent or guardian.
2. An exclusion conference to discuss the explanation of the evidence and version of facts that the school is relying on, the student's version the facts and/or explanations for the alleged behavior, student's defense and whether or not the recommendation to exclude the student must be consistent with infraction and consequence guide. The school is not required to present live testimony or physical evidence and may rely on written statements about the incident. The school must allow a reasonable opportunity for the student's parent or guardian to attend the exclusion conference.

B. Due Process and Right to a Hearing for Expulsion

1. If the school recommends an expulsion of 10 or more days, either consecutively or cumulatively, or if the student faces an involuntary transfer for disciplinary reasons to another school site, the student has a right to a full hearing.

STEPS IN THE REFERRAL PROCESS

1. The principal will complete a discipline form and make a recommendation.
2. The principal will complete the disciplinary documentation packet of student and submit to discipline coordinator.
3. A hearing date will be set by the discipline coordinator. Discipline Coordinator will notify school, parents and committee members of hearing date no later than the tenth school day following the date of the notice.
4. Completed disciplinary documentation packet will be reviewed by hearing committee on hearing date to decide if alternative placement is needed.

The hearing will be before the Disciplinary Hearing Committee:

The committee shall be composed of three or more school administrators, none of whom may be on the staff of the school from which the student is enrolled. The Disciplinary Hearing Committee shall hear and consider all cases presented. All expulsion recommendations shall be subject to review by the board. The superintendent shall review all recommendations of the Disciplinary Hearing Committee for expulsions.

1. If the superintendent concurs in the decision of the Disciplinary Hearing Committee, he/she shall submit the recommendation to the Board for final action.
2. If the superintendent does not concur in the decision of the Disciplinary Hearing Committee, he/she may remove expulsion, assign an appropriate duration of the suspension or recommend expulsion or return to home school.

REVIEW BY THE BOARD

Applies to: Suspensions (only upon request by parents) Expulsions

The board shall, at its next regular or special meeting following the recommendation, review and take final action on all recommendations for expulsions and any requests for review suspensions. The review of the recommendation shall be from the record only; another hearing is not conducted. All consideration of student disciplinary actions shall be conducted in accordance with standard board procedure. All decisions by the board shall be final.

DISCIPLINARY ACTIONS

PARENT MONITORING

Parents are invited to help school administrators identify ways they can provide closer supervision of their children while in school or be more involved with their children's schooling. In order to establish effective school discipline, principals have the authority to require parent monitoring for the remainder of the school day. This is for observation purposes only, not for parental participation. Such placement shall not be construed as a suspension of a child. Parent Monitoring provides better communication and frequent contacts between parents, teachers, and administrators, as well as coordinated behavior change approaches.

STUDENT DETENTION FOR DISCIPLINE OR MAKE-UP DURING SCHOOL DAY

Student detention may be arranged by the principal. Detention must be served the next day. Failure to serve detention will result in progression of offenses based on the infraction.

DETENTION/SUSPENSION (*JDD Suspension*) (*JDC Detention of Students*)

Suspension is the short-term removal of students from school for a disciplinary infraction. Suspension forfeits the students' participation in regularly scheduled school activities for no more than ten (10) consecutive school days, including all extra-curricular activities. Students may be assigned to either in-school detention or out-of-school suspension. The use of exclusion in the form of suspension will be limited to only the most serious offenses, required by law. Exclusion will only be used after non-exclusionary discipline alternatives have been carefully considered, tried and documented. ***In all cases, parents/ legal guardians must come to the school for a personal conference with the designated school administrator before the student will be allowed to return to classes (NO EXCEPTIONS).***

In all instances of detention/suspension, parents shall be notified by telephone if they can be reached with reasonable effort and by letter from the principal with a copy of the suspension notice to be given to the student. During any period of suspension, the student shall not be permitted to be on school grounds or attend any school-related activity, including band, athletics, chorus, strings, field trips, etc.

For suspension of a special education student(s), see the section of this handbook entitled Special Education of this handbook or contact the Special Education Director if you have specific questions about Special Education.

IN-SCHOOL SUSPENSION (ISS)

In-school suspension may be offered as a possible alternative to out-of-school suspension. Students will go to an alternative in-school environment where they will receive academic tutoring, instruction on skill-building related to the student behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student progress or behavior. The alternative setting will be carefully managed to guard against the alternative being viewed as a way to avoid attending classes. **In-school suspensions are full school days.**

IN-SCHOOL DETENTION (ISD) Rules for Students

In-school detention may be offered as a possible alternative to out-of-school suspension. Students will go to an alternative in-school environment where they will receive academic tutoring, instruction on skill-building related to the student behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student progress or behavior. The alternative setting will be carefully managed to guard against the alternative being viewed as a way to avoid attending classes. **In-school detentions are for a portion of the school day. (Ex. ISD for 1 period.)**

Both ISS and ISD students are to report to the office as soon as they arrive on campus. Student who are in ISD will receive all assignments from their regularly scheduled classes. All students are to sign in and out every time they enter the ISD room. Students will receive monitored daily breaks where they will take turns using the restroom and getting water. Students will be served lunch at a time and place determined by the building administrator in accordance to the nutritional guidelines. While in ISS or ISD, the SCCSD discipline policy remains the standard that governs behavior. Parents will be notified when students are placed in ISS or ISD.

OUT OF SCHOOL SUSPENSION

A student may be suspended for up to ten (10) days for single acts of a grave nature or offenses for which suspension or expulsion is required by law. Suspensions will only be used when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others. If you are suspended from school, you may not be on any school campus within the District. Additionally, while serving a suspension or expulsion, students are prohibited from attending any day or night functions occurring on any school campus of the District. District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

Suspension shall be prohibited for:

- a. Being late to school or class or being absent;
- b. Violating school dress code or uniform rules; and
- c. Minor behavior infractions

MAKE-UP WORK (JBD Attendance)

Graded work missed during the time of suspension should be made up at a time designated by the administration. Students shall have the right to make-up all work missed as a result of suspension. In the event the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as would be necessary to complete the course of instruction for that semester or term, provided that all work is completed after the regular school day. All assessments must be made up within five (5) days of return.

EXPULSION (JDE Expulsion)

In cases of repeated or extreme antisocial or illegal behavior, the principal may recommend that expulsion proceedings be initiated. Expulsion is the total exclusion of the student from participation in or attendance at any school-related activity. Special education services shall be provided for special education students. Services will be determined by the IEP

Committee. The Superintendent has the sole authority to expel a student for one (I) calendar year. A student who has been expelled from the SCCSD must apply in writing for possible readmission.

BEHAVIOR MODIFICATION PLAN/BEHAVIOR SUPPORT PLAN

When students habitually violate the Code of Conduct, an individualized behavioral plan must be created and implemented in an effort to curtail the undesirable behaviors. These plans identify the undesirable behaviors and set a plan for correcting them through positive or negative reinforcement. Plans are negotiated and agreed to by all parties that will interact with the student.

RESTITUTION

An alternative to exclusion will be in-kind restitution, which will permit the students to help restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in case cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, assisting the custodian with menial tasks).

MEDIATION

Mediation is an impartial system that brings the proper parties who have a dispute to confidentially discuss the disputed issues with a neutral third party with the goal of resolving the disputes in a binding written agreement. Mediation is voluntary on the part of parties and is necessary for students involved in conflicts with other students. A party can include the students, parents, teacher, and/or school personnel effected by initial infraction. The mediation process offers an opportunity for parents and students to resolve disputes or complaints about any discipline infraction or consequence.

COMMUNITY SERVICE

An alternative to exclusion will be community service, where students will be assigned community service tasks, with appropriate supervision outside of school hours, in programs or agencies. Tasks will include helping at other schools, clean-up crews, or working in community agencies. These kinds of activities will help to strengthen students' ties with the community and develop positive relationships with adults. Students may be assigned community service in lieu of exclusion.

CORPORAL PUNISHMENT

(JDB Corporal Punishment)

Corporal punishment is the reasonable use of physical contact by a principal, assistant principal, or an approved certified designee, as may be necessary to maintain discipline, to enforce a school rule, for self-protection or for the protection of other students from disruptive students. Corporal punishment shall be administered, only, after alternative measures such as conferencing, counseling, parental conferences, and other forms of discipline have proven unsuccessful, unless the conduct is of such an extreme nature that corporal punishment is the only reasonable form of discipline to use under the circumstances. Again, corporal punishment must be reasonable and take into consideration factors such as the size, age, condition of the student, type of instrument used, the amount of force to be used, and the part of the body to be struck. Corporal punishment by paddling, for example, would be the use of an approved paddle and up to 3 hits on the bottom of the student. Corporal punishment shall always be administered in the presence of another school employee. Corporal punishment will not be administered to students whose parent(s)/guardian(s) submit written objection. **The use of corporal punishment is prohibited in disciplining students with disabilities who have an Individualized Education Plan (IEP) or 504 Plan.**

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES:

Authority of Director of Exceptional Education in accordance with SPED Guidelines

§300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than ten (10) school days in a row, 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 (which must be determined by the child's IEP Committee), another setting, or suspension. School personnel may also impose additional removals of the child/children of not more than ten (10) school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

Once a child with a disability has been removed from his or her current placement for a total of ten (10) school days in the same school year, the school district must, during any subsequent days of removal in that school year, provide services.

DISCIPLINE PLAN (JDA:Discipline Plan)

1. The superintendent shall develop a discipline plan which, upon board approval, shall be implemented and distributed to each student enrolled in the SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT. The parents, legal guardian or custodian of each student shall sign a statement verifying that they have been given notice of the discipline plan.
2. All discipline plans shall include, but not be limited to, the student code of conduct required by Policy JCB and the following statements:
 - a) A parent, guardian or custodian of a compulsory-school-age child enrolled in the Sunflower County Consolidated School District shall be responsible financially for his or her minor child's destructive acts against school property or persons;
 - b) A parent, guardian or custodian of a compulsory-school-age child enrolled in the Sunflower County Consolidated School District may be requested to appear at school by the school attendance officer or an appropriate school official, for a conference regarding the destructive acts of their child, or for any other discipline conference regarding the acts of the child.
 - c) Any parent, guardian or custodian of a compulsory-school-age child enrolled in the Sunflower County Consolidated School District who refuses or willfully fails to attend such discipline conference specified in paragraph (b) of this section may be summoned by proper notification by the superintendent of schools or the school attendance officer and be required to attend such discipline conference; and
 - d) A parent, guardian or custodian of a compulsory-school-age child enrolled in the Sunflower County Consolidated School District shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.
3. Any parent, guardian or custodian of a compulsory-school-age child who (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or (b) refuses or willfully fails to perform any other duties imposed upon him or her under the law shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed an amount as provided by law.
4. The Sunflower County Consolidated School District shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus necessary court costs, from the parents of any minor - 17) who maliciously and willfully damages or destroys property belonging to this school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree.
5. The Sunflower County Consolidated School District's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of student conduct and discipline policies of the school district.

The school board shall have its discipline plan and student code of conduct legally audited on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

SCCSD

SAFETY & HEALTH

STUDENT BULLYING PROCEDURES
(JDDA Bullying)(JDDA-P Bullying Procedures)

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

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

I. Definitions

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance opportunities or benefits.

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 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. For more information on Bullying please visit www.stopbullying.gov.

II. Procedures for Processing a Complaint

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

1. Use the Alleged Bullying Report Form to immediately report any bullying behavior to a school official.
2. Within 24 hours, school officials will investigate bullying/harassing incident.
3. After an investigation, parents will be informed of bullying/harassing behavior immediately
4. If bullying/harassing behavior continues, a meeting will be held with parties at the school's discretion
5. If a student/parent is not satisfied with school official's decision, an appeal can be filed within 3 days with the Superintendent.
6. Superintendent has 5 days to meet with student/parent and make a written decision
7. If a party is not satisfied, an appeal can be filed with the school board within 10 days. Board will schedule a hearing at the next scheduled board meeting.
8. Parents will receive written notification of the decision from the School Board within 10 days.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigation, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in District personnel policy handbooks, school hand books, that include discipline policies and procedures, and any other policy or procedure that deals with student or employee behavior.

The discipline policies and procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the school defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other employee when subjected to bullying or harassing behavior.

Ref: SB 2015; Miss. Code Ann. 37-7-301(e)

UNSAFE SCHOOL CHOICE OPTION *(JGFA School Choice for Unsafe Schools)*

The SCCSD adopts the following State Board Policy as District policy.

STATE BOARD POLICY

This policy addresses Certification of Compliance with Unsafe School Choice Option Requirements.

The following definitions apply to this policy:

A "persistently dangerous school" is a public school other than a charter school in which the conditions during the past two school years continually exposed its students to injury from violent criminal offenses and it is:

- (i) an elementary, middle or secondary public school in which a total of 20 or more violent criminal offenses were committed per 1000 students (2.0 or more per 100 students) in two consecutive school years; or
- (ii) an elementary, middle or secondary public alternative school in which a total of 75 or more violent criminal offenses were committed per 1000 (7.5 or more per 100 students) in two consecutive school years; and

"Violent criminal offenses" are the following crimes reported in Mississippi Student Information System:

Simple or Aggravated Assault as defined in Section §97-3-7 of Mississippi Code Annotated 1972, as amended,

Homicide as defined in Sections §97-3-19, §97-3-27, §97-3-29, §97-3-35, §97-3-37, and §97-3-47 of the Mississippi code Annotated 1972, as amended,

Kidnapping as defined in Section §97-3-53 of the Mississippi Code Annotated 1972, as amended,

Rape as defined in Sections §97-3-65 and §97-3-71 of the Mississippi Code Annotated 1972, as amended,

Robbery as defined in Sections §97-3-73, §97-3-77 and §97-3-79 of the Mississippi Code Annotated 1972, as amended

Sexual Battery as defined in Section §97-3-95 of the Mississippi Code Annotated 1972, as amended,

Mayhem as defined in Section §97-3-59 of the Mississippi Code Annotated 1972, as amended,

Poisoning as defined in Section §97-3-61 of the Mississippi Code Annotated 1972, as amended,

Extortion as defined in Section §97-3-82 of the Mississippi Code Annotated 1972, as amended,

Stalking as defined in Section §97-3-107 of the Mississippi Code Annotated 1972, as amended, and

Seizure and Forfeiture of Firearms as defined in Section §97-3-110 of the Mississippi Code Annotated 1972, as amended.

A full list of the incidents and definitions that must be reported in the Mississippi Student Information System is on the following pages.

APPENDIX A.
MISSISSIPPI STUDENT INFORMATION SYSTEM (MSIS)
INCIDENTS AND DISPOSITIONS REPORTABLE TO MSIS (MUST BE REPORTED WITHIN 72 HOURS)

1. Assault: any verbal threat or physical assault which results in a court (Youth or Adult) prosecution.
2. Bullying: It is unlawful for any person to intimidate, threaten or coerce, or attempt to do such things, to any person enrolled in any school for the purposes of interfering with the right of that person to attend school classes or of causing him not to attend such classes
3. Extortion: The use of threats to obtain something of value from a person
4. Fighting: Any verbal threat or physical assault committed in violation of state code that does not result in prosecution, including normal school yard fights.
** (Fighting in Self Defense)

**The policies must also recognize the fundamental right of every student to take reasonable actions as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.
5. Gang-related: Any combination, confederation, alliance, network, conspiracy, understanding, or other similar conjoining, in law or in fact, of three or more persons with an established hierarchy that, through its membership or through the agency of any member, engages in felonious criminal activity.
6. Firearms Possession: The possession of a handgun by a student (toy guns, cap guns, bb guns, and pellet guns are not considered firearms.
7. Homicide: Any death that occurs on school property caused by a student
8. Kidnapping: without lawful authority to seize, confine or imprison a person against their will, or against the will of the custodial parent
9. Mayhem: Disfigurement
10. Poisoning: Introduction by a student of a hazardous substance to food or water supply with the intent to kill or injure
11. Rape: Sexual relations by a person 18 or older with a child under the age of 14. Any person who forcibly attempts to have sexual relations with a female regardless of age. (ISS is not an option here.)
12. Rifle: Rifle or shotgun means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, regardless of barrel length
13. Robbery: to take property from the possession of another by violence or threat of violence (ISS is not an option here)
14. Staff Assault: Any verbal or physical assault or offer to do bodily harm, committed against school staff by a student. Immediately upgraded to a felony
15. Stalking: to harass or credibly threaten another with the intent to instill fear of death or injury that results in prosecution
16. Sexual Battery: Actual sexual penetration without consent; or of a mental defective; or child >14 but <18; or sex between staff and student
17. Weapon Possession: Possession of any weapons other than a firearm
18. Alcohol: The solicitation to purchase, sale, use, or the possession of alcoholic beverage on a school campus

19. Bomb Threat: this includes bomb threats where there is a student subject identified; any threat affecting a school must be reported no matter who received the call
20. Disorderly Conduct: Unlawful conduct that promotes either an unsafe or other environment that is not conducive to effective and efficient education operations that result in prosecution
21. Possession of Drugs: the student solicitation to purchase, use, or the possession of a controlled substance or paraphernalia without a prescription
22. Theft: Any violation of state code that involves the unlawful taking of the property of another with the intent to deprive the person of their property.
23. Trespassing: Entering school property without authorization or not pursuant to school business
24. Vandalism: the intentional destruction or defacement of school property

Whenever the State Board of Education has information that a school meets the criteria described in lines (i) or (ii), the State Board of Education shall provide the local district the opportunity to report on conditions in the school. After consideration of that report and consultation with a representative sample of local educational agencies, the State Board of Education shall determine whether the school is a persistently dangerous school. Once a school has been designated a persistently dangerous school, it retains that designation for at least one school year.

