



CARROLL COUNTY  
SCHOOL DISTRICT

**2024-2025**  
**Personnel Handbook**

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## **NON-DISCRIMINATION STATEMENT**

The Carroll County School District is in compliance with Title VI of the Civil Rights Act of 1962, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act or other state or federal guidelines applicable to equal opportunity employment. The Carroll County School District's policy assures that no one shall, on the grounds of race, color, age, religion, disability, national origin, or sex be subjected to discrimination in employment practices (GAAA).

District policy assures that no one shall, on the grounds of race, color, age, religion, natural origin, sex, disability, genetic information, pregnancy, or handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any program or activity of the school district.

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Title IX Coordinator  
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Section 504 Coordinator  
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## **VISION**

All students will leave our schools prepared to be successful at the next level.

## **MISSION STATEMENT**

The Carroll County School Board, administrators, teachers, support staff, students, parents and community are devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment where individual differences and respect for the rights of others guide school and community behavior.

## **CARROLL COUNTY SCHOOL DISTRICT GOALS**

- I. Ensure a safe, healthy, and orderly learning environment that is conducive to learning for all.
- II. Focus on student achievement.
- III. Providing an effective teaching and learning environment.
- IV. Increase community and family engagement.
- V. Manage the district's resources in a financially responsible manner.

## **CARROLL COUNTY SCHOOL DISTRICT BOARD**

Teresa Vanlandingham  
Kenneth DeLoach  
Stella Bell  
William Downs  
John Phillips

## **CENTRAL OFFICE ADMINISTRATION AND STAFF**

### **CENTRAL OFFICE (662-237-9276)**

Joey Carpenter, Superintendent

Jennifer Prestridge, Business Manager

Angie Holly, Accounts Payable/16<sup>th</sup> Section Land Clerk

Don Wade, Human Resources/Payroll/Board Clerk

### **SPECIAL SERVICES OFFICE (662- 237-4444)**

Wendy Hubbard, Special Education Director

Cory Blaylock, Assistant Special Education Director

Sara Johnson, Federal Programs Director/District Testing Coordinator

Latoya Robinson, Special Services Secretary

Angel Story, Food Service Coordinator

Janeisha Lewis, School Attendance Officer

Kizzie Edwards, EL/MTSS Coordinator

### **TECHNOLOGY BUILDING (662-237- 6753)**

Taylor Nesbitt, Technology Director

Cory Wade, Technician

### **BUS SHOP (662-237-4351)**

Lee Cobbins, Transportation Director

## **SCHOOL ADMINISTRATION AND STAFF**

### **MARSHALL ELEMENTARY SCHOOL (662-237-6840)**

Khalilah Tate, Principal

Tiffany Amos, Records Clerk

Sarah Griffin, Secretary/Receptionist

Amanda Whitfield, School Nurse

Regina Liddell, School Resource Officer

### **J.Z. GEORGE HIGH SCHOOL (662-237-4701)**

Nathan Moncrief, Principal

Kevin Jones, Assistant Principal

Margie Muse, Vocational Contact

Cory Blaylock, Athletic Director

Rashida Watson, Counselor/Testing Coordinator

Margie O'Briant, Bookkeeper/Secretary

Rosie Jackson, Records Clerk

Ella Jorden, Receptionist

Susanna Mullins, School Nurse

Brad Carver, School Resource Officer

# Carroll County School District 2024-2025

**CARROLL COUNTY SCHOOLS  
BOARD APPROVED  
DATE: 02/08/24**

## School Year Calendar



July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
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August 24						
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May 25						
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June 25						
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July 25						
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August 25						
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31						

- Early Release
- Holiday-School Closed
- First Day of Class
- Last Day of Class
- Report Cards Issued
- PD- no students

- Calendar Dates:**
- July 24: Teacher PD/New Teacher PD
  - July 29-31: Teacher PD
  - August 1: 1st Day of School
  - September 2: Labor Day Holiday
  - October 7-11: Fall Break
  - October 14: Teacher PD
  - October 17: Report Cards Issued
  - Nov. 25-29: Thanksgiving Break
  - December 20: Early Dismissal
  - Dec. 23- January 3: Christmas Break
  - January 6: Teacher PD
  - January 7: Students Return
  - January 9: Report Cards Issued
  - Jan. 20: Martin Luther King, Jr Holiday
  - March 10-14: Spring Break
  - March 20: Report Cards Issued
  - April 18-21: Easter Break
  - May 22: Last Day for Students,  
Report Cards Issued  
Early Dismissal
  - May 23: Teacher PD



**Section I: Operations:**

- A. The powers and duties of the Board of Education are outlined in Policy BBCA. The Governing Board (also referred to as School Board, Board of Education or Board of Trustees) is selected by the community to provide leadership and citizen oversight of the district's schools. The Board shall work with the Superintendent to fulfill its major roles, which include:
  - 1. Setting a direction for the school district;
  - 2. Providing a basic organizational structure for the district by establishing policies;
  - 3. Ensuring accountability; and
  - 4. Providing community leadership on behalf of the district and public education.
- B. The roles, responsibilities, and relationships of the Superintendent and Board of Trustees (School Board) are found in Policy BBD/CEB.
- C. In cases where action must be taken within the school system where the school board has provided no guides for administrative action, the superintendent shall have power to act, but his decisions shall be subject to review by action of the board at its regular meeting. It shall be the duty of the superintendent to inform the board promptly of such action and of the need for policy. (BDG/CMB)

**Section II: General School Administration**

- A. Effective operation requires an organizational structure, effective administrative leadership at every level of responsibility, and decision-making at the point in the structure where the decision can most effectively be made.

