

GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT

STUDENT HANDBOOK

2026-2027



TABLE OF CONTENTS

Board of Trustees / Administrative Staff.....	4
District Focus, Mission, Vision, and Goals	5
Suggestions for Students and Parents... ..	6
Student Expectations.....	7
Directory of Schools.....	8 -9
Student Discipline Policy.....	11
Asbestos Hazard Response	12
Mississippi School Safety Act of 2001.....	12 – 13
Parent Conferences.....	14
Student Complaints of Bullying or Harassing Behavior... ..	15 – 18
Discipline Ladder K – 12.....	19 – 27
GLCSD Alternative Program Guidelines.....	27 – 29
Due Process.....	29 – 34
Vaping	30
Notice of Suspension	35
Request for Hearing.....	36
Student Complaints of Sexual Discrimination/Harassment	
Title IX Procedures.....	37 – 43
School Searches... ..	43
Athletic Eligibility... ..	44
Attendance Policy.....	45 – 48
Homebound Program	48 – 49
Early Pick Up	49
Clearance Passes.....	50
Communicable Diseases.....	50 – 51
Literacy-Based Promotion Act.....	51– 52
Grading Systems.....	53 – 58
Students with Disabilities.....	58 – 60
Student Dress Code.....	61 – 62
Consequences.....	62
Emergency Closing... ..	63
Emergency Drills.....	63
Family Educational Rights and Privacy Act of 1974... ..	63
Fees/Field Trips/ Homework.....	64
The National Junior Honor Society.....	64
Immunizations and Vaccinations.....	64–
65	
Student Health Service.....	66-67
Parent Authorization and Indemnity Agreement... ..	68
Money.....	69
Parent – Teacher Organization.....	69

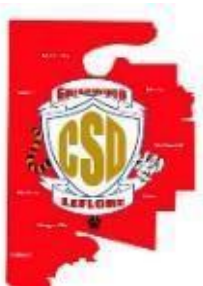
School Admissions.....	69 – 74
Rights and Responsibilities.....	75
School Insurance	75
Street Crossing... ..	75
Bicycle Use	75
Bus Transportation and Conduct... ..	76 – 77
Student with Disabilities/section 504 of the Rehabilitation Act of 1973.....	77
Special Education Programs and Services.....	77 – 79
Student Arrival and Departure Time.....	79
Student Checkout Policy... ..	79-80
Class Participation	80
Title VI and Title IX Compliance Policy... ..	80
Transfer and Withdrawals... ..	80
Discrimination Policy.....	81
Leaving School.....	81
Prevention of Violence	81
Telecommunications Acceptable Use Policy for Students – Internet Use.....	81
Telephone.....	82
Abstinence-Plus Sex Education.....	82
Every Student Succeeds Act Requirement... ..	82
Wellness Policy... ..	82
Random Drug Testing Policy.....	
83 Student Athletics and Activities.....	84
Student Parking... ..	84-85
Student use of Telephones... ..	85
Care of the Building and Grounds... ..	85-86
Physical Education.....	86
NJROTC... ..	86
Career and Technical Center.....	86-87
Graduation Requirements.....	87-88
Promotion and Retention	89-91
Student Enrolled in the GED Program	92-93
Occupational Diploma... ..	93
Eligibility for Athletics and or Extra-Curricular Activities.....	93

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Mr. Eric Mitchell Instructional Technology Coordinator
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Focus, Mission, Vision, Motto and Goals

Focus:

Investing in our future by developing every student

Mission:

The mission of Greenwood Leflore Consolidated School District is to unify, educate, and prepare all students for college and career by providing a high-quality learning experience.

Vision:

A community united to improve the quality of life through education

“Expecting Excellence Everyday”

Goals:

Goal 1: Increase Student Achievement

Goal 2: Provide Safe and Orderly Schools

Goal 3: Provide a Positive Educational Experience

Goal 4: Improve Parent and Community Engagement

Goal 5: Maintain Fiscal Integrity and Accountability

SUGGESTIONS FOR STUDENTS AND PARENTS

The following are some suggestions for students and parents that will help students have a happy and successful year.

MESSAGE TO STUDENTS

- * To avoid falling behind in your schoolwork, begin the school year by devoting enough time every day to study in all subject areas.
- * Be present and on time for all classes every day unless seriously ill.
- * Be honest and tell the truth at all times; never cheat or steal.
- * Show respect for those in authority: your parents, teachers, church leaders, police, and government officials.
- * You are a person of worth and dignity. Make your life honorable. You only live once. This is NOT a dress rehearsal.
- * Respect the life and personal rights of the other person.
- * Avoid violence; there are other ways to resolve conflicts.

MESSAGE TO PARENTS

- * You are your children's first teachers. Be a good example for them to follow. Children want to belong to a happy, loving family, so strive to build a strong family unit.
- * Teach respect, good manners and hold high expectations for your children to be successful in schoolwork and in their future endeavors.
- * Encourage your children to learn well and to do their best at all times. There is an old saying that is true today: "Give to the world the best you have and the best will come back to you".
- * Teach your children to avoid fighting and other forms of violence and to look for other ways to resolve conflicts.

STUDENT EXPECTATIONS

We, the School Board of the Greenwood Leflore Consolidated School District, believe that each student is unique and has the potential for making positive contributions to society. We recognize that in order to function in society, individuals need to master certain basic skills and need to continue learning throughout life. We believe that while learning, the need for and the value of group dynamics, individuals will come to know, to appreciate responsibilities, and to value resultant privileges. Finally, we believe that each individual needs to develop awareness of sensitivity to creativity in all things whether they are functional or aesthetic. Therefore, we commit ourselves in a cooperative effort with parents and the community to provide an atmosphere that will allow all students to:

1. Be accountable for their own actions and to realize that with privileges, come responsibilities.
2. Acquire the values and attitudes necessary for responsible citizenship.
3. Display a positive attitude toward learning and the school environment.
4. Know and obey the rules and decisions of those in authority.
5. Demonstrate an appreciation for the dignity and integrity of all.
6. Respect persons belonging to various cultural, social, and ethnic groups.
7. Develop a sense of responsibility to groups in which you participate.

Public schools serve many age groups whose rights differ according to their levels of maturity. We believe that a public school must be an orderly environment in which learning is not jeopardized by disruptions. Within these limitations, students must be given opportunities to have responsibilities to accept the reasonable exercise of authority. One of the most important student responsibilities is to obey a school rule or policy until such a rule or policy is revoked. A necessary assumption is that students will accept the responsibilities inherent in their rights and that school members will use their authority with respect for the integrity and human dignity of their students.

The Board is responsible for setting up guidelines for governing schools, for providing a proper educational climate, and for the discipline of students. It is the policy of the Board that the basic predicate of the order will be maintained in our schools. First priority will always be given to the safety of our students and the attainment of quality education, free from disruption and for those students who seek and accept the concomitant responsibilities.

DIRECTORY OF SCHOOLS

ELEMENTARY SCHOOLS

School Name	Grade Level	Address & Phone
Bankston Elementary School	K-5th	1312 Grand Blvd. Greenwood, MS 38930 662-455-7421
Davis Elementary School	K-5th	400 Cotton Street Greenwood, MS 38930 662-455-7425
East Elementary School	PreK-1st	208 Meadowbrook Road Greenwood, MS 38930 662-459-8013
Leflore County Elementary School	PreK-6th	401 Lakeside Drive Itta Bena, MS 38941 662-581-3038
Threadgill Elementary School	2nd-5th	1001 Broad Street Greenwood, MS 38930 662-455-7440

MIDDLE AND HIGH SCHOOLS

School	Grades	Address & Phone
Greenwood Middle School	6th-8th	1200 Garrard Avenue Greenwood, MS 38930 662-455-3661
Amanda Elzy High School	9th-12th	604 Elzy Avenue Greenwood, MS 38930 662-459-8034
Greenwood High School	9th -12th	1209 Garrard Avenue Greenwood, MS 38930 662-455-7450
Leflore County High School	9th-12th	401 Lakeside Drive Itta Bena, MS 38941 662- 374-7076
Career and Technical Center	9 th -12 th	616 Sycamore Avenue Greenwood, MS 38930 662-455-7414
Alternative School		410 Main Street Greenwood, MS 38930 662-455-8989

STUDENT DISCIPLINE POLICY

General Provisions

The Board of Trustees has determined that disciplinary referrals made by teachers to the office of the principal are of a serious nature and that such referrals will be handled in accordance with regulations set forth in School Board Policy JD. Punishment for misbehavior will be administered in accordance with the four (4) steps of the Discipline Ladder (see page 19) as outlined further in this document.

As one can see, incentives are provided for the student to improve his/her behavior through provisions of a probationary period that allows a student to remove himself/herself from the Discipline Ladder by improved conduct.

A parent/guardian conference with an administrator is required before a student can return to school after an out of school suspension.

Failure to complete the punishment as designated or repeated violations will result in escalation to the next step in the ladder.

Return to the office during the probationary period prescribed in the Discipline Ladder may result in escalation to the next step.

Loss of privileges means that during the time stated the student cannot participate in a defined privilege as listed under the Discipline Ladder.

Whenever a student is suspended, the parents or legal guardian will be notified immediately. Since scholastic standing is usually jeopardized when class activities are interrupted for a length of time, the suspension should be as brief as possible, consistent with bringing about cooperation between student, parents, and school personnel.

Violations involving possession of controlled substances, weapons, or dangerous instruments on educational property will be reported to the Principal, School Resource Officer, Superintendent, Police Office, and the Youth Court Judge.

Policies: JCB – JD – JDB – JDC – JDD – JDE - JCAA

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

Please be informed that during the 2019-2020 school year all of the school buildings of the Greenwood Leflore Consolidated School District will be inspected for asbestos as required by the Asbestos Hazard Emergency Response Act. Management plans were developed with copies being forwarded to the Mississippi State Department of Education where they met all requirements and are on file. The Management Plans are updated from time to time as the need arises and as required by AHERA. AHERA requires a re-inspection every three (3) years by an AHERA certified inspector.

A copy of the results of the inspection, along with a Management Plan, is on file in the office of the principal in each school and the office of the superintendent of schools, located at the Education Service Building located on 1901 Hwy. 8 West. Any interested party should feel free to go to any of these locations to read these reports.

LOST AND FOUND

All articles found in or about the school building or grounds should be taken to the principal's office. If you have lost an article, please go by the principal's office and see if it has been turned in. Articles will be kept only six (6) weeks after they have been turned in.

SCHOOL RESOURCE OFFICER

The School Resource Officer is an officer commissioned by the Greenwood Leflore Consolidated School District that is certified by the Mississippi Board of Peace Officer Standards and Training as a **Police Officer**. The officer is responsible for law enforcement, teaching within the area of expertise, security administration, and first level counseling of students. The School Resource Officer supervises, oversees, and manages a comprehensive security/safety program for all employees and students of the school. The School Resource Officer ensures accurate information is provided to administrative personnel related to alleged security/safety violations and acts of vandalism against school property.

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 students. 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. Policy JCB

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 return 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 agreements reached that no further disruption will be tolerated. The conference will held in person. A conference may be considered by telephone, by e-mail or by any other written communication upon request.

Among other provisions, this act provides that a 13 year 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 activity and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at a school-related activity. Such behaviors include, but are not limited to foul, profane, obscene, threatening, defiant or abusive language or action toward teachers, students or other school employees; defiance, ridicule or verbal attack of a teacher or a student; 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 seriously interfered with the school environment, the parents/guardians will be contacted to help develop a behavior modification plan for the student.

PREVENTION OF VIOLENCE

It is the intent of the school district, the Local Law Enforcement Agencies, and the Mississippi Legislature for the school to be free of drugs and violence. The Mississippi Legislature passed in 1974 laws that require the Superintendent, Principal, teachers, and any other school employee who have knowledge of or a reasonable belief that a criminal act has been committed on educational property to report all felony and misdemeanor criminal acts to the police, Youth Court, and the parents of any student involved in such act.

PARENT CONFERENCES

1. 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 appropriate school official regarding the action of the child.
2. Any parent, guardian or custodian of a compulsory-school-age child enrolled in the school district who refuses or willfully fails to attend a mandatory conference which may include but not limited to a discipline conference may be summoned by proper notification from

the Superintendent of Schools or an authorized school officer and be required to attend the requested conference.

3. 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.
4. 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 upon approval from the Superintendent of Schools. If the parent, guardian or custodian does not agree to attend class(es) with the student, the student shall be suspended or expelled in accordance with the code of student conduct and discipline policies of the school district.
5. A parent, guardian or custodian who has been summoned by proper notification by an appropriate school official is required by legal statute to attend the mandatory conference. Mississippi Law also makes a parent, guardian or custodian of a compulsory-school-age child who refuses or willfully fails to perform any of the duties imposed upon him or her shall be guilty of a misdemeanor and upon conviction, shall be fined up to **Two Hundred Fifty Dollars (\$250.00)**.

VISITORS AND PARENT CONFERENCES

Visitors are always welcome but before visitors are permitted to visit the building or classrooms, they must first report to the principal's office where they will be given an identification badge and permission from the principal. Classes must not be disturbed. Parent-teacher conferences should be arranged by appointment for the time set aside each day immediately following the close of school or during a teacher's consultation planning period. Other requested school visitations must be approved by the Superintendent of schools. The principal or his/her designee must accompany the visitor to the class(es) where they are requesting to visit or the room where the conference will be held.

Notice: Before visitors are permitted to visit the classroom, they must secure written permission from the principal. Visitors who fail to do so may be referred to police officials.

All visitors shall be required to follow the requirements of the Family Rights to Privacy Act (FERPA).

Policy: JD

BULLYING OR HARASSING BEHAVIOR AND STUDENT COMPLAINTS

Students and employees in the Greenwood Leflore Consolidated 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.

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 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.

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 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, the name 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 complaint 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.

Policy JDDA

Cyberbullying: What you need to know

What is Cyberbullying?

Cyberbullying (also known as electronic bullying) occurs when one child or teen uses the Internet, cellphone or other type of social media to harass, embarrass or taunt another child or teen. Often, children use cyberbullying to get revenge on someone, or boost their self-esteem by putting others down. Others do it because they think it's funny or because they are bored. Some examples of cyberbullying include:

- Setting up a profile pretending to be someone else or hacking into someone's social networking profile.
- Posting photos of someone online without his or her permission.
- Harassing someone through text messages, instant messages, or in a chat room.
- Sending embarrassing photos or messages by e-mail or on a cell phone or sharing messages with people other than the intended recipient.
- Writing harmful information or lies on a personal blog or website. Sending a virus to someone's computer.

Understanding the law

Mississippi cyberstalking laws make it a felony to use electronic mail or electronic communication to:

- Communicate repeatedly in order to threaten, terrify, or harass a person.
- Make false statements concerning death, injury, illness, criminal conduct, or indecent conduct.

The laws also prohibit knowingly allowing anyone else to use your computer or other device to threaten, harass, or make false statements. A conviction can lead to a maximum fine of **\$5,000.00** and up to two (2) years in prison. (Miss. Code Ann. § 97-45-15).

Mississippi recently passed a statute which includes cyberbullying. The definition of “bullying” now includes events involving electronic communication, such as harassing emails or threatening messages online. S.B. No. 2015 (2010). Under the new law, bullying occurs when a victim reasonably perceives that he or she has been threatened or harassed. It does not matter whether the bully intended to threaten or harass the victim. Although cyberbullying usually occurs while students are surfing the net at home, it often translates into problems at school, creating an uncomfortable learning environment. The new law allows schools to discipline cyberbullying that occurs at school or at a school sponsored function and requires students and teachers with knowledge of bullying to report it to a school official.

However, it is ultimately the parent’s responsibility to detect cyberbullying at home. Visit www.fearstopshere.com/ for more information and resources on bullying and cyberbullying.

Other Categories of Bullying or Harassment: What you need to know

Electronic or Cyberbullying: Willful and repeated harm inflicted through the use of computers, cell phones, and/or other electronic device

Bullying: The use of force, coercion, hurtful teasing or threat, to abuse, aggressively dominate, or intimidate:

- A. Harassment or bullying on the basis of disability: Intimidation based on a disability; does not require the victim to have an IEP (example: Autism or a broken leg)
- B. Harassment or bullying on the basis of race, color, or national origin: Intimidation based on race, color, or national origin
- C. Harassment or bullying on the basis of sex: Intimidation based on one’s sex
- D. Harassment, Nonsexual: Unwanted and/or repeated surveillance or contact by an individual or group toward another person

**GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT
BULLYING/HARASSING BEHAVIOR COMPLAINT**

Date of Incident Being Reported: _____

Name of Victim: _____

Description of Incident: _____

Any Other Pertinent Information: _____

Names of Witnesses: _____

Name of Person Completing This Report: _____

Date: _____

Submit completed form to the Principal or Superintendent within five (5) days after the alleged incident.

DISCIPLINE PROCEDURES

An organized disciplinary program supports teachers' efforts to teach and addresses the growth of positive student attitudes and behaviors. The board has the responsibility and authority to establish school rules and procedures for the purpose of maintaining a non-disruptive educational environment. The discipline policies of the Greenwood Leflore Consolidated School District are following both federal and state law.

In the Greenwood Leflore Consolidated School District, infractions are divided into two categories: minor and major rule infractions.

Minor Rule Infractions

Behaviors associated with these infractions will be handled by the classroom teacher, in the classroom, using district/school rules for classroom behavior. **Step 1:** Minor infractions will require scheduling a conference between the building principal, teacher and parent. Other sanctions may be required and are left up to the discretion of the building administrator. Habitual behaviors may require other disciplinary actions/options. **Refer to Steps 1 and 2 for recommended sanctions.**

Misbehavior in class such as talking, playing, interruptions, out of seat
Running in hallways
Dress code violations
Sagging pants, hats
Playing in the bathroom
No homework or assignments or Refusal to do work
Tardiness
Name calling
Improper behavior at assemblies/activities
Sleeping in class
Refusing to identify self
Inadequate supplies for class
Hall pass violation
Food, drink or gum in class or hallways
Improper use of internet
Throwing rocks on playground
Disrespectful to peers
Cheating

Major Rule Infractions

Behaviors associated with these infractions will be punished according to the discipline ladder steps for each infraction.

Foul profane, obscene, threatening, defiant, or abusive language or action toward teachers or other employees. Defiance, ridicule or verbal attack on a teacher. Willful, deliberate or overt acts of disobedience directed toward a teacher	Step 3 or 4
Weapons possession or use, any attempt to carry or use a weapon on campus	Step 4
Physically assaulting a faculty or staff member	Step 4
Possession, sale, use, transmission, or under the Influence of alcohol, tobacco, and/or other types of controlled substance.	Step 3 or 4
Fighting on campus, bus, or any school sponsored activity	Step 2, 3 or 4
Inciting a disturbance, provoking or trying to provoke a fight	Step 2
Foul profane, obscene, threatening, defiant, or abusive language or action toward other students or on district property.	Step 2, 3 or 4
Inappropriate display of affection	Step 2
Sexual harassment none sexual act	Step 3
Engaging in sexual acts	Step 4
Bomb threat/ false alarm	Step 4
Stealing	Step 4
Threatening comments to the physical wellbeing of the school	Step 4
Vandalizing or defacing school property and payment if warranted	Step 3
Use or possession of fireworks	Step 3
Cutting school/truancy	Step 3
Cutting class	Step 3
Trespassing while under suspension	Step 4
Leaving campus without permission	Step 3
Molesting another student, Indecent exposure, Rape, sexual battery, or any other overt sexual act	Step 4

DISCIPLINE LADDER STEPS

STEP 1 – Classroom Procedures

- District and school classroom rules and consequences
- Principal's discretion (based on offenses and habitual behavior)
- In-school suspension (ISS) for habitual behavior
- Overnight suspension (ONS) (based on offense and habitual behavior)
- Counsel with student
- Mandatory parent/ teacher conference
- Recommendation for parent monitoring
- Recommendation to the Multi-System of Support Team (MTSS) for behavior intervention

STEP 2 – Office Procedures

- Parent conference (In person or Virtual unless otherwise specified by superintendent)
- Counsel with student
- Parent monitoring
- Corporal punishment
- Parent monitoring
- Recommendation to the Multi-System of Support Team (MTSS) for behavior intervention

STEP 3

- Parent conference (In person or Virtual unless otherwise specified by superintendent)
- Counsel with student
- In School Suspension (ISS)
- Recommendation for parent monitoring
- Recommendation to the Multi-System of Support Team (MTSS) for behavior intervention
- Out of school suspension (OSS)
- Recommendation for District disciplinary hearing

STEP 4

- Parent conference (In person or Virtual unless otherwise specified by superintendent)
- Counsel with student
- Out of school suspension
- District disciplinary hearing
- Probation and/or decision as set by District Discipline Hearing Committee
- Alternative placement
- Recommendation for expulsion

- Procedures under each step can be used in order as written or in combination according to the infraction.

- All out of school suspensions require an on-site parent conference prior to re-entry.
- Any student expelled must petition the School Board of Trustees prior to re-entry.
- All major offenses are subject to steps 3 and 4 depending on the severity of the incident.

PARENT/GUARDIAN RESPONSIBILITIES

A parent, guardian, or custodian of a compulsory-school age child enrolled in the Greenwood Leflore Consolidated School District shall be responsible financially for his or her minor child's destructive acts against school property or persons.

1. A parent, guardian, or custodian of a compulsory-school age child enrolled in the Greenwood Leflore Consolidated School District may be requested to appear at school by an appropriate school official or the school attendance officer for a conference regarding the destructive acts of the child.
2. A parent, guardian, or custodian of a compulsory-school age child enrolled in the Greenwood Leflore Consolidated School District who has been summoned by proper notification by an appropriate school official or attendance officer shall be required under this provision to attend such discipline conference of the Compulsory School Attendance Act.
3. A parent, guardian, or custodian of a compulsory-school age child subject to the provisions of this section who refused or willfully fails to perform any of the 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. A parent, guardian, or custodian of a compulsory-school age child enrolled in the Greenwood Leflore Consolidated School District shall be responsible for any criminal and/or civil fines brought against such student for unlawful activity occurring on school grounds, buses, or school sponsored trip.
5. The Greenwood Leflore Consolidated School District shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus the necessary court costs, from the parents of a minor (6-18) who maliciously and willfully damages or destroys property belonging to the school district.
6. The 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 student, the student shall be suspended in accordance with the Code of Student Conduct and discipline policies of the Greenwood Leflore Consolidated School District.

The Greenwood Leflore Consolidated School District Board of Trustees shall legally audit the discipline plan and student code of conduct 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.

Defined Privileges

Participating in or attending extracurricular activities, riding the school bus, recess, hall monitors, student workers, field trips, other privileges not mentioned above, and removal from the school district for a period of one (1) year or less

Out of School Suspension Schedule

1 st Suspension	1 to 3 days
2 nd Suspension	1 to 5 days
3 rd Suspension or greater	3 to 5 days
<i>In the event of severe situations, the schedule will not apply. Principals are authorized to suspend up to ten (10) days with Superintendent's or Superintendent's designee's approval for days past five (5) days.</i>	

Policy JD

Rule 1 - Unexcused Absences and Tardiness

Unexcused absence, chronic tardiness, skipping class, leaving campus without authorization, or urging others to violate these rules will not be tolerated. On the day prior to a school holiday, parents must come to school to check the student out if it is necessary for the student to leave before the end of the school day. If recommended by the child's teacher, the principal may file educational neglect against the parent in Youth Court or delinquent act against the child for truancy.

Recommended Sanctions: Parent could face up to ninety (90)

Days in the Leflore County Jail after reaching Step 5

Policy: JBD

Rule 2 - Parking and Traffic Violations on Campus (Grades 9-12)

All students who wish to drive their personal cars to school must obtain a parking permit at the time of registration. Those students who will be working must bring a statement from the Career and Technical Center Director in order to obtain a special sticker.

All students except those with special permits must park in the north parking lot. Those students with special permits will use the Career and Technical Center parking lot. Cars parked on campus without stickers will be towed away at the owner's expense.

The operation of a motor vehicle in such a way as to cause damage to public or private property located on school grounds or in such a way as to endanger life or limb of persons utilizing school facilities, driveways, or parking areas will result in the following sanctions.

Recommended Sanctions: First Offense - Parent Conference and student may lose privileges for up to 5 to 10 days or at the administrator's discretion.

Second Offense - Student will not be allowed to bring a car onto the campus

Policy: JGFF

Rule 3 - Dress and Grooming

A student shall not dress, groom, wear or use emblems, insignias, badges, or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise to cause disruption or interference with the operation of the school. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming, or use of emblems, insignias, badges, or other symbols results in such interference or disruption, and its cause, to all students by announcement or posting at the school. Obscene pictures or symbols of lewd, profane, or suggestive language shall not appear on clothing. Hats, headbands, hair rollers, and visors are not considered appropriate attire inside the building. Students are expected to wear properly fitted clothing. Loose and saggy pants worn without belts tend to fall down and are not appropriate in an educational environment. Students shall comply with Board Policy JCDB, Student Dress Code. Failure to comply will result in consequences as set forth in said policy JCDB.

Consequences: First Offense – Letter or reminder: Warning sent to parent(s) from the principal with the requirement that letter to be signed and returned the following day. Additionally, the student must call parent(s) to bring appropriate clothes for the day.

Second Offense – Principal will call parent(s) for a conference and to bring appropriate clothes for the day.

Third Offense – In School Suspension one (1) day; Parent(s) must bring appropriate clothes.

Fourth and Subsequent Offence -

Sanctions: Step 3-6 of Board Policy JD, Student Discipline

All students have three (3) days after enrollment to comply with dress code.

Rule 4 - Failure to Accept Disciplinary Action of the Teacher

Failure to accept disciplinary action recommended by the teacher.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Policy: JD

Rule 5 - Misbehavior on Bus

Misbehavior on the bus.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Policy: JCDAD

Rule 6 - Use of Profane, Vulgar or Obscene Words, Gestures, or Other Actions Which Disrupt School System Operations

Use of profane, vulgar, or obscene words, gestures, or other actions which disrupt school system operations.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 7 - Criminal Law Violations Not Occurring On School Property

A student who has been formally charged with a violation of criminal law which did not occur on school property but whose presence on the school campus may endanger the safety of other students and/or cause substantial disruptions to school operations may be subject to the following sanctions:

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 7- A - Criminal Law Violations on School Property or Events

A student, while on any property owned or operated by the Greenwood Leflore Consolidated School District, which shall include buildings or vehicles, or while attending or participating in any event which the Greenwood Leflore Consolidated School District is sponsoring or taking part in, who commits any act which under Mississippi or Federal law would constitute a felony shall be subject to the following sanctions:

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 8 - Rude and Disrespectful Behavior

No student will curse or intentionally argue in a demanding or disruptive manner with any teacher or administrator, or otherwise show disrespect for school personnel.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 9 - Sexual Misconduct or Offense

No student shall be guilty of sexual harassment, molesting another student, indecent exposure, rape, sexual battery, or any other overt heterosexual or homosexual act on school property during school functions, or under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 10 - Tobacco Offense

The use/possession of tobacco is prohibited on school grounds or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 11 - Cheating

Although cheating is considered as a minor infraction, cheating on tests or examinations will not be tolerated. No student shall cheat on any exam, project or report.

Recommended Sanctions: The student will be given a grade of zero and parents will be notified by the building administrator and/or teacher.

Rule 12 - Gambling on School Property or At a School Function

Gambling will not be tolerated on school property, in school buildings, or at any school-sponsored activity.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 13 - Disregard of Directions or Commands

A student shall not fail to comply with reasonable directions or commands of teachers, substitute teachers, teacher aides, principals, school bus drivers, or other authorized school personnel when on the school grounds or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 14 - Narcotic, Stimulant, Drugs, or Any Other Controlled Substance

A student shall not possess, sell, use, transmit or be under the influence of any narcotic drugs, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any drugs requiring a prescription controlled by the Mississippi State Board of Pharmacy. Law enforcement personnel will be called by the school authorities.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Policy: JCDAC

Rule 15 - Alcoholic Beverage or Intoxicant of Any Kind

Alcoholic beverages shall not be permitted on school-owned property, school buses, or at school sponsored activities. Students shall not be under the influence of intoxicating beverages while at school or in attendance at school-sponsored activities.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 16 - Assault and/or Battery on a School Employee

A student shall not cause physical injury or behave in such a way as could reasonably cause physical injury to a school employee on the school grounds, or during a school activity, function, or event off school grounds, or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 17 - Assault and/or Battery to a Person Employed or Not Employed By the School - FIGHT

A student shall not cause or threaten to cause bodily harm or mental anguish to any person, student, employee, or guest, or personal property of another on the school grounds or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 17-A - Group/Gang Assault and/or Battery to Person(s) On School Grounds – FIGHT

A group of students shall not cause physical injury or behave in such a way as could reasonably cause physical injury to a person on school grounds or during a school activity, function, or event off school grounds, or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 17-B - Fighting - FIGHT

No student will start or participate in a fight. (Fighting includes verbal abuse as well as physical contact.)

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Rule 18 - Possession of Controlled Substances, Weapons or Dangerous Instruments on Educational Property

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

Statutory Reference: Mississippi Code Ann & 37-11-18

Rule 19 - Use of Weapon and Dangerous Instruments

A student shall not possess, handle, or transmit a knife, razor, ice pick, explosive, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun, pepper gas, mace, or other object that reasonably can be considered a weapon in such a manner as to cause or attempt or threaten to cause bodily harm or mental anguish to any person, student, or guest on the school grounds or during a school activity, function, or event off school grounds or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps. Unless the automatic expulsion provisions of Rule 18 are required by the circumstances.

Rule 20 - Damage or Destruction of School Property

A student shall not cause damage to school property or steal or attempt to steal school property to include library books or reference material.

Mississippi Law provides for school districts to recover up to \$20,000 damages plus necessary.

Court costs from parents of any minor under the age of 18 and over the age of 6 who maliciously and willfully damages or destroys property belonging to the school district.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps. Other measures will be applied and restitution may be made through the court system.

Rule 21 - Damage or Destruction of Private Property Belonging to Other Students or School Personnel

A student shall not cause or attempt to cause damage to private property or attempt to steal private property either on the school grounds or during a school activity, function, or event off school grounds or while under school supervision.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps. Other measures will be applied and restitution may be made through the court system.

Rule 22 - Disruption and Interference with School

No Student Shall:

- A. Block any entrance, occupy any school building, prevent any class or function from taking place, prevent any student, guest or employee from using any facilities, or block any normal pedestrian or vehicular traffic or otherwise deprive others of free access to any facility, program or activity associated with Greenwood Leflore Consolidated School District.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

- B. Set fire to or in any school building or property.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

- C. Cause false fire alarms which disrupt school.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps. Possess, discharge, or otherwise threateningly use any firearm, fireworks, explosives, or other weapons on school premises.

- D. Bring and use without permission radios, headphones, earbuds, tape players, or other electronic stereo devices or games because they are not appropriate to the school atmosphere.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

- E. Have in his/her possession a cell phone or other personal communication devices on any school campus during school hours.

Sanctions are:

First Violation – Contact the parent to pick up the cell phone or other device.

Second Violation – Principal will hold the cell phone or device for 10 days.

Third and Subsequent Violations: Principal will hold the cell phone or device for 30 days.

- F. Participate, either actively or passively, in any unsanctioned activity, which in any manner disrupts or adversely affects normal school operations or any school-sponsored event.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

Policy: JD

Rule 23 - Extortion

Extortion of any kind will not be tolerated.

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps. Restitution may be made through the court system if required.

Rule 24 - Harassment

No student shall engage in any activity, which is intended to, or has the effect of, annoying, harassing, oppressing, threatening, coercing, or intimidating a fellow student, teacher, administrator, or other staff member.

The Greenwood Leflore Consolidated 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 of such class as a whole.

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

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in 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 evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the Greenwood Leflore Consolidated 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.

Statutory Reference:

SB 2015; MS Code Ann. Section 37-7-301 (e).

Recommended Sanctions: refer to disciplinary ladder for minor and major infractions and discipline ladder steps.

DISCIPLINARY ACTION

When a student's behavior, speech, and/or attitudes are unacceptable and reasonable effort to bring about improvement has not proved effective, more positive action shall be taken.

Policy: JD

SECTION I: CORPORAL PUNISHMENT

Corporal punishment administered in a reasonable manner by the principal or assistant principal acting within the scope of his/her employment or function and in accordance with any state or federal laws or rules or regulations of the State Board of Education or the local School Board does not constitute assault, simple assault, aggravated assault, battery, negligence or child abuse.

No principal or assistant principal so acting shall be named as an individual defendant or be held liable in a suit for civil damages alleged to have been suffered by a student as a result of the administration of corporal punishment, unless the court determines that the principal or assistant principal acted in bad faith or with malicious purpose or in a manner exhibiting a wanton and willful disregard of human rights or safety.

“Corporal punishment” means the reasonable use of physical contact by the principal or assistant principal 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 in the form of paddling shall be witnessed at all times by at least one (1) certified school employee, and all other acts of corporal punishment, as defined herein, shall be witnessed at all times, if possible, by a school employee. Section 37-11-57 (1997)

Corporal punishment for use in this district is defined as punishing or correcting a student by striking the student on the buttocks with a paddle. Either the principal or assistant principal may administer corporal punishment, but in either case, another certified staff member must be a witness. Corporal punishment shall not exceed five (5) swats with a paddle. Corporal punishment may be administered only to punish and/or correct disruptive student conduct. Neither corporal punishment nor the promise of corporal punishment will be used to stimulate academic achievement or to punish academic lapses. Prior to the administering of corporal punishment, the principal or his/her designee shall advise the student of the particular misconduct of which he is accused. The student shall be given an opportunity to explain his or her version of the facts prior to imposition of such corporal punishment. The student shall be informed beforehand of the specific misbehavior which results in the use of corporal punishment. Such punishment should not be administered in the presence of other students or in anger.

Policy: JDB

Rule 25: Vaping (See Appendix)

SECTION II: ALTERNATIVE PROGRAM *GLCSD ALTERNATIVE PROGRAM GUIDELINES*

Policy: JCD

The Greenwood Leflore Consolidated School District will follow all applicable state

and federal guidelines in regard to alternative education programs. It is the desire of the Greenwood Leflore Consolidated School District to educate students to their fullest Potential under the regular school program. Therefore, students are assigned to the Greenwood Leflore Consolidated School District Alternative Program 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 behavior of the student to the point that they may return to the home school. In order to accomplish this, the cooperation of the parents must be pledged at the time of entry in our program. All students who are referred for placement will be registered with the Leflore County Youth Court and a report of the case will be registered with the Youth Court Judge.

To be assigned to the Greenwood Leflore Consolidated School District Alternative Program, Principals and /or school administrators of the home school will direct all requests for a student admission hearing to the Superintendent or his/her designee.

Hearings will be arranged with the parents and principal of the homeschool notified of the time and date in writing. It may be necessary that the student remains 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), but not in the presence of each other. The decision made by the committee will be recommended to the Superintendent who will make the final disposition and terms of the case. Once approved, the principal will inform parents of the student's placement.

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 expected of them as it would in the regular classroom, including credits given under the Carnegie unit system in grades 9-12. However, if a student is enrolled in other classes for credit at the home school, the privilege of attending and participating in these classes will be suspended and in addition, 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, achieving and exhibiting 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 hearings for exiting the alternative program will be conducted by the same committee members that conducted the admission hearing. While in attendance and upon dismissal, all grades, attendance, and discipline records will be returned to the home school for processing.

Code of Conduct for the Greenwood Leflore Consolidated School District Alternative Program:

All students in the Greenwood Leflore Consolidated School District Alternative Program will be expected to adhere to the following rules:

1. Punctual attendance, cooperation, and participation in all classes;
2. Show respect for all individuals, their right to educational success, and their personal property;
3. Refrain from making inappropriate and unacceptable comments or gestures;
4. Conduct himself/herself in a safe and responsible manner;
5. Be responsible for assigned tasks;
6. 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 youth court judge may be notified.

Special Education Student Referral Process:

SPED students referred to the Greenwood Alternative Program 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 Greenwood Alternative Program 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 Greenwood Leflore Alternative Program 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 Greenwood Leflore Alternative Program is the responsibility of the home school.

Removal from Alternative School Program

Any student who becomes involved in any criminal or violent behavior shall be removed from such Alternative School program and if possible cause exists, a case shall be referred to the Youth Court. (Per. &32-13-92(9) Miss. Code Ann. Supp. 1977.

SECTION III DUE PROCESS FOR SUSPENSIONS FOR TEN DAYS OR LESS SHORT-TERM SUSPENSION

DUE PROCESS

A student who has been suspended, expelled, or otherwise denied admission to attend school has the right to due process. All aspects, circumstances, and records of the

student's case shall be confidential and available only to authorized school officials dealing directly with the student or to the student's parents, legal guardians or attorneys for the student or for the board. The following procedures provide notice and opportunity to be heard in such matters.

STEP ONE: INITIAL INFORMAL HEARING

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

1. An initial informal hearing is requested in each case where disciplinary action may be taken against a student and where an expelled student makes an application or readmission following the conclusion of the expulsion period.
2. After an initial investigation under the appropriate circumstances, the principal, superintendent or designee shall:
 - a. Advise the student of the charges against him or reasons for non-admission;
 - b. Afford the student a full opportunity to respond; and
 - c. If the student denies the charges or contests the reasons for non-admission, explain the evidence in support thereof.
3. After the informal hearing, the principal may take the following actions:
 - a. *SUSPENSION OF 10 DAYS OR LESS:*
The principal may issue to the student and legal guardian a notice of suspension not longer than 10 consecutive school days. The suspension is effective immediately and no further due process is required.
 - b. *IMMEDIATE REMOVAL:*
The principal may immediately dismiss the student from school for the day when such is necessary to restore order, to protect the safety of the others and/or to resume normal school functions but when an immediate suspension is not or may not be appropriate. A student sent home under these circumstances shall be instructed to return the following day with his legal guardian. Should the student not return as instructed, the principal shall mail a "Notice of Suspension" for 10 days or less, as appropriate.
 - c. *IMMEDIATE SUSPENSION AND RECOMMENDATION OF EXPULSION:*
The principal or superintendent shall immediately suspend a student for 10 days or less and recommend expulsion when there is a reason to believe that the student committed an unlawful or violent act, as defined or otherwise provided by district policy. The suspension shall be effective immediately, pending conclusion of due process on the recommendation of expulsion.
 - d. *IMMEDIATE SUSPENSION AND RECOMMENDATION OF SUSPENSION OF 11 DAYS OR MORE/EXPULSION:*
The principal or the superintendent may immediately suspend a student for 10 Days or more or expulsion, as appropriate under the circumstances. The Suspension shall be effective immediately, pending the conclusion of due process on the recommendation of long-term suspension or expulsion.
 - e. *DENIAL OF ADMISSION:*
The principal or superintendent may recommend a denial of admission which shall be effective immediately, pending the conclusion of the due process.

STEP TWO: Appeal Applies to:

Suspensions of 11 days or more
Expulsions
Denials of admission

If after the initial hearing the principal or superintendent determines that a recommendation of suspension for 11 days or more, expulsion or other denial of admission is the appropriate disciplinary action:

1. The principal or superintendent shall give the student a written “Notice of Suspension and Recommendation of Expulsion/Non-admission and Statement of Rights” in a form provided by the superintendent for such purposes.
2. The notice shall contain a statement of the charges/reasons, advise the student of his/her rights to legal counsel, to present witnesses and to cross-examine witnesses presented against him and state the date, time and place for the hearing. A copy of the notice will be hand-delivered to the student when possible and the original hand- delivered or mailed to the legal guardian.
3. A hearing before the disciplinary committee shall automatically be scheduled no later than the tenth (10th) school day following the date of the notice.
4. Pending the outcome of the hearing before the Disciplinary Hearing Committee:
 - a. The student may be offered temporary placement in the alternative school program when the counselor verifies the student’s suitability or such program and, in such case, the hearing before the Disciplinary Hearing Committee may be held at any appropriate time without application of the 10-day limitation. However, the District may not offer temporary placement when the offense upon which the action is based is gang or group-related fighting, violation of prohibitions against weapons or controlled substances, assault of a staff member or other unlawful or violent act.
 - b. The student may be allowed to remain in school if the principal or, in the case of non-admission, the superintendent determines that his continued presence is not detrimental to the normal functioning of the school program and, in such case, the hearing before the Disciplinary Hearing Committee may be held at any appropriate time without application of the 10-day limitation.
 - c. The hearing will be before the Disciplinary Hearing Committee:
 - i. 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.
 - ii. The superintendent’s designee will serve as the investigator, convener and the administrative or hearing officer of the committee but shall not vote.

- d. The Disciplinary Hearing Committee shall hear and consider all cases presented and is authorized to:
 - i. To concur or not concur in the suspension, expulsion or non-admission recommendation:
 - ii. To confirm or specify the duration of a suspension of eleven days or more, to remove the suspension or expulsion or to recommend admission; and
 - iii. Subject to review and approval of the superintendent, to recommend limited or unlimited expulsion or non-admission to the board.
 - iv. The Disciplinary Hearing Committee shall prepare a written summary of each case.
- e. All expulsion and non-admission recommendations shall be subject to review by the board.
- f. After completing this appeal step, a parent, legal guardian or custodian aggrieved by a decision to suspend his child may request a review of the decision by the board. A request for review must be submitted to the board within five (5) days after receiving a decision at this appeal step.

STEP THREE: REVIEW BY THE SUPERINTENDENT

Applies to: Expulsions
Denials of admission

The superintendent shall review all recommendations of the Disciplinary Hearing Committee for expulsions or denial of admission:

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, in the case of other denial of admission, recommend admission.
3. All recommendations by the superintendent of expulsions or denials of admission shall be subject to review by the board.

STEP FOUR: REVIEW BY THE BOARD

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

The board shall, at its next regular or special meeting following the recommendation, review and take final action on all recommendations for expulsions, denial of admission 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.

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

Policy: JCAA

DUE PROCESS FOR EXPULSION FOR ONE YEAR FOR POSSESSION OF CONTROLLED SUBSTANCES, WEAPONS OR DANGEROUS INSTRUMENTS ON EDUCATIONAL PROPERTY

1. If a student is suspended for more than 10 days by the principal, or is expelled by the superintendent for a period of one year for possession of controlled substances, weapons, or dangerous instruments on educational property and/or at a school-sponsored activity, the student has the right to a full evidentiary hearing before a hearing officer.

If the student and his parents desire to exercise the right to a full evidentiary hearing, the hearing must be requested within five (5) school days of the receipt of the NOTICE OF SUSPENSION/EXPULSION form.

FAILURE TO REQUEST A HEARING WITHIN FIVE (5) SCHOOL DAYS WAIVES THE STUDENT'S RIGHT TO SUCH A HEARING.

2. HEARING BEFORE HEARING OFFICER

Upon request for a hearing, the parents and student will be notified of the date, time, and place of the hearing as well as other information related to the facts of the case.

The administrative hearing before the hearing officer is in the form of a trial. The student may be represented by his/her parents, by an attorney, or by a person of his/her choice. The student or his/her representative may question any witnesses presented by the administration, may present witnesses on his/her behalf, and may present any other documentary evidence affidavits. Student witnesses shall be responsible for securing such parental consent in writing prior to the hearing. However, it is the responsibility of the principal or assistant principal to secure such consent if the suspension was based upon a student's statement regarding the matter.

If the hearing officer upholds the suspension, the parents and student have five (5) school days from the notification by the hearing officer to request an appeal before the School Board of Trustees of the Greenwood Leflore Consolidated School District. The student shall remain suspended or expelled from school during this time.

IF NO REQUEST FOR AN APPEAL TO THE SCHOOL BOARD IS MADE, THE DECISION OF THE HEARING OFFICER SHALL BE FINAL.

NOTICE OF SUSPENSION

SCHOOL

TELEPHONE NUMBER

DATE

Parent's Name and Address

Dear: _____;

This is to notify you that _____ has
been suspended from Greenwood Leflore Consolidated School District for the following days:

This suspension was brought about by the following conduct:

If you would like additional information on this suspension, please feel free
to contact my office (____ - ____ - ____)

Thank you for your assistance and cooperation in helping to resolve this
problem.

Sincerely,

Principal or Assistant Principal

ORIGINAL TO PARENT OR LEGAL GUARDIAN

MAIL OR HAND DELIVERED

COPY TO STUDENT

COPY TO CENTRAL OFFICE

COPY TO SCHOOL FILE

Policy: JDD

REQUEST FOR HEARING

NAME OF STUDENT _____

() I hereby request a Due Process Hearing for the above named student with respect to his/her suspension with the date of notification being _____

() I hereby request a formal Due Process Hearing for the above named student with respect to his/her (A) expulsion for one year for possession of a firearm on school property and/or at a school sponsored activity or (B) Possession of a drug on school property and/or at a school sponsored activity with the date of notification being _____.

() I have received a copy of the School Board adopted Policy for Due Process as it relates to this suspension/expulsion.

Signature of Person Requesting Hearing

Relation to Student

Date

FOR OFFICE USE ONLY

Date received by Principal/Superintendent _____

Policy: JCAA - JDD

STUDENT COMPLAINTS OF SEXUAL DISCRIMINATION/HARASSMENT – TITLE IX PROCEDURES

This complaint procedure shall provide a process for filing, processing and resolving complaints on matters related to complaints of sexual harassment/discrimination. 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.

I. DEFINITIONS

Sexual harassment is an unlawful form of discrimination on the basis of sex under Title VII of Civil Rights Act of 1964, as amended in 1972 and 1991; Title IX of the Education Amendment of 1972 and Mississippi Code annotated & 25-9-149 (Supp. 1991).

Unwelcome sexual advances, request for sexual favors, and other inappropriate oral, written, or physical conduct of a sexual nature when made by a member of the school staff to a student or a student, constitutes sexual harassment when:

- A. Submission to such conduct is made, explicitly, a term or condition of an individual's education;
- B. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment. While a single incident of offensive sexual conduct or remarks will generally, not create a hostile environment unless it is severe, such behavior is inappropriate and may subject the student to counseling and/or discipline.

Sexual harassment, as defined above, may include but is not limited to the following:

- 1. Verbal harassment or abuse;
- 2. Unwelcome touching;
- 3. Pressure for sexual activity;
- 4. Repeated remarks to a person which contains sexual or demeaning implications (sexual-oriented, kidding, teasing, double-entendres, jokes, etc.);
- 5. Suggesting or demanding involvement, accompanied by implied or explicit threats concerning one's grades, etc.

II. Procedures

A. Application To Students

- 1. Sexual harassment committed by students against other students or staff constitutes misconduct.

2. Students may seek guidance, and/or advocacy in addressing matters related to sexual harassment or inappropriate behavior of a sexual nature. Guidance Counselors, administrators, teachers, other school staff, and the Title IX Coordinator located at the Central Office, are available for these services.
3. Filing A Complaint
 - (a) Any Greenwood Leflore Consolidated School District (GLCSD) student who believes that she or he has been subjected to sexual harassment should report such conduct promptly.
 - (i) The report can be made verbally or in writing.
 - (ii) The report can be made to any staff member who will assist the student in reporting to the principal or designee. The report may be made directly to the principal or to the Title IX Coordinator at 401 Howard Street or by telephone, 453-4231.
 - (b) An investigation will be conducted in a timely manner which could lead to a suspension or expulsion of a GLCSD student as contained in Board Policy JD – Student Discipline.
 - (c) Findings and appropriate action will be rendered within as timely a manner as practical and reported to the Title IX Coordinator at the Central Office.
 - (d) There will be no adverse action against an individual for reporting an incident, or participating in or cooperating with an investigation of an alleged incident.
 - (e) To the extent possible, confidentiality will be preserved consistent with applicable laws and GLCSD’s responsibility to investigate and address such complaints.
 - (f) Any student who violates the sexual harassment policy will be subject to disciplinary action deemed necessary and appropriate, including warning, counseling, suspension, or expulsion.

(Expulsions may be warranted if a student has been involved in several incidents of sexual harassment when the school administrators first become aware of the problem.)

B. Application to Staff

1. Sexual harassment committed by staff against students constitutes misconduct.
2. A substantiated charge against a staff member by another staff member of the district shall subject such staff member to disciplinary action, including discharge.

Policy: JB - JB-P

Since it is important that complaints be filed and processed as rapidly as possible, the number of days indicated at each step are considered to be maximum and every effort will be made to expedite the process. At any step in the complaint procedure, the time limits may be extended only when necessary under the circumstances. In no event shall these procedures be extended for more than a 90-day period.

If a review is not requested at any time allotted and if the decision at the prior step found a reasonable basis to believe that an employee has engaged in any sexual misconduct or involvement with any student under the age of 18, the Title IX Coordinator shall, immediately upon the expiration of the allotted time, submit such information to the superintendent. The superintendent shall make such information available to the appropriate District Attorney as required by District policy and Mississippi law.

Facts elicited during the complaint procedure are confidential and do not become part of a student's permanent record. A copy of documents, communications, and records dealing with the processing of a complaint will be filed in a separate file as designated by the superintendent.

Facts elicited during the complaint procedure that results in adverse disciplinary action against an employee become part of that employee's personnel file.

The failure of a complainant to proceed from one step to the next within the set time limits, without being granted an extension of time by the Title IX Coordinator, shall eliminate any future review concerning that particular complaint.

The failure of the reviewing officer(s) to communicate his/her decision to the complainant or respondent within the time limits shall permit the complainant or respondent to proceed to the next step.

The complainant may withdraw his/her complaint at any step without reprisal. However, a complainant shall not be permitted to refile the same complaint once withdrawn unless it is within the initial time period.

No reprisal shall be invoked against the complainant for filing a complaint or against any person for participation in any way in this procedure. If the complaint is against the student's principal, the complainant may go directly to the Title IX coordinator.

II. PROCEDURES FOR PROCESSING A COMPLAINT

The building level principal will immediately investigate a complaint. If the evidence is adequate for a potential problem then the following procedures will take place.

Policy: JB - JB-P

Party/Parties Involved/Action Required

a. Complainant

Within five (5) days from the time a complaint becomes known, the complainant must complete and submit to the Title IX Coordinator a

written “Title IX Report” form. The report must state the respondent’s name, the nature, and dates of the Alleged violation, the names of any witnesses to such alleged violation and requested action. Forms shall be available from all principals’ office and from the Title IX Coordinator.

b. Title IX Coordinator

Within two (2) days from receipt of the written complaint, the Title IX Coordinator shall notify the respondent.

c. Respondent

Within five (5) days, the respondent shall be required to respond in writing to the Title IX Coordinator, as follows: Confirm or deny the facts as alleged; indicate acceptance or rejection of the complainant’s requested action; or outline alternative actions.

d. Title IX Coordinator

Within five (5) days from receipt of the respondent’s response, the Title IX Coordinator shall provide an initial response to the complainant and respondent, stating initial conclusions of fact and proposed action, if any.

e. Complainant or Respondent

Within five (5) days of receiving the initial response, the complainant or respondent may request, in writing, a hearing on the matter.

f. Title IX Coordinator

Upon receipt of a written request for a hearing, the Title IX Coordinator shall schedule a hearing to be held within 5-10 days before an unbiased panel of 3-5 district employees. The Title IX Coordinator shall give written notice of such hearing to the complainant, respondent, student’s principal or employee’s supervisor, superintendent and other appropriate witnesses if applicable.

g. Title IX Coordinator, Grievant, Respondent, Title IX Hearing Panel

Within 5 – 10 days of the receipt of the written request for a hearing by the Title IX Coordinator, a hearing shall be scheduled before an unbiased panel of 3-5 district employees. The Title IX Coordinator shall facilitate the hearing, at which the following rules shall apply:

- i. The hearing shall be informal and the legal rules of evidence and procedure shall not apply.
- ii. The complainant and respondent shall be permitted to submit written evidence and to bring witnesses before the panel.
- iii. The Title IX Hearing Panel members may question any witnesses brought before them.

- iv. The complainant and respondent shall be permitted to make a statement before the panel and may be permitted to examine their witnesses and to cross-examine witnesses actually presented by the other parties.
 - v. Representation of the complainant or respondent by other individuals shall not be permitted.
 - vi. The Title IX Coordinator shall create and maintain a record of the hearing which shall include the name of all witnesses, all investigation reports, a summary of all witness testimony and all documentary evidence.
- h. Title IX Hearing Panel

Within five (5) days after the hearing, the Title IX Hearing Panel shall issue a written decision which shall include findings of fact and recommended action.
- i. Title IX Coordinator

Upon receipt of the decision of the Title IX hearing Panel, the Title IX Coordinator shall provide a copy of such decision of the complainant, respondent, principal or supervisor and superintendent.
- j. Complainant or Respondent

If the complainant or respondent is not satisfied with the decision, he/she may request a review by this superintendent. The request for such review must be made in writing to the Title IX Coordinator within five (5) days of receipt of the Panel's decision.
- k. Title IX Coordinator

Upon receipt of a request for review by the superintendent, the Title IX Coordinator shall notify the superintendent of such request and submit to the superintendent in writing the record of the hearing, the panel decision and all related documents.
- l. Superintendent

Within ten (10) days of notice of request for review, the superintendent shall review the record and panel decision and shall issue a decision. The superintendent may concur in the findings and recommendations of the Panel or may make alternate findings and recommendations. The superintendent shall have his/her decision provided to the Title IX Coordinator, complainant, respondent and the principal or supervisor within the ten (10) day period.
- m. Complainant of Respondent

Within five (5) days of the receipt of the superintendent's decision, if dissatisfied with the decision, the complainant or respondent must submit

a written request for review by the School Board to the Title IX Coordinator.

n. Title IX Coordinator

Upon receipt of the request for review, the Title IX Coordinator must schedule a review before the governing School Board to be held at the Board's next regular or special meeting, but in no event more than 30 days from such request. The Title IX Coordinator shall provide the Board members with copies of the hearing record, all investigation reports, the panel decision, the superintendent's decision and all related documents.

o. School Board, Title IX Coordinator, Complainant, Respondent

Within 30 days of the request for review, the Board shall review the hearing record, all investigation, all reports, the panel decision, the superintendent's decision and all related records. The review is not a hearing and no party has the right to present further witnesses or other evidence or to examine any witness or party. However, the Board may, in its discretion, permit statements of limited duration from the complainant or his/her representative and the respondent or his/her representative. All usual rules of Board procedure shall apply. Furthermore, the Board may, in its discretion, require that the review be conducted in closed or executive session.

p. School Board

Within ten (10) days of the review, the Board shall issue a final written decision. The Board may concur in the findings of the superintendent and direct that the recommended actions be taken or may make alternate findings, and direct appropriate actions to be taken by the superintendent or other appropriate administrator. The decision of the Board is final.

Policy: JB – JB-P

SCHOOL SEARCHES

Desk and Lockers - Refer to School Board Policy: JCAB

Search of Students- Refer to School Board Policy: JCAB

METAL DETECTORS

Procedures for Stationary Metal Detectors- Refer to School Board Policy: JCAB

Procedures for Metal Detector Wands - Refer to School Board Policy: JCAB

Avoidance of Detection Process- Refer to School Board Policy: JCAB

FIRE/TORNADO DRILL PROCEDURES

General Procedures - Refer to School Board Policy: EBB - EBBC – EBBC - 1

ACCIDENTS: FIRST AID

If a student has an accident while at school that requires the service of a doctor, the following steps shall be followed:

1. Notify the building principal.
2. Notify the school nurse.
3. Contact the parent.
4. If the parent is reached, he shall take the child to their family doctor.
5. However, if the parent cannot be reached, the nurse or principal shall take the child to the family doctor, provided it is listed on the child's permanent record.
6. If a family doctor cannot be contacted, the nurse or principal shall use their own judgment in securing medical aid.
7. If the nurse or principal decides the accident is of such serious nature as to require ambulance services for transportation, such services shall be obtained and the student shall be taken to the hospital.
8. In the event the school was unable to reach the parent before taking the child to the doctor or the hospital, the school shall continue to attempt to reach the parent.
9. The disposition of the case shall be decided by the attending physician.
10. A complete cumulative written record of each accident shall be maintained in the principal's office and a copy forwarded to the Superintendent.

Policy: JGFG

ATHLETIC ELIGIBILITY

Middle School

Middle School athletic eligibility is as follows:

- 1) Must be promoted to the next grade
- 2) Must have passed at least four courses
- 3) The average of those four courses must be equivalent to a "C" or above
- 4) The same guidelines are applicable per semester

High School

Students are limited to six (6) years of eligibility in athletics in Grades 7-12.

Students that are in the 7th and 8th grade this school year must pass their grade level by achieving at least an average of a "C" in three of the four core courses

(math, science, English, and social studies) in order to be eligible to participate during the 2026-2027 school year and thereafter each school year.

Beginning with the Freshman Class of 2012-2013 and hereafter, students must pass six credits toward graduation. These 6 units will be averaged as a whole, and the overall average must be a “C” or higher in order to maintain eligibility. This will be done on a yearly basis.

A student-athlete may become eligible for the second semester only once during his/her school career if he/she fails the last semester of the previous year, by passing 6 units with a “C” average the first semester to be eligible the second semester.

NOTE: THE Carnegie units will increase from 20 to 24 units by the State Department of Education in 2008-2009. The students are required to pass 6 units of credit during the school year with a “C” average or better in order to maintain eligibility.

Special Education students will be academically eligible if they are making satisfactory progress according to the committees reviewing their Individual Education Plans (IEP).

SEVENTH, EIGHTH AND NINTH GRADE PARTICIPATION:
Pupils in the seventh grade, eighth grade, and ninth grade participating in high school extra-curriculum activities must pass their grade level by achieving at least an average of a “C” in three of the four core courses of Math, Science, English and Social Studies the previous year in order to be eligible to participate during the present year.

Policy: IDFA – JH – JHEAB – JHF

ATTENDANCE POLICY

The State of Mississippi operates under a Compulsory School Attendance Law (37-13-91) which requires all compulsory-school-age children, as defined as a child who has attained or will attain the age of six years on or before September 1 of the calendar year and who has not attained the age of seventeen years on or before September 1 of the calendar year, to attend school or an approved home school program. Any parent, guardian, or custodian of a compulsory-school-age child who refuses or willingly fails to perform their duty to see to it that the child is in attendance or intentionally falsifies any information required to certify enrollment shall be guilty of contributing to the neglect of a child. If convicted, the parents shall be punished in accordance with the provisions of Section 97-5-39 of the Mississippi Code of 1972.

For the purpose of definition, Section 37-13-91 of the Mississippi Code of 1972 uses the following terms:

- (a) “Parent” means the father or mother to whom a child has been born or the father or mother by whom the child has been legally adopted.
- (b) “Guardian” means a guardian of the person of a child, other than a parent, who is legally appointed by a court of competent jurisdiction.
- (c) “Custodian” means any person having the present care or custody of a child, other than a parent or guardian of said child.
- (d) “School” day means not less than five (5) and not more than eight (8) hours of actual teaching in which both teachers and pupils are in regular attendance for scheduled schoolwork.
- (e) “School” means any public school in this state which is in session each school year for at least one hundred eighty (180) school days.
- (f) “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 who has not attained the age of seventeen (17) years on or before September 1 of the calendar year. Students who enroll in the Greenwood Leflore Consolidated School District and are not of compulsory school age will be subject to the same policies and procedures of those students who do fit the law. For the purpose of this policy, any and all children enrolled in the Greenwood Leflore Consolidated School District will be referred to as the student.
- (g) School attendance officer means any full-time employee of the Youth Court or Family Court assigned to monitor compulsory public-school attendance, to investigate nonattendance of compulsory-school-age children, and to counsel all school-age children to attend school.
- (h) Appropriate school official means the Superintendent of the school district or his designee or the school principal.
- (i) Certificate of Enrollment means a registration of the following information: the name; address, and the date of birth (DOB) of the student; the name and address of the parent/guardian or custodian of the student; a simple description of the type of education the student has received at the previous school; along with the name and address of such school; the signature of the parent/guardian or custodian of the student.

Policy: JBA

Regular attendance and promptness to class are necessary to assure the continuity of the educational program. Time lost from class is irretrievable and absence tends to disrupt the continuity of the instructional program. Most teaching is done in an orderly sequence of building concepts and practice based on classroom activities and previous learning. If this pattern is broken by poor attendance, neither the student nor the school can expect satisfactory progress. Consequently, lack of attendance is believed to be a major cause of student failure.

All absences are considered excused or unexcused.

1. **Excused Absence** - Each of the following shall constitute a valid excuse for temporary nonattendance of a student enrolled in the Greenwood Leflore Consolidated School District when evidence of the excuse is provided ***in writing (Parents need to include date of absence and reason for absence. The school must date when the excuse was received)*** to the principal of the school in which the student is enrolled:

- A. Personal illness - Absence that results from illness or injury which prevents the student from being physically able to attend school.
- B. Serious illness or death in the family - Absence resulting from the death or serious illness of a member of the immediate family (children, spouse, grandparents, parents, brothers, and sisters, including stepbrothers and stepsisters) of a student.
- C. Required attendance at a court proceeding - Absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal if such student is a party to the action or under subpoena as a witness Medical or dental appointment(s).
- D. Medical isolation - Absence when isolation of the student is ordered by the county health officer, by the State Board of Health, or by the Superintendent or his designee.
- E. Religious reasons - Absence when the religion to which the student or student's parents adheres, requires or suggests the observance of a religious event. The approval of such absence is within the discretion of the school principal and should be granted unless the religion's observance is of such duration as to interfere with the education of the child.
- F. School activity - Absence that results from the student's attendance of an authorized school activity with the prior approval of the principal. Such activities may include field trips, athletic or academic contests, student conventions, musical festivals, and any similar activity.
- G. Educational opportunity - Absence of the student for the purpose of taking advantage of a valid educational opportunity such as travel, including vacations or other family travel. Graduating seniors may be granted permission to visit college campuses for the purpose of obtaining information or seeking admission. Such requests must be made to the principal in writing in advance of the day the absence is to occur, but such approval shall not be unreasonably withheld.
- H. Other absences - Absences beyond the student's and parent's control that indicate conditions are sufficient to warrant the student's non-attendance. Cases will be reviewed on an individual basis by the principal.

2. **Unexcused Absence**

- A. All absences other than those listed above are considered to be "unlawful absences" because the absence is not due to a valid excuse for temporary non-attendance.
- B. After the fifth (5th) unexcused absence, remaining absences will be reported to the school attendance officer of the Youth Court. Any parent, guardian

or custodian of a student subject to the provisions of the law who refuses or willfully fails to perform any of the duties imposed upon him or her under the provisions of the law or who intentionally falsifies any information required to be contained in a certificate of enrollment, shall be reported to the appropriate authorities and subject to punishment in accordance with the provisions of Section 97-5-39, Mississippi Code of 1972.

- C. If a student has not been enrolled in a school within fifteen (15) calendar days after the first day of the school year of the school which such student is eligible to attend or such child has an accumulated ten (10) unlawful absences during the school year of the school in which such child is enrolled, the principal shall report such absences to the school attendance office of the Youth Court or Family Court.
- D. Unexcused absences will be addressed in the district's discipline ladder.

Policy: JBA

Make-up Work for Required Assignments

All required work missed for any reason must be made up in accordance with school policies. The policy shall be:

- 1. Upon returning to school from any absence, the student will be given **two days** to complete any graded required work for each day of absence beginning with the day after he/she returns to school. In extreme cases of excused absences, extended time for completing the work may be granted by the teacher. No additional time may be granted for unexcused absences.
- 2. **All graded required work made up after an excused absence will be given the same credit as if the student was in school on that day.**
- 3. **All required work missed because of an unexcused absence must be made up in accordance with the make-up policy. However, full credit may not be given for this work and any grades taken during this absence will result in a grade not greater than that of sixty-five (65).**
- 4. When a student's absence from school is because of representing the school on official business, e.g. sports, band, choral activities, etc., teachers will be notified two days in advance by the activity sponsor. However, the student has the responsibility of checking with the teacher and completing all work missed. Preferably, this will be done in advance of the absence, but certainly within the timeline of other excused absences.
- 5. **All graded required work missed for any absence, excused or unexcused, that is not made up in accordance with the above policy will result in a grade of zero (0).**

Policy: JBD

STUDENT ATTENDANCE PROCEDURES

Beginning January 4, 2023, the board approved the following regulation concerning attendance that will be enforced in the Greenwood Leflore Consolidated School District:

Handwritten Excuses for absences:

- a. Schools in the Greenwood Leflore Consolidated School District will only accept two (2) handwritten notes as an excused absence from the parent or legal guardian per nine weeks. The handwritten note must have the student's name, parents' or guardian's names, nature of the absence or a valid contact name.
- b. Any absence during the weeks after the second handwritten note must have a doctor's excuse to be considered an excused absence. Otherwise the absence will be recorded as unexcused.

Attendance Law Revisions

MS Code §37-13-91

effective July 1, 2026

- SAO Pay Increase Certificate of Enrollment due by August 15 of each year
- Required attendance of 66% of student's school day
- No more than 5 excused absences per semester unless specifically approved by the superintendent or designee
- No school sanctioned event counted as absence
- Districts develop and implement tiered intervention strategies – parent contact at 3 absences, interventions by 8 absences
- Unlawful absences must be reported by the end of the next business day
- An unlawful absence is any time a compulsory-school-age student (ages 5-17) (5 year olds turning 6 on or before Sept 1st or enrolling in a full time public Kindergarten program) missing 33% of the student's school day, or all of a school day without a valid excuse.
- An absence is not considered unlawful until the student fails to present an excuse in accordance with district policy. (i.e. if policy allows a student two days to submit an excuse, therefore, referral is not valid until that timeframe has expired.)
- Suspensions are considered unexcused absences under state law; however, they must be reported at the time they occur to ensure they are not incorrectly counted toward truancy by the SAO.
- Superintendents must report to the SAO if a student has not enrolled within 15 days of beginning of school.
- No valid excuse = unlawful absence.

Attendance Reporting

3 absences: The school must contact the parent or guardian.

5 Unlawful absences: The school must report to the school attendance officer.

8 or more unlawful absences: This can lead to a referral to court for truancy. The school must have interventions for the student. The school must also report to the school attendance officer.

12 unlawful absences- Must be reported to the school attendance officer.

15 unlawful absences – Must be reported to the school attendance officer and will be filed in court if interventions have been documented.

HOMEBOUND PROGRAM

The Homebound Program is designed to provide tutorial services to students only in unusual circumstances in which his/her absences are for an extended period due to illness or accident for more than five (5) consecutive school days. While it is our desire to work with any student who must be absent for an extended period of time to make-up work, each case must be evaluated to determine eligibility. However, even when the nature of the illness/accident is such that the students/parents/guardians may work with the school to obtain assignments and make-up work, all students who are absent from school must be counted as absent, regardless of excuse, until they have been approved and officially enrolled in the Homebound Program using the following procedures.

1. The student's parent, legal guardian, or custodian must make a request to the school principal for enrollment in the Homebound Program and complete all necessary forms **AT THE TIME OF ILLNESS OR ACCIDENT**. The student's absences must be the result of illness/accident diagnosed by a physician. A written statement from the physician verifying that the illness/accident will prevent the student from attending school more than five (5) consecutive days must accompany the request. This request will be forwarded to the school nurse for review and further documentation.
2. After having been screened and reviewed by the school nurse, the request must receive written approval from the Coordinator of the Homebound Program at the Central Office. Notification of approval or rejection will be sent in writing to the parent, school, and teachers involved. **UNTIL THE STUDENT HAS BEEN OFFICIALLY ACCEPTED FOR ENROLLMENT IN THE HOMEBOUND PROGRAM, THE STUDENT MUST BE COUNTED ABSENT USING THE NORMAL ATTENDANCE POLICY REGULATIONS AS TO BEING EXCUSED OR UNEXCUSED.**

3. If approval is granted, a certified teacher will be assigned to work with the student, to provide instruction. Even though the work may be modified, to receive credit for work accomplished, all assignments must be turned in as directed by the school and checked by the appropriate teacher. In this case, **THE STUDENT WILL BE COUNTED IN ATTENDANCE ONLY ON THE DAYS OF SERVICE BY THE ASSIGNED TEACHER.**

4. In severe cases, where the student's condition may be determined to be medically fragile and the student will not be able to attend school for more than twenty (20) days, the Coordinator of the Homebound Program may refer the case to the Director of Special Education to determine if a physically handicapped condition exists. If the determination is made to rule the student eligible for **SPECIAL EDUCATION SELF-CONTAINED HOMEBOUND PLACEMENT**, in addition to receiving instructional services, the student will be counted as present according to the attendance policy of the school district.

Policy: IDDC

EARLY PICK UP

Please consider that when students are picked up, they miss valuable instructional time; also note that the last period is an instructional period and leaving school before 3:15 p.m. ensures that students will lose instructional time. Please do not schedule early pick-ups if it is not a dire emergency so that students will not get behind academically. ***In order for a student to be considered present for ADA purposes, he/she must be in attendance at school or at an authorized school activity for at least sixty-three percent (63%) of his/her instructional day. A student who is absent more than thirty-seven percent (37%) of his/her instructional day will be considered absent the entire school day. The instructional day for each school and/or student will be fixed by the school board. Refer to MS Code 37-13-9.***

CLEARANCE PASSES

Students must show clearance passes to **ALL** teachers once they return from out-of-school suspensions, in-school suspension, and excused and unexcused absences.

COMMUNICABLE DISEASES

This school board has the power, authority, and duty to exclude from the schools with what appears to be infectious or contagious diseases; provided, however, such student may be allowed to return to school upon presenting a certificate from a public health officer, duly licensed physician or nurse practitioner that the student is free from such disease. MS CODE 37-7-301)

HEAD LICE for any student who has had head lice on three (3) consecutive occasions during one (1) school year, the principal shall notify the county health department of the

recurring problem of head lice with that student. The student shall not be allowed to attend school until proof of treatment is obtained. MS CODE 41-79-21 (1999)

MENINGOCOCCAL DISEASE

Local school boards shall ensure that all public schools and agricultural high schools provide parents and guardians with information about meningococcal disease and the effectiveness of vaccination against meningococcal disease. Such information may be provided through the school district Web site, student handbook or other appropriate means of dissemination of information. Such information shall be updated annually if new information on such disease is available. This information shall include the causes, symptoms, and means by which meningococcal disease is spread and the place where parents and guardians may obtain additional information and vaccinations for their children. Nothing in this section shall be construed to require a local school board or school to provide or purchase vaccine against meningococcal disease.

Decisions regarding an HIV-infected student shall be based on an individual basis with regard to the behavior, neurological development, physical condition of the student, and the expected type of interaction with others in that setting. These decisions shall be made using the team approach including the child's physician, public health personnel, the child's parent or guardian, and personnel associated with the educational setting. In each case risks and benefits to both the infected student and to others in the setting shall be weighed as conditions change. Cases may be re-evaluated.

Policy: JLCCA - JGCC

<u>DISEASE</u>	<u>EXCLUSION FROM SCHOOL</u>
Chicken Pox	Eight (8) days after eruption appears (until rash is dry)
German Measles	Four (4) days after onset of rash; clearance by physician
Red Measles	Seven (7) to ten (10) days after onset of rash; clearance by physician
Mumps	Nine (9) days after glands swell (until swelling has subsided)
Scarlet Fever	One (1) day (with antibiotic treatment) Four (4) days (without treatment)
Hepatitis	Clearance by physician
Conjunctivitis (Pink Eye)	Until under proper treatment
Impetigo	Until under proper treatment-oral antibiotic therapy is started
Pediculosis (Lice)	Treatment may be accomplished with over-the-counter medicines applied to the scalp. Some products require a repeat treatment one week after the first one to kill lice that hatch from nits not killed by the first treatment. The student may return to class after the first treatment is given. Proof of treatment (box top) is required upon re-admission to school. The child does not have to be free from all nits.

Ringworm	Until under proper treatment – topical antifungal for lesions anywhere except scalp. Ringworm of the scalp does not respond to over-the counter medicines. The student must see his/her physician for oral antifungal therapy. A student may return to school as soon as treatment by a doctor is started.
Scabies	Until under proper treatment
Strep Throat	May return to class 24 hours after treatment by physician if free of fever.

The principal may require a written note from the student's family doctor or public Health Department for a student returning to school after having a communicable or infectious disease.

Policy: JGCC

Mississippi Department of Education Literacy-Based Promotion Act Senate Bill 2347 Kindergarten – 3rd Grade Student

Parent Notification Requirements

If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading
- Description of student services and supports presently provided
- Description of proposed supplemental instruction and support to remediate the student's deficit areas
- Strategies for parents to use to help students at home
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade

Requirements for Public Schools

- Inform parents or legal guardians of the student's academic progress
- Provide intensive reading instruction and immediate intervention to each K-3 student who exhibits a substantial deficiency in reading at any time, as demonstrated by performance on an MDE-approved reading screener or locally determined assessments and teacher observations.

Social Promotion and Third Grade Gateway

- A student may not be assigned a grade level based solely on age or any other factor which constitutes social promotion.
- Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to the 4th grade.
- A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause.

Good Cause Exemptions

- Limited English Proficient students with less than (2) years of instruction in English Language Learner program
- Limited English Proficient students with more than (2) years of instruction in English Language Learner program with the required documentation as stated in the GCE documentation packet.
- Students with disabilities whose individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law
- Students with a disability who participate in the accountability assessment and who have an IEP or Section 504 plan which reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency and was previously retained
- Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education
- Students who receive intensive intervention for two or more years but still demonstrate deficiency in reading, and who previously were retained for two (2) years in any grade Kindergarten through 3rd grade

Policy: ICHI

IHA – GRADING SYSTEM

IHAB – REPORT CARDS

IHE – PROMOTION & RETENTION

IHF – GRADUATION REQUIREMENTS

(Modified for School Handbook)

Approved as Board Policy

IHA – GRADING SYSTEMS – GRADES

Kindergarten

U = Unsatisfactory

N = Needs Improvement

S = Satisfactory

Elementary

A = 90 - 100

B = 80 - 89

C = 70 – 79

D = 65 – 69

F = 64 and below

All students in grades 7-12 will be enrolled in the required subjects of mathematics, language arts, reading, science, and social studies and in other elective subjects. All students in grades 9-12 will be enrolled at the appropriate level in the subjects that are required for graduation.

For each class a student is enrolled, grades will be earned throughout the nine-week period on daily assignments, projects, and unit tests by assessing critical skills and required curriculum competencies taught during that grading period.

A. Carnegie Units for Grades

Since Carnegie Units (credits) are awarded based on the students having a 65 or above final average of each course at the secondary level, the grades of students at this level should accurately reflect their ability to process the critical skills and required curriculum competencies that were taught during each grading period.

It shall be the policy of the district that any student may earn Carnegie units through completing specified online courses listed in the approved courses for the secondary schools of Mississippi and taught by a highly qualified, certified teacher. Permission to enroll in any on-line course that will be considered to earn Carnegie units toward graduation must be granted in writing by the Superintendent to enrolling in the class.

In semester courses offering 1/2 Carnegie Unit (credit), the semester average must be 65 or above to pass the course and receive the credit. In full year courses offering 1 Carnegie Unit (credit), the yearly average must be 65 or above to pass the course and receive the credit. However, on yearly courses, if the student fails one semester and the other semester grade is not high enough for a year's passing average, the student must repeat the entire course* and the credit is not earned until the course is passed.

In cases where the student has shown active participation toward completing the required competencies, yet still needs extra time to gain a passing average, an after-school tutoring program and/or extended session may be offered to enable the student to successfully complete the class.

Calculating GPA (Weighted Grading System)

Certain courses in grades 9-12 are designed to rigorously challenge students who wish to meet the opportunities they afford. To encourage students to work at their maximum ability, a weighted grade point system is developed for use in class ranking, overall grade point averages, and honors. Grades earned in PE and Band classes are configured **once** when calculating GPAs no matter how many times it has been taken. All Excel, Honors, Advanced Placement and Dual Enrollment courses are weighted according to their difficulty beyond normal expectations. The advanced courses are:

- 1 - EXCEL Courses *
- 2 - Honors Courses
- 3 - Advanced Placement / Courses **
- 4 -Dual Enrollment/Credit

As stated in the section on report cards, averages on report cards shall be listed numerically. For the purpose of calculating Grade Point Averages (GPA) and determining class rank, quality points will be applied to the letter grade that represents the **semester numerical average** in each subject average according to the following scale:

Grades:

Numerical Average

A – 90-100

B - 80-89

C - 70-79

D - 65-69

F - 64 and below

Regular Courses	Excel/Honors Courses	Advanced Placement/ Dual Credit Courses (Weighted)
A - 4.0	A - 4.5	A - 5.0
B - 3.0	B - 3.5	B - 4.0
C - 2.0	C - 2.5	C - 3.0
D - 1.0	D - 1.5	D - 2.0
F - 0.0	F - 0.0	F - 0.0

When determining the Valedictorian and Salutatorian in the case of a tie, a numerical average will be calculated using the same procedure. This also applies to all students with the same GPA. A student must attend current high school for the entire four years to be considered for the Valedictorian or Salutatorian.

It shall be the policy of this district that:

1. All 9th and 10th grade students must be enrolled in classes for a full period day. All 11th and 12th grade students who plan to leave school to go to work must (1) enroll in Career Pathways, or (2) enroll in an NJROTC class and be affiliated with the NJROTC Partnership Academy School-to-Work Program; (3) enroll in the Dual Credit Program. Other 11th and 12th grade students will not be granted this privilege unless extreme circumstances exist. Recommendations to consider this exception shall be made by the Principal to the Superintendent.
2. No student may be enrolled in two English classes simultaneously.
3. Consideration must be given to allow a student to take English I, II, III or IV as a new subject in summer school when extreme circumstances exist. Recommendations to consider this exception may be made by the Principal to the Superintendent.

4. English may not be taken as a correspondence course.
5. A student may earn a maximum of one (1) Carnegie unit during a single summer school session. No more than a total of four (4) Carnegie units earned in a summer school program may be counted toward graduation.
6. A student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.
7. Upon failing any credit bearing course with a grade of 50 or higher, the student is eligible to participate in Credit Recovery to recover the failed credit and can only receive a grade of 65 regardless of the grade earned in the course. Credit recovery courses shall be delivered via computer and online. The credit recovery course must be completed in nine weeks with 80 percent mastery of the skills with an overall grade of 65.
8. Students will be recognized as graduating with honors when they have maintained a 3.0-3.49999 QPA; highest honors when they have maintained a 3.50-3.999 QPA; and highest honors with distinction when they have maintained a 4.0 and above QPA. To further qualify, their courses of study must have **included:**
 - a) Algebra I or Algebra I EXCEL;
 - b) Geometry or Geometry EXCEL;
 - c) Algebra II or Algebra II EXCEL;
 - d) Biology I or Biology I EXCEL;
 - f) Human Anatomy and Physiology;
 - g) World History or World History EXCEL;
 - h) 1-AP Course;
 - i) Foreign Language or Advanced Elective
 - j) 1-Dual Credit Course

C. The EXCEL and Advanced Placement Program on High School Campuses

*The EXCEL Program provides a demanding four-year academic experience for students in grades 9-12. Students identified as the most academically talented and promising students in those grades will be invited to participate in the EXCEL program at grade nine. Setting out on a separate course of achievement during their high school years, a challenging environment will be marked by unique activities, experiences, and concerns. EXCEL will provide a prestigious and highly rewarding academic world designed to meet the needs, interests, and capabilities of students in this program.

Because the practice of what is learned is the essence of being educated, the staff members directing and working in this program will require that the students in EXCEL reach new levels of participation. Through intellectually demanding processes and activities, these courses are designed with innovation and enrichment being the keys to whatever is done in the program. EXCEL, staff members believe, is unique in its stringent demands, its reach into the community at large, its development of records and files for scholarship assistance, its provision of special opportunities for social growth, its recognition factors, and its enriched course content and structure. This environment permits unusual freedom with high expectations for student participants and staff.

The invitation to participate in the High School EXCEL Program will be offered to all students identified as eligible under the admission policy. Those who wish to be members of EXCEL will sign the request form signifying their desire to be enrolled in the program during their high school years. In addition, their parents will be asked to sign the form signifying parental support of their child's participation in EXCEL and their desire to work with these students and help to see that the ultimate objectives of EXCEL are reached. The students who choose to accept membership in EXCEL must understand that they are making a full and unequivocal commitment to academic excellence which will demand their best efforts. That commitment will extend throughout the student's high school years and will require the highest levels of motivation and intellectual application.

Students will be admitted to EXCEL by meeting the following requirements:

- a. Must enroll in an academically challenging curriculum that will include advanced placement and enriched courses. The student's program of studies must be approved by a screening committee composed of administrators, counselors, and EXCEL teachers.
- b. Must maintain a 3.2 quality point average in all course work.
- c. Must be at or above the 70 percentile on the total score section of an achievement test.
- d. Must have a favorable referral from the four-academic core faculty member(s).
- e. Must plan to earn at least 24 Carnegie units prior to graduation.
- f. Must perform and document a minimum number of hours of community service. The number of hours will be decided and approved by the EXCEL screening committee.
- g. Must serve as in-school tutors and assume a positive leadership role in the school.
- h. In order for students to receive the quality points offered in EXCEL classes, they must maintain a 75 or above average in the EXCEL class and meet the community service requirement above.

** Also, as a part of the EXCEL Program, Advanced Placement Courses (AP) are administered by the College Board under the advice of the Council on College-Level Services. At the end of the course, students may be administered an Advanced Placement Test by the College Board. These tests are designed for the particular subject they are taking. In addition to receiving regular high school credit, successful completion of this test entitles the students to receive college credit from any cooperating institution of higher learning. The cost of the exam will be incurred by the student. Students taking an EXCEL, or an AP class are not eligible to attend extended school to pass these courses. Student progress will be monitored each 9-weeks.

It is the intent of the School Board to offer rigorous college-level courses at the high schools, and that these courses meet the College Board's expectations and requirements for Advanced Placement courses. It is also the intent of the Board that students demonstrate mastery of the materials in Advanced Placement courses by taking Advanced Placement exams. Advanced Placement exams will be offered to students participating in the program and are a nationally recognized standard for measuring performance in Advanced Placement courses. The cost of the exam will be incurred by the student.

"The Advance Placement Program is designed to enable motivated college-bound students to challenge themselves to complete college-level courses while still in high school and to obtain college advanced placement or credit, or both, on the basis of rigorous AP Examinations". (*On Behalf of Educational Excellence, the College Board, 1994*)

Policy: IHA – IHAD – IHE – IHF

The Board will make every effort to ensure that the enrollment of the AP classes reflects the diversity of the student's population. All juniors, seniors, and students that are at least age 16 and are willing to accept the challenge of a rigorous academic curriculum may be admitted to AP courses. Changes from an AP level course to a general level course must be approved by the Principal (or designee) and will be made only in the situation where the determination has been made that the content and objectives of the AP course are too difficult for the based on the student's aptitude and ability. A student will not be allowed to change to a lower-level course if it is determined that the student's poor academic standing is due to an unwillingness to do the work, poor attendance or time on-line, and other indications of lack of effort.

Report cards for all students in grades K-12 shall be issued at the end of each nine-week period.

In order for students to receive term, semester or yearly grades, all course or grade level requirements must be met. All term averages (calculated as described in the previous sections) will be based on student performance of required academic work and will be recorded numerically as follows:

A	90-100
B	80-89
C	70-79
D	65-69
F	64 and below

A progress report will be issued to all students in grades K-12 refer to school district calendar.

Parents of all students in grades K-12 will be notified of their student's progress through parent teacher conferences or notices sent out periodically during the year. Principals and teachers are urged to avail themselves of the opportunity to confer with parents so that better understanding of the home and the needs of the students will exist on the part of the school. The potential for learning on the part of each student can be realized only when the home and the school are in accord. The conferences should be just as brief as

possible and still achieve the purpose of the conference, and conserve the time of the principal, teacher and parent

A. Recording Grades for Transfer Students

The Greenwood Leflore Consolidated School District will accept transfer students and award credit for grades earned during the school year if the student is enrolled in the Greenwood Leflore Consolidated School District for at least twenty (20) school days. A student enrolled in the Greenwood Leflore Consolidated School District for less than twenty (20) days will receive an incomplete grade (I), except for those students transferring into the Greenwood Leflore Consolidated School District whose grades in progress at a previously accredited school are sent to the Principal's office. Grades in progress will be averaged with grades received while in attendance in the Greenwood Leflore Consolidated School District.

B. Recording Grades When Work Is Incomplete Due to Absences

When course work is not completed due to absences, an incomplete grade (I) will be recorded on the report card. Make-up work for absences will be in accordance with the absentee policy.

C. Honor Roll

Each nine-week, students in grades 1-12 will be recognized for outstanding grades by being listed on the school Honor Roll. In addition to honoring the students at school, the Principal of the school will announce the students on the Honor Roll by providing the list to the newspaper for publishing. Students considered for Honor Roll must be enrolled in four (4) regular academic courses.

Superintendent's List	All A's
Principal's List	All A's and B's
Honor Roll	All B's

Policy: IHE – IHF – IHA – IHAB

Students with Disabilities

Systematic grading procedures are utilized for students with specific disabilities who are served by the school district's special education program. Special education services may be provided for children who are developmentally delayed; autistic; impaired by traumatic brain injury; language or speech impaired; physically disabled; hearing impaired; deaf; visually impaired; blind; learning disabled; educationally disabled, and emotionally disabled. While the specific guidelines below are primarily used for students receiving special education services, there may be certain cases where students do not meet the criteria for special education, yet specific disabilities cause him/her to be unable to successfully function in the regular classroom without modifications. In either case, an Individualized Educational Plan (IEP) will be written to document

identified instructional modifications and/or objectives and the applicable guidelines for assigning grades to these students will also be used.

A. Special Education Students in Resource Classes

If a disabled student receives instruction in a resource class taught by a certified special education teacher, the student will receive grades reflecting the individual achievement on his/her functional level. The procedure used for reporting such grades will clearly denote that a high grade does not necessarily mean that a disabling condition no longer exists.

The grade the student makes on his/her report card is a direct relationship to the number of objectives achieved as stated on the IEP for the grading period. For example, if a student achieves 85% of the objectives in Reading for the first nine weeks, the student will receive an 85 average on the report card. If the student achieves less than 70% of objectives taught, the student may receive a failing grade.

See section on report cards for recording student averages in grades 1-12.

B. Special Education Students in Self-Contained Classrooms

A special education student who receives the majority of his/her instruction in a self-contained classroom taught by a certified special education teacher will not be graded on a numerical system. The teacher of said student will send a progress report to the parents periodically throughout the school year. Reports will be signed by the parent and conferences conducted if necessary.

See section on report cards for recording student averages in grades 1-12.

C. Disabled Students in Regular Classes

If a disabled student, served by special education or otherwise, is taking a class taught by a certified elementary or secondary teacher using the regular school curriculum, said student will be graded as other students in the class. However, all efforts must be made, by the regular classroom teacher and (if applicable) the special education teacher, to make the necessary program modifications that will contribute to the success of the disabled student.

The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children 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 children 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 (1999) Policy IHE

Some examples of allowable program modifications to students with disabilities are:

1. Reading a test to the student thus allowing him/her to respond orally
2. Administering a test in the mode in which he/she communicates best
3. Adapting/modifying a particular lesson, unit, or test so that he/she can learn the material in smaller increments
4. Allowing the special education teacher to administer the test/homework during resource room time so that he/she has more time to complete the test and/or homework assignment
5. Sending his/her assignments to the special education resource teacher so that the teacher can assist him/her with daily lessons
6. Assigning a peer tutor to work with him/her on assignments
7. Providing larger print textbooks for visually impaired students
8. Providing proper classroom seating for visually and hearing-impaired students
9. Varying instructional techniques to provide more individualized assistance to students with disabilities
10. Providing a tape recorder for him/her to tape lessons

Any student with disabilities who does not meet the requirements of a course, (after modification is made to adjust for the student's handicap), may receive a failing grade. In the case of a special education student, he/she should be removed from the regular class and placed in a similar class taught by a special education teacher. A recommendation for removal would result in a parent conference and a revision of the IEP must be made. If the parent does not agree that the disabled student should be removed from the regular class, the student shall remain in such class. The decision shall be documented by the regular education and the special education teachers.

See section on report cards for recording student averages in grades K-12. If a student with disabilities, who is enrolled in regular education classes, even when accommodations are made, is a candidate for a regular high school diploma, the criteria for promotion/graduation shall be the same as for any other student.

For a student with disabilities being taught a particular subject or subjects by Special Education Teachers, the IEP (Individual Education Plan) shall specify the expectations/objectives for that student and the means for performance evaluation.

Promotion for students with disabilities in the special education program will be based upon the student's level of performance on IEP objectives.

For every student receiving special education services, there will be consideration, during the IEP Review/Revision session prior to the student's entry into the ninth grade, as to this student's possibilities for achieving sufficient units to earn a regular diploma.

Policy: IEBA – IFB – IDDF – IDDH – IDHDB

STUDENT DRESS CODE

The board of trustees has approved a mandatory uniform policy for the Greenwood Leflore Consolidated School District. All students will adhere to the dress code policy listed in the handbook.

Therefore, the following dress code has been approved:

1. To Improve School Security and School Safety
2. To Promote Positive Discipline
3. To Decrease Peer Pressure
4. To Promote School Pride
5. To Minimize Economic and Social Barriers among Students.

School	Pants/Skirts	Shirts
Bankston Elementary	Khaki/Royal Blue/Black	Red/Royal Blue/White
Davis Elementary	Khaki/Navy Blue/Black	Maroon/White/Black
East Elementary	Khaki/Navy Blue/Black	Maroon/Royal Blue/White/Black
Leflore County Elementary	Khaki/Navy Blue/Black	Red/White/Black
Threadgill Elementary	Khaki/Navy Blue/Black	Maroon/Royal Blue/White/Black
Greenwood Middle	Khaki/Navy Blue/Black	Maroon/Royal Blue/White
Amanda Elzy High	Khaki/Navy Blue/Black	Gold/Royal Blue/White
Greenwood High	Khaki/Navy Blue/Black	Maroon/White/Black
Leflore County High	Khaki/Navy Blue/Black	Red/White/Black

Specifications for all Schools

Shirts	1. Solid color with no logos, emblems, pins, or patches unless Greenwood Leflore Consolidated School District logo 2. Must have collar and may be long or short sleeve (with or without pockets) 3. All Male/Female students K-12 must have shirts tucked in (belt must be seen) 4. No Sweatshirts
Sweaters	1. Solid color with no logos, emblems, pins, or patches unless Greenwood Leflore Consolidated School District logo 2. Must be a crew neck collar (round neck), Turtleneck, Mock Turtleneck, V-neck or cardigan (<i>Cardigan and V-Neck must be worn over clothing.</i>) 3. No Sweatshirts 4. Must not fall more than 2" below belt
Undershirts	White only/short sleeved
Skirts Shorts/Skorts Pants	1. Solid color with no logos, emblems, pins, or patches unless Greenwood Leflore Consolidated School District logo 2. No corduroy, sweat suit, wind suit, baggy pants, cargo, or carpenter shorts
Belts	Black or Brown

Socks	Solid
Shoes	1.No heels higher than 2 inches 2.No flip-flops, house shoes, nor shower shoes
Jackets/Coats	Black, Brown, or School Color (No Jackets/Coats with Hoodies- Only allowed during the months of November – February)
Jewelry	1.No large jewelry or necklaces will be allowed 2.No, oversized earrings or hoops 3.No body piercings 4.No large or heavy chains 5.No grills, unless prescribed by a dentist

Policy: JCDB

Consequences:

First Offense: Letter of reminder: Warning sent to parents from the principal with the requirement that letter(s) be signed and returned the following day.

Additionally, the student must call parents to bring appropriate clothes for the day.

Second Offense: Principal will call parents for a conference and to bring appropriate clothes for the day.

Third Offense: In-School Detention (1) day; Parents must bring appropriate clothes.

Subsequent Offense: Recommended Sanctions: Step 3-6 of Board Policy JD, Student Discipline.

All students will have 3 days after enrollment to comply with the dress code.

SPIRIT DAYS

In an effort to motivate students and to promote student achievement, the superintendent may designate “School Spirit Days.” School Spirit Days are days designated for special event or circumstances, such as Red Ribbon Week, Homecoming, Field Day, Improvement in Student Achievement and Meeting of growth and proficiency targets, etc. On these days, the superintendent may designate special attire or the suspension of the school dress code.

EMERGENCY CLOSING

The Superintendent is empowered to close the schools in the event of hazardous weather, epidemics, or other emergencies which threaten the safety or health of students or staff members.

The Superintendent will announce school closings using Call system, local television, radio stations and social media. Such announcements will be made by 6:00 p.m. on the

day before the closing when possible, but in all cases, the announcement will be made by 6:00 a.m. on the day of the closing.

Policy: EBBD

EMERGENCY DRILLS- Refer to School Board Policy EBBC

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 – Refer to School Board

Policy: JR - JRAB

FEES

Students may be charged reasonable fees, but not more than the actual cost for the following:

- a. Supplemental instructional materials and supplies, excluding textbooks;
- b. Other fees related to a valid curriculum educational objectives, such as band trips and athletic events;
- c. Extracurricular activities and any other educational activities of the school district which are not designated by the Superintendent as valid curriculum educational objectives, such as band trips and athletic events.

In no case shall the inability to pay the assessment of fees authorized under the provisions of the Fee Policy above result in a student being denied or deprived of any academic awards or standards, any class selection, grade, diploma, transcript or the right to participate in any activity related to educational advancement. A financial hardship waiver may be requested by contacting the principal.

Policy: JS – JAA

OFF-CAMPUS STUDENT EDUCATIONAL ACTIVITY

As a 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. When such trips are being planned, permission slips will be sent home to be signed by the parent. All field trips must be approved and must be supervised by regular classroom teachers.

Field Trip Requests/Bus Requests should be completed by the teacher/sponsor and turned into the principal. The principal/school secretary needs to be sure that the school/club/organization has money in their grade/club account. All field trips must be submitted to the Assistant Superintendent or the Director of Operations three (3) weeks before the date of activity.

Policy: JGFB

HOMework

Homework is a very important part of each student's school program of experiences. Work assigned supplements class activities and require a period of home study. It is necessary for parents to realize that students cannot achieve to the best of their ability unless a quiet study time for work at home is provided. This helps to develop good study habits and assures that students keep up with assigned work. The amount of time spent on homework varies with the individual student.

THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society ranks as one of the oldest and most prestigious national organizations for middle-level students. Chapters exist in more than 60 percent of the nation's middle-level schools and, since 1929, millions of students have been selected for membership. NJHS is sponsored by the National Association of Secondary School Principals, which also sponsors the National Honor Society.

NJHS: THE CRITERIA

To be eligible for membership consideration, students must have a cumulative grade point average of 90. Additionally, students are screened by a Faculty Council consisting of five members of the faculty chosen by the principal and are inducted in the spring of each year.

IMMUNIZATIONS AND VACCINATIONS

It is unlawful for any child to attend school without first being vaccinated with at least one dose of diphtheria, whooping cough, tetanus, red measles, rubella, chicken pox, and polio vaccine and completing the entire series within ninety (90) days. Every student must present a certificate of immunization compliance from his/her doctor or from the Health Department. This certificate of compliance must be presented in order to attend school, even though all shot records are now up to-date on school records.

In order to secure this certificate of compliance, it will be necessary for the student to go to the Leflore County Health Department, the office of his/her family physician, or Greenwood Leflore Hospital, taking with him/her all official records. **Before a child can register, the CERTIFICATE OF COMPLIANCE must be presented and all seventh graders must have taken the TDAP shot.** The validation of this certificate will become a permanent part of the student's records and will be valid through grade 12. If the doctor signs the certificate indicating that other doses are necessary, the student will be given ninety (90) days to complete the required immunizations; if they are not completed at the end of ninety (90) days, the child by law must be suspended until compliance is achieved (suspension will begin immediately after the 90-day period).

Policy: JGCB - JGCC

Medical Exemption Policy

To request a medical exemption from one or more required vaccinations, the MSDH Medical Exemption Request (Form 139-M) must be completed and signed by the child's pediatrician, family physician, or internist who is duly licensed in Mississippi. Children receiving specialized or tertiary care outside of the state may have medical exemption requests completed and signed by their tertiary care physician.

All exemptions submitted by a Mississippi licensed pediatrician, family physician, or internist will be accepted based on the Medical Exemption guidelines below. Medical exemption requests completed and signed by a tertiary care physician outside of the state will be reviewed on a case by case basis.

Review of all medical exemption requests will be conducted at the Mississippi State Department of Health by the State Epidemiologist or Deputy State Epidemiologist.

Once the request is reviewed and accepted, a Certificate of Medical/Religious Exemption (Form 122) will be issued. Only the Certificate of Medical/Religious Exemption (Form 122) signed and dated by the State Epidemiologist or Deputy State Epidemiologist provides official, documented proof that a child has been issued an exemption by MSDH. The original Certificate of Medical/Religious Exemption (Form 122) will be housed at MSDH with a copy mailed to the parent and the requesting physician.

Follow up and request for additional information will be conducted by the State Epidemiologist or Deputy State Epidemiologist for out-of-state medical exemption requests if needed. The parent and the requesting physician will be contacted in the event that the out-of-state medical exemption request is not accepted.

This policy will **not** amend the school law Section 41-23-37, Mississippi Code of 1972. Children with a Certificate of Medical Exemption who are not adequately immunized will be excluded from school if there is a threat of vaccine preventable diseases occurring in the community. The child will be excluded until the infectious disease is no longer present, or is no longer a threat to the safety and welfare of the child or other children in the school. Questions regarding the medical exemption process or the medical exemption request form should be directed to the MSDH Office of Immunization at (601) 576-7751.

Religious Exemption Policy

The Mississippi State Board of Health strongly supports K-12 vaccination as a primary means of protecting our children from vaccine preventable communicable diseases and the resulting adverse outcomes.

To request a religious exemption from one or more required vaccinations for Mississippi school entry, the parent or guardian must complete the MSDH Religious Exemption Request (Form 139-R) and submit to the County Health Department (appointment is required: 855-767-0170).

A review of all religious exemption requests for completeness will be conducted at the Mississippi State Department of Health. Complete Religious exemption requests

submitted per MSDH policy will be accepted and signed by the State Epidemiologist or Deputy State Epidemiologist. Once the request is reviewed and accepted, a Certificate of Medical/Religious Exemption (Form 122) will be issued. Only the Certificate of Medical/Religious Exemption (Form 122) signed and dated by the State Epidemiologist or Deputy State Epidemiologist provides official, documented proof that a child has been issued a medical/religious exemption by MSDH. The original Certificate of Medical/Religious Exemption (Form 122) will be housed at MSDH with a copy mailed to the parent and the daycare or school indicated on the Religious Exemption Request Form.

STUDENT HEALTH SERVICE: MEDICATION

School personnel may not exceed the practice of first aid in dealing with pupil injuries and sickness, and only qualified personnel shall administer first aid to pupils.

Medication shall be provided or administered to a student by school personnel ONLY with the written request and consent of the student's parent/custodian/legal guardian.

Regulations:

ADMINISTRATION OF PRESCRIPTION MEDICINE

School personnel will not administer prescription medicine to a student unless student's physician authorizes school personnel to administer the medicine and the parents/guardians have signed the Indemnity Agreement associated with this policy. The parents/guardians are responsible for obtaining a statement from the physician authorizing school personnel to administer the medicine. The statement should include:

1. Student's name
2. Diagnosis
3. Name of medicine
4. Method of administration
5. Time/s to administer the medicine
6. Amount of medicine
7. Date to discontinue or review administration of medicine
8. Physician's signature
9. Date

The parents/guardians are responsible for getting the medicine to the school. All medicine must be in a proper container with a label from the pharmacy which states the following:

1. Student's name
2. Name of medicine
3. Method of administration
4. Times to administer the medicine
5. Prescription number

6. Name of pharmacy
7. Date filled

Policy: JGCD

**GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT
PARENT AUTHORIZATION AND INDEMNITY AGREEMENT**

The undersigned parent/s or guardian/s of _____, a minor child, has requested personnel of this school district to administer prescription medicine to this student. This request has been made for my/our convenience as a substitute for parental administration of this medicine. It is understood that school personnel administering the medicine will not have to have medical or nursing training.

I/We forever release, discharge and covenant to hold harmless, the school District, its personnel and Board of Trustees from any all claims, demands, damages, expenses, loss of services and causes of action belonging to the minor child or to the undersigned arising out of on account of any injury, sickness, disability, loss or damages of any kind resulting from the administration of the prescription medicine.

The undersigned agree to repay the school district, its personnel or Trustees any sum of money, expenses, or attorney's fees that any of them may be compelled to pay in defense of any action or on account of any such injury to the minor child as a result of the administration of medicine.

I have read the foregoing release and indemnity agreement and fully understand it.

Executed this the _____ day of _____, 20_____.

Parent or Guardian

Witness

Parent of Guardian

Witness

MONEY

Students should never bring extra money to school. They should bring exactly what is needed for lunch, milk, concessions, or to buy supplies. The district is not liable or responsible for any lost or stolen money.

PARENT-TEACHER ORGANIZATION (PTO/PTSO)

Close cooperation between home and school is fostered by the Parent-Teacher Organization which is active in every Greenwood Leflore school. Parents are encouraged to join the P.T.O. and to attend meetings monthly.

Policy: LA

SCHOOL ADMISSIONS: RESIDENCE, VERIFICATION, & TRANSFERS

This board encourages the admission of all eligible pupils into our schools. Verification of eligibility shall be the duty of the administration to protect our pupils from possible overcrowding with all of its attendant disadvantages and to protect our taxpayers from unwarranted financial burden.

1. General Eligibility

- A. This school district shall admit into its free public schools all eligible residents and legally transferred minor children who are over five and not over 21 years of age on September 1 of the school year.

The school district will provide a free appropriate public education (FAPE) for all identified exceptional children. Disabled preschool age children identified as eligible for Special Education services will be allowed to attend school for appropriate services. Students enrolled in private schools have a genuine opportunity for equitable participation in accordance with requirements in 34CFR76.652-662 of the Education Department General Administration Regulations (EDGAR) and in the authorizing status and implementing regulations for a program. Eligible residents and legally transferred residents have the option to enroll their child in the public school only for that portion of the day necessary for Special Education services, or for the entire day, or decline services as determined by the Individual Education Plan (IEP). All other requirements will be pertinent to these dual enrolled students.

- B. Each minor child shall attend school in the school district of his/her residence unless legally transferred to another school district by the School Board pursuant to MS Code Section 37-15-29 (1992).

- C. Except for those students who have been legally transferred, each minor child seeking to enroll in this school district shall be a school district resident. All students shall register at the school they are assigned to attend, with the exception of out-of- district transfer students and custodial/guardianship for district residency. These students shall register at the District Administrative Offices.
- D. Any new student enrolling in this school district or any continuing students who residence has changed shall be accompanied to enrollment by a parent, guardian, adult custodian or adult agent of a social service agency of the district who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall be required to verify his/her residence as herein provided as part of the registration process. In the case of separated or divorced parents, court orders and decrees involving custody of children will be controlling.
- E. The principal in charge of each school shall require any child enrolling in Kindergarten or grade 1 to present a certified birth certificate and valid immunization certificate upon 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 student before enrollment. If the first prescribed evidence is not available, the next obtainable in the order set forth 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 of a child's life which has been in force for at least two (2) years;
 - d. A bona fide contemporary 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 this evidence can be produced, an affidavit of age sworn to by a parent, grandparent, or custodian. Any child enrolling 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.

Except as provided below, no child shall be admitted to any school in this school District during any school year unless such child will reach his/her fifth birthday on or before September 1 of said school year for Kindergarten enrollment; or unless such child will reach his/her sixth birthday on or before September 1 of said school year for first grade enrollment. No child will be allowed to enroll in or attend any school without a certified birth certificate, valid immunization certificate, report card, and name and address of former school attended.

- F. Any child who transfers from an out-of-state public or private school in which that state's law provides for a first grade or Kindergarten enrollment date subsequent to September 1 shall be allowed to enroll in this school district at the same grade level as his/her prior out-of-state enrollment if:
 - 1. The parent, legal guardian, or custodian of such child was a legal resident of the state from which the child is transferring;
 - 2. The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
 - 3. Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
 - 4. The Superintendent of Schools for Greenwood has determined that the child was making satisfactory educational progress in the previous state.
- G. No child in grades two through twelve shall be allowed to enroll in or attend any school without a valid immunization certificate; birth certificate (new students to district), report card and name and address of former school attended. (Valid certificates include)
 - 1. Form 121-Certificate of Compliance
 - 2. Form 121-A-Medical Exemption Certificates
 - 3. Form 121-T-Temporary Compliance Certificate

The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate, Form 121-T, or a Certificate of compliance, Form 121, or a Medical Exemption Certificate, Form 121-A.

Policy: JGCB – JGCC

II: Residence Verification Procedure

DEFINITION OF RESIDENCE FOR SCHOOL ATTENDANCE PURPOSES: The student physically resides full time, weekdays/weeknights, and weekends, at a place of abode located within the limits of this school district.

- A. Except for those students who have legally transferred, each student identified in paragraph 4 (General Eligibility #D) above must establish his or her residency in the following manner:

1. STUDENTS LIVING WITH PARENT(S) OR GUARDIAN(S)

The parent(s) of a student seeking to enroll must provide at least two of items from the list below as verification of their address. Legal guardian(s) of a student seeking to enroll must first provide this school district documentation of legal guardianship. In addition to legal guardianship documentation, at least two of the items numbered (1) through (7) below as verification of their address. Documents with a post office box as an address will not be accepted.

1. Filed Homestead Exemption Application form;
2. Mortgage documents or property deed;
3. Apartment or home lease/rent receipt: Rent/lease receipts must be stamped with the company/landlord's name, address, and phone number.
4. Utility bills: (Electric, Gas, Cable, Phone)
5. Affidavit and/or personal visit by a designated school district official;
6. Any other CURRENT documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district: insurance renewals, student and other loan documentation, TANF/SNAP recertification, social security/Medicaid recertification, medical/doctor/hospital bills, bank statements
7. Certified copy of filed petition of guardianship if pending and final decree when granted.

Policy: JBC

2. HOMELESS CHILDREN

When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42, USC Section 11431 (1), 11432 (e) (4) and 11320 (a), this school district shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC 11432 (e) (3).

3. STUDENTS LIVING WITH ADULTS OTHER THAN PARENTS OR LEGAL GUARDIANS:

1. The non-parent(s) claiming district residency must meet the criteria of subparagraph (a) (1) through (10) above, required of a parent or legal guardian.

2. The district resident must provide the school with an affidavit stating his or her relationship to the student, and that the student will be living at his/her address full time, and provide documentation fully explaining the reason(s) other than school attendance zone or district preference for the arrangement. The Superintendent or his/her designee will make the necessary factual determination under subsection II 1 (C) (2). Examples of situations wherein loco parentis authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
 - a. Death or serious illness of the child's parent(s) or guardian(s);
 - b. Abandonment of the child;
 - c. Child abuse or neglect;
 - d. Unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a detrimental effect on the child;
 - e. Students enrolled in recognized exchange programs residing with host families;
 - f. Court Order
4. Whenever appropriate, the person who has assumed responsibility for the care and custody of the child shall be encouraged to obtain legal guardianship of the child.
 - a. The school district may require additional documentation and verification at any time.
 - b. At the minimum, this school district shall maintain in a file a written instrument identifying the types of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.
 - c. The provisions of this policy do not apply to students who reside outside the school district, but who have legally transferred into the school district.
 - d. Any court ordered procedure shall take precedence over any procedure contained herein.

Policy: JQN

Transferring Students

- A. No student is to be enrolled in this school district until any and all questions regarding residence or immunizations have been resolved.
- B. Students suspended or expelled from another school or school district may not be allowed to enroll.

- C. No pupil shall be permanently enrolled in a school district who was formerly enrolled in another school within the state or outside the state until the cumulative record of said pupil has been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the Superintendent or Principal of the school where the pupil last attended school to initiate a new record.

Unless a transfer student is tested in the manner provided in paragraph 5 below, the student will be permanently enrolled and placed in a grade or class on the basis of any official transcript of credits from the last school attended.

- E. All students seeking to transfer from any school, public or private, within or outside of the boundaries of the State of Mississippi, to this school district may be required to take a standardized test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer.

The administrative head of the school or his/her designee shall administer the test or tests to such pupil or students as shall apply for transfer to such pupil school. Such test or tests shall be administered within thirty (30) days after the filing of each such application for transfer. Notice of the giving of such test shall be given the applicant, not less than five (5) days prior to the date of the administration of such test.

No transfer of a pupil shall be affected until the test has been given and the pupil is assigned to the grade and class for which the test shows he is best suited. No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon the Superintendent of this school district or the attendance center principal to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made.

If any student is transferred or assigned within this school district by an order of the Board of Trustees of this school district as designated by the law of the State of Mississippi and not at his/her own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived.

- F. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by this School Board. Any student found to be attending Greenwood Leflore Consolidated School District under false pretense will be removed from the school district immediately, (e.g. not receiving an official transfer from home district, residency, custodial/guardianship)

Students enrolling in the district's schools for the first time must be of proper age (See JBB) and must present a certified birth certificate and show proof of vaccination against diphtheria, measles, poliomyelitis, rubella, tetanus, whooping cough and other contagious diseases pursuant to and in compliance with 37-7-301, Mississippi Code 1972.

Policy: JBCD – JBCDA

RIGHTS AND RESPONSIBILITIES

The Board of Trustees believes that genuine involvement requires responsible student action which is possible if students are guaranteed certain basic rights among which are the following: (1) the right to free inquiry and expression, (2) the right to due process, (3) the right to freedom of peaceful assembly and petition, (4) the right to participate in the student governance of the school, (5) the right to freedom from discrimination, with opportunity to participate in programs and extracurricular activities in conformance with Title IX rules and regulations, and (6) the right to equal educational opportunity.

Policy: JCAA – JAA – JAB – JB-P - JB

SCHOOL INSURANCE

All students are covered while participating in school sponsored and supervised activities, including interscholastic athletics. A student is also covered while traveling, directly and without interruption, to and from any school sponsored or interscholastic athletic activity and his or her home or place of residence. The school student insurance is a supplement to the parents or guardian's insurance. The school district, by law, cannot assume any responsibility for costs in connection with student accident or injury. Parents/guardians are encouraged to purchase the optional plan of twenty-four (24) hour insurance. The plan can be picked up in the principal's office.

Policy: EG – JGFB - EGB

STREET CROSSING

Parents are expected to follow the request of school officials in the delivery and picking up of their children. Students who ride in cars, ride bicycles, ride the bus, or walk to school must cross streets only where the crossing guard is standing. This will help reduce possible accidents and protect the students on busy streets.

BICYCLE USE

Students may ride bicycles to and from school. Immediately upon arrival, the bicycle is to be parked in the bicycle rack if there is one available and the bicycle is to be locked. The school system will not be responsible for damaged or stolen bicycles. Bicycles are not to be ridden on or off the campus during the school day, except going to and from school.

BUS TRANSPORTATION AND CONDUCT

State statute provides that students who live a mile or more from the school they attend are eligible to be transported.

Handicapped students are eligible for special transportation if their handicapping condition is such that it isn't practical to transport them on a regular route regardless of the distance they live from the school they attend.

Persons who are not enrolled in the Greenwood Leflore Consolidated School District shall not be transported.

It shall be the duty of passengers transported in school buses owned or operated by the Greenwood Leflore Consolidated School District to conduct themselves in an orderly manner. The passengers shall abide by the rules and regulations of the State Board of Education and rules and regulations adopted by the Board of Trustees of the Greenwood Leflore Consolidated School District.

Pupils while riding a school bus **shall not:**

1. Fight
2. Threaten the driver
3. Possess weapons
4. Possess alcohol or drugs
5. Destroy school property
6. Possess tobacco
7. Molest, harass, threaten, or sexually harass other students
8. Refuse to obey driver or be disrespectful to the driver
9. Eat or drink
10. Possess unauthorized articles
11. Move or stand
12. Use profane language or make vulgar, crude gestures
13. Distract driver
14. Make excessive noise
15. Use vulgar language
16. Commit any other act of improper conduct
17. Put head, hands, and articles outside the bus.
18. Miscellaneous (The driver must provide a written explanation.)

School Bus Disciplinary Actions:

1. A student who violates rules 1 and 2 shall be suspended according to grade level.
2. A student who violates rules 3-7 will be suspended and / or may be recommended for placement in the Alternative school or expelled from school.
3. Students who violate rules 8-15 more than twice will be disciplined as follows:
 - 1st Offense-Warned

- 2nd Offense-1 to 3 days off bus
 - 3rd Offense-5 days off bus
 - 4th Offense- 10 day off bus
4. A student who repeatedly violates any rules shall be denied bus privileges for the remainder of the school year.
 5. **IF A CHILD STRIKES OR FIGHTS A BUS DRIVER, HE/SHE WILL BE REMOVED FROM THE BUS IDEFINETELY.**
 6. Bus drivers are to return students to the bus shop when no one is home to receive the children.

INTERFERENCE WITH SCHOOL BUSES

It is unlawful for any individual, other than a student scheduled to be a passenger on a particular bus, a member of the public-school administration or faculty, or a law enforcement official, to interfere in any way with the operation of a school bus. State law prohibits unauthorized boarding of school buses or interference with passenger boarding or leaving, under penalties of fine and/or imprisonment.

Policy: JCDAD - JCB

SECTION 504 OF THE REHABILITATION ACT OF 1973 COMPLIANCE PROCEDURES FOR STUDENTS

Section 504 of the Rehabilitation Act of 1973 prohibits, discrimination against persons with a handicap in any program receiving federal financial assistance. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices of the school system. To ensure the district's compliance with Section 504 as it applies to students with handicaps, the following procedures have been adopted.

1. If a student claims that he/she has been subjected to discrimination on the basis of a handicapping condition, in violation of Section 504 of the Rehabilitation Act of 1973, or if the district has reason to believe that a student has a handicap which substantially limits the student's ability to learn (and the student is eligible for services under IDEA), the district shall convene a team of people who are knowledgeable of the student's educational needs to review and consider all pertinent information related to the suspected handicap. This meeting shall be convened within ten (10) days after the district receives a written statement describing the specific discriminatory conduct or the district becomes aware of the student's handicap affecting the student's ability to learn.
2. The team described in paragraph 1 above shall determine whether the student is handicapped under Section 504 and whether that handicap substantially limits the major life function of learning. If such a determination is made, the team must further determine what accommodations are required on behalf of the district to allow the student an equal opportunity to participate in school and school-related activities. If the student's parents disagreed with the district's conclusion and recommendations, the parents shall be informed of their right to ask for an Impartial hearing to decide the matter. Hearing requests shall be

made in writing to the superintendent giving specific reasons describing the discriminatory actions by the district and why the district's accommodations are not appropriate.

3. An impartial hearing shall be held within ten (10) days of receipt of the written request. The district shall obtain as a hearing officer an individual who is not an employee of the district and who is knowledgeable of Section 504. The parent and student may take part in the hearing and have an attorney represent them at their own expense. The district also may be represented by counsel.
4. The hearing officer shall conduct the hearing so as to give the parents an opportunity to present evidence supporting their claim that their child has been subjected to discriminatory treatment in violation of Section 504. The district shall be given the opportunity to present evidence supporting its position with respect to the student. A tape recording of the hearing will be made by the district, a copy of which will be provided the parents.
5. The hearing officer shall make a decision within ten (10) days after the conclusion of the hearing. The decision shall be given in writing to the district's 504 Coordinator and the parents.
6. If either party is aggrieved by the action of the hearing officer, an appeal may be taken to the Board of Trustees of the district at its next regularly scheduled meeting. The Board, in its discretion, may allow a statement to be made by the parents and a representative of the district. The decision of the Board shall be final.
7. The district shall publish its policy of nondiscrimination on the basis of handicap and shall inform parents of their rights under Section 504, including the right to examine records relevant to their child, the right to an impartial hearing with representation by legal counsel at their expense, and the district's review procedure.
8. The Section 504 Coordinator for the district is Linda Payne and she may be contacted at phone number 662-453-4231.

Policy: IDHDB – IDDH – IDDF – IDHA - JAA

SPECIAL EDUCATION PROGRAMS AND SERVICES

HANDICAPPED

The school district operates a comprehensive program of services to handicapped children including classes speech/language impaired, the mentally retarded, the physically handicapped, and the emotionally handicapped. Exceptionalities are determined through a referral to placement process according to criteria established in the Mississippi State Plan for the Operation of the Program for Exceptional Children. Services are provided through speech/language therapy, preschool classes for the developmentally delayed, self contained special education classes, resource room classes, and homebound services. If you know of any child who may be in need of

and not receiving any of these services, please contact the Director of Special Education at (662) 453-4231.

Policy: IDDF – IDDH

STUDENT ARRIVAL AND DEPARTURE TIME

The Greenwood Leflore Consolidated School District school day will be from 7:45 A.M. until 3:15 P.M. Students are requested not to arrive on the school campus prior to 7:00 A.M. before the beginning of the school day when teachers report for duty. The school will not assume responsibility for any students arriving on school grounds prior to stated time unless they are transported by school bus. Students are to leave school at the end of the school day unless they are participating in a supervised school activity.

STUDENT CHECK-OUT POLICY

In order to provide for the best welfare of each student and the school, the following checkout policy has been adopted:

- When a student becomes ill or an emergency arises during the regular school day which may warrant early dismissal, the student must report to the principal's office or the pupil accounting office. Before the student may be released from school a parent, legal guardian, or person authorized by a parent must come to the school office and sign the student out.
- A student will be released for a doctor's appointment, dental appointment, or other just reason when the parent, legal guardian or a person authorized by the parent comes to the school and signs the student out. Policy: JBD

CLASS PARTICIPATION

Students are expected to come to school each day prepared for classes with all books and materials that are required. Students are also expected to actively participate in all classroom activities as directed by the teacher. Failure to meet these expectations will result in the recommended sanctions: Step 1, 2, and 3. Policy: JD

TEXTBOOK FINES – Refer to School Board Policy: JTB

TITLE VI AND TITLE IX COMPLIANCE POLICY

TITLE VI - Greenwood Leflore Consolidated School District will provide a free and appropriate public education to all school age children handicapped in accordance with State Law and Public Law 94-142 and Board of Trustees' policy.

Policy: JAA

TITLE IX - No Person... ..shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Title IX Coordinator for the Greenwood Leflore Consolidated School District is Mrs. Andrea Thomas Parker and he may be contacted at 453-4231 or in writing at P. O. Box 1497, Greenwood, MS 38935-1497. Inquiries to recipients concerning the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator or to OCR.

Policy: JB – JB-P

TRANSFERS AND WITHDRAWALS – Refer to School Board Policy JBCD

DISCRIMINATION POLICY

The Greenwood Leflore Consolidated School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the abovementioned entity.

Greenwood Leflore Consolidated School District
1901 Highway 82 West (P. O. Box 1497)
Greenwood, MS 38935-1497
662-453-4231

LEAVING SCHOOL

Upon arriving at school, students are expected to remain until the classes are dismissed for the day, except in the case of illness, pre-approved medical appointments, or some kind of emergency. When one of the above occurs, students may check out, provided a parent/guardian comes to the attendance office for verification. If a student leaves school without checking out, discipline action will be taken.

Policy: JBD – JD

PREVENTION OF VIOLENCE

It is the intent of the school district, the Local Law Enforcement Agencies, and the Mississippi Legislature for the school to be free of drugs and violence. The Mississippi Legislature passed in 1974 laws that require the Superintendent, Principal, teachers, and any other school employee who have knowledge of or a reasonable belief that a criminal act has been committed on educational property to report all felony and misdemeanor criminal acts to the police, Youth Court, and the parents of any student involved in such act.

Policy: JCBE – JCBF-P

TELECOMMUNICATIONS ACCEPTABLE USE POLICY FOR STUDENTS INTERNET USE

Purpose of Telecommunications - Refer to School Board Policy: IJB – IJ - IJC

TELEPHONE

Students shall be called from class only in cases of emergency. School telephones are for school business **only**. Students must ask the teacher if they can use the phone in the classroom to ask the secretary to call their parents if they are sick ONLY.

Greenwood Leflore Consolidated School District Abstinence-Plus Sex Education – Refer to School Board Policy: ICG

Every Student Succeeds Act (ESSA)

Every Student Succeeds prohibits the use of funds authorized under this Act to be used to:

1. Develop or distribute material, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual,
2. Provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence, and
3. Operate a program of contraceptive distribution in schools.

GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT WELLNESS POLICY

- Refer to School Board Policy: JG

CAFETERIA

The cafeteria offers a variety of USDA approved snacks, juices, and ice cream for purchase at the time the student receives his/her lunch or breakfast.

All students will remain at school during the lunch period unless signed out by parents or legal guardians on a daily basis.

Students will not take food out of the cafeteria.

Commercially competitive food and milk items will not be distributed or sold during the morning or during the lunch hour.

Misbehavior in the cafeteria will result in appropriate placement on the disciplinary ladder.

**GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT
RANDOM DRUG TESTING POLICY**

-Refer to School Board Policy JCDAB

2026-2027 EXTRACURRICULAR ACTIVITIES

I, _____, will participate in the following clubs/organizations
(Name of Student)

at _____ High School and /or _____ Middle School during the
2026-2027 school year.

Check All That Apply

High School

☐ Football
☐ Basketball
☐ Softball
☐ Baseball
☐ Tennis
☐ Track
☐ Volleyball
☐ Band
☐ Choir
☐ Academic Team
☐ PRIDE Team
☐ Student Government Association
☐ National Honor Society
☐ Cheerleaders
☐ Golf

☐ NJROTC
☐ Volleyball
☐ Drama Club
☐ BETA Club
☐ Foreign Language Club
☐ Yearbook Staff
☐ SKILLS USA
☐ MU Alpha Theta

Middle School

☐ Football
☐ Basketball
☐ Track
☐ Baseball
☐ Softball
☐ Choir
☐ Band
☐ Student Council
☐ Cheerleaders
☐ Yearbook Staff
☐ National Junior Honor Society
☐ Youth Crime Watch
☐ Drama Club

****Failure to sign this form will prevent a student from participating in athletics or any other extracurricular activity.**

Signature of Student

Date

Signature of Parent or Custodial Guardian

Date

SEVENTH, EIGHTH, AND NINTH GRADE PARTICIPATION:

Pupils in the seventh grade, eighth grade, and ninth grade participating in high school extra-curriculum activities must pass their grade level by achieving at least a grade point average of 70 - 79 in three of the four course courses of Math, Science, English and Social Studies the previous year in order to be eligible to participate during the present year.

TITLE I PARENT INVOLVEMENT

LAA

COMPLIES WITH THE REQUIREMENTS OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)- Refer to School Board Policy LAA

STUDENT ATHLETICS AND ACTIVITIES

Athletics

Football
Basketball
Track
Baseball
Softball
Volleyball
Tennis

Organizations

Choir
Band
Student Council
Cheerleaders
Yearbook Staff
National Junior Honor Society
Youth Crime Watch
Drama Club

STUDENT PARKING

Parking Lot Regulations

GLCSD cannot be held responsible for any vehicle. WE CANNOT GUARANTEE ANY VEHICLES' SAFEKEEPING OR ITS CONTENTS.

STUDENTS ARE NOT ALLOWED TO RETURN TO THEIR VEHICLES AT ANY TIME DURING THE SCHOOL DAY.

Vehicles must be parked only in designated parking spaces between the white lines. STUDENTS ARE NOT TO PARK IN FIRE ZONES, BUS LOADING ZONES, CURBS, GRASS, STAFF/TEACHER, RESERVED, OR VISITOR PARKING. Illegally parked cars may be towed at owner's expense.

Students may only park in a handicap space with a legal placard. Parking in a handicap space or handicap access aisle may result in a citation.

Students are to park their automobiles in the proper section of the parking lot upon arriving at school and immediately enter the building. Students may not sit in a parked automobile on campus at any time.

At the Career & Technical Center, parking is reserved for Career & Technical students' only and assigned teachers. Students enrolled in a vocational-technical program will be issued a parking permit decal and assigned space during the first week of school.

Please observe signs and traffic regulations. The speed limit on all streets adjacent to the school is fifteen (15) miles per hour. The speed limit on campus is 10MPH **Consequences All parking tickets are \$10.00.**

ANY STUDENT FOUND ABUSING THE PARKING PERMIT REGULATIONS BY SHARING, TRADING, SELLING OR OTHERWISE TRANSFERRING THE PERMIT WILL HAVE PERMITS REVOKED AND BE SUBJECT TO DISCIPLINARY ACTION.

Failure to abide by any regulation or policy of Greenwood Leflore Consolidated School District, the High School, or any state law regarding vehicle operation may result in loss of the privilege of operating a motor vehicle on campus. When the privilege is lost, the permit must be removed from the vehicle and returned to the Principal's office. There will be no monetary refund. Greenwood Leflore Consolidated School District reserves the right to revoke a permit at any time.

Policy: JGFF

USE OF TELEPHONES

The telephones in the principal's and counselor's offices are for business use only. They are not to be used by students except in emergencies and then only with permission of the person in charge of the office.

Due to the large number of students enrolled in high school, it is impossible to deliver messages to students from parents unless it is an emergency.

CARE OF THE BUILDING AND GROUNDS

Concerted effort and diligence on the part of everyone are necessary if we are to keep our building and furniture properly. Ours is a building of which we can truly be proud. It is your responsibility to be careful in the way that you use it so that it will continue to look new in years to come.

The care that is given to the school building and grounds reflects the type of students enrolled in the school. School spirit and pride are evidenced by the proper use of furniture and instructional equipment. It is the policy of the Board of Trustees to require any student who defaces or destroys school property to restore or replace the damaged item.

The Greenwood City/Leflore County Litter Ordinance will be enforced on all High School campuses. Students may be fined up to \$150 for littering the campus.

Please cooperate and do your part to help us keep the building and grounds clean and attractive.

Policy: JCB - JCBD

PHYSICAL EDUCATION

Physical Education is an elective course for tenth, eleventh and twelfth-grade students and a required course for all ninth-grade students. The ninth-grade requirement may be waived with a doctor's excuse or by taking one of the following courses:

- A. Band
- B. Chorus
- C. NJROTC

NJROTC

The precision drill team, color guard, athletic teams, marching units, and the rifle team provide activities for students enrolled in NJROTC. Additional activities include football pre-game shows, civic functions, parades, and other performances. Outstanding Cadets are selected to participate in field trips to various military installations to gain an appreciation of the role of the Defense Department.

CAREER AND TECHNICAL CENTER

Vocational education is one of the most important aspects of our educational system. The programs offered through the Greenwood Leflore Consolidated School District and Career and Technical Center are designed to expose students to the current technology used in the workforce today. Our programs give students the opportunity to show how learning is directly related to work through hands-on-activities. Teachers instruct students in the most advanced skills necessary to compete in today's global society. All students, including those planning to attend college, benefit from a curriculum linked explicitly to the world of work.

All vocational programs are electives, two class periods in length, and earn 2 Carnegie units. Enrollment is expected over a two-year period in order for students to complete the necessary competencies. All students will participate in the required state test, the Mississippi Career Planning Assessment System 2 (MS-CPAS2). Scores from this test are used as the fourth nine weeks' exam grade for both first and second-year students.

Programs available at the Career and Technical Center are the following: Automotive Service Technology, Construction, Business and Marketing Fundamentals, Culinary Arts, Career Pathway Experience, and Health Science. All culinary arts year 1 students will take the ProStart

exam. Students interested in enrolling in a vocational-technical program should contact their high school counselor and the vocational counselor for more information.

Graduation Requirements (IHF)

Graduation Requirements for Students with Disabilities Who are Issued a Certificate.

Students with disabilities who are unable to meet the requirements of receiving a regular high school diploma but completes the secondary curriculum for Special Education may be issued a certificate which states: “The student has successfully completed an Individual Education Program.” Mississippi Public School Accountability Standard 2023.

The requirements for this certificate, known as the Life Skills Curriculum, include a minimum of 21 units as specified below:

Reading/English	4 units (1 must be English)
Math	3 units
Life Biology	1 unit
Citizenship	1 unit
Occupational Orientation	1 unit
Home Arts	1 unit
Vocational Training	3 units
P.E./Chorus/Band/NJROTC class	2 units
Electives	1 unit

Courses taken in the regular curriculum may be counted toward fulfillment of the Life Skills Curriculum requirements. Any student who is unable to successfully complete the requirements under the regular program or Life Skills Curriculum may have an Individualized Educational Plan written based on the student’s level of performance and functional needs. Expectations, objectives and performance evaluation will be specified in the IEP

Early Graduation

Block scheduling will allow students to receive at least **four (4) credits** per semester. With this option, students will have an option to graduate early if they meet the following graduation requirements:

1. For early graduation, students must meet/have met the following:
 - a. College or Career Readiness Benchmarks (ACT sub scores of; 17 in English and 19 in Mathematics or earned a Silver level on ACT Work Keys or SAT equivalency)
 - b. Have a 2.5 GPS or higher
 - c. Passed or met all MAAP assessment requirements for graduation
 - d. Earned the required Carnegie units as mandated by the Mississippi Department of Education and the local school district
 - e. Documented proof that all fees owed in the Greenwood Leflore Consolidated School District have been satisfied
 - f. Documentation of all listed above is to be signed off by the student, student’s parent, school’s counselor(s), Principal, and the Superintendent

2. Students that meet the qualifications listed above will be allowed early release from school and will be afforded all the rights and privileges of a Greenwood Leflore Consolidated School District graduate and will be allowed to either graduate early or graduate with the class in which they entered as 9th graders.

PROMOTION AND RETENTION

Promotion and retention of students shall be based upon their mastery of course objectives.

1. The Greenwood Leflore Consolidated School District (GLCSD) Board of Trustees (BOT) 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 and/or other options as adopted by the State Board of Education; and,
 - b. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the BOT.
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 of Education.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. Mississippi Code of 1972 Annotated MS Code § 37-16-7

SPECIAL EDUCATION STUDENTS

The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of the Individuals with Disabilities Education Act (IDEA) and are consistent, to the maximum extent appropriate, with other goals and standards established for children by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of children 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. MS Code § 37-23-133, and MS Code § 37- 23-1 (1999)

For information on the awarding of a special diploma or an occupational diploma, please refer to MS Code § 37-16-11.

The GLCSD Instructional Program has sequential, planned instructions for all subject/grade levels. Minimum proficiency requirements are necessary for students to progress to the next higher level/grade.

1. Consideration for promotion is based on the following:
 - a. A minimum passing average in the current subject/grade level;
 - b. Potential for doing work in the next higher grade level;
 - c. Attendance;
 - d. Willingness to complete work;

- e. Each student receiving a standard diploma has achieved mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education and/or other options as adopted by State Board of Education;

Kindergarten:

Promotion of any child from kindergarten to grade 1 is contingent on mastering readiness skills as stated in the kindergarten curriculum as established by GLCSD. Decisions on promotion of kindergarten children rest with the classroom teacher, with final approval being the authority of the school principal.

Grades one through three (1-3):

Promotion to grades 2, 3, and 4 requires passing grades in language arts and math, mastery of skills prescribed by the standards and frameworks adopted by the Mississippi Department of Education, and mastery of grade-level objectives as established by the GLCSD. In addition, the third grade students must successfully complete and pass the Third Grade Reading Summative Assessment as outlined in MS Code § 43-13-17 and the Literacy Based Promotion Act.

Grades four through six (4-6):

Promotion to grades 5-7 requires passing grades in three out of four major academic subjects (i.e. Mathematics, English, Social Studies, Science) with two of them being in Mathematics and English, mastery of the skills prescribed by the standards and frameworks adopted by the Mississippi Department of Education, and mastery of grade-level objectives as established by the GLCSD.

Grades seven through eight (7-8):

Promotion to grades 8 and 9 requires passing grades in three major academic subjects (i.e. Mathematics, English, and Science, with two of them being in Mathematics and English, mastery of skills as prescribed by the standards and frameworks adopted by the Mississippi Department of Education, and mastery of grade-level objectives as established by the GLCSD.

Grades nine through twelve (9-12):

Graduation from Greenwood Leflore Consolidated School District's High Schools is contingent upon meeting the requirements of the GLCSD BOT policy IHF (Graduation Requirements). See Greenwood Leflore Consolidated High School Handbook for grade level promotions.

1. The final decision to promote (or retain) a student shall be a joint decision made by the teacher and principal, based on Number 1.a-e above and mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education and/or other options as adopted by State Board of Education.
2. K-8 Principals will review the student failure rate at the end of each nine weeks. The GLCSD principal will provide an end of year summary report to the Superintendent, who will update the GLCSD BOT.
3. The basic requirements for graduation, as indicated in The Mississippi Public School Accountability Standards, shall be observed.

LEGAL REFERENCES

MS CODE as cited

Mississippi Public School Accountability Standards

Section: I Instructional Program

Policy Code: IHE Promotion and Retention

STUDENTS ENROLLED IN THE GED PROGRAM

The Greenwood Leflore Consolidated School District may provide a GED Program for those students who are over-age and at risk of dropping out of high school before completion, giving them a second opportunity to complete high school. The program shall be established under the guidelines meeting minimum requirements as specified in Mississippi Senate Bill 2855 and applicable policies of the State Board for Community and Junior Colleges as stated in Mississippi Code 37-35-1.

Recommendations for student participation in the GED Program will be made by the school committee consisting of a school administrator, counselor, classroom teacher and support staff who will plan the student's program of study. The recommendation for placement in the GED Program must be forwarded to the Assistant Superintendent of Academic Education who will review all documentation and make a recommendation to the Superintendent for approval.

The criteria for student participation in the GED Program will consist of the following:

The student must be at least sixteen (16) years of age and enrolled and attending a school in the Greenwood Leflore Consolidated School District at the time of referral;

- a. Must be at least two (2) or more grade levels behind or have acquired less than four (4) Carnegie Units;
- b. Must have taken every opportunity to continue to participate in course work leading to a regular high school diploma;
- c. Must not have been expelled from school for felonious conduct;
- d. Must not have been referred to the GLCSD Alternative Education Program for a disciplinary reason unless behavioral modifications have been attained, and
- e. Must have the written consent from the parent/guardian for placement in the GED Program.

Prior to the placement, the student must be assessed by a pre-test of the TABE (Test of Adult Basic Education) to be eligible for the program and be able to complete the program within two (2) years from the date of entry.

Students placed in the GED Program shall not be eligible to participate in any regular academic course or other programmatic activities within the school district, including graduation, athletics, choir, band, or any other extra-curricular activities, except that a GED student may

participate in existing job and skill development programs or in programs developed in conjunction with the GED program and the Vocational Education Director.

Students enrolled in the GED Program must attend school on a regular basis, participate in class-work, abide by the guidelines of the program, and be free of disciplinary referrals.

GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT OCCUPATIONAL DIPLOMA - Refer to School Board Policy IHFAAA

ELIGIBILITY FOR ATHLETICS AND/OR EXTRA-CURRICULAR ACTIVITIES - Refer to School Board Policy IDFA

BRIDGE -TO-CAREER COURSE

The State Board of Education (SBE) approved the Bridge to Career Course in April 2025 to provide a portfolio and exhibit class for second semester seniors who did not obtain a passing score on one or more End-of-Course (ECO) assessments.

Beginning in the 2025-2026 school year, the class will provide students an opportunity to explore and experience career opportunities that will assist students in transition from high school to a post-secondary experience. Students must meet eligibility requirements according to the SBE's policy.

The Student Portfolio and Exhibit according to 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 is known as the Bridge-to-Career Course will provide 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 will be allowed to utilize additional graduation options 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 CTE Endorsements or JROTC Endorsement.

Course Overview:

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 work-based 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.

Course Enrollment and Requirements:

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.

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.

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.

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.

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.

The Course Code for the Bridge-to-Career Option is 060805.

PARENT ACKNOWLEDGMENT FORM

Parents,

The 2026-2027 Greenwood Leflore Consolidated School District student handbook is located on the district's webpage at (www.glcsd.org) or https://www.glcsd.org/apps/pages/index.jsp?uREC_ID=361969&type=d&pREC_ID=791759 Please take the time to read the contents of the student handbook. Parents are able to view the Greenwood Leflore Consolidated School District Board Policies at <https://glcsd.msbapolicy.org/> . In addition, the district has made hard copies available for review in the principal's office at your request.

Parents, please sign the Parent Acknowledgment Form and return it to the child's homeroom teacher after you have read and understood the handbook as soon as possible but no later than September 15. Please feel free to call your child's principal if you have questions.

If the Parent Acknowledgment Form is not returned by September 15, an additional letter will be sent home as a reminder that the acknowledgment form must be returned to the school.

I have read the Greenwood Leflore Consolidated School District Student Handbook and I am aware of all rules and regulations.

I am the _____ of
Parent, Legal Guardian, Custodian

_____ who attends
Name of Student

_____ for the 2026-2027 school year.

Signature

Date

THERE MAY BE ADDENDUMS TO THIS HANDBOOK THROUGHOUT THE SCHOOL YEAR. THE PRINCIPAL WILL RECEIVE THIS INFORMATION AND PASS IT ON TO YOU. THESE ADDENDUMS WILL BE POSTED ON THE DISTRICT'S WEBSITE AND HARD COPIES WILL BE AVAILABLE FOR YOUR REVIEW AT YOUR CHILD'S SCHOOL

