

The Future Is Here,
Our Children

Leland School District



.....

Student Handbook



23-24

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EMSE
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AIS
LCTC

408 4th Street
Leland, MS. 38756
lelandschooldistrict.schoolinsites.com

FORE WORD

MESSAGE FROM THE SUPERINTENDENT

This issue of the student handbook of the **Leland School District** has been published in the belief that it will assist in the adjustment of the student to each of our schools, encourage a fuller use by all students of the educational opportunities offered by the schools, and promote a better understanding, appreciation, and cooperation on the part of all parents and legal guardians.

NOTE: Any reference to **parent** in this handbook means **parent or legal guardian**.

WELCOME to the **Leland School District** where we are **committed to increasing student achievements**. We are honored that you have chosen our schools to provide your children’s education and support services. This handbook answers many of the questions you may have about the rules, policies, and activities in the district. We know that it will be helpful throughout the year. Please read carefully to become familiar with its contents.

The faculty, staff, and administration are looking forward to helping throughout the school year. We hope that the year will be exciting and rewarding.

Please clip, sign, and return to the school.

----- Dear Parents/Guardians:

It is the duty and responsibility of parents/legal guardians and students to familiarize themselves with this handbook, which is approved by the School Board and includes official district, state, and federal policies governing operation of the schools in the **Leland School District**. Please sign the blank below to indicate you have received the handbook; understand the official policies, rules, and regulations; and have reviewed the calendar for dates of issuance of report cards and for scheduled parent conference days. In addition, please complete all forms in Section V of the handbook and return these to the school within ten days of receiving the handbook.

Student's Name (Please Print)

Signature of Student

Signature of Parent/Legal Guardian . **Date**



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LELAND SCHOOL DISTRICT

“MISSION STATEMENT”

The mission of the Leland School District is to empower students with the necessary intellectual, social, and civic development to succeed in higher education, obtain rewarding careers, and contribute meaningfully to the world in which they will live.

Consent Upon Registration

By registration of your child (children) or any student in the Leland School District, all parents, legal guardians, and students do hereby consent to and agree to obey and follow rules and regulations contained in this handbook and such other oral directions of school administrators or teachers as may be necessary or desirable to carry out the orderly educational process of the school. Further, such parents, legal guardians, and students agree to abide by and follow all rules or school board policies as are obtained in the official policy handbook located at the administrative offices of the Leland School District at 408 4th Street, Leland, Mississippi, (office of the superintendent), copies of which are located at all school libraries.

Further, all parents, legal guardians, and students agree and are hereby informed that all students of the Leland School District are subject to questioning or being taken into official custody while at school by any appropriately appointed law enforcement official or department of human services agent investigating an official case upon oral or written court order of the Washington County Youth Court, County Court, Circuit Court, or Chancery Court of the State of Mississippi.

Policies contained within this handbook are subjected to modification by the LSD Board of Education as deemed necessary.

EQUAL EDUCATIONAL OPPORTUNITIES

Every pupil of the **Leland School District** will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion, or marital status.

No student shall be excluded on such a basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extracurricular activities, e

PART I

LELAND SCHOOL DISTRICT – ADMINISTRATORS AND STAFF

LELAND SCHOOL DISTRICT BOARD MEMBERS

BOARD OF TRUSTEES

Mr. Brandon K. Taylor, Sr.
Ms. Neshobeya Wright
Ms. Joe Ann Williams
Mrs. Evelyn Murray
Mr. Don Keim

President
Vice-President
Secretary
Member
Member

CENTRAL OFFICE ADMINISTRATORS/STAFF

Superintendent	
Rev. Jessie King	686-5000
Administrative Assistant/School Board Clerk	
Ms. Loretta Ransom – Office of Superintendent	686-5000
Director of Federal Programs/Instructional Coach	
Dr. Nehru Brown	686-5000
Administrative Assistant	
Ms. Loretta Ransom – Office of Federal Program/Instructional	686-5000
Director of Special Education	
Mrs. Tiffany Murrell	686-5006/5007
Curriculum Coordinator & Support Programs	
Ms. Susie Williams	686-5000
Athletic Director	
Coach Eugene Sanders	686-5020
Director of Food Services	
Betty A. Jones	686-5012
Maintenance Supervisor	
Mr. Wendell Thomas	686-5009/820-6533
Business Administrator/Personnel Manager	
Mr. Kenneth Harris	686-5000
Fixed Assets, Technical Support, Business Office	
Ms. Evelyn Smith	686-5000
MSIS/E-rate Coordinator	
Mrs. Kimberly Jenkins.....	686-5000
Technology Coordinator	
Mr. John Christopher Richards.....	686-5005
Technology Technician	
Rev. Jamal Yates	686-5005
School Resource Officers	
Chief Roderick Barber	822-2579
Gloria Rogers	820-6541
Karen Walker	379-7090