Students assigned to a school which the State Board of Education has determined to be persistently dangerous shall be allowed to attend another school in the LEA which is not designated a persistently dangerous school, provided there is such a school in the LEA which offers instruction at the student's grade level.

Any student who is the victim of a violent criminal offense, committed against him or her while he or she was in or on the grounds of the public school, that he or she attends, shall be allowed to choose to attend another school in the LEA which is not designated a persistently dangerous school; provided there is such a school in the LEA which offers instruction at the student's grade level. Student must request transfer within 30 days of the violent criminal offense.

Local school systems shall establish a process for assuring any students who has the right to transfer from a school under this policy is allowed to transfer to a school in the LEA, which is not persistently dangerous. The process must be included in the system's Safe School Plan.

The LEA shall report each student transfer effected pursuant to this policy to the State Board of Education in the Mississippi Student Information System.

UNSAFE SCHOOL CHOICE POLICY - Each state receiving funds under the Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by state law while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school.

CERTIFICATION- As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section.

TOBACCO/DRUG AND ALCOHOL USE

(JCDAC Drugs and Alcohol -Possession or Reasonable Suspicion)

No student attending any school in this district shall be permitted to carry upon his/her person or in any manner or have in his/her possession in any way alcoholic beverages or illegal drugs, possession of and/or use of any controlled substance with the intent to sell or distribute including but not limited to cocaine, heroin, marijuana, amphetamines, alcohol, tobacco or any derivative of the above or being under the influence of alcohol will result in automatic suspension with recommendation or expulsion and referral to proper authorities for legal action. SB 2644 prohibits smoking or the use of chewing tobacco or any other tobacco products in any indoor or outdoor facility or within 100 feet of any such facility in Mississippi during anytime that persons under the age of 18 are engaged in an organized athletic event in the facility.

ASBESTOS MANAGEMANT PLAN

(EM Asbestos Hazard Emergency Response Act- AHERA)

All schools in the SCCSD have been inspected to determine the presence of asbestos-containing building material in our schools. As a result of this inspection, an Asbestos Management Plan has been developed. This plan is on file in the Office of the Superintendent of Education, which is located 196 Martin Luther King, Indianola. The Plan is available for inspection by any interested parties between the hours of 8:30 a.m. and 4:00p.m. Monday through Friday.

FIRE AND TORNADO DRILLS

(EBBC Emergency Drills)

Fire, tornado and other safety drills are held at irregular intervals throughout the school year.

Remember the basic rules:

1. Check the instructions in each classroom (they are posted) indicating what one should do in case a fire or tornado should occur.
2. Walk.
3. Do not talk.
4. Move quickly and quietly to designated area.

SEVERE WEATHER

(EBBD Emergency Closings)

Parents are urged to take time to explain to their children how they are to get home from school in case of rain or other bad weather.

The building principal or designee will inform students of safety precautionary measures to take during severe weather.

ACCIDENTS AND ILLNESS AT SCHOOL

Parents must be sure that the school office or their child knows how to contact them during the school day in case of an emergency. Parents who do not have telephones need to provide a neighbor's number, a friend's number or a relative's phone number on the school registration pack so that the school can contact them in the case of an emergency. Parents who have unlisted numbers need to telephone the school office and provide the number. Parents who change phones numbers need to provide the school with the new number immediately.

If, as a result of an accident or illness, a pupil requires medical attention, the following steps will be taken: The parent will be contacted immediately. The pupil will be under the direct care of the principal or his/her teacher until the parent can be reached.

- If the parent or designated relative cannot be contacted in case of severe illness or injury, the pupil will be sent to the hospital in an ambulance or a car as best judgment suggests. Parents are responsible for ALL medical expenses.

POLICE OR FIRE DEPARTMENT REFERRALS *(JCBF Reporting of Unlawful or Violent Acts)*

- Acts that are illegal under the Mississippi Code for Safe Schools or any other unlawful act (s) will be reported to the local police/fire department. This referral does not, however, forgo the school's disciplinary action for the same incident.

CONTAGIOUS DISEASES

(JGCC Communicable Diseases)

Parents should be aware that students who return to school after a contagious disease such as chicken pox, measles, ringworms, pink eye or mumps are required to present a certificate authorizing them to return to school. Such a certificate may be obtained from the Health Department or their private physician.

SCHOOL INSURANCE

(EGB Student Insurance Program)

School insurance is available to all students. A package will be available for each student at the beginning of school. Purchase of this program is optional. However, it is recommended that students participating in extracurricular activities or a sports purchase the insurance or provide evidence that they are covered by adequate insurance if they choose not to purchase this package. All forms must be returned to the student's homeroom teacher regardless of whether or not the student purchases insurance. Teachers will turn the form in to the office. Some form of insurance is to be secured before participation in any extracurricular activity.

ASTHMA ACTION PLAN

(JGCDA Self Administration of Asthma and Anaphylaxis Medications)

Students with uncontrolled asthma often miss more school and have poorer academic performance than healthy students. With the help of strong school asthma management programs, students with asthma can have equally good school attendance. When asthma is well controlled, students are ready to learn.

Effectively managing a child's asthma is best accomplished through a comprehensive plan that addresses both the medical management of the disease and the avoidance of environmental triggers. Children spend many hours at school, the SCCSD is committed to reducing their exposure to environmental asthma triggers as much as possible and assisting parents in managing asthma symptoms.

In accordance with SB 2393, beginning with the 2011-2012 school term all students diagnosed with asthma must have a current asthma action plan (AAP) on file at the child's school. The form must be completed by your healthcare provider for use by the school nurse, teachers, and staff. **The AAP should be signed by BOTH the child's physician and parent and returned to the school's main office.**

The AAP must be updated annually. This is state-mandated and must be on file if your child has been diagnosed with asthma. **Please contact the principal of the school or the district nurse if you have questions or need assistance.**



School Asthma Plan

To be completed by Physician or Nurse Practitioner

Name: _____

Date: _____

School: _____

Age: _____

Instructions to School

1. If coughing or wheezing, give:

- ☐ Albuterol 2-4 puffs with/without a spacer and notify parent/guardian
- ☐ Albuterol 1 treatment via a nebulizer and notify parent/guardian

2. Pre-Medication, give:

- ☐ Albuterol 2-4 puffs with/without spacer 15-30 minutes before exercise
- ☐ Albuterol 1 treatment via nebulizer 15-30 minutes before exercise

3. ☐ Recommend that the student be allowed to carry and self-administer all asthma medications

4. ☐ Recommend that school nurse/personnel administer asthma medications and notify parents

5. ☐ Other instructions: _____

Parent Signature: _____

Physician Signature: _____



MEDICATION ADMINISTRATION REQUEST AND CONSENT FORM

TO BE COMPLETED BY PARENT/GUARDIAN

Student's Name (Last, First, Middle) _____ Date of Birth _____ Grade/Teacher _____

Parent/Guardian _____ Address _____

Home Phone _____ Work Phone _____ Other (cell) _____

TO BE COMPLETED BY PHYSICIAN

Medication _____ Reason for Medication* _____

Start Date: _____ Stop Date: _____

____ Tablet/capsule ____ Liquid ____ Inhaler ____ Injection ____ Nebulizer ____ Other _____

Dosage Amount: _____ Time(s) to be administered at School _____

If administered as needed, how often can dosage be repeated? _____

Restrictions: _____

Side Effects: _____

Special Storage Requirements: _____

***Mississippi Law (MS CODE, 1972 as amended, Sec. 41-79-31)** allows students to possess and self-administer asthma or anaphylaxis medication at school and school-related functions upon completion of the following information by the parent/guardian, student's physician, and waiver of liability by the parent/guardian; all students with an asthma diagnosis are required by said law to have a current Asthma Action Plan on file. **("Self-carry" option is not recommended at the elementary school level.)**

This student has been instructed on self-possession and self-administration of this medication, and is both capable and responsible:

____ Yes ____ No ____ Supervision required ____ Supervision not required

This student may self-carry his/her medication: ____ Yes* ____ No Physician's Initials _____

(*Requires completion of Student Agreement Contract)

Print Physician's name _____ Physician Address _____ Phone _____

Physician's Signature _____ Date _____

TO BE COMPLETED BY PARENT/GUARDIAN (This form is void if not completed)

I request the designated school personnel or its agents to assist my child in the administration of the above-prescribed medication. I permit my child to take this medication while in school or participating in school activities away from the school site. I understand that (1) there is no liability on the part of the school district, its personnel or agents, including the nursing staff of the **Sunflower County Consolidated School District**, for civil damages as a result of the administration of this medication to my child when the person administering the medication acts as a reasonably prudent person would have acted under the same similar circumstances; (2) this medication must be brought to the school only by a responsible adult; (3) this medication must be in its original labeled container; (4) this medication will be destroyed if not picked up within one week following the above stop date, or one week after the close of the current school year, whichever occurs first. I hereby authorize the exchange of medical information regarding my child's treatment plan between the physician and school health personnel.

Parent/Guardian _____ Date _____

TO BE COMPLETED BY PERSONNEL

School _____ School Year _____ Date Form Received _____

I/We acknowledge receipt of this Medication
Authorization _____

Sunflower County Consolidated School District
MEDICATION ADMINISTRATION POLICY & PROCEDURES (Policy JGCD)



Whenever possible, administer medications at home. However, the Sunflower County Consolidated School District acknowledges that, on occasion, it may be necessary for students to take medication during school hours, and we are available for assistance. To assist students with **prescription** (i.e., Inhalers, Insulin, and Adderall, etc.) and **non-prescription** (i.e., Tylenol, Advil, Benadryl, etc.) medications by the school nurse or designee, the following **must** be done:

- ✓ Parents or Guardians should obtain an authorization/consent form from the school nurse's office or principal's office. **NO MEDICATIONS WILL BE GIVEN TO STUDENTS WITHOUT THIS FORM BEING ON FILE.**
- ✓ Both the parent and the doctor prescribing the medication must sign the authorization/consent form.
- ✓ All prescription medications must be in an appropriately labeled pharmacy container.
- ✓ All non-prescription medications must be in the original container, which identifies the drug. **DO NOT SEND MEDICATIONS IN A BAGGIE.**
- ✓ A parent or an adult must bring medications to the nurse's office or principal's office. Meds will be kept in a locked cabinet or medication lock box.
- ✓ Contact the school office if the child is taken off medication or will no longer receive it.
- ✓ The parent will bring any refills to the school promptly.
- ✓ The parent will pick up any expired or unused medications from the school at the end of the school year or when treatment has ended.

SCCSD staff members will only assist students with medication administration after completing the Mississippi Board of Nursing (MBON) approved curriculum. The MBON curriculum is facilitated by district nurses.



Please contact a district nurse if you have any questions. Thank you!

KK Hibbler, RN, MSN khibbler@sunflowerk12.org (662-207-9314)
Tawanda Wilson, RN, twilson@sunflowerk12.org (662-207-2134)
Sandra Dotson, RN, sdotson@sunflowerk12.org (662-207-4517)
Monika Tucker, RN, mtucker@sunflowerk12.org (662-207-2459)



FARE
Food Allergy Research & Education

FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

Name: _____ D.O.B.: _____

Allergy to: _____

Weight: _____ lbs. Asthma: ☐ Yes (higher risk for a severe reaction) ☐ No

**PLACE
PICTURE
HERE**

NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.

Extremely reactive to the following foods: _____

THEREFORE:

☐ If checked, give epinephrine immediately for ANY symptoms if the allergen was likely eaten.

☐ If checked, give epinephrine immediately if the allergen was definitely eaten, even if no symptoms are noted.

FOR ANY OF THE FOLLOWING: SEVERE SYMPTOMS



LUNG

Short of breath,
wheezing,
repetitive cough



HEART

Pale, blue,
faint, weak
pulse, dizzy



THROAT

Tight, hoarse,
trouble
breathing/
swallowing



MOUTH

Significant
swelling of the
tongue and/or lips



SKIN

Many hives over
body, widespread
redness



GUT

Repetitive
vomiting, severe
diarrhea



OTHER

Feeling
something bad is
about to happen,
anxiety, confusion

**OR A
COMBINATION**
of symptoms
from different
body areas.

- 1. INJECT EPINEPHRINE IMMEDIATELY.**
- 2. Call 911.** Tell them the child is having anaphylaxis and may need epinephrine when they arrive.
 - Consider giving additional medications following epinephrine:
 - Antihistamine
 - Inhaler (bronchodilator) if wheezing
 - Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.
 - If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose.
 - Alert emergency contacts.
 - Transport them to ER even if symptoms resolve. Person should remain in ER for at least 4 hours because symptoms may return.

MILD SYMPTOMS



NOSE

Itchy/runny
nose,
sneezing



MOUTH

Itchy mouth



SKIN

A few hives,
mild itch



GUT

Mild nausea/
discomfort

**FOR MILD SYMPTOMS FROM MORE THAN ONE
SYSTEM AREA, GIVE EPINEPHRINE.**

**FOR MILD SYMPTOMS FROM A SINGLE SYSTEM
AREA, FOLLOW THE DIRECTIONS BELOW:**

1. Antihistamines may be given, if ordered by a healthcare provider.
2. Stay with the person; alert emergency contacts.
3. Watch closely for changes. If symptoms worsen, give epinephrine.

MEDICATIONS/DOSES

Epinephrine Brand: _____

Epinephrine Dose: ☐ 0.15 mg IM ☐ 0.3 mg IM

Antihistamine Brand or Generic: _____

Antihistamine Dose: _____

Other (e.g., inhaler-bronchodilator if wheezing): _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE

DATE

PHYSICIAN/HCP AUTHORIZATION SIGNATURE

DATE

FORM PROVIDED COURTESY OF FOOD ALLERGY RESEARCH & EDUCATION (FARE) (WWW.FOODALLERGY.ORG) 5/2014

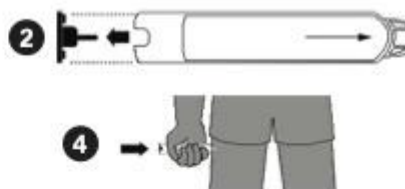


FARE
Food Allergy Research & Education

FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

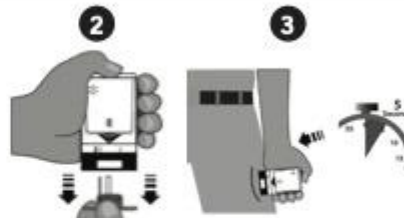
EPIPEN® (EPINEPHRINE) AUTO-INJECTOR DIRECTIONS

1. Remove the EpiPen Auto-Injector from the plastic carrying case.
2. Pull off the blue safety release cap.
3. Swing and firmly push orange tip against mid-outer thigh.
4. Hold for approximately 10 seconds.
5. Remove and massage the area for 10 seconds.



AUVI-Q™ (EPINEPHRINE INJECTION, USP) DIRECTIONS

1. Remove the outer case of Auvi-Q. This will automatically activate the voice instructions.
2. Pull off red safety guard.
3. Place black end against mid-outer thigh.
4. Press firmly and hold for 5 seconds.
5. Remove from thigh.



ADRENALICK®/ADRENALICK® GENERIC DIRECTIONS

1. Remove the outer case.
2. Remove grey caps labeled "1" and "2".
3. Place red rounded tip against mid-outer thigh.
4. Press down hard until needle penetrates.
5. Hold for 10 seconds. Remove from thigh.



OTHER DIRECTIONS/INFORMATION (may self-carry epinephrine, may self-administer epinephrine, etc.):

Treat the person before calling emergency contacts. The first signs of a reaction can be mild, but symptoms can get worse quickly.

EMERGENCY CONTACTS — CALL 911

RESCUE SQUAD: _____
DOCTOR: _____ PHONE: _____
PARENT/GUARDIAN: _____ PHONE: _____

OTHER EMERGENCY CONTACTS

NAME/RELATIONSHIP: _____
PHONE: _____
NAME/RELATIONSHIP: _____
PHONE: _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE _____

DATE _____

FORM PROVIDED COURTESY OF FOOD ALLERGY RESEARCH & EDUCATION (FARE) (WWW.FOODALLERGY.ORG) 5/2014

SCCSD ACADEMIC ACHIEVEMENT CENTER

MISSION STATEMENT

The Sunflower County Consolidated School District Alternative School program is designed to serve students with severe disciplinary problems who might otherwise be assigned to long-term suspensions or expelled from their home school. Its mission is to provide quality education to individuals, particularly youth in our community.

We believe that the school's most basic and challenging responsibility is to provide for the academic development of all students in the school district. Recognizing that students exhibit a wide range of learning capabilities, backgrounds, needs, and interests, we believe the school district's educational program should be broad enough to address the personal, physical, and social needs of every student.

We also believe a vital part of our mission is to establish a school program that reflects the needs and ambitions of our total community.

PURPOSE OF THE ACADEMIC ACHIEVEMENT CENTER *(JCD Alternative School Program)*

The Indianola Academic Achievement Center is to serve compulsory school-age students who have experienced major disciplinary problems in the regular school setting. The Indianola Academic Achievement Center is designed to serve as a learning alternative to accomplish the following goals:

1. Modify attitudes, improve self-esteem, and change poor behavior.
2. Develop self-respect and respect for others.
3. Develop skills in conflict resolution and problem-solving.
4. Explore career options and develop job skills.
5. Offer experience in family living skills.
6. Provide students with individualized education to meet their specific learning styles and ensure the mastery of specific subjects or objectives from the state frameworks.
7. Provide educational opportunities for students who are having difficulties with learning behaviors and social skills.
8. Teach basic literacy skills, social skills, good work habits, and self-discipline.
9. Improve relationships between home and school.
10. Improve working relationships between the school and the community.

The District provides an alternative educational program for students identified under MS Code 37-13-92.

The Sunflower County Consolidated School District's Alternative Program, identified as Indianola Academic Achievement Center, is presently located on the corner of Jefferson Street and Garrard Road, formerly Carver Lower Elementary School. The school operates to meet the students' needs described in MS Code 37-13-92.

ALTERNATIVE SCHOOL PROGRAM

The Sunflower County Consolidated School District will follow all applicable state and federal guidelines regarding alternative education programs. It is the desire of SCCSD to educate students to their fullest potential under the regular school program. Therefore, students are assigned to the Indianola Academic Achievement Center from the school where they are presently enrolled as a last resort to modify their behavior or as a result of a severe discipline act. The sole purpose of this program is to modify the student's behavior, so they may return to the home school. Each student shall ordinarily be assigned to the alternative school for a minimum of 45 days, from and after the date of such assignment. Each student may be assigned additional time as necessary and appropriate.

To be assigned to the Indianola Academic Achievement Center, Principals and /or school administrators of the home school will direct all requests for a student admission hearing to the Director of Student Affairs. Hearings will be arranged with the parents and the homeschool principal, with the time and date notified in writing. It may be necessary that the student remain at home until the time of such hearing. The Alternative Placement Committee will hear both sides of the case, presented by the Principal (or designee) and parents (if desired). The committee's decision will be recommended to the Superintendent, who will make the final disposition and terms of the case. Once approved, the principal and or discipline coordinator will inform parents of the student's placement. The parent/guardian must come to the alternative school office to be oriented and to sign placement forms.

Student records will be maintained and housed by the home school, and student information will be transferred daily. All students will enroll in the same courses they were attending at the home school in the basic subjects of Reading/English, Math, Science, and Social Studies. The same requirements will be made of them as in the regular classroom, including Carnegie unit credits in grades 9-12. However, if a student is enrolled in other credit-bearing classes at the home school, the privilege of attending and participating in these classes will be suspended while enrolled in the Alternative program. The student is prohibited from attending and/or participating in any and all school activities and/or programs; and from coming onto any school property other than to attend the scheduled classes affiliated with the Alternative Program.

Once assigned to the Alternative Program, the students must remain until they regain re-admission status. Students will be periodically evaluated for re-admission to their home school. A student's exit from the alternative program will be contingent upon regular attendance, appropriate behavior, and academic progress during his/her assignment in the alternative program. An evaluation by the alternative education staff of the student's behavior, attendance, and academic progress will be performed prior to returning a student to his/her home school. If the student's behavior, academic progress, or attendance has been unsatisfactory, the student will remain in the alternative education setting until more favorable progress can be achieved. All students' exits from the alternative program will be conducted by the alternative director and the home school principal. Upon attendance and dismissal, all grades, attendance, and discipline records will be returned to the home school for processing.

Code of Conduct for the Indianola Academic Achievement Center:

All students in the Indianola Academic Achievement Center will be expected to adhere to the following rules:

- Punctual attendance, cooperation, and participation in all classes;
- Show respect for all individuals, their right to educational success, and their personal property;
- Refrain from making inappropriate and unacceptable comments or gestures;
- Conduct himself/herself in a safe and responsible manner;
- Be responsible for assigned tasks;

Students will follow the same recommended sanctions as outlined in the disciplinary ladder of the student's handbook. For unacceptable behavior, the student discipline policy will be followed, and in more severe cases, the police department and the youth court judge may be notified.

Special Education Student Referral Process:

SPED students referred to the Indianola Academic Achievement Center will be considered for admission on a case-by-case basis. There must be an IEP committee meeting prior to any placement, which must include a representative from the Indianola Academic Achievement Center staff, a representative from the home school, and a parent. This committee will determine the least restrictive environment and make a recommendation on what is best for the student academically.

The home school is responsible for the SPED student if removal from the Indianola Academic Achievement Center becomes necessary or upon successful completion of the IEP goals determined appropriate for the student's return to the home school SPED program. Periodic and appropriate evaluation of the SPED student assigned to the Indianola Academic Achievement Center is the responsibility of the home school.

Removal from Alternative School Program

Any student who engages in criminal or violent behavior shall be removed from the Alternative School program, and, if a possible cause exists, a case shall be referred to the Youth Court. (Per. &32-13-92(9) Miss. Code Ann. Supp. 1977. Upon completion of at least 80% of the assigned time at the alternative school, a review shall be conducted to determine whether students are eligible for an early release to return to their home school. Students assigned to the alternative school for less than 20 days are excluded from the early release provision.

SUNFLOWER OMBUDSMAN PROGRAM

The **ChanceLight Ombudsman program** (Ombudsman Educational Services) is a national alternative education program, in partnership with the Sunflower County Consolidated School District, that helps at-risk youth and non-traditional learners. It is designed to help students who have fallen behind academically or who struggle in a traditional classroom setting. Ombudsman focuses on credit recovery and dropout prevention. The core components of the program include:

Personalized Learning: The curriculum provides flexible, self-paced learning plans with one-on-one instruction and smaller class sizes.

Credit Recovery: Programs are tailored to help middle and high school students (8th-12th) catch up on missed credits, so they can graduate on time with a standard high school diploma.

Behavioral & Social Support: Staff incorporates social-emotional learning and behavioral strategies to help students build confidence and overcome barriers to success.

College & Career Readiness: Beyond academics, the program helps students explore life after high school through internships, job shadowing, and career counseling.

Who it Serves

- Students at risk of dropping out due to academic, personal, or life challenges.
- Students who need a different or more flexible learning environment to thrive.
- Non-traditional learners who may need to balance school with adult or family responsibilities.

SCCSD ASSESSMENT & GRADUATION REQUIREMENTS

Traditional Diploma

- Earn 24 credits (Carnegie Units) in a selection of required classes including English, Math, Science, Social Studies, Technology or Computer Science, College and Career Readiness, Health, Art, Physical Education and electives
- Local school districts may add graduation requirements to the state requirements

Traditional Diploma + Career and Technical Education (CTE) or JROTC Endorsement

- Earn 26 Credits
- Earn an overall GPA of 2.5
- Earn silver level on ACT WorkKeys
- Must successfully complete one (1) of the following:
 - One (1) dual credit
 - Work based Learning
 - Earn a State Board of Education approved national credential
 - One (1) Advance Placement (AP), Diploma Program-International Baccalaureate (IB), or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam.
 - NOCTI/JROTC Leadership and Employability Skills Credential

Traditional Diploma + Academic Endorsement

- Earn 26 credits
- Earn an overall GPA of 2.5
- Two (2) elective courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Must successfully complete one (1) of the following:
 - ACT sub scores of 17 in English and 19 in Math
 - Essentials of College Math or Essentials of College Literacy (in senior year)
 - SAT equivalency subscore
- Must successfully complete one (1) of the following:
 - One (1) AP course with a C or higher and take the appropriate Advance Placement (AP) exam
 - One (1) Diploma Program-International Baccalaureate (IB) or Cambridge (AICE) course with a C or higher and take the appropriate exam
 - One (1) dual credit course and earn a C or higher in the course

Traditional Diploma + Distinguished Academic Endorsement

- Earn 28 credits
- Earn an overall GPA of 3.0
- Two (2) elective courses must meet MS IHL CPC recommended requirements
- Must successfully complete one (1) of the following:
 - ACT sub scores of 18 in English and 22 in Math
 - SAT equivalency subscore
- Must successfully complete one (1) of the following:
 - One (1) Advanced Placement (AP) course with a B or higher and take the appropriate AP exam

- One (1) Diploma Program- International Baccalaureate (IB) or Cambridge (AICE) course with a B or higher and take the appropriate exam
- One (1) dual credit course earning a B or higher in the course

Alternate Diploma

- Students who have met the criteria of having a Significant Cognitive Disabilities (SCD) may participate in a program of study to earn the Alternate Diploma.
- Earn 24 Carnegie Units in a selection of required classes including English, Mathematics, Science, Social Studies, Physical Education, Health, Career Readiness, Life Skills Development, the Arts, and Electives
- Required to participate in the Mississippi Academic Assessment Program-Alternate (MAAP-A) and achieve a level of Passing or Proficient
- The state defined Alternate Diploma is included in graduation rates in the same manner as a traditional diploma.
- Students with an Alternate Diploma must contact the postsecondary institution to determine eligibility for Ability to Benefit (ATB)

APPENDIX A-5

ADDITIONAL OPTIONS IN LIEU OF PASSING THE END-OF-COURSE ASSESSMENT

MISS. ADMIN. CODE 7-3: 36.5, STATE BOARD POLICY CHAPTER 36, RULE 36.5 (EFFECTIVE 2013 - 2014 SCHOOL YEAR AND THEREAFTER) Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5 provides approved options for students to meet high school end-of-course (EOC) assessment requirements for graduation through approved alternate measures. Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5, applies to past, current, and future graduates and allows a student to meet the graduation requirements once he or she has failed to pass any required end-of-course (EOC) assessment one (1) time.

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, or other state-approved industry certifications. Students also may obtain a grade of “C” or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed.

Notes:

- ACT sub-scores resulting from non-college reportable accommodations can be used for graduation options, but the scores are non-college reportable.
- ACT sub-scores resulting from Residual ACT Testing cannot be used for graduation options.
- This option is available regardless of when the student took the SATP2, PARCC, or MAP/MAAP assessments.
- The college credit option is only applicable if the student is enrolled in high school and college at the same time. Student must meet the dual enrollment/dual credit admissions requirements of the community college partnering with the school district.
- The Graduation Options listed below are applicable to any EOC assessment.

Assessment Options	Math	Science	English	Social Studies (Prior to 25-26 SY)
ACT	17	17	17	17
Dual Credit/ Enrollment	C or higher in College Algebra	C or higher in College Biology & corresponding lab	C or higher in College English Comp I	C or higher in College American History II
ASVAB + Industry Certification	ASVAB (PICAT prescreen scores are not allowable) score of 36 plus the following: Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			
ACT Work Keys + Industry Certification	WorkKeys Silver Level plus the following: Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			

APPENDIX A-5

UNIVERSAL CONCORDANCE TABLE EFFECTIVE 2021 – 2022 SCHOOL YEAR

Concordance tables, effective beginning with the 2014-2015 school year, provide opportunities for students who do not obtain a passing score on an EOC assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Students shall be enrolled in school to utilize the concordance table option.

The Mississippi Department of Education (MDE) and the Technical Advisory Committee (TAC) developed one universal concordance table that shall be used for each of the EOC assessments. The concordance tables were developed during each of the EOC test administrations, and the universal concordance table concept will alleviate confusion in determining which concordance table to apply for each test administration.

UNIVERSAL CONCORDANCE TABLE

Concordance Table	Scale Score			
Grade in Course	1049-1048	1047-1046	1045-1044	1043-1042
A	Pass	Pass	Pass	Pass
B	Pass	Pass	Pass	Fail
C	Pass	Pass	Fail	Fail
D	Pass	Fail	Fail	Fail

APPENDIX A-5

Composite (Combined)

Score MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)

(EFFECTIVE 2022-2023 SCHOOL YEAR)

Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 1050. The student must have four scores (Algebra I, English II, Biology, and U.S. History). These four scores are added together and divided by 4. The student must have a 1049.5 or above. If a student has a COVID-related waiver from the 2019-2020 or 2020-2021 school year(s) for any required EOC assessment, the student is not eligible to use this option. Students shall be enrolled in school to utilize the composite score option.

Example

Calculate the student's composite (combined) score by determining the average score across all four assessments.

Assessment	Scale
Algebra (EOC)	1039
English II (EOC)	1048
Biology (EOC)	1055
*US History (EOC)	1056

$$\text{Average Composite (Combined) Score} = \frac{1039+1048}{4} + \frac{1055+1056}{4} = \frac{4,198}{4} = 1049.5 = 1050$$

In the example above, the student can use the Composite Combined Score for Algebra I and English II.

*Beginning School Year 2025-2026, the US History End-of-Course assessment will no longer be administered. Students that do not have scores on all four (4) end-of-course assessments are ineligible to use this option.

APPENDIX A-5

The Student Portfolio and Exhibit

MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)

(EFFECTIVE 2025-2026 SCHOOL YEAR)

The Student Portfolio and Exhibit option hereby known as the Bridge-to-Career Course provides an opportunity for students who (A) do not obtain a passing score on one or more End-of-Course (EOC) assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Students may utilize an additional graduation option by completing the required components as outlined in the Bridge-to-Career Course. Students who meet all requirements for the Bridge-to-Career Course in addition to all other graduation requirements shall be eligible for the Traditional MS Diploma or the Traditional MS Diploma with a CTE Endorsement or JROTC Endorsement.

1. **Course Overview:** Beginning in school year 2025-2026 The Bridge-to-Career Course is a graduation option available to second semester seniors who (A) do not obtain a passing score on one or more EOC assessment and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The course serves as an alternative pathway to demonstrate academic and career readiness through the completion of the following components:

- **Portfolio Development:** The course requires students to develop a comprehensive portfolio that highlights their academic growth, professional development, and post-graduation aspirations. This will include academic projects, skills demonstrations, professional documents (e.g., resumes), and evidence of career exploration activities such as job shadowing and skill-based certifications.
- **Exhibit Creation:** Students shall create an exhibit showcasing their academic and career readiness. This exhibit will include evidence of completed projects, reflections on academic progress, and documentation of any workbased learning or training experiences.
- **Remediation and Support:** Before enrollment in the course, students shall complete targeted remediation for any failed EOC assessments and be reassessed during each administration. The goal is to provide students with the opportunity to demonstrate mastery in the areas where they initially struggled, based on MAAP and additional benchmark data that aligns with the MAAP assessment. The school administering the remediation shall maintain records of the data used, remediation implemented, and any progress made.

2. **Course Enrollment and Requirements:**

- **Eligibility:** Students who (A) have not achieved a passing score on one or more EOC assessments shall be eligible for the Bridge-to-Career Course and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Prior to enrolling in this course, students shall:
 - Demonstrate a commitment to targeted remediation and improvement
 - Maintain an overall 2.0 GPA during the junior and senior year

- Have an overall attendance rate of 83% or higher during the junior and senior year. Any absence excused or unexcused will count against this record.
 - Receive no more than six (6) nonviolent referrals during the students' junior and senior years. Students with violent behavior referrals may be ineligible for the course at the Superintendent's discretion.
 - Assess each time the EOC assessment is administered
 - Obtain written recommendation from the District Superintendent and school principal
- **Course Enrollment:** Students shall be enrolled in the Bridge-to-Career Course no sooner than during the final semester of the graduating year aligned with their ninth-grade cohort or peer-age cohort. The course shall be taken alongside other senior-year coursework.
 - Districts on a traditional schedule or alternating block schedule will offer this course as a .5 Carnegie unit option.
 - Districts on a 4X4 or 5X5 block schedule will offer this course as a 1.0 Carnegie unit option.
- **Grading and Completion:** Students must achieve a grade of C or higher in the Bridge-to- Career Course for the course to substitute for one or more EOC assessments.
3. **Course Components and Expected Outcomes:** The Bridge-to-Career Course is divided into key sections focused on academic recovery, career exploration, and portfolio curation. The school shall verify that the students enrolled do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The Bridge-to-Career Course should be used as the last option for student graduation. Students shall:
 - **Build a Professional Portfolio:** Students shall work collaboratively with the school counselor, Work-Based Learning teacher, Career Coach (if the school participates in the State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to develop a comprehensive Commencement Level Career Plan that includes at the minimum:
 - Academic achievements (projects, essays, assessments).
 - Extracurricular involvement (clubs, sports, volunteer work).
 - Career-related documents (professional resumes, cover letters, certificates).
 - Personal reflections on the learning process and career aspirations.
 - **Professional Resume:** Students shall create a professional resume tailored to a specific job or career path of interest. This resume should highlight skills, achievements, and work experiences, giving students a practical tool for post-graduation employment or college applications.
 - **Training and Credentials:** Students shall have the opportunity to complete specific training programs or earn certifications from an approved MDE list related to their career goals. This may include job-readiness programs, technical certifications, or specialized training relevant to industries they wish to pursue.

- Job Shadowing and Career Exploration: Students shall work with the Bridge- to- Career Course teacher to explore potential careers, gain insight into job markets, and understand the skills needed for success in their chosen fields. Students should work with the school counselor, Work-Based Learning teacher, and/or Career Coach (if the school participates in a State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to engage in job shadowing or other work-based learning activities. This will provide students with real-world experience and insight into potential career fields, enhancing their employability and professional development.

4. Outcomes:

Upon successful completion of the course, students will have:

- A professional resume that is tailored to a specific job or career path.
- Training and credentials required for employment or continued education in a specific field.
- A comprehensive **Commencement Level Career Plan** that outlines their post-secondary transition and life plan

These outcomes are designed to ensure that students are not only equipped with academic knowledge but also prepared for life after high school, whether that be in a career, further education, or other post-graduation plans. The final Portfolio/Exhibit and all supporting artifacts must be maintained in the student's cumulative folder for MDE access and review.

5. Remediation and Reassessment:

- **EOC Remediation:** Prior to enrolling in the Bridge-to-Career Course, students who have not passed one or more of the EOC assessments shall undergo remediation. The school shall provide targeted support for these students, addressing the specific areas in which they did not meet the required standards. Documentation of a student's EOC remediation shall be maintained in their cumulative folder.
- **Reassessments:** Students shall demonstrate progress in their deficient knowledge and skills before being considered eligible for enrollment in the course. Student progress does not have to be reflected through EOC retest scores but can be shown through intervention and remediation assessment methods.

6. Consequences for Non-Compliance

Students who do not meet the required criteria for course completion (i.e., earning a grade of C or higher) or who fail to submit a complete portfolio, and exhibit, shall not be eligible for graduation. In such cases, students may be referred for additional support.

Conclusion: The Bridge-to-Career Course provides an option for students who (A) have not passed one or more EOC assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025, enabling them to demonstrate readiness for graduation through alternative means. This course emphasizes professional development, career exploration, and remediation to ensure that all students have the skills and documentation needed to transition successfully to post-secondary endeavors. Through this initiative, the state aims to support students in their academic and career journeys while maintaining high graduation standards.

This policy shall be reviewed annually to assess its effectiveness and ensure alignment with student needs and state educational requirements.

APPENDIX A-6 GRADUATION REQUIREMENTS

STANDARD 14 TRADITIONAL DIPLOMA

(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi College- and Career-Readiness Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3:28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi. Enrollment in online courses listed in this document must have prior approval granted by the principal. Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7. Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Student may earn the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	5½	
TOTAL UNITS REQUIRED	24 ^{12, 13, 14}	

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APPENDIX A-7 GRADUATION REQUIREMENTS

STANDARD 14

TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT (Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi College- and Career-Readiness Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi. Enrollment in online courses listed in this document must have prior approval granted by the principal. In order to earn the Career and Technical Endorsement, a student must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7. Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ₁	English I English II
MATHEMATICS	4 ₂	Algebra I
SCIENCE	3 ₃	Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- AND CAREER-READINESS	1 ¹¹	
CAREER and TECHNICAL	4	
ELECTIVES	3½	
TOTAL UNITS REQUIRED	26 ^{12, 13, 14}	

**APPENDIX A-8
GRADUATION REQUIREMENTS
STANDARD 14**

**TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi College- and Career-Readiness Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Enrollment in online courses listed in this document must have prior approval granted by the principal. Any student who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi. Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	3 ³	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER- READINESS	1 ¹¹	
ELECTIVES	7½	Must include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning.)

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APPENDIX A-8

TOTAL UNITS REQUIRED	26 ^{12, 13, 14}	
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APPENDIX A - 9 GRADUATION REQUIREMENTS

STANDARD 14

TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT

(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi College- and Career-Readiness Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	4 ³	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	4	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	8	Must Include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning).
TOTAL UNITS REQUIRED	28 ^{12,13,14}	

APPENDIX A-10
GRADUATION REQUIREMENTS
STANDARD 14 ALTERNATE DIPLOMA OPTION

NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the current edition of Testing Students with Disabilities Regulations and Miss. Admin Code 7-3: 78.1, State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each student graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi.

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a level of Passing or Proficient on the end-of-course alternate assessments, is eligible to receive an Alternate Diploma. Students must participate in the alternate assessments during the year the student is enrolled in the corresponding courses (Alternate Biology, Alternate English II, Alternate Algebra). The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37- 16-7.

The Alternate Diploma meets the requirements for graduation rate in the same manner as a Traditional Diploma. Students with this diploma must contact the postsecondary institution to determine Ability to Benefit (ATB) and eligibility for enrollment.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
ENGLISH	4 ¹	Alternate English I	CCR English I
		Alternate English II	CCR English II
		Alternate English III Alternate English IV	CCR English III CCR English IV Broadcast Journalism Debate Foundations of Journalism Mississippi Writers Oral Communications Print Journalism Survey of African American Writing Technical and Workplace Writing World Literature
MATHEMATICS	4 ²	Alternate Math I	CCR Compacted Math 7 CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only)
		Alternate Math II	CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only) Advanced Technical Mathematics
		Alternate Math III	Advanced Technical Mathematics (must be taken prior to CCR Algebra I) CCR Geometry

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
			CCR Algebra II (contingent on passing CCR Algebra I)
		Alternate Algebra	CCR Algebra I
		Alternate Biology	Biology
SCIENCE	2	Alternate Science II	Courses worth 1 Carnegie Unit Physical Science Earth and Space Science Human Anatomy and Physiology Foundations of Biology OR Courses worth ½ Carnegie Unit Environmental Science Genetics Geology Zoology I Zoology II Astronomy Botany Foundations of Science Literacy
		Alternate History	US History
SOCIAL STUDIES	2	Alternate Social Studies	Courses worth 1 Carnegie Unit World History Courses worth ½ Carnegie Unit Economics US Government Mississippi Studies Psychology Sociology World Geography
HEALTH	½ ³	Alternate Health	Contemporary Health Healthcare & Clinical Services I Theory and Application of Health Sciences JROTC I and II
PHYSICAL EDUCATION	½ ⁴	Physical Education	Physical Education
CAREER READINESS	4 ⁵	Career Readiness I-IV	Career Readiness was designed specifically for the Alternate Diploma
LIFE SKILLS DEVELOPMENT	4 ⁵	Life Skills Development I-IV	Life Skills Development was designed specifically for the Alternate Diploma
THE ARTS	1 ⁶	The Arts	
ELECTIVES	2		Any Carnegie unit credit bearing courses or a combination of ½ Carnegie unit credit bearing courses
TOTAL UNITS REQUIRED	24		

**GRADUATION REQUIREMENTS
STANDARD 14
CERTIFICATE OF COMPLETION**

**Note: This option shall be offered by districts for incoming freshmen
beginning in school year 2018-2019 and thereafter.**

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). Students eligible to receive a Certificate of Completion should fall into one (1) of the following categories:

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
 - Are 16 years old or older; AND
 - At least three (3) or more grade levels below their peers in reading and math; AND
 - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma.
2. Students without a Significant Cognitive Disability who have not yet turned sixteen (16) by the end of the eighth grade should transition to the ninth grade on a diploma path.
3. Students with a Significant Cognitive Disability at the end of 8th grade who:
 - Have extremely limited or no receptive and expressive communication skills AND
 - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma.
4. Students with or without a Significant Cognitive Disability at the end of their third year of high school (6 semesters) who:
 - Have not earned at minimum of 3 English units, 3 math units, 2 science units, 2 social studies units, and 5 electives; AND
 - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma; AND
 - Have evidence of 3 or more years of intensive intervention implemented in middle and/or high school to earn Carnegie units. Evidence may include, but is not limited to:
 - Progress monitoring data from reading intervention programs or math intervention programs
 - Documentation of accommodations and modifications provided in the general education courses and assessments
 - Course schedules outlining dedicated time for intervention.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the unique needs of the individual student. Course work shall be appropriate for the student and may include:

- Intensive remediation in deficit area skills
- Career preparation courses
- Life skills courses

Students earning the Certificate of Completion should have completed at least four (4) years of high school and/or be at least 19 years of age at the time of graduation.

Students pursuing a Certificate of Completion are required to participate in the Mississippi statewide

assessment program deemed appropriate by their Individualized Educational Plan (IEP) Committee.

Students working toward the Certificate of Completion who meet the criteria for a Significant Cognitive Disability are required to participate in the high school end-of-course alternate assessment during the school year the student is enrolled in the corresponding alternate course (Alternate Biology, Alternate English II, Alternate Algebra).

Students working toward the Certificate of Completion who do not meet the criteria for a Significant Cognitive Disability are required to participate in the regular high school end-of course subject area test(s) during the school year the student is enrolled in the corresponding course(s).

It is ultimately the responsibility and decision of the IEP Committee to determine the appropriate exit option for a student with disabilities based on the appropriate data.

SCCSD GRADING & PROMOTION/ RETENTION

PROMOTION, RETENTION, GRADING

(Policy IHE Promotion and Retention)

The SCCSD believes that a well-planned and competently administered student evaluation program is an essential component of the District's instructional program. Regular and effective reporting of a student's progress toward the attainment of academic goals and objectives is imperative. The primary function of the student's evaluation program is to measure as accurately and objectively as possible each student's progress toward the attainment of academic goals and objectives set by the District and the student.

In order to ensure a structured procedure for student evaluation and grade reporting which complies with all Mississippi State Department of Education and Accreditation Standards, the following procedures shall be implemented.

The Superintendent and his staff are authorized and directed to establish basic competency requirements that include core competencies from the State Curriculum Frameworks/College and Career Readiness Standards for each subject at each grade level. Daily class work, homework, class participation, test grades, promptness in completing work, special projects, etc. will continue to be used to monitor and guide teaching and learning. However, formative assessments, which are used to shape learning and teaching, will give teachers and parents critical diagnostic information about how well the student is learning the content and acquiring the skills for that course. Formative assessments can consist of formal instruments or informal observations and may or may not receive a grade. Parents are invited to contact teachers, counselors and /or administrators concerning any questions relative to a pupil's progress.

Summative assessments, used at the end of a grade or course for the purpose of state or local accountability, make an overall judgment of progress at the end of a defined period of instruction. These assessments will be graded and become a part of the student's permanent records. Summative Assessments are statements as to whether or not the student has fallen short of, met, or exceeded the expected standard. Textbooks may not be used as the only resource for instruction.

GRADING

A: There shall be four grading periods. All grades awarded regular education students in grades K-12 shall be awarded based on grade level work. Grades awarded students who have been ruled eligible for special education services and who are actively participating in the special education programs shall be based on the attainment of goals and objectives set forth in the student's Individual Educational Program.

B. Assessments given during the nine-weeks to assess student performance shall be standards-based and shall be approved by the principal.

A nine-week test shall be administered to students in each academic class at the end of each nine-week grading period in grades 1-12. Other student evaluations such as daily tests, unit tests, homework, and class participation shall be used to evaluate performance and guide instruction. Tests given shall be subject to the principal's approval. No test will be given prior to scheduled test dates in order to accommodate vacations or other situations that are not emergencies.

Grading Procedures (Policy IHA Grading System)

Students' progress in skills and conduct will be evaluated each nine-week grading period. Progress reports of all students will be sent to parents during each nine-week grading period.

Nine-week averages are computed by counting daily work as 25%, major work as 50%, and nine-week exams as 25% of the nine-week average for a minimum of 17 grades (Self-Contained Classrooms must meet minimum grade expectations in ELA and Math).

Examples of minor work are quizzes, workbook pages, worksheets, homework (not requiring extensive time and research), and other work approved by the principal.

Examples of major work include unit tests, weekly tests, mastery tests, research papers, themes, compositions, book reports, science projects, other work approved by the principal. Please see the grade assignment chart below:

Major (Weight=50%)		Minor (Weight=25%)		Exam (Weight=25%)	
Assignment Type: Face-to-Face assignments	Virtual	Face-to-Face	Virtual	Face-to-Face	Virtual
Test (Formative assessments/Midterms, and etc...)	Tests (within LMS parameters)	Pop Quiz	Pop Quiz	Exam- Benchmarks	Exam-Benchmarks (TBD based upon LMS)
Quiz	Quiz	Essay	Essay		
Term paper	Term paper	Classwork	Classwork, Discussion Board questions, Completed digital assignments.		
Project	Project	Homework	Homework		
Presentation	Presentation				

1. **Tests** are *bi-weekly assessments* and administered based on the testing schedule. **NO** other tests should be administered. (**Not the Benchmark or 9-Weeks' tests!**)
2. **Quizzes** are assessments that have less than 20 questions.
3. **Projects** are cumulative performance-based assessments in which students compose or demonstrate learning over a period of time. There is an end-product and may also include a presentation of this product to the class.
4. **Presentations** are speeches, recitations, oral deliveries, verbally guided PowerPoints, etc. in which students speak about learning in front of an audience/virtually (teacher, student, parents, etc.)
5. **Pop Quizzes** are unannounced quizzes that occur after sufficient teaching and learning have occurred. This should be done in the classroom where the teacher is present.
6. Exit Tickets, independent practice, and other activities that occur within the class or virtually after sufficient teaching and learning have occurred are considered **Classwork**.
7. **Exams** are only 9-Weeks' Tests (non-tested areas) and the Benchmark Test.

Student grades and conduct are reported according to the following scale:

Academic Grade (1 st – 2 nd)	Academic Grade (3 rd – 12 th)	*Regular Class Unit Value	*AP Class Unit Value	Conduct
A 90-100	A 90-100	4	5	E Excellent
B 80-89	B 80-89	3	4	G Good
C 75- 79	C 70-79	2	3	F Fair
D 70-74	D 65-69	1	2	P Poor
F 69 and below (Failure)	F 64 and below (Failure)	0	0	
I Incomplete	I Incomplete	0	0	

* Note: Regular Class and AP Class unit values were approved by the School Board July 28, 2014.

Kindergarten Reporting Categories

E - Excellent

S – Satisfactory

U – Unsatisfactory

A standard-based report card will be provided for all Kindergarten students at the time of the nine-week grading period.

Academic Honors Classification (Grades 3-12):

To qualify for academic honors in the Sunflower County Consolidated School District, students must achieve grades, following the criteria listed below (each category provides an at least 1 example and 1 non-example for further clarification:

The student cannot have D's or F's in any subject area in order to meet any of the academic classifications.

Superintendent's List: All A's (90-100) in all academic subjects

- **Example:** Student earns a 91 in Science, a 95 in Social Studies, a 98 in ELA, and 94 in Math (This student has All As, thus earning Superintendent's List.)
- **Non- Example:** Student earns a 91 in Science, a 95 in Social Studies, a 98 in ELA, and an 88 in Math. (This student would not earn Superintendent's List due to the 88 in Math because it is a B. However, this student would earn Principal's List.)

Principal's List: Any **combination** of A's (90-100) and B's (80-89) in all academic subjects in grades 3-12; A student **cannot** earn Principal's List with all B's because there must be at least 1 A; A student also **cannot** earn Principal's List with a C

- **Example:** Student earns an 82 in Science, an 80 in Social Studies, a 92 in ELA, and a 95 in Math. (This student has a combination of A's and B's, thus earning Principal's List.)
- **Example:** Student earns a 96 in Science, a 97 in Social Studies, a 92 in ELA, and an 85 in Math. (This student has a combination of A's and B's, thus earning Principal's List.)
- **Example:** Student earns an 88 in Science, an 82 in Social Studies, an 89 in ELA, and a 91 in Math. (This student has a combination of A's and B's, thus earning Principal's List.)
- **Non-Example:** Student earns an 80 in Science, an 84 in Social Studies, an 88 in ELA, and an 86 in Math. (This student would not earn Principal's List because they do not have an A on the report card- they have all B's. However, this student would earn Honor Roll.)
- **Non-Example:** Student earns a 95 in Science, an 84 in Social Studies, an 88

in ELA, and a 79 in Math. (This student would not earn Principal's List because they have a C. However, this student would earn Honor Roll.)

Honor Roll: Any **combination** of A's (90-100), B's (80-89), and only one C (70-79) in all academic subjects in grades 3-12; All B's would earn Honor Roll; All B's and 1 C would earn Honor Roll

- **Example:** Student earns a 95 in Science, an 84 in Social Studies, an 88 in ELA, and a 79 in Math. (This student has 1 A, 2 B's, and 1 C, thus meeting the requirement.)
- **Example:** Student earns an 80 in Science, an 84 in Social Studies, an 88 in ELA, and an 86 in Math. (This student has all B's, thus meeting the requirement.)
- **Example:** Student earns an 83 in Science, an 82 in Social Studies, an 89 in ELA, and a 76 in Math. (This student has all B's and 1 C, thus meeting the requirement.)
- **Example:** Student earns a 95 in Science, a 98 in Social Studies, a 93 in ELA, and a 78 in Math. (This student has 3 A's and 1 C, thus meeting the requirement.)
- **Non-Example:** Student earns a 95 in Science, an 88 in Social Studies, a 75 in ELA, and a 78 in Math. (This student would not earn Honor Roll because they have 2 C's.)
- **Non-Example:** Student earns a 98 in Science, a 93 in Social Studies, a 68 in ELA, and a 91 in Math. (This student would not earn Honor Roll because they have a D- 68.)

Academic Honors Classification (Grades K-2):

To qualify for academic honors in the Sunflower County Consolidated School District, students must

achieve grades, following the criteria listed below (each category provides an at least 1 example and 1 non-example for further clarification:

The student cannot have D's or F's in any subject area in order to meet any of the academic classifications.

Superintendent's List: All A's (90-100) in all academic subjects

- **Example:** Student earns a 91 in Science, a 95 in Social Studies, a 98 in ELA, and 94 in Math (This student has All As, thus earning Superintendent's List.)
- **Non- Example:** Student earns a 91 in Science, a 95 in Social Studies, a 98 in ELA, and an 88 in Math. (This student would not earn Superintendent's List due to the 88 in Math because it is a B. However, this student would earn Principal's List.)

Principal's List: Any **combination** of A's (90-100) and B's (80-89) in all academic subjects in grades K-2; A student **cannot** earn Principal's List with all B's because there must be at least 1 A; A student also **cannot** earn Principal's List with a C

- **Example:** Student earns an 82 in Science, an 80 in Social Studies, a 92 in ELA, and a 95 in Math. (This student has a combination of A's and B's, thus earning Principal's List.)
- **Example:** Student earns a 96 in Science, a 97 in Social Studies, a 92 in ELA, and an 85 in Math. (This student has a combination of A's and B's, thus earning Principal's List.)
- **Example:** Student earns an 88 in Science, an 82 in Social Studies, an 89 in ELA, and a 91 in Math. (This student has a combination of A's and B's, thus earning Principal's List.)
- **Non-Example:** Student earns an 80 in Science, an 84 in Social Studies, an 88 in ELA, and an 86 in Math. (This student would not earn Principal's List because they do not have an A on the report card- they have all B's. However, this student would earn Honor Roll.)
- **Non-Example:** Student earns a 95 in Science, an 84 in Social Studies, an 88 in ELA, and a 79 in Math. (This student would not earn Principal's List

because they have a C. However, this student would earn Honor Roll.)

Honor Roll: Any **combination** of A's (90-100), B's (80-89), and only one C (75-79) in all academic subjects in grades K-2; All B's would earn Honor Roll; All B's and 1 C would earn Honor Roll

- **Example:** Student earns a 95 in Science, an 84 in Social Studies, an 88 in ELA, and a 79 in Math. (This student has 1 A, 2 B's, and 1 C, thus meeting the requirement.)
- **Example:** Student earns an 80 in Science, an 84 in Social Studies, an 88 in ELA, and an 86 in Math. (This student has all B's, thus meeting the requirement.)
- **Example:** Student earns an 83 in Science, an 82 in Social Studies, an 89 in ELA, and a 76 in Math. (This student has all B's and 1 C, thus meeting the requirement.)
- **Example:** Student earns a 95 in Science, a 98 in Social Studies, a 93 in ELA, and a 78 in Math. (This student has 3 A's and 1 C, thus meeting the requirement.)
- **Non-Example:** Student earns a 95 in Science, an 88 in Social Studies, a 75 in ELA, and a 78 in Math. (This student would not earn Honor Roll because they have 2 C's.)
- **Non-Example:** Student earns a 98 in Science, a 93 in Social Studies, a 70 in ELA, and a 91 in Math. (This student would not earn Honor Roll because they have a D- 70.)

PROMOTION AND RETENTION

Promotion and retention shall be based upon the mastery of objectives.

1. The Sunflower County Consolidated School board shall establish standards for graduation from its schools which shall include as a minimum:
 - a. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
 - b. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.
2. A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. ' 37-16-7

Promotion Policy (Grades K)

Kindergarten promotion will be determined by the kindergarten teacher and the school principal based upon the mastery of core skills as indicated by the following:

1. Mastery of at least 70% of the core competencies listed in the Sunflower County Consolidated School District Curriculum Structure for that grade level in reading, language arts, and mathematics.

Failure to meet the criteria above *may* result in student retention in Kindergarten.

Promotion Policy (Grades 1-2)

In order to be promoted from one grade level to the next in grades 1-2, a student must have demonstrated the following:

1. Mastery of at least 70% of a course's competencies and received a passing yearly average in reading, language arts, math, science and social studies. The yearly average shall be determined by averaging the two semester's numerical grades.

Failure to meet the criteria above **shall** result in student retention in Grades 1-2.

Promotion Policy (Grade 3)

In order to be promoted from third grade level to fourth grade, a student must have demonstrated BOTH of the following:

1. Mastery of at least 65% of a course's competencies and received a passing yearly average in reading, language arts, math, science and social studies. The yearly average shall be determined by averaging the two semester's numerical grades.
2. A passing score on the End-of-Year Third Grade MAAP Reading Assessment, with the exception of students who qualify for a "Good Cause Exemption" as approved by the district Superintendent per state regulations.

Promotion Policy (Grades 4-8)

In order to be promoted from one grade level to the next in grades 4-8, a student must have demonstrated mastery of at least 65% of a course's competencies and received a passing yearly average in three of the four major subjects – language arts, math, science and social studies with two of their passing courses being language arts and math. If a student fails to meet mastery in two or more courses, including electives, the student will not be promoted to the next grade.

Promotion Policy (Grades 9-12)

Promotion in grades 9-12 is based upon earning Carnegie Units. A Carnegie Unit or half Unit is earned when a student completes a course with an average of 65% or higher. Half units are earned in courses designed to be completed in one semester. To be considered for promotion, the following Carnegie Units must be obtained:

- Freshman – Students who have passed from the eighth grade.

- Sophomore- Students who have earned eight (8) Carnegie Units (to include English I).
- Junior- Students who have earned fourteen (14) Carnegie Units (to include English II).
- Senior – Students who have earned twenty-one (21) Carnegie Units (to include English III).

Special Education Students

The State Department of Education shall establish goals for the performance of students with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for students established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of students with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. '37-23-133 and ' 37-23-1 For information on the awarding of a special diploma, please refer to MS Code ' 37-16-11.

DISTRICT COMPACTED MATHEMATICS POLICY

Math instruction in the Sunflower County Consolidated School District follows the local math curriculum guides that are aligned with the MS Math State Standards. Students' progress according to grade level through the sixth grade. Beginning in the seventh grade, students are given course sequence options, based on district policy. The options and specific requirements are as follows and are based on the Mississippi Department of Education Math Standards recommended sequence:

COMPACTED MATH REQUIREMENTS:

- **Compacted Math Grade 7**
 - All incoming 7th Grade students have parental consent and who meet one (1) of the two (2) requirements listed below will be eligible for Compacted Math Grade 7:
 - Score PL4 or higher on the 6th grade state assessment (example: MAAP), or;
 - Score PL4 or higher on the end of year Benchmark assessment.
- **Compacted Math (with Algebra I) Grade 8**
 - All incoming 8th grade students will be eligible for Compacted Math (with Algebra I) Grade 8 with parental consent and who meet one (1) of the two (2) requirements listed below:
 - Any student who completes and passes Compacted Math Grade 7
 - Any student who completes Math Grade 7 and scores a PL5 on the Math Grade 7 state assessment (example: MAAP)
- **Reevaluation of Students in the Compacted Math Courses**
 - All 7th Compacted students will be reevaluated at the end of the 7th grade compacted math course. Students will be evaluated on one (1) of the two (2) following criteria:
 - Score PL4 or higher on the 7th grade state assessment (example: MAAP), or;
 - Score PL4 or higher on the end of year Benchmark assessment.
 - If a student does not meet one (1) of the two (2) criteria, the school reserves the right to remove the student from the 8th Grade compacted (with Algebra I) math course.

Instructional Intervention (Policy IEI)

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department of Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:

Tier 1: Quality classroom instruction based on Mississippi Curriculum Framework

Tier 2: Focused supplemental instruction

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

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

1. designed to address the deficit areas;
2. evidence based;
3. implemented as designed by the TST;
4. supported by data regarding the effectiveness of interventions.

3. Teachers should use progress monitoring information to:

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

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

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

5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

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

6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

1. Phonological awareness and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Encoding skills; and
6. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

7. All students in Kindergarten and grades 1 through 3 shall be administered a state- approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

1. Grades K-3: A student has failed one (1) grade;
2. Grades 4-12: A student has failed two (2) grades;
3. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
4. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
5. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.

9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

ENGLISH LANGUAGE LEARNER *(Policy IK Limited English Proficiency Instruction)*

*The LEA has the responsibility under the federal law to identify and serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the LEA may conduct screenings or ask for related information about students currently enrolled in the school as well as from students who enroll in the LEA in the future.

The LEA has selected the Home Language Survey as the method to identify those students. The Home Language Survey must be administered to all students at enrollment.

PLACEMENT OF STUDENTS WITH DISABILITIES

(Policy IDDH Section 504 – Americans with Disabilities Act – Non Discrimination)

Students with disabilities shall be promoted and/or transferred according to State Board Policy 7219 8300.116.

Placements:

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that-

- a. The placement decision-
 1. Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
 2. Is made in conformity with the LRE provisions of these regulations;
- b. The child's placement-
 1. Is determined at least annually;
 2. Is based on the child's IEP; and
 3. Is as close as possible to the child's home;
- c. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
- d. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
- e. A child with a disability is not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum.

If the IEP committee determines that "full-time" education in the general education classroom cannot be achieved satisfactorily, the student with disabilities must be included in the general education classroom to the maximum extent appropriate.

DUAL ENROLLMENT REQUIREMENTS

(Policy IDAG Dual Enrollment)

Student Eligibility

Before credits earned by a qualified high school student from a community or junior college or state institution of higher learning may be transferred to the student's home school district, the student must be properly enrolled in a dual enrollment program.

Admission Criteria for Dual Enrollment in Community and Junior College/University

The boards of trustees of the community and junior college districts and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education admission criteria for dual enrollment programs under which high school students may enroll at a community or junior college or university while they are still attending high school and enrolled in high school courses. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated admission requirements.

Students must meet **all** eligibility requirements below (1-3) as agreed upon by the IHLs:

1. Minimum overall GPA of 3.0 on a 4.0 scale on all high school courses;
2. Successful completion of at least 14 core high school units and/or junior status

OR

30 ACT composite score or equivalent SAT score; and

3. District/school & university student approval agreement (or recommendation).

Notes:

- Placement into college credit courses at IHL universities will be based on appropriate ACT/ SAT (or equivalent) scores.
- 3 to 12 credit hours per term are recommended at IHL universities as long as a B average is earned in first two approved courses. The university and district may waive maximum or minimum credit hours attempted per term based on sufficient student academic information.

Students must meet **all** of the following eligibility criteria in either Option One **or** Option Two as agreed upon by the CJC's to be eligible to take **academic** general education courses as dual credit/dual enrollment:

- **Option One:** Students may be admitted to this dual enrollment/dual credit program with a minimum overall 3.0 GPA on a 4.0 scale on all high school courses **and** with successful completion of 14 core high school units and/or high school junior status.

Each student seeking admission to this program must submit an unconditional written recommendation from his/her high school principal or guidance counselor.

- **Option Two:** Students may also be admitted to the dual enrollment/dual credit program with a minimum of an overall 3.0 GPA on all high school courses **and** a minimum composite ACT score of 30 or the equivalent SAT score. Each student seeking admission to this program must submit an unconditional written recommendation from his/her high school principal or guidance counselor.

Tuition and cost responsibility

Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program may be paid for by the postsecondary institution, the local school district, the parents or legal guardians of the student, or by grants, foundations or other private or public sources. Payment for tuition and any other costs must be made directly to the credit-granting institution.

Process for Determining Articulation of Curriculum between High School, University, and Community and Junior College Courses

Postsecondary curricula for eligible courses currently offered through Mississippi Curriculum Frameworks/College & Career Readiness Standards must meet the prescribed competencies requirements. Eligible courses not offered in Mississippi Curriculum Frameworks/College & Career Readiness Standards must meet the standards establishes at the postsecondary level. Postsecondary Level development courses may not be considered as meeting the requirements of the dual enrollment program. Dual credit memorandum of understanding must be established between each postsecondary institution and the school district implementing a dual credit program.

Ineligible Courses for Dual Credit Programs

Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit.

Eligible Courses for Dual Credit Programs

Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. All courses being considered for dual credit must receive unconditional approval from the Superintendent of the local school district and the chief academic officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits. The local school Superintendent shall make the final decision on the transfer of college or university courses credited to the student's high school transcript.

High School Carnegie Unit Equivalency

One (1) three-hour university or community or junior college course is equal to one-half (1/2) high school Carnegie unit. A full Carnegie unit may be awarded for a three-hour university or college course upon approval of the local superintendent. Partial credit agreements for postsecondary courses that are less than three (3) hours may be developed between a local school district and the participating postsecondary institution.

Course Alignment

Once alignment is achieved between university courses, community and junior college courses and the State Board of Education approved high school courses, the universities, community and junior colleges and high schools shall periodically review their respective policies and assess the place of dual credit courses within the context of their traditional offerings.

Maximum Dual Credits Allowed

It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester's worth of college credit in high school to do so.

State Testing Opt-Out

TESTING AND STUDENT SURVEYS

The board of education recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection on input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

DEFINITIONS

The term "surveys" includes or evaluations and other methods of gathering data for research purposes.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The term "personal information" means individually identifiable information; include a student's or parent's name, address, telephone number, or social security number.

The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

These terms do not include ordinary classroom activities or teaching techniques.

USE OF SURVEYS

District: Sunflower County Consolidated School District

Section: I - Instructional Program

Policy Code: IIA - Testing and Student Surveys

Administrators, teachers, other staff members, and the board of education may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

BOARD APPROVAL

Prior to administering a survey, the board of education must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without proper parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or

8. Religious practices, affiliation, or beliefs of the student's parents.

PARENTAL RIGHTS

Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of education as to content and purpose. The results of such approved surveys must be shared with the board of education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

PARENT/GUARDIAN NOTIFICATION

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - A. College or other post-secondary education recruitment, or military recruitment;
 - B. Book clubs, magazines, and programs providing access to low-cost literary products;
 - C. Curriculum and instructional materials used in schools;
 - D. Test and assessments;
 - E. Student recognition programs; and
 - F. The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

CROSS REF.: Policies JKB Solicitation by Students
JM Contests for Students

Last Review Date: _March 7, 2023_____

Original Adopted Date: 2/14/2017

Approved/Revised Date: 2/14/2017

Record Id: 199713

SCCSD CAREER & TECHNICAL EDUCATION CENTER

ACCEPTABLE USE POLICY OF THE INDIANOLA CAREER AND TECHNICAL CENTER

(Policy IDAD Career Education)

The Vision of the Indianola Career and Technical Center is to become a premier learning institution with the primary goals of equipping all students with extensive knowledge for post-secondary academic success and exceptional entry level skills to obtain high performing jobs in a competitive workforce.

The Mission of the Indianola Career and Technical Center is for all CTE students to:

- Be successful academically and socially.
- Earn a National Career and Readiness Certificate upon taking the ACT WorkKeys.
- Obtain National Certification Credentials for their specific Major Pathway CTE Program.
- Receive their high school diploma.
- Enter a postsecondary learning institution or career field of their choice after high school graduation.

All stakeholders of the Sunflower County Consolidated School District, especially the student body, along with the faculty and staff of Gentry High School and Thomas E. Edwards, Sr. High School, will be granted access to the invaluable academic and career services offered by ICTC. The use of the Career & Technical Center is a privilege; therefore, improper and inappropriate use of its services and equipment will result in the cancellation of this privilege. The CTE Director may deny, revoke, or suspend a specific user's access to the Center for violations that pose a threat and/or cause a disruption to the established safe and orderly learning environment.

Appropriate use of the services and equipment of ICTC reflects academic honesty and ethical behavior. During the course of a regular school day, students from the main campuses who are not enrolled in a CTE program, must have an authorized pass from the high school's administration or be escorted to the Center by school personnel. The Indianola Career & Technical Center is a premier learning institution. Therefore, students will not be allowed to use the Center as a study hall or as an opportunity to neglect their academic classwork.

CAREER AND TECHNICAL EDUCATION (CTE)

The Sunflower County Consolidated School District offers exceptional career and technical education major pathway programs at the Indianola Career and Technical Center. The two-year programs provide students with outstanding marketable skills for entry level employment as well as prepares them for postsecondary education.

The CTE programs are designed to provide students with the opportunity to successfully enter the workforce, to participate in exceptional career-oriented exploratory experiences, and to develop high quality career skills in prominent and demanding occupational areas.

The major pathway CTE programs offered at the Indianola Career and Technical Center are:

CAREER CLUSTER	PATHWAY	COURSE NAME	CARNEGIE CREDIT	STUDENT ORGANIZATION
Architecture & Construction	Carpentry	Construction Core	2 (9th – 10th grades)	SKILLS USA
		Carpentry	2 (10th – 12th grades)	
Business, Marketing, & Finance	Business, Marketing, & Finance	Business, Marketing, and Finance I	2 (9th – 10th grades)	DECA
		Business, Marketing, and Finance II <i>Meets Graduation Requirement for ½ credit of Economics and ½ credit of Personal Finance</i>	2 (10th – 12th grades)	
Education & Training	Educator Preparation	Educator Preparation I	2 (9th – 10th grades)	EDUCATORS RISING
		Educator Preparation II	2 (10th – 12th grades)	
Health Science	Healthcare & Clinical Services	Health Sciences Core <i>Meets Graduation Requirement for ½ credit of Health</i>	2 (9th – 10th grades)	HOSA
		Healthcare & Clinical Services <i>Meets Graduation Requirement for ½ credits of Science</i>	2 (10th – 12th grades)	
Human Services	Cosmetology	TBD	2 (9th – 10th grades)	SKILLS USA
		Natural Hair Care and Braiding II	2 (10th – 12th grades)	
Law, Public Safety, Corrections, and Security	Law and Public Safety	Law and Public Safety I	2 (9th – 10th grades)	SKILLS USA
		Law and Public Safety II	2 (10th – 12th grades)	
Manufacturing	Metal Fabrication	Metal Fabrication I	2 (9th – 10th grades)	SKILLS USA
		Metal Fabrication II	2 (10th – 12th grades)	

ADMISSIONS:

The Indianola Career and Technical Center has an open admissions policy except where necessary aptitudes are required for the successful completion of a major pathway program as outlined by the Mississippi Department of Education. General admission requirements for all programs include the following:

- 'C' or higher in English (the previous year)
- 'C' or higher in Math (last course taken)
- Eighth grade or higher reading score

ENHANCEMENT AREA / OTHER CAREER & TECHNICAL EDUCATION COURSES

- Family and Consumer Sciences

High school students from 10th – 12th grades can earn a ½ credit for each course they successfully complete:

- Nutrition and Wellness
- Child Development
- Resource Management
- Family Dynamics
- Computer Science and Engineering (9th Grade)
 - This course meets the graduation requirement for Technology Credit.
- Cyber Foundations (Middle School)
 - Cyber Foundations I (7th grade)
 - Cyber Foundations II (8th grade)

RULES AND REGULATIONS

All District policies and procedures regarding Student Attendance, Behavior, Dress Code, Electronic Devices, and Grading will be enforced for all students enrolled at the Indianola Career and Technical Center.

ENROLLMENT

Every ninth and eleventh grade student enrolled at Gentry High School, Robert L. Merritt Junior High School, and Thomas E. Edwards, Sr. High School who meets all admission requirements, may enroll in any two-year career program offered at the Indianola Career and Technical Center. During the Fall and Spring Recruitment Tours, students must complete a CTE Student Application and rank each major pathway program from 1 – 7 with one being their first preference for CTE enrollment.

The Academic and CTE Counselors along with the CTE Student Services Coordinator will assist the students with the enrollment process. Students are entered into their selected program until enrollment capacity has been fulfilled. Students are not discriminated against on the basis of race, sex, creed, religion, or handicapping condition.

TRANSFER STUDENTS

Students who are enrolled in a Career and Technical Education program in another school district and transfer to the Sunflower County Consolidated School District, will be considered for admission into that same program if it is presently offered at the Indianola Career and Technical Center.

STUDENT CHECK-IN AND CHECK-OUT POLICY

All students must check in and out at their respective base school. The Indianola Career and Technical Center will only accept students who are arriving directly from the high schools. When students are dismissed from the Center at the end of each period, they will report back to their base school. Parents who wish to check their child out from

the ICTC must do so at the appropriate base school office. Personnel from the base school office will then contact the ICTC main office.

LIVE WORK POLICY

Live work shall be directly related to a skill learned with approval from the instructor and the CTE Director. The work must be scheduled in advance for the instructor to incorporate the project into his/her lesson plans. Once a total fee has been assessed for the completed work, the ICTC Director's office will issue a receipt, and all funds will be deposited into the ICTC student activity account. A detailed listing of the services offered along with each price is posted in all shops and/or classrooms.

The person or organization for which the live work project is performed shall assume all costs of materials, supplies, and parts associated with the work performed by students. The ICTC instructor is responsible for writing the invoice and collecting all fees from the person and/or organization for which the work was performed. Live work projects are not to be performed in competition with private enterprise. The Career and Technical Education programs assume no responsibility for the results of the work being performed by students.

The Live Work Order Request and Agreement Form must be correctly completed by the requestor and approved by the CTE director before beginning any work. The following persons are eligible to have work performed at the Indianola Career & Technical Center in priority order: currently enrolled ICTC students; non-profit agencies; Board of Education employees; city, county, and state employees; and all others.

STATE TESTING

All Career and Technical Education students are required to take the ACT WorkKeys Assessment, a research-based measurement of foundational work skills required for success across industries and occupations. A large majority of enrolled CTE students must also take a National Certification Exam or participate in Work Based Learning. The National Certification Exams can be administered throughout the school year or in the Spring to assess a student's CTE skill attainment. These exams are designed to measure and evaluate the student's preparedness for entrance into the workforce and/or a post-secondary educational institution. The names of students who successfully pass a National Certification Exam for their specific program area are placed into a national database used by employers nationwide.

GUIDANCE

The purpose of the CTE Guidance Program is to assist each individual student achieve his/her highest growth academically, mentally, emotionally and socially.

To ensure that all students excel, we strive to:

- Provide a learning environment in which all students feel welcomed and safe,
- Conduct an individual conference whenever a student, teacher, academic counselor, or other school personnel deem it necessary, and
- Implement a superior teaching and learning process designed to help students build self-confidence as they master skills.

SCHEDULE CHANGES

Great care and effort have been made to ensure that students have a schedule designed to meet their educational needs. Any requests for changes should be made to the Counselor's office at the beginning of the first nine weeks grading period. Schedule change requests will be considered solely on their educational merit.

PRE-ENROLLMENT PROCESS

The enrollment or registration process is generally conducted in April of each school year. A planning guide identifying the courses offered may be obtained from the Counselor's Office located at the middle and high

schools as well as the CTE Center. The Indianola Career and Technical Center encourages early enrollment because we firmly believe that early planning contributes to a better understanding of individual student's needs with a well-balanced educational program that addresses those needs.

SCCSD STUDENT ACTIVITIES & ORGANIZATIONS

EXTRACURRICULAR ACTIVITIES

(Policy IDFA Intramural/Interscholastic Athletics)

Students who attend school-related functions are subject to the same disciplinary rules as they are governed by during regular school hours. This includes field trips or any other related school sponsored functions. When students choose to participate in extra-curricular activities, they choose to represent their school and the district. These students should understand that undesirable behavior can lead to their immediate dismissal from the organization or activity.

All school affiliated clubs/organizations or activities must be approved by the principal and have at least one faculty sponsor.

ELIGIBILITY FOR ATHLETICS:

All students participating in athletics will be required to have on file written parent consent, proof of insurance, liability waiver, and medical screening by a licensed physician.

Eligibility for competitive activities is determined according to the rules of the Mississippi High School Activities Association (MHSAA). Students must meet all requirements established by the MHSAA. Among the requirements are the following:

1. To meet all residency verification requirements as established by the MHSAA.
2. To be under 19 years of age prior to August 1ST (Copy of Birth Certificate must be given.)
3. To be limited to six (6) consecutive years of competitive athletics from the time the student enters the seventh grade.
4. A student must maintain a grade point average of at least a "C" Average. This will be measured at the conclusion of the first semester using the semester averages of all the courses the student is taking. Students who do not have a "C" average the first semester will be ineligible for the second semester.
5. At the end of the school year, each student's grade point average for the year will be assessed. This assessment will reflect the average for the entire year using the final grades for each course. If the student does not have a grade point average of at least a "C" average, he/she will become ineligible for the fall semester.
6. Students may attend summer school, extended school year, take correspondence classes, participate in credit recovery programs and take advantage of other related options to establish a "C" average to regain eligibility. Students must complete these programs prior to the first day of the next year or the next semester.
7. A student athlete may become eligible for the second semester only once during his/her high school career if he/she fails the year end average the previous year, by achieving a least an overall "C" average at the end of the first semester. This will be done in order to keep the student on track for graduation.

NOTE: Detailed information on eligibility can be found on the MHSAA website:

www.misshsaa.com home page under Eligibility.

8. MHSAA eligibility rules require each student participating in MHSAA sanctioned competitions to make satisfactory progress toward graduation.
9. Special education students will be academically eligible if they are making satisfactory progress according to the committees reviewing their Individual Education Plans (IEP).

ELIGIBILITY FOR ATHLETICS:

Eligibility: All coaches must be knowledgeable of and comply with the MHSAA rules governing eligibility of student athletes, which require that a contestant must:

- (a) Have enrolled no later than the 15th day of any semester of participation, carry the required number of subjects for graduation by their local district, and deport himself/herself satisfactorily;
- (b) Not have become 19 years of age prior to August 1 (\$1,000 fine to the coach for this infraction);
- (c) Not be a graduate of a four-year high school;
- (d) Not have enrolled in college or junior college or participated in athletics beyond the high school level;
- (e) Be a student whose parent(s) or legal guardian(s) are (1) bona fide residents of the district or (2) are instructional personnel or licensed employees of the district;
- (f) Have a certified copy of his/her birth certificate on file with the school;
- (g) See MHSAA handbook for the recognized exceptions.

Eligibility for student athletes is now checked twice a year – at the end of the school year for fall eligibility and at the end of the fall semester for spring eligibility. In order to be eligible, a student athlete must have a 2.0 (70) GPA and be on track to graduate. If the student athlete doesn't meet either of these requirements, then he or she will be suspended from participation until they clear up the deficiency. A student athlete may become eligible for the second semester only once during his/her high school career if he/she fails the year end average the previous year, by achieving a least an overall 2.0 average at the end of the first semester. This will be done in order to keep the student on track for graduation.

New students to the District must complete a Transfer Student form that must be signed off by their previous school and the MHSAA before they are able to compete.

No Pass, No Play: Any student participating in extra-curricular activities will be held to high academic standards. All of those students must adhere to the Mississippi High School Activities Association's guidelines as well as the guidelines set forth by the Sunflower County Consolidated School District.

1. Any student who has received two (2) F's for any **marking period** will be immediately removed from the activity that he/she is participating in.
2. Any student who has received one (1) F will be on probation, and must attend after-school tutorial until that deficiency is removed. The student will have one (1) **marking period** to remove that deficiency, upon which he/she will be removed from the activity that he/she is participating in.
3. Any student who has received at least one (1) D will be required to attend after-school tutorial until that deficiency is removed.
4. Any student who has not passed any SATP exam will be required to attend after-school tutorial until that deficiency has been removed.

A marking period is defined as progress report issuance or report card issuance. i.e. If a student receives an F for the 2nd 9-weeks grading period, then he/she has until the issuance of progress reports during the third 9-weeks to clear that deficiency. If students do not adhere to the aforementioned rules, then he/she will be removed from that activity immediately.

ACADEMIC RULE

Out of School One or More Semesters:

If a pupil who is eligible for a given semester drops out of school for one or more semesters, he/she is then ineligible until he/she achieves an overall average of a "C" during a semester. A pupil who is eligible for a given semester cannot drop out of school during the semester or remain out of school for one or more semester and then be eligible for the next semester he/she attends.

Seventh and Eighth Grade Participation:

To be eligible for participation in the fall as a seventh and eighth grader, a student must be promoted; have passed

the four core courses (English, Math, Science and Social Studies that meet the equivalent of 250 minutes per week); and the average of those four core courses must be a "C" or above. For the spring semester eligibility, the student does not have to be passing all four core courses; the average of those four core courses must be a "C" or above. Summer school or extended school year grades will replace the grade for a failed course in the spring semester grade point average (GPA).

If a student meets promotional requirements at the end of the school year but is retained in the same grade, the student is ineligible for one (1) year. This is commonly referred to as redshirting. If the student participates after being declared ineligible, the school will be placed on athletic probation by the MHSAA and may lose accreditation from the State Department of Education.

SUNFLOWER COUNTY CONSOLIDATED SCHOOLS ATHLETIC REQUIREMENTS

All students and parents of students participating in school-sponsored athletic trips must sign the following Student participation Waiver Form and return form to the coach.

STUDENT PARTICIPATION WAIVER FORM

As a student in the SCCSD, and an active participant in school-sponsored athletic trips, I will abide by the following rules and regulations: I have received in writing the rules and regulations concerning my participation on athletic events. I have completed and turned in to the proper authorities, prior to any trips, all required documents. The use, possession or purchase of any alcoholic beverage, drugs or weapons will result in disciplinary action as established under the discipline program outlined in the student handbook.

CODE OF CONDUCT FOR ATHLETES: LEVEL OF OFFENSES

Minor Offenses

Demonstrate inappropriate classroom behavior
Dress inappropriately
Be late, miss practices, or meeting
Cause disruption in school or on a school bus
Have a poor attitude
Display a lack of self-discipline

Major Offenses

Deface or destroy property Fight
Steal
Forgery
Defy a coach or school authority
Leave school grounds or assigned area without permission
Use abusive language
Use controlled substances
Smoking
Boycott the team for any reason

The following discipline responses may be used:

Minor Offenses (Consequences)

Verbal correction
Sitting out game or games
Parent Conference

Major Offenses (Consequences)

Parent Conference
Running (assigned by coach)
Sitting out game or games
Dismissal from program
Any other response deemed appropriate by the administration

These responses shall be in addition to those disciplinary measures set forth within the student handbook. In other words, a student who commits a major offense may also be subjected to suspension or expulsion.

I fully understand that a violation of these rules can result in disciplinary action as stated in the student handbook and as stated above.

My signature below attests that I have read, understand, and concur with the information on this form and agree to the terms thereof.

Date Signed

Signature of Parent/Legal Guardian

Date Signed

Signature of Student

SCCSD TRANSPORTATION INFORMATION

STUDENT TRANSPORTATION
(Policy EDA Student Transportation)
(Policy JGFF Automobile Use)

Parents should direct all questions or concerns regarding bus transportation, bus routes, times, safety, etc. to the school principal.

The private vehicles of students shall remain parked and locked while at school and until the end of the student's school day. The private vehicle of a student shall not be used by the student or by another student to run errands, transport students to school sponsored activities, field trips or for any other purpose other than the personal transportation of the student to and from school and for doctors' appointments and bona fide emergencies approved in advance by parent/guardian and principal. The parent reassumes control over the student the time the student leaves the school premises.

AUTOMOBILES, MOTOR VEHICLES, CYCLES & SCOOTERS

Students should drive to school and park at the front of the school only. They are to stay out of their cars for the remainder of the day, and drive home at the end of the school day. Extreme caution when parking and leaving school should be exercised. The speed limit in front of the school is 10 m.p.h.

Students in work programs may leave when it is time to go to work, with the principal's permission.

Students should not lean, sit or stand on or near staff or other students' vehicles. Students are not to stop passing traffic or hold conversations with those in cars or walkers who pass by. Standard disciplinary procedures will apply for violations.

BICYCLES

Students who ride bicycles to school are encouraged to practice good safety rules and observe all traffic regulations. Only students riding bicycles are allowed in the bicycle area. Once a child has arrived at the school on his/her bike, he/she will not be allowed to ride it until dismissal time, and the student must remain on campus the entire school day. This is not only for the safety of bike riders, but especially for people walking on the sidewalks around the school. Bike riders must be off their bikes and push them in these areas. Since it is both unsafe and illegal to ride two people on a bicycle designed for one, students will not be allowed to come to or leave school doing so. Students who fail to adhere to this may lose their bicycle privileges on the campus.

INTERFERENCE WITH OPERATIONS OF SCHOOL BUSES

(MS Code Ann. Section §37-41-2)

Only authorized students and school district personnel may ride or enter a school bus. It is unlawful for any person to abuse or interfere with any bus driver or district employee in the performance of their duties. Violations of these state laws are a misdemeanor offense and are subject to punishment of up to six (6) months in prison and /or a fine of up to \$500.

BUS CONDUCT *(Policy JCDAD Bus Conduct)*

Eligible students will be given the following school bus rules and regulations at the beginning of the school year. Student cooperation is imperative. Students who do not conduct themselves properly as set forth in the rules and regulations will not be allowed to ride the bus. Severe student behavior on the bus can also result in suspension or other disciplinary action. The school bus driver is responsible to the school district to maintain student order and to ensure maximum safety at all times. Therefore, he is authorized to instruct and otherwise control students as to proper conduct and safety while they are on the bus. The school principal will be responsible for disciplining students reported to him by the driver. Question and inquiries regarding discipline should be directed to the school principal.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION GOVERNING CONDUCT UPON PUBLIC SCHOOL BUSES AS AUTHORIZED BY SECTION §37-41- 1, MISSISSIPPI CODE 1972, AS AMENDED.

It shall be the duty of passengers transported in school buses owned or operated by public school districts to conduct themselves in an orderly manner. The passengers shall abide by rules and regulations of the State Board of Education, and rules and regulations adopted by respective school districts.

Pupils riding a school bus shall not:

- Smoke or use intoxicants Fight or tussle
- Strike or threaten bus driver
- Use profanity or make vulgar gestures Carry deadly weapons
- Make excessive noise
- Throw objects
- Commit any other act of improper conduct

INSTRUCTIONS TO PUPILS WHO RIDE SCHOOL BUSES**Loading and Unloading**

- Be at your assigned loading zone on time.
- Exercise extreme caution on getting to and from your assigned bus stop. Look in both directions before stepping from behind parked cars.
- Stay well off the roadway until the bus comes to a complete stop.
- Do not play on or near the road while waiting for the bus to arrive. Look in both directions before crossing any roadway.
- Never walk on the road when there is a sidewalk or pathway. Always walk on the left side of the road facing on-coming traffic.
- Wait until the bus comes to a complete stop before trying to load and unload. Use the handrail while getting on and off the bus.
- If possible, wear white or light colored clothing or carry a flashlight when you walk at night.
- When you must cross the road to enter the bus, or after leaving the bus, always cross in front of the bus and walk approximately ten (10) feet ahead of the bumper.

While on the bus

- Remain seated.
- Do not distract the driver's attention other than when necessary.
- Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
- Keep head, hands, and articles inside the bus.
- Do not bring unauthorized articles on the bus (i.e. pets, combustibles, large articles, weapons).
- Do not smoke or use profanity.
- Do not fight or scuffle.
- Be courteous and follow the instructions of your bus driver and safety patrol.

Disciplinary problems on a bus may result in loss of riding privileges.

The following disciplinary procedures will apply in cases of misconduct by students that place in jeopardy the safe operation of the school bus:

First Offense: Bus driver warning to student

Second Offense: Documented Administrator, Driver, and Parent Conference; Assign Seat for Student

Third Offense: 3-day Bus Suspension

Fourth Offense: 5-day Bus Suspension

Fifth Offense: Suspension from pupil transportation for the remainder of the semester

Sixth Offense: Suspension from pupil transportation for the remainder of the year

DRIVING AND PARKING ON CAMPUS

Student parking is a privilege and is available for those students who have on file, in the principal's office, a copy of his/her valid driver's license and proof of insurance on the vehicle driven on campus.

Once on campus, students are required to park their vehicles only in the designated areas and proceed directly to the building. Students are not to sit in vehicles or be in the parking lot at any time other than arriving and departing. Extreme caution should be exercised at all times. Fast or reckless driving will not be allowed. No students may leave the campus during the school day for any reason unless the principal has consulted with the parent/guardian. Only high school students in grades 9-12 may drive to school. Parking a vehicle on campus entitles school officials to search vehicles if reasonable suspicion of a school rule violation occurs. The building principal may approve unique circumstances on an individual basis.

Vehicles that are illegally parked or do not have proper documentations on file in the principal's office **may be towed at the owner's expense** without prior notification. The SCSD assumes no responsibility for damaged or vandalized vehicles. **Failure to adhere to the above mentioned rules and regulations will result in loss of parking privileges.**

FIELD TRIPS *(Policy EDDA Special Use of School Buses)*

Definition: Any planned activity involving students away from the school but under the jurisdiction and supervision of the school.

As an important part of the educational service of the school, students may be taken on field trips. Such trips are made only with the permission of the parent or guardian. When such events are being planned, permission slips prepared by the district administration will be sent home and signed by the parent or guardian. All field trips are supervised by regular classroom teachers and/or other certified staff members employed by the school district. No field trips should be requested during the weeks of term tests. No field trips will be approved during the final fifteen (15) days of the school year.

The cost for utilizing school buses on field trips is established by the district and information is available in the office of the Transportation Director.

SENIOR/FIELD TRIPS

The school may sponsor senior trips when properly supervised. All field trips must be taken by the first week of May unless a sponsoring grant specifies that trips must be made at the end of the learning opportunities. Trips must be approved and the Food Service Administrator must be notified at least two weeks in advance.

FIELD TRIP PROCEDURES

Field trips must have the endorsement of the principal and appropriate central office administrator. Teachers requesting permission to take field trips must show the relationship of the trips to bona fide work of the classroom. It should be clearly understood that field trips are educational in nature.

Proof of insurance may be required by the administration prior to the student's participation in field trips at the discretion of the Superintendent.

1. Request for permission to make a field trip must be in writing, and the principal and Superintendent or designee, must give written approval before parents are informed.
2. Permission forms must be signed by the parent(s) of each student making the trip.
3. A field trip must be related specifically to the instructional program.
4. Overnight field trips are not permitted unless approved by the Superintendent.
5. All field trips must be concluded five (5) school days prior to the week of term examinations.
6. No field trips in grades 7-12 will be approved for weeks of term tests or in grades K-12 for five (5) school days before the date designated for state or district testing.
7. No field trips will be approved during the last fifteen (15) school days of the year.
8. Costs incurred must come from the school's instructional budget and/or the appropriate department's budget and/or the students will assume the entire or partial costs of the field trip when the trip has not been included in the district or school budget. All student fees shall be collected prior to departure.
9. School uniforms will be worn on all field trips unless other dress is approved by the school principal.

SCCSD FOOD SERVICE DEPARTMENT

CAFETERIA (*Policy JGHR Food Service*)

Student behavior in the dining room should be based on courtesy and cleanliness. This means leaving the area clean when leaving the lunchroom. District policy requires teacher (including secondary) to be present in the cafeteria during mealtime to supervise student behavior.

For safety reasons and health department requirements, students and teachers are not allowed in the kitchen. Students and teachers should wait at the kitchen entrance for the manager to assist them. Everyone should be served from the serving line only.

If a student has a food allergy or requires a special diet, the Child Nutrition medical and non-medical forms must be completed by the student's physician with specific written instructions. Copies of these forms can be obtained from the Cafeteria Manager and will stay on file in the Cafeteria Manager's office.

Beverages other than milk, tea, juice or water should not be consumed in the cafeteria during lunch and breakfast periods.

Meal applications are no longer accepted. The Food Service Department is currently a participant in the Community Eligibility Program (CEP) which ensures that every child receives a meal without payment.

Vending machines and snack sales are prohibited one hour before breakfast, one hour before lunch and until the meal period has ended.

District Wellness Policy (*Policy JG School Wellness Policy*)

Rationale: The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases, like Type 2 diabetes. Schools have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

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

To meet this goal, the Sunflower County Consolidated School District adopted a school wellness policy with the commitments to nutrition, physical activity, comprehensive health education, marketing, and implementation. This policy was designed to effectively utilize school and community resources and to equitably serve the needs and interests of all students and staff, taking into consideration differences in culture.

Below are some examples of how SCCSD will promote its Wellness Policy:

At any function (parties, celebrations, receptions, festivals, sporting events, etc.), healthy food choice options should be made available to students. Some suggested foods are listed below to include on refreshment tables, price lists, etc.

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit
- 100% Frozen Fruit Juice
- Low-fat meats and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)
- Party mix (variety of cereals, nuts, pretzels, etc.)
- Low-sodium crackers
- Baked corn chips and fat free potato chips with salsa and low -fat dips (Ranch, French Onion, bean, etc.)
- Low-fat muffins, granola bars, and cookies
- Angel food and sponge cakes
- Flavored yogurt and fruit parfaits
- Jell-O and low-fat pudding cups
- Low-fat ice creams, frozen yogurt, sherbets
- Low fat and skim-milk products
- Pure ice cold water

Sunflower County Consolidated School District's Child Nutrition Department has eliminated all fried foods from the school menu. Items such as fried chicken, French fries and fish are baked in order to help cut fat from our school meals.

Offer VS. Serve

- Our school district participates in Offer vs. Serve (OVS), which allows students to choose the foods they want to eat while helping reduce food waste.
- **Breakfast:** Students are offered all required breakfast items. To receive a complete reimbursable meal, students must select at least three food items, including at least ½ cup of fruit and/or vegetables.
- **Lunch:** Students are offered all five meal components. To receive a complete reimbursable meal, students must select at least three components, including at least ½ cup of fruit and/or vegetables.
- Students may purchase extra milk and additional food items, when available, at the established price.

SCCSD GENERAL INFORMATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1994- ANNUAL NOTICE

(Policy JRAB Compliance with FERPA)

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information- names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want SCCSD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by August 31, 2021. SCCSD has designated the following information as directory information:

Student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, and participation in officially recognized activities and sport, weight and height of members of athletic teams, degrees, honors, and awards received, the most recent educational agency or institution attended, student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Internet Safety Policy (Policy IJB)

CHILDREN'S INTERNET PROTECTION ACT (CIPA) POLICY

It is the belief of the Sunflower County Consolidated School District that the use of telecommunications, including the Internet, in instructional programs is an educational strategy which facilitates communication, innovation, resource sharing, and access to information. Use of the Internet must be in support of education and research and consistent with the educational mission, goals, and objectives of the school system.

It is the policy of Sunflower County Consolidated School District to:

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

The superintendent shall ensure that the school district computers and other technology resources with Internet access comply with federal requirements regarding filtering software, Internet monitoring and Internet safety policies. The superintendent or designee shall develop procedures for compliance with this policy.

Definitions

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

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Sunflower County Consolidated School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Sunflower County Consolidated School District staff to educate, supervise and monitor appropriate usage of minors using the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or designee.

The superintendent or designee will provide age- appropriate training for students who use the district's Internet facilities. The training provided will be designed to promote the district's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the district's Internet Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms;
 - iii. and cyber bullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

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

Legal References:

Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. Protecting Children in the 21st Century Act

INTERNET ACCESS (Policy IJ-R)

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Internet access is now available to students and teachers in the Sunflower County Consolidated School District (SCCSD). We are very pleased to bring this access to SCCSD and believe the Internet offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in our schools by facilitating resource sharing, innovation and communication. This computer technology will help propel our schools through the communication age by allowing students and staff to access and to use resources from distant computers, communicate and collaborate with other individuals and groups, and significantly expand their available information base.

Internet access is coordinated through a complex association of government agencies and regional state networks. In addition, the smooth operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. To this end, Congress has passed and the President signed into law, the Children's Internet Protection Act (CIPA).

CIPA requires that schools receiving certain federal funds, including E-Rate discounts and Title III of the Elementary and Secondary Education Act, put into place Internet Safety policies. These Internet safety policies must include a technology protection measure for blocking access to visual depictions of obscene material, child pornography, and material that is harmful to minors when minors are accessing the computer. CIPA also requires that the Internet safety policy include monitoring of all online activities of minors.

Additionally, the policy must address all of the following: (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called hacking, and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures designed to restrict minors access to materials harmful to minors.

NETWORK RULES:

Sunflower County Consolidated School District provides adequate Wi-Fi on all campuses. This includes a wireless access point in every classroom and academic area. Students and Employees are required to use Wi-Fi provided by the district when using devices owned by SCCSD. The use of Wireless Hotspots is prohibited on all SCCSD campuses. These include but are not limited to Cell Phones and Mi-Fi devices that can be used as personal Wireless Access Points.

Sunflower County Consolidated School District provides an Ethernet network to every classroom and academic area. These Ethernet ports are put in place to connect SCCSD owned desktop computers, printers, etc. to the SCCSD network. Students and Employees are prohibited from plugging any device not owned by SCCSD into Ethernet ports. These include, but are not limited to laptops, desktops, printers, media players (i.e. Apple TV, Amazon Fire, Roku) and gaming consoles.

Sunflower County Consolidated School District provides content filtering to comply with CIPA requirements for safe Internet browsing of minors. Any attempt to bypass this content filter with the use of proxies or any other method is a direct violation of this agreement.

ACCEPTABLE/UNACCEPTABLE USES OF TECHNOLOGY:

Sunflower County Consolidated School District technology resources will be used only for learning, teaching, and administrative purposes consistent with the District's mission and goals.

Students are prohibited from installing ANY software on district owned computers or mobile devices. Employees are allowed to install software that has been approved by the District Technology Department.

Improper use of any computer, mobile device, or the network is prohibited.

This includes but is not limited to the following:

- Accessing, transmitting or retransmitting:
- Any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of United States, Mississippi, local government, or Mississippi State Department laws, policies or regulations
- Copyrighted materials (including plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or other material that is inappropriate to minors
- Any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or any similar materials
- Language that may be considered offensive, defamatory, abusive or any forms of cyber bullying
- Information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks
- Information that harasses another person or causes distress to another person
- Using the network in such a way that would disrupt the use of the network by other users
- Participating in chat sessions outside of classroom activities
- Installing software not approved by Technology Department
- Downloading files from the Internet that do not relate to classroom activities or administrative tasks
- Purchasing or selling goods and/or services via the Internet
- Disclosing, using, disseminating or divulging personal and/or private information about himself/herself, minors or any others including personal identification information
- Attempting to bypass the SCCSD Content Filter
- Attempting to “hack” network resources including, but not limited to servers, switches, access points, routers, computers, mobile devices, and printers

EMAIL:

Sunflower County Consolidated School District provides a Google Apps for Education (@sunflower.k12.ms.us) account for student and employee email services. SCCSD creates and manages account information (Login/Password). Employees and Students are responsible for maintaining the information inside their account (Emails/Contacts).

Students receive their official SCCSD email once the student is fully registered and has been placed on the master schedule. Employees receive their official SCCSD email once their employment status has been approved by the SCCSD School Board of Education.

At the end of each academic year, all student email accounts will be deactivated until the start of the next school year. In addition, a student email will be deactivated once the student is no longer registered in SCCSD. An employee email will be deactivated on the last day of employment in SCCSD. If needed, the Superintendent has the authority to deactivate email access to any student or employee email address at any time.

Sunflower County Consolidated School District allows outside email (i.e. Yahoo, Outlook, etc.) to be used on the network, but official Teacher to Parent, Teacher to Student, or Staff to Staff email must be communicated using sunflower.k12.ms.us email account.

SCCSD does maintain the right to access employee or student email if deemed necessary, with Superintendent permission only.

SECURITY:

Sunflower County Consolidated School District has measures in place to protect end users on our network through the use of Firewalls, Content Filters, and Malware/Antivirus software. These measures are not always 100% effective and users should take reasonable safeguards against security threats over the SCCSD network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. Users should not share personal information over the SCCSD network.

In the event a user feels their device has been compromised or infected, they should immediately notify the Technology Department. Employees and Staff are never to attempt to remove a virus or malware on their own. This includes deleting files, downloading Malware/Virus removal tools, or installing Antivirus software.

MONITORING:

Sunflower County Consolidated School District has the ability to monitor data transmitted over the SCCSD network at any time. Data transferred can be tracked and identified and users held liable if their use of the network violates established policies, regulations, or laws. The content filter used at SCCSD has the ability to flag and notify the Technology Department if a user searches for or accesses sites that contain certain keywords. Computers that continue to be flagged for inappropriate sites can be remotely monitored and screen captured or recorded. Data stored on devices owned by SCCSD are the property of SCCSD. This data includes, but is not limited to email, text documents, images, music, and other digital or electronic files.

LIMITATION OF LIABILITY:

Recognizing that no filtering solution can be 100% effective, it is understood that all technology protection measures do not and will not work perfectly. In complying with CIPA, schools are expected to engage in a good faith effort to abide by the requirements of CIPA. CIPA does not create a private right to action, meaning that the discovery of objectionable material on a computer cannot result in a lawsuit complaining that a school violated CIPA.

The Sunflower County Consolidated School District makes no warranties of any kind, whether expressed or implied, for the service it provides. The SCCSD will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, miss-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. SCCSD specifically disclaims any responsibility for the accuracy of information obtained through its services.

Sunflower County Consolidated School District will not disclose personal information about Students on websites - such as their full name, addresses, telephone number, or social Security Number.

SECRET SOCIETIES (TO INCLUDE FRATERNITIES, SORORITIES, AND GANGS)

(Policy JHCAA Secret Societies)

The law in Mississippi and the policy of the Board of Trustees prohibits fraternities, sororities or secret societies in public schools. Students who remain or shall be members are subject to suspension or expulsion. Legal Ref.: Mississippi code, §37-11, §37-11-39, §37-11-4, §37-11-45 BOARD POLICY JHCAA

TELEPHONE USE

Students will not be allowed to use the phone in the secretary's, principal's or counselor's office for personal use. In the event a student receives a call, he/she will be called out of class only in the case of an emergency.

VISITORS (Policy KM Visitors to the School)

The SCCSD requires all visitors on school campuses to check in at the school office. Visitors will not be permitted to loiter on the school campus or in the school buildings. Students are not permitted to have visitors during the school day. **Visiting School Campuses:** All visitors who visit school campuses for any reason must first go to the main office to sign in and obtain a visitor's pass. **Visitors are not allowed to go directly to the halls or into the buildings without first checking in at the office. Failure to do so is considered trespassing.** Visitors are not allowed to proceed to classes unless they have received prior approval from the office/principal. Visitors are required to sign in and will be given a visitor's badge to wear. To obtain a badge, visitors must leave their State issued identification or leave their vehicle keys in the main office. The item will be returned when the visitor returns his/her badge to the main office and signs out.

ANNOUNCEMENTS

The school office will provide a daily bulletin. Announcements should be in the office to be approved by the principal at his/her designated time each day. Classes will be interrupted only for approved announcements.

PARENT CONFERENCES

Parents are welcomed and encouraged to come to school to talk with their child's teachers. It is urgent that we protect the instructional time of our students and teachers. Appointments must be made to coincide with the teacher's planning time, before school, or after school. This should be done through the school office. Parents should call their child's school to set up the conference.

CONFERENCES WITH ADMINISTRATORS

Conferences with administrators must be scheduled in advance. This is to allow adequate time for administrators to work with teachers. **Remember to schedule this conference so that there is ample time to prepare.**

LOST AND FOUND

The principal's office should be notified immediately of items that are lost. If any items are found, they should be turned in to the office. Writing the student's name on his/her clothing will help us identify owners of lost articles.

Articles found in and around school should be turned in to the main office, where the owners may claim their property by identifying it.

DELIVERY OF GIFTS (Policy KHD Gifts to Staff Members)

Since this is an educational institution and time on task is extremely important, we will not deliver balloons, candy, flowers and/or gifts of any nature to our students.

HALL PASSES

Students should be in the halls only at the beginning and the close of school or when moving from one class to another unless they have special permission or duties that require them to be there.

BACKPACKS/BOOK BAGS- GRADES K- 12 (Policy JCDA School Searches)

This school district is committed to providing a safe environment wherein students can learn and teachers can provide focused instruction. A safe learning climate supports high academic achievement and fosters the best in students and staff.

Back packs or book bags may be brought to school and may be subject to search. By bringing a backpack or book bag to school, a student hereby consents to a search of the contents of the back pack or book bag by school personnel.

**The SCCSD Board of Trustees also voted to require clear backpacks for all students.*

STRIKING OR BOYCOTTING IS PROHIBITED

The SCCSD is committed to providing a quality education to the children of this district. This cannot be accomplished without consistent school attendance. Any parent, parent organization, student or student organization that attempts to disrupt the educational process by not allowing your child or any child which the court has entrusted to you as legal guardian, to attend school in an effort to disrupt the educational growth and development of that child or other children in the SCCSD will be addressed in accordance with the laws of the state of Mississippi.

Military/IHL Recruitment Consent

Military/IHL recruiters have access to student names, addresses and telephone numbers. If you wish for your child's information to be withheld from military/IHL recruiters, please request an opt-out form from the school counselor.

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.

Parent & Family Engagement Policy

TITLE I PARENT ENGAGEMENT

District: Sunflower County Consolidated School District

Section: L - Organizational Relations

Policy Code: LAA - Title I Parental Engagement

NOTE: Schools receiving federal ESEA funds are required to have a parent engagement policy.

This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district's policy without some parental engagement in its development at the local level.

The Sunflower County Consolidated School Board of Education endorses the parent engagement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant of federal law, this district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent engagement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least three (3) additional parent meetings shall be held, at various times of the day and/or evenings, for the parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The School-Parent Compact shall:

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;

Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and

Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conference, frequent reports to parents, and reasonable access to staff.

NOTE: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district-wide parent advisory council.

CROSS REF.: Policies LA Parental Engagement

LAB Title I Parent Engagement Regulations

Last Review Date: June 9, 2022_____

Original Adopted Date: 10/8/2019

Approved/Revised Date: 10/8/2019

Record Id: 262547

Parents' Right-to-Know Notification

Our district is exceptionally proud of our teachers and feel they are exceptionally prepared to give your child a high-quality education. As a parent of a student in our district, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law, ESEA Section III(h)(6) Parents-Right-to-Know, allows you to ask for information about the qualifications of the classroom staff working with your child(ren).

Schools are happy to provide you with the following information at any time:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is currently teaching
- Whether the teacher received an emergency certificate through which state qualifications are waived
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals, and if so, their qualifications.

The Every Student Succeeds Act (ESSA) includes additional right-to-know provisions.

At any time, parents may request:

- Information on required assessments that include:
- Subject matter assessed
- Purpose of the assessment
- Source of the requirement of the assessment
- Amount of time it takes to complete the test, and schedule for the assessment (if available)
- Time and format of sharing assessment results

Parents also may request policies about student participation in district or state assessments. We are dedicated to helping your child(ren) develop the academic knowledge and critical thinking skills needed to succeed – in school and beyond.

If you have questions, please feel free to call or email your child's building level principal or Mr. Barren Cleark, Federal Programs
bcleark@sunflowerk12.org or (662) 887-4919 X104

School Records Policy

District: Sunflower County Consolidated School District

Section: J - Students

Policy Code: JR - Student Records

It is the policy of the Sunflower County Consolidated School Board of Education that the principal of each school will be the legal custodian of all student records for that school.

ANNUAL NOTIFICATION

Students and parents will have access to their school records. The school will notify parents and adult students annually of the following:

1. The type of records kept;
2. The procedure for inspecting and copying these records;
3. The right for interpretation;
4. The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement;
5. The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

Additionally, the district will notify parents annually of the district's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his or her own use, and which are not available to others are exempted from this definition.

The school will require a prior written consent before information other than directory information may be divulged to third parties. An exception to this rule exists for school district employees who have legitimate interests in viewing the records, as well as officials in other schools in which the student seeks to enroll.

TRANSFER OF ENROLLMENT

A school district in which a student is enrolled or is in the process of enrolling in may request the student's education records from any district in which the student was formerly enrolled to ascertain safety issues with incoming students and ensure full disclosure. The records, including the student's disciplinary records, will be forwarded to the requesting district within three (3) business days. Disciplinary records shall include but not be limited to all information that relates to a student assaulting, carrying weapons, possessing illegal drugs, including alcohol, and any incident that poses a potential dangerous threat to students or school personnel.

When schools transfer records to new educational institutions, the schools must notify parents of the transfer and of their right to review and contest the material. An exemption exists for material under court order. Parents must be notified of such order prior to release.

ATTORNEY GENERAL OF THE UNITED STATES

The district may disclose, without the consent or knowledge of the eligible student or parent, personally identifiable information in the educational records of a student to the Attorney General of the United States or his or her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. The district is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

The superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act (FERPA) and other applicable acts and regulations.

REQUIRED DOCUMENTATION

The State Board of Education shall prepare and provide necessary forms for keeping permanent records and cumulative folders for each pupil in the public schools of the state. In the permanent record and cumulative folders, the teachers and principals shall keep information concerning the pupil's date of birth, as verified by the documentation authorized in this section, record of attendance, grades and withdrawal from the school, including the date of any expulsion from the school system and a description of the student's act or behavior resulting in the expulsion. The records also shall contain information pertaining to immunization and such other information as the State Board of Education may prescribe. The cumulative folder, in addition to that information maintained in the permanent records, also shall contain such other information as the State Board of Education shall prescribe. ' 37-15-1 (2002)

EVIDENCE OF AGE AT TIME OF ENROLLMENT

It shall be the responsibility of the person in charge of each school to enforce the requirement for evidence of the age of each pupil before enrollment. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (a) A certified birth certificate;
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by a parent, grandparent or custodian;
- (c) An insurance policy on the child's life which has been in force for at least two (2) years;
- (d) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent, grandparent or custodian;
- (e) A passport or certificate of arrival in the United States showing the age of the child;
- (f) A transcript of record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth; or
- (g) If none of these evidences can be produced, an affidavit of age sworn to by a parent, grandparent or custodian. Any child enrolling in Kindergarten or Grade 1 shall present the required evidence of age upon enrollment. Any child in Grades 2 through 12 not in compliance at the end of sixty (60) days from enrollment shall be suspended until in compliance. ' 37-15-1 (2002)

PERMANENT RECORDS

The permanent record provided for above shall be kept, while it is active, in the attendance center office in a fire resistant container. The permanent record shall be considered active: (a) if the student is enrolled in the school; or (b) if he has withdrawn or has been expelled and the students of the class of which he was a member shall not have reached the time of graduation. At the point of the student's graduation or at the time when the student would normally have graduated had he not withdrawn or been expelled from school, the student's permanent record shall become a part of the permanent binder in the central fire resistant depository or stored digitally as designated and provided by the school board of the school district, or as an alternative method, the records may be maintained in fire resistant storage at the school last attended by the student. The permanent binding and preservation of the inactive records shall be the duty of the superintendent of this school district who shall maintain a central depository of the records. ' 37-15-2

CUMULATIVE FOLDERS

The cumulative folders provided for above shall be kept in the school wherein the pupils are in attendance. Both the permanent records and the cumulative folders shall be available for inspection by public and private school officials, including public school teachers within the school district who have been determined by the school district to have legitimate educational interests. In no case, however, shall such records be available to the general public. Transcripts of courses and grades may be furnished when requested by the parent or guardian or eligible pupil as prescribed in the Family Educational Rights and Privacy Act of 1974, as amended, 20 USC Section 1232. The records shall be kept for each pupil throughout his entire public school enrollment period.

In the event a pupil transfers to a public school, then the cumulative folder shall be furnished to the head of the school to which the pupil transfers; if a pupil transfers to a private school, then a copy of the cumulative folder shall be furnished to the head of the school to which the pupil transfers. The permanent record shall be kept permanently by the school district from which the pupil transferred. At no time may a permanent record of a student be destroyed, but cumulative folders may be destroyed by order of the school board of this school district in not less than five (5) years after the permanent record of the pupil has become inactive and has been transferred to the central depository of the district. However, where a school district makes complete copies of inactive permanent records on photographic film, microfilm, or any other acceptable form of medium for storage which may be reproduced as needed, the permanent records may be destroyed after the photographic film or microfilm copy has been stored in the central depository of the district. ' 37-15-3

EXPULSION RECORDS

For the purpose of providing notice to public and private school officials, both within and outside the boundaries of the state, of the expulsion of any public school student, the State Department of Education may develop a central reporting system for maintaining information concerning each expulsion from a public school. In establishing and maintaining the reporting system, the department may require each school district to report, within a certain period of time after an expulsion, as established by the department, information such as the following:

- a. the name of the student expelled;
- b. the date the student was expelled;
- c. the age of the student at the time of expulsion;
- d. the school from which the student was expelled;
- e. the reason for the expulsion, including a detailed description of the student's act or acts;
- f. the duration of the period of expulsion, if not indefinite; and
- g. any other information that the department deems necessary for school officials in a public or private school, where a student is seeking enrollment, to determine whether or not a student should be denied enrollment based upon a previous expulsion.

Any information maintained by the department under the authority of this section shall be strictly confidential. The information shall be available to school officials at a public or private school only upon their request and only when a student seeks enrollment or admission to that school. In no case shall the information be made available to the general public. ' 37-15-3

DISTRICTWIDE REPORTS

The school board of this school district, as created and empowered by law, shall keep and preserve permanently a copy of all district-wide reports required by the State Board of Education to be filed on an annual basis. Copies of those district-wide reports required by the State Board of Education on less than an annual basis may be destroyed after five (5) years upon approval of this school board. All supporting documents necessary to compile such district-wide reports, except as delineated below may be destroyed after three (3) years following the academic year for which the report was made upon approval of the school board of this school district. ' 37-15-46.

DISPOSAL OF RECORDS

The superintendent of this school district shall have the authority, with the approval of the school board of this school district spread upon its minutes, to dispose of the following records:

a. After five (5) years:

1. Bank statements
2. Canceled warrants and pay certificates
3. School board paid bills
4. Bids received, either accepted or rejected, for supplies, materials, equipment and construction
5. Depository receipt warrants
6. School board claims dockets, where claims are recorded on the minutes of the board
7. Original of school board's orders after such orders have been recorded in the minute book
8. Canceled bonds and coupons
9. Tax collector's reports of tax collection to superintendent of schools or the administrative superintendent
10. Transportation records.

b. After three (3) years:

1. Teacher contracts, computed from the expiration date thereof
2. Bus purchase documents
3. Teachers' registers principals' reports and other evidence necessary to prepare the reports to the State Board of Education.

c. After period to be set by the State Board of Education such other documents of a temporary or transitory nature as the State Board of Education by regulation shall designate.

Notwithstanding any of the above provisions, no records which are in the process of being audited by the State Department of Audit, or which are the basis of litigation, shall be destroyed until at least twelve (12) months after final completion of said audits and litigation. ' 37-15-8

The Mississippi Public School Accountability Process Standard for this policy is 8.

LEGAL REF.: MS CODE as cited

Mississippi Public School Accountability Standards

Family Educational and Privacy Act (FERPA)

CROSS REF.: Policies CN Administrative Records

JRA Student Directory Information

JRAA Student Recruitment and Directory Information

JRB Compliance with FERPA

Last Review Date: __May 10, 2022_____

Original Adopted Date: 3/7/2017

Approved/Revised Date: 3/7/2017

Record Id: 199728

Personally Identifiable Information Policy

District: Sunflower County Consolidated School District

Section: J - Students

Policy Code: JRAB - Compliance with FERPA

In accordance with the policy of the Sunflower County Consolidated Board of Education, the following regulation shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student: Any person who attends or has attended a program of instruction sponsored by the board of education of this school district.

Eligible Student: A student or former student who has reached age 18 or is attending a post-secondary school, and who is no longer a dependent of the parent for federal tax purposes.

Parent: Either natural parent of a student unless his or her rights under the Family Education Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records: Any item of information or record (in handwriting, print, computer media, video or audio tapes, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:

A. It was made as a personal memory aid;

B. It is in the sole possession of the individual who made it; or

C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;

2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or

3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

Personal Identifier: Any data or information that makes the subject of a record known. This includes the student's name, the student's parents or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first month of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an

eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;
2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;
3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);
4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and
5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained. The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;
2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

LOCATIONS OF EDUCATION RECORDS

TYPES LOCATION

CUSTODIAN

Cumulative School Records

Cumulative School Records
(Former Students)

Health Records

School Transportation Records

Speech Therapy Records

Psychological Records

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records (except for those required by the FERPA) in the following situations:

1. The student has an unpaid financial obligation to the school.
2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;
2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or
3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

The school district proposes to designate the following personally identifiable information contained in a student's education record as "directory information." (NOTE: A district may designate all, some, or none of this information as directory information.)

1. The student's name, address, and telephone number;

2. The names of the student's parents;
3. The student's date and place of birth;
4. The student's major field of study and class designation (i.e., first grade, tenth grade, etc.);
5. The student's extracurricular participation;
6. The student's achievement awards or honors;
7. The student's weight and height if a member of an athletic team;
8. The student's photograph;
9. The student's electronic mail address;
10. The student's dates of attendance; and
11. The most recent educational institution the student attended prior to the student enrolling in this school district.

Within the first month of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about the student.

At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student.

This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who school officials are. An official is:

1. A person duly elected to the school board;
2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district

- will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;
 3. The parties who provide or may provide financial aid to a student to;
 - A. Establish the student's eligibility for the aid,
 - B. Determine the amount of financial aid,
 - C. Establish the conditions for the receipt of the financial aid, or
 - D. Enforce the agreement between the provider and the receiver of financial aid;
 4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;
 5. To accrediting organizations to carry out their accrediting functions;
 6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision); or
 7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or
 8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. The information is necessary and needed to meet the emergency;
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or
4. Time is an important and limiting factor in dealing with the emergency.

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or the class or organizations to whom the disclosure is to be made;
4. The parent's or eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be re-disclosed without the parent's or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request;

2. The interest the person or agency had in the information;
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;
2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;
3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;
4. Requests for, or disclosure of, directory information designated for that student; or for
5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;
2. Ask the requester to initiate a written request for the change; and
3. Follow the procedure for a second level decision.

Second Level Decision

The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;
2. Is misleading and why; and/or
3. Violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;
2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;
3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and
4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or

remain unchanged.

The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:
 - A. The school district's decision that the record is correct and will not be changed;
 - B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and
 - C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

DISTANCE LEARNING

Online Educational Services are services involving computer software, mobile applications (apps), and web-based tools provided by a third-party to a school district that students and/or parents access via the internet and use as part of a school activity. All methods of distance learning involving online educational services shall be evaluated and approved by the Superintendent or his/her designee prior to use to ensure the platform's security and to ensure that there is no risk of disclosure of student protected personally identifiable information. When using an online educational service, the district shall have a written contract in place prior to use which dictates the necessity of security and data protection. If a contract with a provider is not possible, such as with free-to-use applications, the district must use the utmost caution and validate the security of the application before use. The Superintendent shall consult legal and information technology staff during this process.

Personally identifiable information must be protected at all times in accordance with FERPA. The district shall inform parents of any third-party provider used during distance learning. Non-students shall be discouraged from participating in any district sponsored distance learning.

The Mississippi Public School Accountability Standard for this policy is standard 8.

LEGAL REF.: Family Education Rights and Privacy Act of 1974, as amended

Mississippi Public School Accountability Standards

CROSS REF.: Policies CN Administrative Records

EFB Application (App) Usage Policy

JR Student Records

JRA Student Directory Information

JRAA Student Recruitment and Directory Information

Last Review Date: May 10, 2022

Original Adopted Date: 8/1/2003

Approved/Revised Date: 8/11/2020

Record Id: 277299

Student Directory Policy

STUDENT RECRUITMENT AND STUDENT DIRECTORY INFORMATION

The Sunflower County Consolidated School District restricts recruiting access to students and directory information. Directory information or class lists of student's names, addresses, and/or telephone numbers shall not be distributed without the consent of the parent or legal guardian of the student or by the student age 18 or over. Military services representatives shall have access to student directory information unless such access is specifically denied in writing by the parent, legal guardian, or student age 18 or over.

Military services representatives shall have the same access to secondary school students as is generally provided to post-secondary institutions or prospective employers. However, such access may be specifically denied in writing by the parent, legal guardian, or student age 18 or over.

The board shall also provide full access for the recruitment of students by regional career- technology centers, regional vocational agricultural centers, inter-district magnet schools, trade schools, charter schools, and inter-district student attendance programs.

Directory information or class list of student names, addresses, and/or telephone numbers shall not be distributed without the parent or guardian of the student or the student age 18 or older.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school. Organizations wishing to recruit at the height school must make arrangements with the principal or designee who will determine the schedule for the recruitment meeting. Scheduled visits by recruiters will be made known to the student body. On-campus follow-up meetings with individual students will be permitted only upon the request of the student(s) and with the approval of the building principal or designee.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the board of education by filing a written request with the superintendent of schools.

District: Sunflower County Consolidated School District

Section: J - Students

Policy Code: JRAA - Student Recruitment and Student Directory Information

This district will notify parents of the types of student directory information released. The notice will include:

- An explanation of the parent's right to request that information not be disclosed without prior written consent;
- Notice that the school routinely discloses names, address, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent; and
- Notification on how the parent may opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

The notice will be provided to parents on an annual basis.

EXCLUSIONS

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the

parent, student 18 years of age or emancipated student within 15 days of annual public notice.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

LEGAL REF.: 10 U.S.C. ' 503 as amended by The National Defense Authorization Act for Fiscal Year 2002 (P. L. 107-107)

CROSS REF.: Policies JRA Student Directory Information

JRB Compliance With FERPA

KM Visitors to the Schools

Last Review Date: __May 10, 2022_____

Original Adopted Date: 3/7/2017

Approved/Revised Date: 3/7/2017

Record Id: 199730

Notice of Handbook Receipt

PLEASE READ AND SIGN. *Please sign, date, and return this duplicate agreement to the homeroom or the main office. ***This will be sent home and should be returned during a student's first week of school.***

Dear Parents/Guardians:

It is the responsibility of students and parents/ guardians to read and become familiar with the policies of the Sunflower County Consolidated School District. Please take the time to read, review, and discuss the policies outlined in this handbook with your child in order to help him/her have a successful year. Please sign and date the designated blanks below to acknowledge that you have read and reviewed a handbook and that you have discussed the policies, codes of conduct, rules, regulations, and consequences that are outlined. **Student handbooks can be accessed on the homepage of our district's website, located at www.sunflower.k12.ms.us.** Thank you for your support.

I acknowledge reviewing the 2026-2027 Student Handbook.

Student's Signature

Date

Parent/Guardian's Signature

Date

School: _____

Homeroom Teacher: _____

Grade: _____