Personnel shall refer matters requiring administrative action to the administrator to whom they are responsible. That administrator shall refer such matters to the next higher administrator when necessary. All personnel shall keep the immediate administrator informed of their activities. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system. (CD)

In the event that the principal is absent from work, the following chain of supervision will occur:

Marshall Elementary School

Ms. Tate—Mr. Cory Blaylock—Mrs. Sara Johnson—Dr. Wendy Hubbard—Mr. Joey Carpenter

JZ George High School

Mr. Moncrief—Mr. Jones---Mrs. Sara Johnson—Dr. Wendy Hubbard—Mr. Joey Carpenter

- B. The superintendent of this school district shall have the power and authority to make assignments to the various schools in the district of all non-instructional and non-licensed employees and all licensed employees, as provided in Sections 37-9-15 and

37-9-17, and to make reassignments of such employees from time to time; however, a reassignment of a licensed employee may only be to an area in which the employee has a valid license issued by the State Department of Education. Upon request from any employee transferred, such assignment shall be subject to review by the school board. (CGE)

- C. Each school is a Closed Campus. Students cannot bring guests, friends, or relatives to school. Parents are welcome to visit the office, but will not be allowed past the office due to health precautions unless it is for an IEP meeting. Under no circumstances are you to allow a student to disrupt your class to talk to another student.
- D. Faculty meetings will be called by the principal. All teachers are to attend unless excused by the principal.
- E. All teachers may receive extra-duty assignments.

### **SECTION III: FISCAL MANAGEMENT**

- A. Classroom teachers should continuously evaluate materials and supplies to determine the most effective teaching aids. They should discuss these materials with the building principal before preparing requisitions. The principal will evaluate the requisitions submitted as to the needs of the school in keeping with available funds, or request that additional funds be appropriated.
- B. Each teacher/non-certified employee will complete an annual survey to determine needed building repairs. This survey will be given to the principal who will combine all surveys into one report to the Superintendent of Schools.
- C. The allocation of monies within a school is the responsibility of the principal and shall not exceed the total annual allocation for the school (Policy DC). EEF funds are at the discretion of the Department of Education and are the sole property of each teacher while they remain at the school.  
***EEF debit cards are issued to each non-federally-funded teacher. Funds CANNOT be carried over. What is not spent is added to the state allocation for the following year.***
- D. All employees are encouraged to submit grants. Grants are to be submitted through the principal who will forward the grant to the Superintendent of Schools.
- E. All gifts by citizens, companies, etc., become the property of the Carroll County School District (DFK).
- F. All persons...that collect and deposit funds must issue a receipt, using a bound, pre-numbered receipt book, for all monies received by him/her. This includes class dues, fees, deposits, fines, and any other activity whereas a parent or student gives money to any employee. All monies must be rolled, counted, and listed by denomination on the proper form, prior to turning in to the office. All money must be turned into the office by the end of each day. No money is to be held by staff overnight.

G. Personnel are to be paid on the last working day of each calendar month in accordance with the terms of their contract (DJC). Before the first payment is made for each contract period, all personnel shall have on file in the personnel office:

1. All forms needed by the payroll services office;
2. Membership application to the Public Employees' Retirement System of Mississippi;
3. Photostat of your Social Security card; and
4. Photostat of your Driver's license card.

In addition to the above, certified employees must also have on file:

1. A signed contract for current school year;
2. Complete application for employment;
3. Valid/appropriate teaching certificate or notification of approval from the Office of Teacher Certification.
4. Official college transcript(s) for all degrees earned;
5. Verification of National Teacher's Examination and/or Praxis; and
6. Background check.

H. Payroll deductions not required by law must be approved prior to implementation. (DJCB).

I. Employee participation in both Social Security and the State Public Employees Retirement System (PERS) is mandatory (DJCB).

J. Any insurance plan outside of what the district offers is the responsibility of the employee.

K. Voluntary insurance programs and cafeteria plans have been approved for employee participation. Information about these plans is available through the Central Office (DJCB).

L. The district's payroll office will notify the employee immediately upon receipt of notification of garnishment or possible garnishment of the employee's salary. CCSD is required by law to follow court orders.

M. Professional personnel frequently have opportunities to participate in worthwhile educational meetings of much value to the district or to make out-of-town trips on required school business. Participation in and reimbursement for expenses shall be under the following conditions:

1. All requests to attend professional meetings shall be submitted in writing through the principal...no later than ten (10) school days prior to the meeting/activity.
2. Meal per diem or reimbursement will not be allowed for trips that do not require an overnight stay. (DJD)
3. Receipts for expenses must accompany reimbursement vouchers. (DJD)

N. All purchases for any school activity made by school personnel, clubs, classes, or individuals, will be requested via a purchase order approved by the principal. Purchases made without proper approval will be the personal obligation of the

purchaser. A minimum of one (1) week must be allowed for processing of requisitions. Requisitions should list items of a like nature, which can be purchased from a single vendor and charged to the same account. No person is authorized to pick up, receive, or receipt for any material, supply, or service unless proper authority has been secured.

- O. The sponsor shall obtain prior approval from the principal and the Superintendent of Education, in writing, prior to the arrangement for the purchase of supplies and/or materials for resale (fund-raisers).
- P. Any cash collection from a student or for any club or activity will be receipted through the principal's office daily. Do not keep cash in your classroom for any reason since you are responsible for it.
- Q. School buses may be used for field trips where scheduling permits. A "Request to use school bus" form must be submitted to the principal. Following Central Office approval, an "Activity Trip Permit" form will be issued and must be present on the bus at the time of the activity trip. Immediately following the trip, the mileage should be computed and recorded on the "Activity Trip Permit" form. Reimbursement to the district for travel costs will not be required this year. The cafeteria will need a 7 day notice for providing sack lunches for trips.
- R. It is the desire and express intent of the school administration staff to comply with the state laws and inherent moral and public responsibility regarding purchasing, payment, and accounting for student activity and/or club funds. Any funds raised at each school are public funds and must be treated accordingly even though they are restricted to special purposes as to use.

#### **Section IV: MTSS**

MTSS (Multi-Tiered Systems of Support) is a systematic approach for providing student interventions. The model identifies struggling students before they fall behind and provides them with support throughout the educational process of schooling.

The model has three levels or “tiers” of instruction. Tier I is effective classroom instruction. Tier II is supplemental instruction, and Tier III is instruction for intensive intervention. All students are served by effective classroom instruction.

Approximately 20-30% of students are served by supplemental instruction, and ideally only 5-10% of students are served by intensive intervention instruction. Students requiring more than the core classroom instruction move, by the classroom teacher’s recommendation, into Tier II. If interventions are successful at Tier II, the interventions are continued. A student moves into Tier III when more intensive interventions are required. Such students are referred to the Teacher Support Team (TST) to begin Tier III intervention.

The TST will prescribe intensive interventions for any student for whom the Tier II interventions have been unsuccessful. Additionally, any student who has failed one grade in Grades 1- 3, two grades in Grades 4 - 12, or a student who failed either of the preceding grades and has been suspended or expelled for more than twenty days in the

current school year will automatically be referred to the Tier III process. Mississippi Student Information Systems (MSIS) will populate the screen entry information with the students meeting any of these three criteria using month 9 data. An intervention is any action that differs from the current instruction in the student's regular academic program. Interventions are not simply preferential seating, parental contact, or classroom observations. Retention, suspension and/or doing more of the same classroom assignments are not instructional interventions. The TST will develop and begin implementation of the intervention within two weeks of referral to the TST. Within eight weeks of implementation, the student's teacher and the TST must conduct a documented review.

The final review is due at the end of sixteen weeks of implementation of the intervention. If the final review indicates that the interventions have been unsuccessful, the student is referred to the Local Survey Committee (LSC).

- a. Primary Support 80%** school wide or universal supports for all students.  
Example – conflict resolution and/or character education curriculum offered to all students, after school programs.
- b. Secondary Support 15%** specific setting supports within schools Example – social skill instruction combined with direct intervention on problem behavior in the cafeteria, the playground, the basketball team or a group of fifth grade students.
- c. Tertiary Support 5%** supports for individual student with chronic behavior difficulties

Example – a student exhibits problematic, attention seeking classroom behaviors due to frustration. The positive supports action team introduces a self -manager card, and the student is taught a simple routine for requesting teacher assistance. After this strategy is implemented and a crisis intervention plan is developed, the action team meets consistently to review the student's progress.

Academic-The process of MTSS is followed in Pre-Kindergarten through 12th grade during ROAR Time (Remediating Our Academic Readiness Time). There is an intervention time scheduled daily for each teacher. The teachers will work with the students in Tier II and Tier III at this time.

Behavior-Behavior is essential to the provision of a safe school environment. Within the Carroll County School District, specific guidelines for student behavior are communicated to students routinely. In order to promote a productive, positive school climate, teachers, staff, and administrators hold high expectations for all students academically and behaviorally. However, when those expectations are not met, consequences for negative behaviors are encountered. Behavior management programs are implemented through consistent disciplinary practices. It is the goal of district stakeholders to facilitate behaviors that will decrease suspension, expulsion, and dropout rates; reduce teacher burnout; and increase student time- on-task. These practices are followed with all students, not

just students with problem behaviors. When necessary, a behavioral specialist is consulted; a behavioral assessment is conducted; and a behavior plan is created and analyzed periodically to make any modifications necessary for the encouragement of positive behavior. Proactive and positive school-wide discipline systems are implemented throughout the district to augment environments where learning outcomes are maximized for all students. The district also incorporates Character Education across the curriculum to discourage destructive behavior and to encourage, reward, and respect responsibility, cooperation and other positive character traits.

### **Effective Classroom Management**

School wide classroom behavior management programs have been effective in decreasing suspension, expulsion, and dropout, reducing teacher burnout, and improving student on task behavior and academic achievement when carried out consistently. Effective classroom management programs require commitment and perseverance; However, student misbehavior may escalate with the introduction of a new system, as students "test the limits." Yet most teachers and schools find that the additional time needed to prevent or deescalate classroom disruption is more than made up by the savings in time of lower office referrals and overall improvements in school climate. The school wide discipline system is the basis for classroom management, providing the guidelines and expectations for all students anywhere in the school, including the classroom. Without the school wide system in place, classroom management will be less effective. Classroom management should be supported and enhanced by the school wide system. It is easier to prevent behavior from occurring, than to deal with it after it has happened. Effective classroom managers are more skilled at *preventing* disruptions from occurring. How do we prevent inappropriate behaviors in our classrooms?

- Clear expectations – State what is expected of the student
- Teach behaviors – Teach and model the behaviors desired.
- Teach rules and routines; do not make the assumption that students understand the rules; Remind and redirect as needed.

Student achievement has nothing to do with programs and class or school size.

*It's the teacher – what the teacher knows and what the teacher does in the classroom that results in student learning.*

When teacher instruction is effective, you will see improved student achievement. In fact, the most effective teachers produce as much as six times the learning gains as the least effective teachers.

Discipline has to do with how students behave. Management has to do with procedures and these procedures govern how students go about doing their work in the classroom. The ineffective teacher who does not know how to manage a classroom will resort to discipline tactics to achieve control and compliance. Classroom management is different because it has nothing to do with control and compliance. Classroom management has to do with organizing and structuring the classroom with procedures. Procedures teach responsibility. The vast majority of the behavior problems in the classroom are caused

by the failure of students to follow procedures and routines, which in turn are caused by teachers who do not have procedures and routines. Effective teachers manage their classrooms with procedures and routines. Ineffective teachers discipline their classrooms with threats and punishments. Learning only takes place when the students are on task and doing their work, producing the lesson outcomes the teacher expects.

Students readily accept a uniform set of classroom procedures because it simplifies their task in succeeding in school. Efficient and workable procedures allow many activities to take place with a minimum of confusion and wasted time. Procedures help a teacher to structure and organize a classroom for maximum engaged learning time. The importance of a good start to the school year is well documented, and the role of a solid class management approach is a key to that good start. Beginning the year with a class management plan IN PLACE communicates clear expectations and helps beginning staff to be more consistent in enforcing their behavior standards and that leads to less student misconduct and stronger teacher self-esteem.

To eliminate or reduce the number of discipline problems, it is necessary to have an organized management plan at all levels.

### ***At the School Level***

- Engage school and communitywide commitment to establishing and maintaining appropriate student behavior in school and at school sponsored events.
- Establish and communicate high expectations for student behavior.
- With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.
- Work on getting to know students as individuals; take an interest in their plans and activities.
- Work to improve communication with and involvement of parents and community members in instruction and extracurricular activities.

### ***At the Classroom Level***

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them.
- Make clear to students the consequences of misbehavior.
- Rules need to be written, posted, and enforceable.
- Teach the students the rules and routines. Explain expectations.
- Teachers who routinely refer misbehavior to "the office" can also create the impression that the teacher can't handle problems. Try to solve your own problems but ask for specialists or principal's help.
- Consistency in enforcement is critical.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; Devote time to teaching self-monitoring skills.
- Maintain an efficient instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.

- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

### ***When Discipline Problems Arise***

- Intervene quickly; do not allow behavior that violates school or classroom rules to go unchecked.
- As appropriate, develop reinforcement schedules and use these with misbehaving students.
- Instruct students with behavior problems in self-control skills; teach them how to observe their own behavior, talk themselves through appropriate behavior patterns, and reinforce themselves for succeeding.
- Teach misbehaving students general prosocial skills self-awareness, cooperation, and helping.
- Place misbehaving students in peer tutoring arrangements; Have them serve either as tutors or tutees, as appropriate
- Make use of punishments that are reasonable for the infraction committed; Provide support to help students improve their behavior.
- Make use of counseling services for students with behavior problems; Counseling should seek the cause of the misconduct and assist students in developing needed skills to behave appropriately.
- Make use of in school suspension programs, which include guidance, support, planning for change, and skill building.
- Collaborate with misbehaving students on developing and signing contingency contracts to help stimulate behavioral change; Follow through on terms of contracts.
- Make use of home-based reinforcement to increase the effectiveness of school based agreements and directives.
- In schools that are troubled with severe discipline problems and negative climates, a broad based organizational development approach may be needed to bring about meaningful change; Community involvement and support is critical to the success of such efforts.

### ***Ineffective Discipline Practices***

- Avoid the use of vague or unenforceable rules.
- Do not ignore student behavior that violates school or classroom rules; It will not go away.
- Avoid ambiguous or inconsistent treatment of misbehavior.

\*\*\*The most important factor that must be established the first day and first week of school is consistency. \*\*\*



Consistency means that the classroom is organized and predictable. There are no surprises and both the teacher and the students know how the class is organized and run. The students know what to do. They know the procedures. Source: Harry Wong Dr. Mac's "THE 10 DEMANDMENTS OF BEHAVIOR MANAGEMENT"

1. Always treat youngsters with respect and preserve their dignity.
2. Always do what is in the students' best interests.
3. Seek solutions, not blame.
4. Model tolerant, patient, dignified, and respectful behavior.
5. Use the least intrusive intervention possible.
6. Connect with your students and build strong personal bonds with them.
7. Instill hope for success (otherwise there is no reason for kids to behave in your class).
8. NEVER do anything disrespectful, illegal, immoral, ineffective, bad for health/safety, or you wouldn't want done to you.
9. NEVER give up on a student. Be perturbed with the actions of a student, but keep believing in his/her ability to change for the better.
10. CATCH KIDS BEING GOOD . . . A LOT!!

#### DISCIPLINE AUTHORITY

The Code of Student Conduct in the student handbook shall be followed.

#### **Section V: School Building Business Management**

A. It is the responsibility of the classroom teacher to keep their area of responsibility clean, attractive, and request repair. Each student will pick up the trash from off the floor and dispose of it prior to departing the classroom.

B. Identification badges are provided and are to be used by all personnel. Employees will check in and out through the office.

C. In the event of an emergency which involves a critical situation demanding immediate action, stay as calm as possible and retain control of the situation following the Crisis Management Plan.

The following communications codes are used to notify faculty and staff:

1. Evacuate the building.
2. Need for interior shelter.
3. Lock down!
4. All clear.

D. Faculty mailboxes shall be used for the distribution of school mail only. Each employee is required to check and clear his/her mailbox.

E. It is the duty of each school employee and student to safeguard school property. A student shall not use any piece of school equipment until he/she has been properly instructed in its use and in safety precautions.

F. School buses shall be used for transportation of students and shall not be used at any time by organizations outside the school unless activity is authorized in Policy EDDA. School buses may be used to transport students on school-sponsored activity trips. A responsible adult, preferably a teacher, shall accompany students on the bus as a chaperone (EDDA).

### **Section VI: Personnel**

A. All certified/classified employees of the Carroll County School District are expected to be thoroughly familiar with and actively support the enforcement of all Board of Trustees policies and procedures, rules and regulations of the Superintendent of Education, and rules as set forth by principals and/or immediate supervisors and in school handbooks.

B. Attendance at professional/staff development programs is considered a contractual obligation of the district's personnel to participate.

C. No employee ...shall be reimbursed by the district for tuition costs incurred in the employee's work toward advanced degree(s).

D. In instances where an individual staff member is concerned about the application of Board policies and administrative practices and procedures or relationships with other school employees, the staff member should consult the administrative or supervisory person to whom he/she is immediately responsible. The District complaint and grievance procedure is outlined in Policy GAE-R.

E. Harassment of employees, including but not limited to those acts which are sexual in nature, attempts to intimidate or harangue teachers or other employees, abusive or profane language directed toward an employee, physical threat or assault, etc., will not be tolerated (GAEA).

Personnel in academic institutions are protected from sexual harassment by Title IX of the Education Act of 1972. This amendment to the 1964 Civil Rights Act prohibits sex discrimination and sexual harassment in educational institutions that receive federal assistance. Procedures for reporting such conduct are found in Policy GAE-R and are on file in the principal's office.

Any person who believes that he/she has been subjected to discrimination as prohibited by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act may file a complaint (IDDH).

F. Employees of the Carroll County School District have a right to campaign for elective public offices and to hold elective or appointive positions. However, the Board of Trustees may require any employee of the school system to resign when the seeking of public office conflicts with the performance of contracted duties. Staff members will

not be permitted to assist with political campaigns in any manner during the workday without loss of pay or personal business leave and no encroachment on the time of the workday will be allowed for such campaigns (GAHB).

G. Any employee who has been absent for any reason must report absences directly to his/her principal or supervisor or he/she will lose full pay for unreported absences.

Authorized absences include:

1. Illness - self, child, husband, wife, mother, father, sister, brother, foster parent, grandparents, grandchildren or in-laws (mother, father, sister, brother, son, daughter), blood relative dependent as defined by IRS.
2. Death - child, husband, wife, mother, father, sister, brother, foster parent, grandparents, grandchildren or in-laws (mother, father, sister, brother, son, daughter), blood relative dependent as defined by IRS.