SCHOOL ADMINISTRATORS/STAFF

Pre-Kindergarten Director	Mrs. Linda McAdory
.....	686-5032
Edna M. Scott Elementary School	
Principal – Mrs. Jessica Thomas	686-5013/5014
Leland School Park	
Principal - Mr. Maurice Johnson	686-5017/5018

Leland High School
Principal - Mr. Johnnie Vic 686-5020/5021

Leland Career & Technical Center

..... 686-5025

Edna M. Scott Elementary School

Leland Career & Technical Center

..... 686-5025

Mrs. Ruby Williams 686-5017/5018

Ms. Wanda Head 686-5020/5021

District Parent Center Aide

686-5016

COMPULSORY SCHOOL ATTENDANCE/SCHOOL AGE (POLICY JBA)

Compulsory-school age children must be enrolled in a school unless the child is:

- This also includes any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in kindergarten. Students excluded from this requirement are those

determined to be incapable of school attendance by school officials as based on medical documentation or an identified handicapping condition, and those in a legitimate home instruction program as determined by a school attendance officer.

If a compulsory-school-age child has not been enrolled in school within fifteen (15) calendar days after the first day of the school year or if a student has accumulated five (5) unexcused absences during the school year, the principal shall report such absences to the school attendance officer within two school days or within five calendar days, whichever is less, according to the method prescribed by the State Department of Education and on the form designated for that purpose by the district.

Data relative to individual student absences that exceed the above stated guidelines shall be forwarded to school attendance officers inclusive of information required by that office.

District employees shall submit statistical data to the State Department of Education regarding compulsory attendance violations and student attendance in the manner prescribed by that agency. Reference Code: MS Code 37-13-91, 37-13-92

ENTRANCE AGE REQUIREMENT (POLICY JBB)

No child shall be enrolled or admitted to a kindergarten program of the Leland School District unless that child will be five years of age on or before August 1 of the current school year.

No child shall be enrolled or admitted to the first grade of any school in the Leland School District unless that child will be six years of age on or before August 1 of that school year. It is recommended, but not required, that the child has successfully completed an early childhood program, such as kindergarten, before entering first grade.

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

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

SCHOOL ADMISSION (POLICY JBC)

No pupil shall be permanently enrolled in a school in the State of Mississippi who formerly was enrolled in another public or private school within the state until the cumulative record of the pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record.

RESIDENCY VERIFICATION (POLICY JBAA)

As part of your registration process, pursuant to [Mississippi State Board of Education \(SBE\) Policy Manual Rule 68.1](#), students whose address has not changed and are returning to a school in your district may prove residency by having their parent or legal guardian sign a form stating their address has not changed from the previous year. This can be done as paper/pencil or digitally if you have online registration, but a copy should be placed in the child's cumulative record. Any new student enrolling or entering a school district or any continuing student whose residence has changed must verify his or her residence address pursuant to the procedure in [SBE Policy Manual Rule 68.1](#). Permanent and re-enrollment admission for a student will require the following verified documentation(s), within 30 days:

- End of year report card or withdrawal form
- Residency requirements (2 current proofs of residency)
- Immunization records (MS FORM 121)
- Original Birth Certificate, or other approved federal/state documents
- Social Security Number (Original Social Security Card)
- Custody papers (if applicable)
- Individual Education Plan (IEP) from previous school (if applicable)
- Student who are enrolling from a home school or private school setting must complete a research based diagnostic placement assessment (STAR and PreK Brigance) before a grade level is assigned. Policy Code JBAB

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

The parent(s) or legal guardian(s) of a student seeking to enroll must provide this school district with at least two of the items numbered 1 through 10 below as verification of their address, except that a document with a post office box as an address will not be accepted.

- Filed Homestead Exemption Application form
- Mortgage documents or property deed
- Apartment or home lease
- Utility bills
- Driver's license
- Voter precinct identification
- Automobile registration
- Affidavit and/or personal visit by a designated school district official
- Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district
- Certified copy of filed petition for guardianship if pending and final decree when granted

HOME SCHOOL OR PRIVATE SCHOOL ENROLLMENT

Student who are enrolling from an accredited home school or private school setting must:

- Have a review of transcript
- Entrance Exam
- Proof of passing needed Carnegie units for high school

Temporary admission may be granted by his/her designee.

To be eligible for enrollment in pre-kindergarten, the student must be four years old on or before September 1 of the current school year and fully potty trained. To be eligible for enrollment in kindergarten, the student must be five years old on or before September 1 of the current school year.

- If applicable, a transitional meeting with First Steps committee
• **and** an Individual Family Service Plan (IFSP) with current Exceptional Services Director *prior* to entry into the Pre-Kindergarten and Kindergarten program

To be eligible for enrollment in the first grade, the student must be six years old on or before September 1 of the current school year. It is recommended, but not required, that the child has successfully completed an early childhood program, such as kindergarten, before entering first grade.

To register a child for school, the **parent/legal guardian** needs to bring the following:

- An original certified birth certificate, or other approved federal/state documents,
- A certificate of compliance from the Health Department or the family physician,
- A Child's original social security card, and
- