

Sunflower County Consolidated School District



SCCSD



Student Handbook 2022-2023

Dr. Miskia Davis, Superintendent of Schools

Sunflower County Consolidated School District is an Equal Right and Opportunity Public School District.



SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT 2022 – 2023 District Calendar

Dr. Miskia Davis, Superintendent
"United for Excellence"

July 2022	
Monday - Friday, 4th - 9th	Fourth of July Break (Schools and District Closed)
August 2022	
Monday - Tuesday, 1st and 2nd	New Teacher Orientation
Wednesday, 3rd	District Convocation
Thursday - Friday, 4th - 5th	Teacher Professional Development
Monday, 8th	Student's First Day
Wednesday, 31st	18 days for students/ 21 days for teachers
September 2022	
Monday, 5th	Labor Day (Schools and District Closed)
Tuesday, 6th	Classes Resume
Tuesday - Friday, 6th - 9th	Progress Reports Issued
Friday, 30th	End of 1st Attendance Period (21 days) 21 days for students/ 21 days for teachers
October 2022	
Monday - Friday, 3rd - 7th	1st Nine Weeks Assessments
Friday, 14th	Fall Break (Teachers)
Friday - Monday, 14th - 17th	Fall Break (Students)
Monday, 17th	Teacher Work Day
Tuesday, 18th	Classes Resume
Monday - Friday, 24th - 28th	Report Cards Issued
Monday, 31st	End of 2nd Attendance Period (19 days) 19 days for students/ 20 days for teachers
November 2022	
Monday - Friday, 7th - 11th	Progress Reports Issued
Monday - Friday, 21st - 25th	Thanksgiving Break (Schools and District Closed)
Monday, 28th	Classes Resume
Wednesday, 30th	End of 3rd Attendance Period (17 days) 17 days for students/ 17 days for teachers
December 2022	
Wednesday - Tuesday, 14th - 20th	2nd Nine Weeks Assessments
Wednesday, 21st	Last Day of the Semester (1:00 pm dismissal) End of 4th Attendance Period 15 days for students/ 15 days for teachers
Thursday - Wednesday, December 22nd - January 4th	Winter Break

January 2023	
Thursday, 5th	Staff Return/ Teacher Work Day
Friday, 6th	Students Return/ Classes Resume
Monday, 16th	MLK Holiday (Schools and District Closed)
Tuesday, 17th	Classes Resume
Tuesday - Friday, 17th - 20th	Report Cards Issued
Tuesday, 31st	End of 5th Attendance Period (17 days) 17 days for students/ 18 days for teachers
February 2023	
Monday - Friday, 6th - 10th	Progress Reports Issued
Monday, 20th	President's Day (Schools and District Closed)
Tuesday, 21st	Classes Resume
Tuesday, 28th	End of 6th Attendance Period (19 days) 19 days for students/ 19 days for teachers
March 2023	
Monday - Friday, 6th - 10th	3rd Nine Weeks Assessments
Monday - Friday, 13th - 17th	Spring Break (Schools and District Closed)
Monday, 20th	Teacher Work Day
Tuesday, 21st	Students Return/ Classes Resume
Monday - Friday, 27th - 31st	Report Cards Issued
Friday, 31st	End of the 7th Attendance Period (17 days) 17 days for students/ 18 days for teachers
April 2023	
Friday, 7th	Good Friday (Schools and District Closed)
Monday, 10th	Holy Monday (Schools and District Closed)
Tuesday, 11th	Students and Teachers Return/ Classes Resume
Monday - Friday, 17th - 21st	Progress Reports Issued
Friday, 28th	End of 8th Attendance Period (18 days) 18 days for students/ 18 days for teachers
May 2023	
Thursday - Wednesday, 18th - 24th	4th Nine Weeks Assessments
Thursday, 25th	Last Day of the Semester/ Students Last Day (1:00 pm dismissal) End of 9th Attendance Period (19 days) 19 days for students/ 20 days for teachers
Friday, 26th	Teachers Last Day Gentry High School Graduation
Saturday, 27th	Thomas E. Edwards, Sr. High School Graduation
Monday - Friday, June 5th - 9th	Report Cards Mailed Home
Students - 180 days Teachers - 187 days Central Office - 234 days	Inclement Weather Days: President's Day, Good Friday, Holy Monday

Sunflower County Consolidated School District Board of Education

- Edward Thomas**, District Area 2..... President
- Emma Golden**, District Area 1 Vice-President
- Melanie Townsend-Blackmon**, District Area 5..... Secretary
- Debra Johnson**, District Area 3..... Board Member
- Evelyn Woods**, District Area 4 Board Member
- Dr. Miskia Davis** Superintendent

The Board of Education meets on the second Tuesday of each month at 6:00 P.M. unless otherwise noted and posted.

FOREWORD

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

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

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

VISION STATEMENT

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

MISSION STATEMENT

E³: Empower Staff, Engage Communities, Educate Students

NON-DISCRIMINATION POLICY

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

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

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

William Murphy or Randy Ball

Sunflower County Consolidated Schools

P.O. Box 70

Indianola, MS 38751, or call (662) 887-4919

District Staff At A Glance

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

662.887.4919
 Fax 662.887.5501

Miskia Davis, Superintendent mdavis@sunflowerk12.org	Federal Programs Randy Ball, Director rball@sunflowerk12.org Ext. 104 Sandra Jackson, Bookkeeper sjackson@sunflowerk12.org Ext. 103
Business Lillie Robey, Business Manager lrobey@sunflowerk12.org Ext. 107 Calandra Murry, Asst. Business Manager cmurry@sunflowerk12.org Ext. 105 Vilinda Farrow, Accountant vmitchell@sunflowerk12.org Ext. 114 Dorothy Hughes, Accounts Payable dhughes@sunflowerk12.org Ext. 115 LaQuitta Jones, Payroll Clerk ljones@sunflowerk12.org Ext. 119 Vilinda Dixon, Payroll Clerk vdixon@sunflowerk12.org Ext. 118 Sheley Wilson, Fixed Assets Clerk swilson@sunflowerk12.org Ext. 117	Personnel/Human Resources/Student Affairs/Athletics William Murphy, Director wmurphy@sunflowerk12.org Ext. 102 Vilinda Dixon, Personnel Administrative Assistant vdixon@sunflowerk12.org Ext. 118 Velma Hall, Student Database Manager vhall@sunflowerk12.org Ext. 110
Technology Sylvester Washington, Supervisor sylwashington@sunflowerk12.org Ext. 106	Accountability and Student Behavior Dr. Valerie Simpson vsimpson@sunflowerk12.org Ext. 120
Support Callie Weeks, Receptionist cweeks@sunflowerk12.org Ext. 116	Transportation/Maintenance James Wilson, Transportation Supervisor jameswilson@sunflowerk12.org 662.887.1502 Marvin Hawkins, Maintenance Supervisor mhawkins@sunflowerk12.org 662.207-4716
Child Nutrition Eric Ball, Director eball@sunflowerk12.org Ext. 172 Natasha Lewis, Asst. Director nlewis@sunflowerk12.org Ext. 171	Child Nutrition Elizabeth Ballard-Steen, Admin. Assistant eballard@sunflowerk12.org Ext. 170

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

662.884.1250

Exceptional Education Rosie Gatlin, Lead Case Manager rgatlin@sunflowerk12.org Ext. 127 Kenya Procter, Case Manager kprocter@sunflowerk12.org Ext. 128 Brittandy Blackshire, Psychometrist bblackshire@sunflowerk12.org Ext. 126 Felicia Longmire, Bookkeeper frlongmire@sunflowerk12.org Ext. 130	Curriculum Shamethria Beaman, Curriculum Coordinator sbeaman@sunflowerk12.org Ext. 143 Dylan Jones, Coordinator of Data and Instructional Technology djones@sunflowerk12.org Ext. 142 Li'Thesia Kent, District Test Coordinator lkent@sunflowerk12.org Ext. 131
District Nurses Kakawonda Hibbler, Nurse khibbler@sunflowerk12.org Ext. 146 Tawanda Wilson, Nurse twilson@sunflowerk12.org Ext. 147 Amanda Cole, Nurse acole@sunflowerk12.org Monika Tucker, Nurse mtucker@sunflowerk12.org	Early Childhood Learning Leigh Ann Reynolds, Director lreynolds@sunflowerk12.org Ext. 145

School Leadership Directory

A.W. James Elementary Barbara Akon, Principal bakon@sunflowerk12.org Avis Brown, Academic Coach abrown@sunflowerk12.org	Carver Elementary Robert Moore, Principal romore@sunflowerk12.org Lakecia Martin, Asst. Principal lamartin@sunflowerk12.org Lawanda Berdin, Academic Coach lberdin@sunflowerk12.org	Gentry High School Edmond Williams, Principal edwilliams@sunflowerk12.org Monroe Golden, Asst. Principal mgolden@sunflowerk12.org
Indianola Academic Achievement Center Khalilah Ransom, Principal kransom@sunflowerk12.org	Indianola Career and Technical Center Rosalind Johnson, Principal rjohnson@sunflowerk12.org	Moorhead Central Marcus Johnson, Principal marcusjohnson@sunflowerk12.org Katisha Limehouse klimehouse@sunflowerk12.org
Lockard Elementary Daphne Heflin, Principal dheflin@sunflowerk12.org Airnecia Mills, Asst. Principal amills@sunflowerk12.org Lutryca Phillips, Academic Coach luphillips@sunflowerk12.org	Ruleville Central Elementary Sawanda Washington, Principal sawashington@sunflowerk12.org Angela Aldridge, Academic Coach aaldrige@sunflowerk12.org	Drew Hunter Middle Tina Steele, Principal tsteele@sunflowerk12.org Marena Watson, Academic Coach mwatson@sunflowerk12.org
R.L. Merritt Jr. High Glenn Newson, Principal gnewson@sunflower.k12.ms.us Timothy Holmes, Asst. Principal tholmes@sunflower.k12.ms.us Julia Harrington, Academic Coach jharrington@sunflowerk12.org	Ruleville Middle Earnest Nelson, Principal enelson@sunflowerk12.org Keyna Benford, Academic Coach kbenford@sunflowerk12.org	Thomas Edwards Sr. High Erick Lakes, Principal elakes@sunflowerk12.org Deberah Collins, Asst. Principal dcollins@sunflowerk12.org Chiquita Bracey, Academic Coach cbracey@sunflowerk12.org
	Rosser Early Learning Center Daisey Hawkins, Principal dhawkins@sunflowerk12.org	

Quick Help Guide 2022-2023

- **Activity Fund Reports** – Calandra Murry
- **Alternative School** – William Murphy
- **Assessments** – Li'Thesia Kent or Dylan Jones
- **Athletics** – Earl Liddell, William Murphy
- **Board Requests** – Li'Thesia Kent, Dylan Jones, Shamethria Beaman
- **Bus Permits** – James Wilson
- **Bus Routes** – James Wilson
- **Cell Phones (Employees)** – Sylvester Washington
- **Check Stubs** – Calandra Murry
- **Child Nutrition** – Eric Ball, Natasha Lewis
- **Counselors** – Dr. Valerie Simpson
- **Instructional Programs (iReady, etc.)** – Shamethria Beaman , Dylan Jones
- **Community Relations** – William Murphy
- **Contracts** – William Murphy
- **Direct Deposit** – Calandra Murry
- **District Vehicle Request** – Rhonda Fairley
- **Drop Out Prevention** – LiThesia Kent
- **Drug Tests** – Vilinda Dixon, William Murphy
- **Dual Enrollment** – LiThesia Kent
- **Early Childhood Education**- Leigh Ann Reynolds
- **Employee Identification**- William Murphy
- **Employee Leave** – Vilinda Dixon and LaQuitta Jones
- **Employment Applications** – William Murphy
- **Employment Verification** – Calandra Murry, William Murphy
- **Extended School** – Lithesia Kent
- **Facility Rental** – Dorothy Hughes
- **Federal Programs** – Randy Ball
- **Fingerprinting** – Velma Hall, Calandra Murry, William Murphy
- **Fixed Assets** – Lillie Robey
- **FMLA** – LaQuitta Jones
- **Fundraising Requests** – Calandra Murry
- **Grievances** – William Murphy
- **Health and Wellness**- Nurse Tawanda Wilson and Nurse Kakawonda Hibbler
- **Hotel Checks** – Dorothy Hughes
- **Homeless Liaison** – Randy Ball
- **Insurance (Voluntary Deduction)** – Vilinda Dixon and LaQuitta Jones
- **Insurance (Life/Health/Blue Cross/Blue Shield)** – Calandra Murry
- **Integrity/School Connect** – Lillie Robey
- **Licensure** – William Murphy
- **Mail** – Callie Weeks
- **Maintenance Requests** –
- **Media Releases** – William Murphy
- **MPES** – Dr. Miskia Davis
- **MSIS** – Velma Hall
- **MS SOARS** – Randy Ball

- **MCAPS** – Randy Ball
- **MTSS** – Dylan Jones
- **Pacing Guides** – Shamethria Beaman , Dylan Jones
- **Parent Grievances** – William Murphy
- **Parental Involvement** – Dr. Valerie Simpson
- **Pay Checks** – Vilinda Dixon and LaQuitta Jones
- **Payroll Changes** – Vilinda Dixon and LaQuitta Jones
- **Personnel** – William Murphy, Vilinda Dixon
- **Policies** – Dr. Valerie Simpson
- **Priority Schools** – Randy Ball
- **Process Standards** – Dr. Valerie Simpson
- **Purchase Orders** – Vilinda Mitchell
- **Requisitions** – Vilinda Mitchell
- **Resolutions (in case of death)** –
- **Retirement** – Calandra Murry
- **Safety** – Sherry Gates-Myers
- **SAM7** – Velma Hall
- **Sixteenth Section** – James Wilson
- **SPED** – Rosie Gatlin
- **Student Teachers** – William Murphy, Shamethria Beaman
- **Substitute Information** – William Murphy
- **Tax Forms** – Vilinda Dixon and LaQuitta Jones
- **Text Books** – Shamethria Beaman
- **Time Clock** – Sylvester Washington
- **Time Sheets (Moorhead/Ruleville/Drew/Food Services)** – Vilinda Dixon
- **Time Sheets (Sunflower, Inverness, Indianola)** – Laquitta Jones
- **Time Sheets (Central Offices, Maintenance, Transportation)** – Laquitta Jones
- **Transcripts** – Individual Schools
- **Travel Reimbursement** – Dorothy Hughes
- **Volunteers** – William Murphy
- **W-2 Forms** – Vilinda Dixon and LaQuitta Jones
- **Website Updates** – Kim Weeks
- **Worker's Compensation** – Vilinda Dixon
- **Youth Court** – Dr. Valerie Simpson, William Murphy

Central Office (Hwy 49) 662.887.4919
 Administration Building (Hwy 82) 662.884.1200
 Maintenance Shop 662.887.1502 Child Nutrition
 Office 662.884.1261

SCCSD ATTENDANCE REGULATIONS & POLICIES

ATTENDANCE

(JBA Compulsory School Attendance/School Age)

Time on task is essential if students are to succeed in their educational efforts. The right to attend the public school requires responsibility of both parents and students for school attendance each day. Tardiness, absences, dismissals, and suspensions are all problems that require action by school officials because each of these results in a loss of instructional time. The SCCSD will use the State of Mississippi's definition of an absence. Students must be present a minimum of 63% of the instructional day to be considered present. **Early dismissals are not granted after 2:30 p.m. No classrooms will be contacted for dismissals after 2:30 p.m.**

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

EXCUSED ABSENCES

(JBD Attendance, Tardiness and Excuses)

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

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

APPROVED ABSENCES

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

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

UNEXCUSED ABSENCES (Unlawful absences)

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

B. **Parental Liability**

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

Truancy

The student who is habitually truant (beginning at the fifth unexcused absence) will be turned in to the Truancy Officer.

Students who are truant will be referred to an administrator who has the option of placing the student in In-School Suspension (ISS). (*see Mississippi Compulsory School Attendance Law, MS Code; 37-13-91 or SCSSD Policy JBAC.*)

If detained in the office or by a teacher, a student must receive a note/pass before going to the next class to avoid being considered tardy or truant. Students are considered truant if they are unaccountably absent from any class

- in excess of 10 minutes – or leave campus without proper authorization. The school does not accept any reason for being tardy nor absent from school for students who ride to/from school in/on a private vehicle.

Late Arrivals & Tardies

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

Withdrawals

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

ATTENDANCE POLICY FOR SPECIAL EDUCATION STUDENTS

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

SCCSD ADMISSION & REGISTRATION REQUIREMENTS

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

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

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

SCCSD has selected the Home Language Survey as the method to identify those students. The Home Language Survey is included in the registration packet, because it must be administered to all students upon enrollment.

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

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

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

***Residency Verification**

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

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

school:

- Certified birth certificate
- Student's social security card (optional)
- Two (2) documents showing proof of residency*
- MS Form 121 immunization compliance certificate**
- Address & phone number of previously attended school
- Most recent report card or transcript

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

***All Pre-Kindergarten, Kindergarten, and 1st Grade students must have a chickenpox vaccination.**

Student schedules are available on the ActiveParent website. Unregistered students will not receive an enrollment code for school entry.

SCCSD DRESSING & GROOMING POLICIES

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

SCCSD has adopted a mandatory uniform policy for all students in grades (K-12). Each year the District Uniform Committee, consisting of a principal, parent coordinator, counselor, teachers, parents and students representing each school, meets to assess the mandatory uniform policy and makes recommendations to modify it as deemed appropriate. Each school is allowed to decide the color of uniform for that school. Uniforms are to be worn at all times unless otherwise notified.

Research indicates that a school uniform policy enhances school safety, improves the learning environment, reduces tension, bridges social-economic differences between children, promotes good behavior, improves children's self-respect, self-esteem and reduces costs for participating families. Based on the benefits associated with wearing school uniforms, SCCSD fully supports the implementation of the **MANDATORY UNIFORM POLICY for ALL STUDENTS in grades (K-12).**

UNIFORM COLORS

The following uniform colors were adopted for the **2022-2023** school year. **Masks must be worn by all students daily as part of their uniform.**

Thomas E. Edwards Sr. High School:

9th Graders - Navy blue polo style tops with collar (daily)

10th Graders - Gold polo style tops with collar (daily)

11th Graders - Green polo style tops with collar (daily)

12th Graders - White polo style tops with collar (daily)

All students will wear khaki or navy bottoms daily

Ruleville Middle School:

Monday– Friday - 6th Graders - Gold polo-style top with collar

7th Graders - Maroon polo-style top with collar

8th Graders - White polo-style top with collar

All Students- khaki or navy bottom

Drew Hunter Middle School:

Monday- Friday – Royal blue or orange polo style top with collar/khaki or navy bottom

Ruleville Central Elementary:

Monday-Friday—Green or Gold polo style top with collar/khaki or navy bottom

A.W. James Elementary:

Monday—Friday – Navy blue or orange polo style top with collar/khaki or navy bottom

Lockard Elementary:

Monday-Friday – Navy polo style top with collar/khaki bottom

Carver Elementary:

Monday-Friday – Red polo style top with collar/khaki or navy bottom

R.L. Merritt Jr. High School:

Monday-Friday – 7th-8th Graders- Gold polo style top with collar/khaki or navy bottom

9th Graders - Burgundy/Maroon polo style top with collar/khaki or navy bottom

Gentry High School:

Monday-Friday – Maroon polo style top with collar/khaki or navy bottom

Moorhead Central School:

Monday- Friday – Red polo style top with collar/khaki or navy bottom

Rosser Early Learning Center:

Monday- Friday – Red or navy polo style top with collar/khaki or navy bottom

DRESS CODE (*JCDB Dress Code for Students*)

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

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

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

Virtual Learning Dress Code

School Uniform Policy for Virtual Learning

This uniform policy is only in the event that in-person learning is interrupted for any period of time, and virtual learning becomes the primary method of instruction.

- The SCCSD will not require students who are engaged in virtual learning to wear school uniforms.
- Virtual learning typically involves a camera that shows an individual's upper body and face.
- Though uniforms will not be worn, students should be mindful of presentation via camera and adhere to the following rules from our traditional dress code policy:
 - Hats, hoods, ski masks, hair rollers, head wraps, scarves, bonnets, bandanas, and "Do-Rags" are not to be worn
 - Use of dark glasses inside the building is limited to students with medical prescriptions.
 - Any accessory or clothing item that advertises drugs, alcoholic beverages, tobacco products, obscene language/gestures and/or bullying shall not be permitted.
 - Midriffs shall not be exposed.
 - Tank tops, muscle shirts or halter-tops shall not be allowed.
 - Apparel worn above the knee shall, at the bottom, exceed no more than four (4) inches above the top of the knee when standing. No cut-offs shall be worn.
 - No see-through clothing may be worn.
 - Excessively tight or revealing clothing is prohibited.
 - Mouth pieces/jewelry/teeth coverings will not be allowed.

SCCSD Disciplinary Guidelines

MISSISSIPPI SCHOOL SAFETY ACT OF 2001

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

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

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

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

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

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

SCHOOL SAFETY (*JD Student Discipline*)

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

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

STAFF PROTECTION

(GAEA Staff Protection)

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

MS CODE- §37-11-21, §97-3-7

HARASSMENT PROHIBITED *(GBR Sexual Harassment)*

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

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

Sunflower County Consolidated School District Code of Conduct

Purpose

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

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

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

Expectations

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

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

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

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

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

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

5-Level Infraction and Consequence Guide

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

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

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

Level I

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

Level II

- Skipping School/Class
- Skipping Detention
- Leaving Campus
- Defiance/Disrespect
- Throwing Objects
- Cheating/Academic Dishonesty
- Possession of matches, any forms of lighters, lasers, fireworks/smoke bombs, sprays/etc- consider adding examples
- Profane/Obscene Language/Gestures (Toward Students); includes indecent, immoral, or offensive language, gestures, and/or possession of obscene, indecent, immoral, or offensive materials toward students
- **Continuation of unmodified Level II behaviors will move to Level III; Behavior Modification Plan implemented**

Level III

- Fighting on campus and/or walking to/from school (includes fighting between 2 students, fighting on the school bus, and fighting at extracurricular activities); ***all fighting incidents are subject to thorough investigation, and have the potential to be subject to a disciplinary hearing***
- Provoking a Fight
- Recording/Posting Fights on Social Media
- Pushing/Hitting/Striking/Aggressive Inappropriate Contact
- Gambling
- Theft of personal and/or school property (Restitution shall be made regardless of other punishment)
- Extortion- use of intimidation, coercion, or force
- Vandalism of personal and/or school property (Restitution shall be made regardless of other punishment)
- Sexual Harassment (Offensive/Inappropriate Touching Grades K-4)
- Trespassing or loitering on any school property while suspended
- Refusal of Administrator Requests
- Bullying/Cyberbullying; Harassing behavior of any form
- **Continuation of unmodified Level III behaviors will move to Level IV; Behavior Modification Plan implemented**

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

Level IV

- Profane/Obscene Language/Gestures (Toward Staff Members); includes indecent, immoral, or offensive language, gestures, and/or possession of obscene, indecent, immoral, or offensive materials toward staff members
- Sexual Misconduct
- Actions causing a total disruption and threatening the safety of staff and students (includes bomb threats; stated or written plans to harm students, school personnel, and/or destroy school property)
- Mass Group Fights fights (3 or more)

Level V

- Possession/Sale/Use/Transmission of Alcohol/Controlled Substances (includes counterfeit drugs, illegal drugs, narcotics, paraphernalia, prescription drugs or over-the-counter medicine); ***doctor approved medications must be brought to the school's office and taken in this location with designated staff***
- Possession of Tobacco Products (includes smokeless tobacco)
- Vape Pens
- Tobacco Use

****Mississippi Law Pertaining to Tobacco**

Sec. 97-32-9. No person under eighteen (18) years of age shall purchase any tobacco product. NO student of a high school, junior high school or elementary school shall possess tobacco on any educational property as defined in Section 97-37-17, Mississippi Code of 1972

- Assault/battery (resulting in serious injury) toward a student
- Assault/battery against a school employee
- Sexual assault/battery toward a student
- Sexual assault/battery toward a school employee
- Weapon possession (weapons are any destructive devices including a knife, gun, ice picks, brass knuckles, bb guns, pellet guns, splat guns, slingshots, pocket knives, tasers, mace/pepper spray, chains or any form of weapon or object that may be used to do bodily harm and having knowledge of concealing a weapon; **weapons that resemble real weapons may be treated as real weapons**)
- Gang Activity (Students are prohibited from wearing, displaying, or possessing clothing, apparel, accessories, drawings, or messages associated with any gang or social club that is associated with criminal activity, as defined by law enforcement agencies.)
- Assault on a school employee

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

Additional Discipline Policies

Cell Phones/Electronic Devices (includes cell phones, tablets, MP3 Players, Ipods, Ipads, radios, video games, CD, Laser Pointers, etc.)	Electronic devices of any sort will not be allowed for use during the school day unless authorized by school personnel. If items are seen in use during the school day, they will be confiscated by school staff and kept in a secure location. Confiscated electronic devices will be available for parent/guardian pickup on Mondays only between the hours of 7:00 and 7:30 am.
School Bus Infractions	School bus infractions (not fighting) will be handled in the following manner: <ul style="list-style-type: none">1- Bus Driver Warning2- Documented Administrator/Driver/Parent Conference and Assign Seat for Student3- 3-day suspension from bus 4- 5-day suspension from bus5- Suspension for remainder of semester6- Suspension for remainder of school year

Due Process

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

A. Due Process for Suspension

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

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

B. Due Process and Right to a Hearing for Expulsion

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

STEPS IN THE REFERRAL PROCESS

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

The hearing will be before the Disciplinary Hearing Committee:

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

The superintendent shall review all recommendations of the Disciplinary Hearing Committee for

expulsions.

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

REVIEW BY THE BOARD

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

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

DISCIPLINARY ACTIONS

PARENT MONITORING

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

STUDENT DETENTION FOR DISCIPLINE OR MAKE-UP DURING SCHOOL DAY

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

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

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

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

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

IN-SCHOOL SUSPENSION (ISS)

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

IN-SCHOOL DETENTION (ISD) Rules for Students

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

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

OUT OF SCHOOL SUSPENSION

A student may be suspended for up to ten (10) days for single acts of a grave nature or offenses for which suspension or expulsion is required by law. Suspensions will only be used when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others. If you are suspended from school, you may not be on any school campus within the District.

Additionally, while serving a suspension or expulsion, students are prohibited from attending any day or night functions occurring on any school campus of the District. District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

Suspension shall be prohibited for:

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

MAKE-UP WORK (JBD Suspension)

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

EXPULSION (JDE Expulsion)

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

Committee. The Superintendent has the sole authority to expel a student for one (1) calendar year. A student who has been expelled from the SCCSD must apply in writing for possible readmission.

BEHAVIOR MODIFICATION PLAN/BEHAVIOR SUPPORT PLAN

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

RESTITUTION

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

MEDIATION

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

COMMUNITY SERVICE

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

CORPORAL PUNISHMENT

(JDB Corporal Punishment)

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

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES:

Authority of Director of Exceptional Education in accordance with SPED Guidelines

§300.530

Case-by-case determination

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

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's IEP Committee), another setting, or suspension. School personnel may also impose additional removals of the child/children of not more than ten (10) school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

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

DISCIPLINE PLAN

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

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

Virtual Learning Disciplinary Guidelines

Virtual Code of Conduct

In the event that in-person learning is interrupted, students will still be expected to conduct themselves appropriately via virtual learning. **All students and families are strongly encouraged to refer to the Sunflower County Consolidated School District's Technology Handbook, which provides guidance on appropriate virtual behavior.** The Technology Handbook details the following areas:

- Appropriate device usage and care for the district-issued devices
- “Netiquette” and the importance of being courteous and respectful in virtual settings
- Plagiarism
- Cyberbullying
- Acceptable Use

Though some disciplinary infractions align with the traditional Code of Conduct, the district will handle infractions on a case by case basis, using (but not limited to) the following strategies:

- Conference with the student
- Conference with the parent/guardian
- Schedule Modification
- Potential loss of certain features (example: being muted or video turned off)

Because of the virtual learning platform, students will always have access to all assignments and coursework. Student exclusions, if they occur, will be decided on a “case by case” basis, and ultimately utilize a disciplinary committee, if applicable.

SCCSD SAFETY & HEALTH

STUDENT BULLYING PROCEDURES

(JDDA Bullying)(JDDA-P Bullying Procedures)

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

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

I. Definitions

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

A "hostile environment " means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the Superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole. For more information on Bullying please visit www.stopbullying.gov.

II. Procedures for Processing a Complaint

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

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

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

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

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

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

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

STATE BOARD POLICY

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

The following definitions apply to this policy:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOBACCO/DRUG AND ALCOHOL USE

(JCDAC Drugs and Alcohol -Possession or Reasonable Suspicion)

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

ASBESTOS MANAGEMANT PLAN

(EM Asbestos Hazard Emergency Response Act- AHERA)

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

FIRE AND TORNADO DRILLS

(EBBC Emergency Drills)

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

Remember the basic rules:

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

SEVERE WEATHER

(EBBD Emergency Closings)

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

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

ACCIDENTS AND ILLNESS AT SCHOOL

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

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

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

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

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

CONTAGIOUS DISEASES

(JGCC Communicable Diseases)

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

SCHOOL INSURANCE

(EGB Student Insurance Program)

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

ASTHMA ACTION PLAN

(JGCDA Self Administration of Asthma and Anaphylaxis Medications)

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

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

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

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



School Asthma Plan

To be completed by Physician or Nurse Practitioner

Name: _____

Date: _____

School: _____

Age: _____

Instructions to School

1. If coughing or wheezing, give:

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

2. Pre-Medication, give:

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

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

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

5. ☐ Other instructions: _____

Parent Signature: _____

Physician Signature: _____

TO BE COMPLETED BY PARENT/GUARDIAN

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

Parent/Guardian _____ Address _____

Home Phone _____ Work Phone _____ Other (cell) _____

TO BE COMPLETED BY PHYSICIAN

Medication _____ Reason for Medication* _____

Start Date: _____ Stop Date: _____

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

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

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

Restrictions: _____

Side Effects: _____

Special Storage Requirements: _____

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

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

____ Yes ____ No ____ Supervision required ____ Supervision not required

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

(*Requires completion of Student Agreement Contract)

Print Physician's name _____ Physician Address _____ Phone _____

Physician's Signature _____ Date _____

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

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

Parent/Guardian _____ Date _____

TO BE COMPLETED BY PERSONNEL

School _____ School Year _____ Date Form Received _____

I/We acknowledge receipt of this Medication

Authorization _____

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



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

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

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



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

KK Hibbler, RN, khibbler@sunflower.k12.ms.us (662-207-9314)

Tawanda Wilson, RN, twilson@sunflower.k12.ms.us (662-207-2134)

Amanda Cole, RN, acole@sunflower.k12.ms.us (662-207-4517)

Monika Tucker, RN, mtucker@sunflower.k12.ms.us (662-207-2459)



FARE
Food Allergy Research & Education

FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

Name: _____ D.O.B.: _____

Allergy to: _____

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

**PLACE
PICTURE
HERE**

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

Extremely reactive to the following foods: _____

THEREFORE:

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

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

FOR ANY OF THE FOLLOWING: SEVERE SYMPTOMS



LUNG

Short of breath,
wheezing,
repetitive cough



HEART

Pale, blue,
faint, weak
pulse, dizzy



THROAT

Tight, hoarse,
trouble
breathing/
swallowing



MOUTH

Significant
swelling of the
tongue and/or lips



SKIN

Many hives over
body, widespread
redness



GUT

Repetitive
vomiting, severe
diarrhea



OTHER

Feeling
something bad is
about to happen,
anxiety, confusion

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

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

MILD SYMPTOMS



NOSE

Itchy/runny
nose,
sneezing



MOUTH

Itchy mouth



SKIN

A few hives,
mild itch



GUT

Mild nausea/
discomfort

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

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

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

MEDICATIONS/DOSES

Epinephrine Brand: _____

Epinephrine Dose: ☐ 0.15 mg IM ☐ 0.3 mg IM

Antihistamine Brand or Generic: _____

Antihistamine Dose: _____

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

PARENT/GUARDIAN AUTHORIZATION SIGNATURE

DATE

PHYSICIAN/HCP AUTHORIZATION SIGNATURE

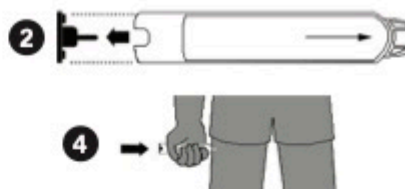
DATE

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



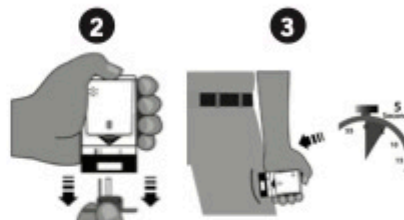
EPIPEN® (EPINEPHRINE) AUTO-INJECTOR DIRECTIONS

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



AUVI-Q™ (EPINEPHRINE INJECTION, USP) DIRECTIONS

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



ADRENALICK®/ADRENALICK® GENERIC DIRECTIONS

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



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

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

EMERGENCY CONTACTS — CALL 911

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

OTHER EMERGENCY CONTACTS

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

PARENT/GUARDIAN AUTHORIZATION SIGNATURE _____

DATE _____

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

SCCSD ACADEMIC ACHIEVEMENT CENTER

MISSION STATEMENT

The Sunflower County Consolidated School District Alternative School program is designed to serve students with severe disciplinary problems who might otherwise be assigned to long-term suspensions or be expelled from their home school.

Its mission is to provide a quality education for individuals, particularly the youth in our community.

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

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

PURPOSE OF THE ACADEMIC ACHIEVEMENT CENTER

(JCD Alternative School Program)

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

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

The District provides an alternative educational program for the categories of students identified in MS Code 37-13-92.

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

ALTERNATIVE SCHOOL PROGRAM

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

To be assigned to the Indianola Academic Achievement Center, Principals and /or school administrators of the home school will direct all requests for a student admission hearing to the Director of Student Affairs. Hearings will be arranged with the parents and 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). 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 and or discipline coordinator will inform parents of the student's placement. The parent/guardian must come to the alternative school office to be orientated and to sign placement forms.

Student records will be maintained and housed by the home school and student information will be transferred daily. All students will enroll in the same courses they were attending at the home school in the basic subjects of Reading/English, Math, Science, and Social Studies. The same requirements will be made of them as 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 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 students' exits from the alternative program will be conducted by the alternative director and home school principal. 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 Indianola Academic Achievement Center:

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

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

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

Special Education Student Referral Process:

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

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

Removal from Alternative School Program

Any student who 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. After completion of a minimum of 60% of the assigned period of time to the alternative school, a review shall take place to determine if students are eligible for an early release to return to their home school. Students assigned to the alternative school for less than 20 days are excluded from the 60% early release provision.

SCCSD
ASSESSMENT &
GRADUATION
REQUIREMENTS

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology I
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	24	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> Alternate English Elements I-IV
Mathematics	4	<ul style="list-style-type: none"> Alternate Math Elements III Alternate Algebra Elements
Science	2	<ul style="list-style-type: none"> Alternate Biology Elements Alternate Science Elements II
Social Studies	2	<ul style="list-style-type: none"> Alternate History Elements (Strand: U.S. History and World History) Alternate Social Studies Elements (Strand: Economics and U.S. Government)
Physical Education	½	
Health	½	<ul style="list-style-type: none"> Alternate Health Elements
Arts	1	
Career Readiness	4	<ul style="list-style-type: none"> Career Readiness I-IV (Strand: Technology, Systems, Employability, and Social)
Life Skills Development	4	<ul style="list-style-type: none"> Life Skills Development I-IV (Strand: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	24	

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering 9th grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology I
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	<ul style="list-style-type: none"> Must complete a four-course sequential program of study.
Additional Electives	3 ½	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One CTE dual credit or earn articulated credit in the high school CTE course
 - Work-Based Learning experience or Career Pathway Experience
 - Earn a State Board of Education-approved national credential

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I + two (2) additional math courses above Algebra I
Science	3	<ul style="list-style-type: none"> Biology I + two (2) additional science courses above Biology I
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	<ul style="list-style-type: none"> Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One academic dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I + two (2) additional math courses above Algebra I
Science	4	<ul style="list-style-type: none"> Biology I + two (2) additional science courses above Biology I
Social Studies	4	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	<ul style="list-style-type: none"> Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	28	

Additional Requirements

- Earn an overall GPA of 3.0.
- Courses must meet Mississippi IHL CPC-recommended requirements.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - One AP course with a B or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - One academic dual credit course with a B or higher in the course

**APPENDIX A-1
GRADUATION REQUIREMENTS
STANDARD 14
DISTRICT OPTION**

Note: Ending with incoming ninth graders of 2017-2018.

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College - and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3). Students enrolled in grades 7- 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*. Enrollment in online courses listed in this manual must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3 ^{4&6}	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Mississippi Studies ⁶
HEALTH	½ ^{7&8}	Contemporary Health ⁹
TECHNOLOGY or COMPUTER SCIENCE	1 ¹⁰	
THE ARTS	1 ¹¹	
ELECTIVES	4½ ¹²	
TOTAL UNITS REQUIRED	21	

APPENDIX A-2
GRADUATION REQUIREMENTS
STANDARD 14
(Ending with incoming ninth graders of 2017-2018)

¹Carnegie units earned for Compensatory English courses, cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Beginning school year 2014-2015, Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

²Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. Two (2) of the four (4) required mathematics Carnegie units must be earned in a course higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB- DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II or Architectural Drafting Application. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit.

³For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences Core II, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. Effective with school year 2013-2014, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-2014, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit. One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit.

⁴Based on the 2018 Mississippi College- and Career- Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

APPENDIX A-1 (continued)
GRADUATION REQUIREMENTS
STANDARD 14
DISTRICT OPTION

Note: Ending with incoming ninth graders of 2017-2018.

⁵Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics.

⁶The Carnegie units earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

⁷Carnegie units earned in Healthcare & Clinical Services I, or Health Sciences Core I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

⁸Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

⁹Comprehensive Health or Family and Individual Health meet the Health requirement if taken prior to the 2014-2015 school year.

¹⁰The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science & Engineering.

¹¹The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media I & II or Theory and Application of Digital Media I & II may be accepted in lieu of the Arts requirement for students.

¹²Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e. Choral, Music-Choral-Ensembles), instrumental performance courses (i.e. Band, Music Instrumental Ensembles, Strings), dance performance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

APPENDIX A-2
GRADUATION REQUIREMENTS
STANDARD 14
(Ending with incoming ninth graders of 2017-2018)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*. Enrollment in online courses must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2008-2009 and ending with school year 2017-2018, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below to graduate, unless their parent/guardian requests to opt the student out of Appendix A-2 requirements in accordance with local school board policy. All students must meet one (1) of the graduation options as specified in the Appendices. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7. NOTE: This option will no longer be available for entering ninth graders after the 2017-2018 school year. New graduation requirements will go into effect for entering ninth graders of 2018-2019.

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

APPENDIX A-2
GRADUATION REQUIREMENTS
STANDARD 14
(Ending with incoming ninth graders of 2017-2018)

¹Carnegie units earned for Compensatory English courses, cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Beginning school year 2014-2015, Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

²Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. Two (2) of the four (4) required mathematics Carnegie units must be earned in a course higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB- DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II or Architectural Drafting Application. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit.

³For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences Core II, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. Effective with school year 2013-2014, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-2014, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit. One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit.

⁴Based on the 2018 Mississippi College- and Career- Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

APPENDIX A-2
GRADUATION REQUIREMENTS
STANDARD 14
(Ending with incoming ninth graders of 2017-2018)

⁵Carnegie unit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics.

⁶The Carnegie unit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

⁷Carnegie units earned in Healthcare & Clinical Services I, or Health Sciences Core I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

⁸Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

⁹Comprehensive Health or Family and Individual Health meet the Health requirement if taken prior to the 2014-2015 school year. The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

¹⁰The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, and Project Lead the Way Introduction to Engineering, Exploring Computer Science, Cyber Foundations I, Cyber Foundations II, and Computer Science & Engineering. AP Computer Science Principles can only be used once to satisfy the graduation requirement for either mathematics, science or computer science.

¹¹The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi Arts*. Digital Media I & II or Theory and Application of Digital Media I & II may be accepted in lieu of the Arts requirement for students.

¹²Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e. Choral, Music-Choral-Ensembles), instrumental performance courses (i.e. Band, Music Instrumental Ensembles, Strings), dance performance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

SCCSD
GRADING &
PROMOTION/
RETENTION

PROMOTION, RETENTION, GRADING

(Policy IHE Promotion and Retention)

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

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

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

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

GRADING

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

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

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

Grading Procedures *(Policy IHA Grading System)*

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

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

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

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

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

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

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

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

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

Kindergarten Reporting Categories

E - Excellent

S – Satisfactory

U – Unsatisfactory

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

Academic Honors Classification:

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

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

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

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

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

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

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

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

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

Non-Example: Student earns a 98 in Science, a 93 in Social Studies, a 68 in ELA, and a 91 in Math. (This student would not earn Honor Roll because they have a D- 68.)

Promotion and Retention

Kindergarten

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

- Mastery of at least 70% of the core competencies listed in the Sunflower County Consolidated School District Curriculum Structure for that grade level in reading, language arts, and mathematics
- Mastery of Overall Reading Placement skills as indicated by an iReady scale score of at least 332 during either the MOY (Middle-of-the-Year) iReady testing window or the EOY (End-of-Year) iReady testing window.

Failure to meet either of the criteria above may result in student retention in Kindergarten, if the student does not successfully complete the above requirements and a Mandatory Summer School Session.

Promotion Policy (Grades 1-2)

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

- Mastery of at least 70% of a course's competencies and received a passing yearly average in reading, language arts, math, science and social studies. The yearly average shall be determined by averaging the two semester's numerical grades.
- Mastery of Overall Reading Placement skills as indicated by the iReady scale score of:
 - At least 388 during either the MOY (Middle-of-the-Year) iReady testing window or the EOY (End-of-Year) iReady testing window for 1st grade.
 - At least 452 during either the MOY (Middle-of-the-Year) iReady testing window or the EOY (End-of-Year) iReady testing window for 2nd grade.

Failure to meet either of the criteria above shall result in student retention in Grades 1-2, if the student does not successfully complete the above requirements and a Mandatory Summer Session.

Promotion Policy (Grade 3)

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

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

A Third-Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:

- (a) Limited English proficient students who have had less than two (2) years of instruction in an English Learner program;
- (b) 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;
- (c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 Plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading or previously was retained in Kindergarten or First, Second or Third Grade;
 - (d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
 - (e) Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

A student who is promoted to Fourth Grade with a good cause exemption shall be provided an individual reading plan as described in Section 37-177-1(2), which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

SB 2347 LITERACY-BASED PROMOTION ACT

(Policy ICHI Literacy Based Promotion)

The Literacy-Based Promotion Act was created to improve kindergarten and 1st through 3rd grade public school students' reading skills so that every student completing 3rd grade reads at or above grade level. This requires school districts to provide intensive reading instruction and interventions to students exhibiting a substantial deficiency in reading in kindergarten and grades 1 through 3.

In compliance with the Literacy-Based Promotion Act, Sunflower County Consolidated School District will be assessing all K-3 students, at least (3) three times per school year to determine their areas of strength and areas of concerns in reading. Notifications of students' progress will be sent home to parents after each assessment.

Beginning in 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 4th grade unless the student meets the good clause exemptions for promotion. For additional information, please contact the Office of Curriculum and Testing at (662) 884- 1213.

EDUCATIONAL OPPORTUNITIES

Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion, or marital status. No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular activities.

As provided under Title IX of the Education Amendments of 1972, no person in the U.S. 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.

School policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies of school policies are published and available for public review.

{MS Code §25-61-1 through 17; §37-9-1 through 75; §37-9-101 through 113; §37-7-301(p) (w); and Federal Civil Rights Act of 1964}

Promotion Policy (Grades 4-8)

In order to be promoted from one grade level to the next in grades 4-8, a student must have demonstrated mastery of at least 65% of a course's competencies and received a passing yearly average in reading, language arts, math, science and social studies. The yearly average shall be determined by averaging the two semester's numerical grades. Students in grade 8 will be awarded Carnegie Units for qualifying courses.

Promotion Policy (Grades 9-12)

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

The classification of students for high school will be as follows for the current and entering 9th graders for the **2014-2015** school year and later:

- Freshman – Students who have passed from the eighth grade.
- Sophomore- Students who have earned six (6) Carnegie Units (to include English I).
- Junior- Students who have earned twelve (12) Carnegie Units (to include English II).
- Senior – Students who have earned eighteen (18) Carnegie Units (to include English III).

The classification of students for high school will be as follows for the current and entering 9th graders for the **2015-2016** school year and later:

- Freshman – Students who have passed from the eighth grade.
- Sophomore- Students who have earned eight (8) Carnegie Units (to include English I).
- Junior- Students who have earned fourteen (14) Carnegie Units (to include English II).
- Senior – Students who have earned twenty-one (20) Carnegie Units (to include English III).

The Sunflower Consolidated School District prohibits the retention of students for extracurricular purposes.

SPECIAL EDUCATION STUDENTS (Policy IDDF Special Education Programs)

All special education students, unless determined by their Individual Educational Program, will receive the same report card as general education students. The grade level of the subject matter being taught to the student shall be indicated on the report card.

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. Senate Bill 2506 (1999 Legislative Session) and §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.

Compacted Mathematics Policy

DISTRICT COMPACTED MATHEMATICS POLICY

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

COMPACTED MATH REQUIREMENTS:

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

Part 3 Chapter 41: Intervention (IEI Instructional Intervention)

Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revision: August 18, 2016

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

- c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students
- 2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
 - a. designed to address the deficit areas;
 - b. evidence based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.
- 3. Teachers should use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

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

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. Statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:
 - a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.
7. All students in Kindergarten and grades 1 through 3 shall be administered a state- approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:
 - a. Grades K-3: A student has failed one (1) grade;
 - b. Grades 4-12: A student has failed two (2) grades;
 - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

9. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
10. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016)

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

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

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

PLACEMENT OF STUDENTS WITH DISABILITIES

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

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

Placements:

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

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

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

DUAL ENROLLMENT REQUIREMENTS

(Policy IDAG Dual Enrollment)

Student Eligibility

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

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

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

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

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

OR

30 ACT composite score or equivalent SAT score; and

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

Notes:

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

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

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

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

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

Tuition and cost responsibility

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

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

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

Ineligible Courses for Dual Credit Programs

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

Eligible Courses for Dual Credit Programs

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

High School Carnegie Unit Equivalency

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

Course Alignment

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

Maximum Dual Credits Allowed

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

SCCSD
CAREER &
TECHNICAL
EDUCATION CENTER

ACCEPTABLE USE POLICY OF THE INDIANOLA CAREER AND TECHNICAL CENTER

(Policy IDAD Career Education)

The Indianola Career and Technical Center is located at 801 B.B. King Road on the campus of Gentry High School. All stakeholders of the Sunflower County Consolidated School District, especially the student body, along with the faculty and staff of Gentry High School and Thomas E. Edwards, Sr. High School, will be granted access to the invaluable academic and career services offered by ICTC. The use of the Career & Technical Center is a privilege; therefore, improper and inappropriate use of its services and equipment will result in the cancellation of this privilege. The ICTC administrator may deny, revoke, or suspend a specific user's access to the Center for violations that pose a threat and/or cause a disruption to the established safe and orderly learning environment.

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

CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

CAREER CLUSTER	PATHWAY	COURSE NAME	CARNEGIE CREDIT
Architecture & Construction	Carpentry	Construction Core	2 (10 th – 11 th grades)
		Carpentry	2 (11 th – 12 th grades)
Business, Marketing, & Finance	Business, Marketing, & Finance	Business, Marketing, and Finance I	2 (10 th – 11 th grades)
		Business, Marketing, and Finance II <i>Meets Graduation Requirement for ½ credit of Economics and ½ credit of Personal Finance</i>	2 (11 th – 12 th grades)
Education & Training	Educator Preparation	Educator Preparation I	2 (10 th – 11 th grades)
		Educator Preparation II	2 (11 th – 12 th grades)
Health Science	Healthcare & Clinical Services	Health Sciences Core <i>Meets Graduation Requirement for ½ credit of Health</i>	2 (10 th – 11 th grades)
		Healthcare & Clinical Services <i>Meets Graduation Requirement for ½ credits of Science</i>	2 (11 th – 12 th grades)
Human Services	Cosmetology	Natural Hair Care and Braiding I	2 (10 th – 11 th grades)
		Natural Hair Care and Braiding II	2 (11 th – 12 th grades)
Law, Public Safety, Corrections, and Security	Law and Public Safety	Law and Public Safety I	2 (10 th – 11 th grades)
		Law and Public Safety II	2 (11 th – 12 th grades)
Manufacturing	Metal Fabrication	Metal Fabrication I	2 (10 th – 11 th grades)
		Metal Fabrication II	2 (11 th – 12 th grades)

ADMISSIONS:

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

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

ENHANCEMENT AREA / OTHER CAREER & TECHNICAL EDUCATION COURSES

- Family and Consumer Sciences

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

- Nutrition and Wellness
- Child Development

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

RULES AND REGULATIONS

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

ENROLLMENT

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

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

TRANSFER STUDENTS

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

STUDENT CHECK-IN AND CHECK-OUT POLICY

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

LIVE WORK POLICY

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

The person or organization for which the live work project is performed shall assume all costs of materials, supplies, and parts associated with the work performed by students. The ICTC instructor is responsible for writing the invoice and collecting all fees from the person and/or organization for which the work was performed. Live

work projects are not to be performed in competition with private enterprise. The career and technical education programs assume no responsibility for the results of the work being performed by students.

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

STATE TESTING

All Career and Technical Education students are required to take a National Certification Exam or participate in Work Based Learning. The National Certification Exams can be administered in the Fall to establish baseline data and in the Spring to assess student skill attainment. These exams are designed to measure and evaluate the student's preparedness for entrance into the workforce and/or a post-secondary educational institution. The names of students who successfully pass a National Certification Exam for their specific program area are placed into a national database used by employers nationwide.

GUIDANCE

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

To ensure that all students excel, we strive to:

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

Schedule Changes

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

Pre-Enrollment Process:

The enrollment or registration process is generally conducted in April of each school year. A planning guide identifying the courses offered may be obtained from the high schools' and ICTC counselors' offices. The Indianola Career and Technical Center encourages early enrollment because we firmly believe that early planning contributes to a better understanding of individual student's needs with a well-balanced educational program that addresses those needs.

SCCSD
STUDENT ACTIVITIES
&
ORGANIZATIONS

EXTRACURRICULAR ACTIVITIES

(Policy IDFA Intramural/Interscholastic Athletics)

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

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

ELIGIBILITY FOR ATHLETICS:

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

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

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

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

www.misshsaa.com home page under Eligibility.

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

ELIGIBILITY FOR ATHLETICS:

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

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

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

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

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

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

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

ACADEMIC RULE

Out of School One or More Semesters:

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

Seventh and Eighth Grade Participation:

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

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

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

SUNFLOWER COUNTY CONSOLIDATED SCHOOLS ATHLETIC REQUIREMENTS

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

STUDENT PARTICIPATION WAIVER FORM

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

CODE OF CONDUCT FOR ATHLETES: LEVEL OF OFFENSES

Minor Offenses

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

Major Offenses

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

The following discipline responses may be used:

Minor Offenses (Consequences)

Verbal correction
Sitting out game or games
Parent Conference

Major Offenses (Consequences)

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

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

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

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

Date Signed

Signature of Parent/Legal Guardian

Date Signed

Signature of Student

SCCSD
TRANSPORTATION
INFORMATION

STUDENT TRANSPORTATION

(Policy EDA Student Transportation)

(Policy JGFF Automobile Use)

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

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

AUTOMOBILES, MOTOR VEHICLES, CYCLES & SCOOTERS

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

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

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

BICYCLES

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

INTERFERENCE WITH OPERATIONS OF SCHOOL BUSES

(MS Code Ann. Section §37-41-2)

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

BUS CONDUCT *(Policy JCDAD Bus Conduct)*

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

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

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

Pupils riding a school bus shall not:

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

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

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

While on the bus

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

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

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

First Offense: Bus driver warning to student

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

Third Offense: 3-day Bus Suspension

Fourth Offense: 5-day Bus Suspension

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

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

DRIVING AND PARKING ON CAMPUS

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

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

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

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

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

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

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

SENIOR/FIELD TRIPS

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

FIELD TRIP PROCEDURES

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

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

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

SCCSD FOOD SERVICE DEPARTMENT

CAFETERIA (*Policy JGHR Food Service*)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Offer VS. Serve

- All schools implement “offer vs. serve”, which allows students to select at least 3 of the 5 meal components for their lunch or breakfast.
- Every student who eats a school lunch or breakfast is required to take at least ½ cup of a fruit or vegetable.
- Extra foods are allowed with the purchase of a meal tray.
- Students who bring their lunches are allowed to buy milk.
- Students who wish to purchase more than one meal tray will be required to pay the adult price for the second tray. USDA allows reimbursement for one meal per student.

SCCSD
GENERAL
INFORMATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1994- ANNUAL NOTICE

(Policy JRAB Compliance with FERPA)

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

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

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

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

STRIKING OR BOYCOTTING IS PROHIBITED

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

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

(Policy JHCAA Secret Societies)

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

TELEPHONE USE

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

VISITORS *(Policy KM Visitors to the School)*

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

ANNOUNCEMENTS

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

PARENT CONFERENCES

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

CONFERENCES WITH ADMINISTRATORS

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

LOST AND FOUND

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

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

DELIVERY OF GIFTS *(Policy KHD Gifts to Staff Members)*

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

HALL PASSES

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

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

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

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

Notice of Handbook Receipt

PLEASE READ AND SIGN. *Please sign, date, and return this duplicate agreement to the homeroom or the main office.

Dear Parents/Guardians:

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

I acknowledge reviewing the 2022-2023 Student Handbook.

Student's Signature

Date

Parent/Guardian's Signature

Date

School:

Homeroom Teacher: _____

Grade: _____