Certified employees will receive sick/personal leave as follows:

<b>Number of Months Employed During School Year</b>	<b>Personal/Vacation Leave Per School Year</b>	<b>Sick Leave Per School Year</b>
235 Work Days	12 Personal Leave Days	12 Sick Leave Days
220 Work Days	2 Personal Leave Days	10 Sick Leave Days
210 Work Days	2 Personal Leave Days	09 Sick Leave Days
200 Work Days	2 Personal Leave Days	08 Sick Leave Days
187 Work Days	2 Personal Leave Days	07 Sick Leave Days

Any unused portion of the annual personal leave (in excess of 5 days) allowance shall be transferred to the annual sick leave allowance. Any unused portion of the annual sick leave allowance shall be carried over to the next school year and credited to the employee in unlimited number. Upon retirement any unused portion of the sick leave allowance shall be credited to the employee for retirement purposes (GBRI).

Personal leave days may be granted with approval of the building supervisor or his/her immediate supervisor. Leave requests must be made at least two (2) school days in advance. The building principal or immediate supervisor has the authority to limit the number of approved personal days to 10% of any building staff on a given day in order to assure the educational process is not interrupted and the safety and welfare of students are maintained. Personal days cannot be taken the day before or the day after a school holiday or on the first or last working day of the contractual period or on the first or last day of a school term. (GBRI) Any teacher accumulating more than 10 absences, may be subject to a Teacher Improvement Plan.

***PERSONAL LEAVE DURING STATE TESTING – POLICY***

*It is the policy of Carroll County School District that no Certified or Classified Staff may take personal days during the primary administration of the (MAAP) Mississippi Academic Assessment Program (typically administered the month of April through the middle of May). Each school needs all of their people to be involved in high-stakes*

*testing, regardless of whether the individual is serving as a test administrator, a test proctor, a hall monitor, or as someone who watches students while someone is testing.*

*Adopted: June 9, 2019*

***ALL CERTIFIED STAFF MUST BE PRESENT ON THE FIRST DAY OF THEIR CONTRACT AND THE LAST DAY OF THEIR CONTRACT.***

Teachers who are absent must inform the principal's office so that adequate arrangements may be made to secure substitute teachers. Any employee claiming an absence by reason of illness and/or other causes may be required to provide written substantiation of reasons for the absence.

- H. The principal or other appropriate administrative personnel shall have the power to suspend employees under their supervision...for failure to comply with school policies and procedures or reasonable requests of the administration. The employee shall have the right to a hearing as outlined in the procedures governing staff grievances.
- I. Outside employment that would interfere with proper discharge of professional responsibility...is discouraged. Tutoring shall at no time interfere with school meetings or take time from planning periods.
- J. The use, possession, or presence of illegal drugs or alcoholic beverages while on the job or on school property is prohibited and is a dischargeable offense. Employees who sell, traffic in, or otherwise dispense illegal drugs while on the job or on school property are subject to immediate termination of employment, and legal authorities shall be notified.

The Carroll County School District bans the use of all tobacco products in all school buildings/facilities of the district, on all school-owned, operated vehicles of the district, and on all school grounds of the district by all persons at all times.

- K. The possession of a handgun or other weapon, including mace, pepper spray, stun gun, etc., on school premises or at any school-related activity by any employee of the district or any other individual, including those persons having permits for possession of such weapons, is prohibited. Employees in violation of this policy shall be immediately suspended without pay pending a hearing for termination of employment.
- L. Each faculty staff member should consider it his/her responsibility to be dressed in a manner appropriate to the profession and set a good example for the students by wearing clothing that is clean/appropriate for the types of duties assigned. Board policy prohibits teachers from wearing shorts to school. In addition, no flip flops but open-toed shoes shall be worn. Blue jeans can only be worn at the principal's discretion.

### **Teachers, Teacher Assistants, and Office Personnel**

Teachers, teacher assistants, and office personnel are expected to be well groomed and should dress in a manner which reflects positively upon themselves and their profession. This requires a minimum “business casual” style of dress.

Clothing is not to be worn that is see-through, too revealing, and/or too tight. The minimum standard of dress includes:

1. Shoes are to be worn at all times. Open toe shoes are permitted as long as they have a back or strap. No flip flops for school level staff.
2. Denim or jean material pants, cargo pants, wind suits, and shorts are not appropriate. Field days and some field trips may require an exception, but must be approved by the building principal.
3. Tops must appropriately cover the torso.
4. Leggings may be worn as tights, under a dress or long top.
5. Inappropriate visible tattoos should be covered.
6. School spirit t-shirts may be worn on Fridays. T-shirts are not to be worn any other day.

M. Each teacher's contract shall be binding on both parties...for the entire term of the contract, and the only grounds upon which the Board of Trustees shall consider the request of a teacher to be released from any of the contractual obligations stated in the contract shall be health or other extenuating circumstances. Release from contract is condition upon ability to secure a satisfactory replacement.

N. The Duties/Responsibilities of Certified Employees are found in the job description. A copy of the policy will be distributed to all certified employees at the beginning of the school year and included in the principal's pre-school in-service.

O. Cell phones are not to be used during class time, and no blue tooth shall be used during school hours. *There will be no text messaging between staff and students at any time.*

Each teacher shall be responsible for maintaining satisfactory discipline on the part of each student assigned to him/her and shall contribute to the good discipline of those students whom he/she observes during the working day who, for one reason or another, are not under the immediate supervision of another teacher. Student traffic during class time will be held to an absolute minimum. Students must sign out from a class and must have a pass. Failure of the teacher to meet the disciplinary responsibilities in a consistent manner...will constitute grounds for dismissal.

P. Staff members are not to leave campus during work hours without permission of their principal/supervisor. You will be docked for any time missed. The staff member must sign out in the school office.

Q. If a person is employed as a coach/teacher, he/she will not be permitted to resign from coaching assignment and retain the teaching position unless the coaching assignment can be reassigned to another teaching position. If the coach/teacher is not

recommended for reemployment in either position the second position cannot be retained.

- R. The school bell does not excuse students from the classroom. Each teacher shall give notice of dismissal and stand in the doorway of his/her classroom to supervise children as they pass in and out of the classroom and through the corridor.
- S. Observation of the teacher's performance shall be as frequent as circumstances dictate...the teacher may respond in writing to any aspect of his/her treatment (GBI). Observation instruments shall be employed which measures the level of competence of the individual.
- T. In the event that a determination is made by the school district not to offer an employee a renewal contract for the succeeding year, written notice of non-renewal shall be given within the period prescribed by law but in any event, no later than the following (GBN):
  - 1. If the employee is a principal, the school district shall give notice of non-reemployment on or before March 1; or
  - 2. If the employee is a teacher, administrator or other professional educator holding a position requiring certification by the State Department of Education, the district shall give notice of non-reemployment on or before April 15, or within ten calendar days after the date that the Governor approves the appropriation bill comprising the state's education budget for funding K-12, whichever date is later.

An employee who is notified of non-reemployment is entitled to a written statement of the specific reasons and a copy of documentary evidence substantiating the summary of the factual basis for the non-reemployment. The reason for non-reemployment must be rationally related to some legitimate education interest of the school district. GBN

- U. Resignations by certified personnel must be submitted in writing to the staff member's principal or immediate supervisor and forwarded to the Superintendent of Education.
- V. The normal working day: If a teacher finds that he/she will be late for school or have an emergency absentee, he/she must notify the principal prior to the opening of school. The working day under the current class schedule is 7:15 a.m. to 3:15 p.m. and may be adjusted by the principal to be more efficient. Principals will verify employee compliance. Principals are expected to work until 4:00 p.m.
- W. All Staff members must sign in and sign out daily in the front office.
- X. Certified staff is encouraged to attend professional educational meetings that are directly related to their teaching position. Such meetings may be attended under the following conditions:
  - 1. Reimbursement for expenses will be made only for those personnel who attend such meetings with the approval of the administration.
  - 2. The request must be submitted in writing no later than ten (10) school days prior to the activity.

3. Personnel who attend professional meetings other than those with the permission of the administration may be permitted to do so at their own expense and with the loss of personal leave.
- Y. Salaries will be set in accordance with the salary schedule in effect at the time of employment.
- Z. Evaluation shall be an ongoing process. All supervisors of classified personnel shall use evaluation instruments and follow evaluation procedures established by the district (GDI).
- AA. Certified professional employees such as teachers, counselors, supervisors, and administrators are exempt from drawing overtime pay in accordance with the Fair Labor Standards Act (FLSA), 29 U.S.C. 201 et seq (GCRD). The principal may only give comp time if the loss of the employee would not have a negative impact on the school day and a substitute teacher is not required.
- BB. ALTERNATIVE SCHOOL RESPONSIBILITIES: Alternative School is not just for behavioral purposes, but for academic purposes as well.
1. Any student missing ten (10) consecutive days may be assigned to the Alternative Learning Center to make up any missed work.
  2. Teachers are required to report to ALC at least once a week or more frequently as needed.
  3. Assignments must be given daily.

### **Section VII: Instructional Programs**

- A. The instructional staff shall demonstrate, through behaviors that essential basic skill objectives and standards at every level are included in each teacher's daily lesson plan, and that clearly defined objectives and standards of the core curriculum are communicated to all students by teachers (IB).
- B. Educational Surveys will not be permitted without prior written approval of the Superintendent of Education or his/her designated representative.
- C. Textbooks from state approved lists shall be furnished to all students without charge to the extent that state textbook funds are provided. A student who loses a book must pay the fees as listed in the student handbook.
- D. Staff members shall not utilize commercial movies, supplementary materials, including films, tapes, videocassettes, and the like, other than those in the school library media center and other educational agencies without prior approval by the building principal.

- E. A Field Trip is defined as "Any planned activity involving student(s) away from the school but under the jurisdiction and supervision of the school". The following applies:
  - 1. Teachers must request and submit a request in writing at least ten (10) school days in advance utilizing the field trip request form. Cafeteria needs 7 days notice.
  - 2. One field trip is allowed for students per school year for each grade level.
  - 3. The parent must submit a written approval for their student to attend.
  - 4. Overnight trips are not permitted unless approved by the Superintendent of Education and the Board of Trustees.
- F. Guest speakers- The principal must approve Guest Speakers before they can address students.
- G. Report Cards will be issued at the end of each reporting period.
- H. Parent-Teacher Conferences will not be held during instructional time. You are to arrange the conference with the parent either before school, after school, or during your planning period. Parent-teacher conferences must be held with the principal present or principal's designee. The principal will schedule parent requested conferences. These may take place in the principal's office.
- I. Each teacher must make detailed lesson plans in advance. Your lesson plans are part of your evaluation. A hard copy of your lesson plan, class rosters, seating charts, and lunch schedule should be included in a substitute teacher packet. Lesson plans are to be submitted weekly by the date designated in the Instructional Learning Plan.

### **Section VIII: Students**

- A. Each teacher will be provided and be familiar with the Student Handbook.
- B. The primary disciplinarian is the classroom teacher. The principal (or assistant principal) is to be contacted if assistance is needed. Classroom management is the duty and responsibility of the classroom teacher. Minor classroom discipline problems should be handled by the classroom teacher unless it is a major issue and requires an administrator. Parents should be contacted (about student discipline) only during their planning periods.
- C. When a teacher sends a student to the principal's office for disciplinary reasons, the decision regarding punishing the child shall rest solely with the administration. Teachers will not prescribe to the administration what is to be done concerning disciplinary measures after they have attempted to solve the problem.
- D. Teachers will make every effort to contact the parent when discipline of a student is necessary. The teacher will complete the discipline referral form when sending a student to the principal. The teacher must complete the "Contacted Parent" section indicating when the parent was contacted and the result. Referral forms will be returned to the teacher with "no action taken" if the "Contacted Parent" section is not completed.



- E. Teachers are never to leave their classroom unattended unless it is an emergency. Time before school, after school, and during your planning period should be used for class preparation. If you must leave your class, advise the teacher next to you and notify the office.
- F. Safety Personnel shall conduct a drill each nine weeks or according to the district's safety plan.
- G. All funds turned in to the office must be documented and receipted for. Additionally, no funds will be accepted unless they are counted, bills separated by denomination, and all coins wrapped.
- H. The Inclusion program requires that students with disabilities be placed in regular classrooms whenever possible. The removal of the students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. Satisfactory completion of a course is determined by the requirements outlined in the IEP.
- I. At different times throughout the year, all students will be called together for assemblies/pep rallies. All teachers are to attend these assemblies/pep rallies and help maintain good order. Sit with your class.
- J. A master calendar is kept by the principal to minimize conflicts in scheduling events. Before scheduling any meeting or event, check the calendar. Scheduling on the master calendar takes precedence over other scheduling.

**PROPER CHAIN OF COMMAND ACTIONS CONCERNING YOUR CHILD**

- In the Classroom: Teacher > Principal > Superintendent > School Board
- In the Gym/Athletics: Coach > Athletic Director > Principal > Superintendent > School Board
- SPED Teacher: Teacher > Principal > Special Education Director > Superintendent > School Board

**CLASSROOM GRIEVANCE PROCEDURES**

Teachers and administrators act *in loco parentis* (as a parent for the student) while the child is at school or involved in a school activity. There are times when the student does not agree with everything that is occurring in the classroom. If a student has questions or concerns about a teacher's actions, the student should follow these measures:

Student is to follow all directions from a teacher. If a student disagrees with a teacher's request, the student should handle the problem *AFTER* class to preserve the dignity of the student and the teacher. If a student is then unable to resolve a conflict with the teacher, the student should request a conference with the teacher through the counselor or

administrator, and If this does not resolve the problem, the student’s parent should arrange a conference with the teacher through the office.

*Confronting the teacher in the classroom will result in a referral for disruptive and disrespectful behavior.*

## **Section IX: EMPLOYEE RIGHTS AND RESPONSIBILITIES**

### **UNDER THE FAMILY AND MEDICAL LEAVE ACT**

#### **Basic Leave Entitlement**

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee’s child after birth, or placement for adoption or foster care;
- To care for the employee’s spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee’s job.

#### **Military Family Leave Entitlements**

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

#### **Benefits and Protections**

During FMLA leave, the employer must maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

## **Eligibility Requirements**

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

## **Definition of Serious Health Condition**

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

## **Use of Leave**

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

## **Substitution of Paid Leave for Unpaid Leave**

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

## **Employee Responsibilities**

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

## **Employer Responsibilities**

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

### **Unlawful Acts by Employers**

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

### **Enforcement**

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

**FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.**

## **Section X: JURY DUTY POLICY**

This school board shall provide leave (with pay) for employees who serve as witnesses under subpoena and/or on juries. The school board CANNOT recover jury fees from employees who serve on juries. (Attorney General Opinion, Middleton, 1991)

## **Section XI: Mississippi Educator Code of Ethics and Standards of Conduct**

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

**Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).**

### **Code of Ethics Standards**

#### **Standard 1: Professional Conduct**

*An educator should demonstrate conduct that follows generally recognized professional standards.*

1.1. Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in developing and maintaining high standards
- Respecting fellow educators and participating in the development of a professional teaching environment
- Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
- Providing professional education services in a nondiscriminatory manner
- Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

1.2. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues

- Misuse or mismanagement of tests or test materials
- Inappropriate language on school grounds or any school-related activity
- Physical altercations
- Failure to provide appropriate supervision of students and reasonable disciplinary actions

**Standard 2. Trustworthiness**

*An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.*

2.1. Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression
- Advocating for fair and equitable opportunities for all children
- Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
  - employment history, professional qualifications, criminal history, certification/recertification
  - information submitted to local, state, federal, and/or other governmental agencies
  - information regarding the evaluation of students and/or personnel
  - reasons for absences or leave
  - information submitted in the course of an official inquiry or investigation
- Falsifying records or directing or coercing others to do so

**Standard 3. Unlawful Acts**

*An educator shall abide by federal, state, and local laws and statutes and local school board policies.*

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has

been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

**Standard 4. Educator/Student Relationship**

*An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

4.1. Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
- Nurturing the intellectual, physical, emotional, social and civic potential of all students
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
- Creating, supporting, and maintaining a challenging learning environment for all students

4.2. Unethical conduct includes, but is not limited to the following:

- Committing any act of child abuse
- Committing any act of cruelty to children or any act of child endangerment
- Committing or soliciting any unlawful sexual act
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.

Examples of these acts may include but not be limited to:

- sexual jokes
- sexual remarks
- sexual kidding or teasing
- sexual innuendo
- pressure for dates or sexual favors

- inappropriate touching, fondling, kissing or grabbing
- rape
- threats of physical harm
- sexual assault
- electronic communication such as texting
- invitation to social networking
- remarks about a student's body
- consensual sex

**Standard 5. Educator Collegial Relationships**

*An educator should always maintain a professional relationship with colleagues, both in and outside the classroom*

5. Unethical conduct includes but is not limited to the following:
- Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
  - Harming others by knowingly making false statements about a colleague or the school system
  - Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
  - Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
  - Using coercive means or promise of special treatment in order to influence professional decisions of colleagues

**Standard 6. Alcohol, Drug and Tobacco Use or Possession**

*An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs*

- 6.1. Ethical conduct includes, but is not limited to, the following:
- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice
- 6.2. Unethical conduct includes, but is not limited to, the following:
- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
  - Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.



- Being on school premises or at a school-related activity involving students while documented using tobacco.

**Standard 7. Public Funds and Property**

*An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.*

7.1. Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property

7.2. Unethical conduct includes, but is not limited to, the following:

- Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
- Failing to account for funds collected from students, parents or any school-related function
- Submitting fraudulent requests for reimbursement of expenses or for pay
- Co-mingling public or school-related funds with personal funds or checking accounts
- Using school property without the approval of the local board of education/governing body

**Standard 8. Remunerative Conduct**

*An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.*

8.1. Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

8.2. Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Tutoring students assigned to the educator for remuneration unless approved by the local school board
- The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. *(This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from*

*students, parents, or other persons or organizations in recognition or appreciation of service)*

**Standard 9. Maintenance of Confidentiality**

*An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.*

9.1. Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
- Maintaining diligently the security of standardized test supplies and resources

9.2. Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- Violating other confidentiality agreements required by state or local policy

**Standard 10. Breach of Contract or Abandonment of Employment**

*An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.*

10. Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the school board
- Refusing to perform services required by the contract.

## **Section XII: ACCEPTABLE USE POLICY**

### **CHILDREN'S INTERNET PROTECTION ACT (CIPA) POLICY**

It is the belief of the CCSD 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 CCSD 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 CCSD 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 CCSD 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 C

## **Section XIII: CARROLL COUNTY SCHOOL DISTRICT POLICY**

### **STUDENT BULLYING**

The Carroll County School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (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 school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher off such class as a whole.

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

The School Board directs the superintendent to designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in the District personnel policy handbooks, school handbooks 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 evidence menacing or threatening behavior through bullying or harassing. Furthermore, the Carroll County School District defines 'reasonable action' as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

**Reference: Senate Bill 2015; Miss Code Ann §37-7-301(e)**

### **CARROLL COUNTY SCHOOL DISTRICT PROCEDURES – STUDENT BULLYING**

#### ***STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR:***

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

***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 school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

***PROCEDURES FOR PROCESSING A COMPLAINT:***

Any student, school employee or volunteer who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal, counselor or other school official. The report shall be made promptly but no later than five (5) calendar days after the alleged act or acts occurred. The school official shall complete a "Bullying/Harassing Behavior" complaint form which shall include the name of the reporting person, the specific nature and date of the misconduct, and names of the victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent and complaints against the superintendent shall be made to the Board chairman.

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

parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.

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

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

## **STUDENT RESTRAINT AND SECLUSION POLICY**

The Carroll County School District Board of Trustees supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, and improves student achievement for all students.

In accordance with Miss. Code Ann. §§ 37-9-69 and 37-11-57, it is recognized that staff may intercede in situations wherein students are displaying physically violent behavior or are deemed to be a danger to themselves or others. The use of excessive force or cruel and unusual punishment regarding student management is prohibited. Restraint and/or seclusion shall not be utilized as a punitive measure.

Only school personnel trained in the use of restraint and seclusion should be used to observe and monitor these students. Staff engaged in monitoring students shall have knowledge of effective restraint and seclusion procedures, emergency procedures, and knowledge of how to effectively debrief students after the use of restraint or seclusion.

This policy in no way shall inhibit the right of staff to reasonable self-defense in accordance with the provisions of the 5th and 14th amendments to the Constitution of the United States, or the Constitution of Mississippi, nor negate the obligation of the district to provide a safe work environment.

In any situation in which a student is a danger to himself/herself or others, and it becomes necessary to contact law enforcement or emergency medical personnel, nothing in this policy guidance shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

### **Restraint**

Physical restraint is considered to be an emergency response after all other verbal and non-verbal de-escalation measures have failed in effectiveness. When using physical restraint for students who are a danger to themselves or others, staff should take precautions necessary to ensure the safety of the student and the staff members engaged in restraining the student.

1. Physical restraints that restrict the flow of air are prohibited in all situations.
2. The use of mechanical restraints is prohibited, except by law enforcement.
3. The use of chemical restraints, as defined as "the administration of medication for the purpose of restraint," is prohibited.

## **Seclusion**

The use of seclusion occurs in a specially designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. The room or space used for seclusion may not be locked and staff shall be present to monitor the student. Seclusion shall cease once the student regains control of his or her behavior.

## **Administrative Procedures**

This policy and the supporting procedures are designed to ensure the safety of all students, school personnel, and visitors. The following provisions shall be adhered to:

- a. Staff and faculty shall be trained at least annually on the use of physical restraint and seclusion. Teachers and other district personnel shall be trained on how to collect and analyze student data to determine the effectiveness of these procedures in increasing appropriate behavior.
- b. Administrators shall document incidents of the use of physical restraint or seclusion by staff or faculty participating in or supervising the restraint or seclusion event.
- c. A review of the use of a restraint and seclusion process shall be conducted by the school to determine if revisions of behavioral strategies are in place to address dangerous behavior or if positive behavioral strategies were not in place at the time of the restraint or seclusion.
- d. The school board shall review this policy and incidents of seclusion and restraint data at a minimum, annually. At a minimum, the Superintendent shall make quarterly reports of incidents of restraint and/or seclusion to the school board. The school district shall report the incidents to Mississippi Department of Education annually.
- e. This policy and supporting procedures shall be reviewed with all staff on an annual basis.
- f. The superintendent or designee shall develop procedures for reporting the use of restraint or seclusion to the local board of education and to the Mississippi Department of Education.



g. After reviewing the district reports of incidents in which restraint and seclusion were used, if necessary, the superintendent shall make recommendations to the board for possible revisions to this policy. The review and/or revisions to this policy shall be documented on the school board meeting agenda and the subsequent minutes of the school board meeting. The school district or school shall maintain records of its review of and any resulting decisions or actions regarding the use of seclusion and restraint.

### **Parental Notification**

a. All parents shall receive, at least annually, written information about the policies and procedures for restraint and seclusion issued by this school district. The written policies shall be included in the code of conduct, student handbook, school board policy manual, and any other appropriate school publication.

b. Parents or guardians shall be notified verbally or in writing on the day of the restraint or seclusion or no later than 48 hours following the incident. In the event a parent cannot be reached by telephone, a letter shall be sent informing the parent of the incident and the person who can be contacted at the school to address any questions the parent may have. At the time the parent is notified, the school shall schedule a debriefing with the parent to discuss the incident.

c. The superintendent or designee shall develop procedures by which a parent may submit a complaint regarding the physical restraint or seclusion of their child; the procedures shall be printed in the Student Handbook.

The superintendent or designee shall establish and disseminate all procedures relevant to the implementation of this policy and the guidelines set forth by the Mississippi Department of Education.

This policy and all revisions to the policy shall at a minimum be disseminated to all parents and staff annually, and listed in the staff and student handbooks, as well as the school board policy manual.

LEGAL REF.: MS CODE: 37-9-69; 37-11-57

CROSS REF.: Policies EBBB Safety Program

EBCB Security

JGFB Student Safety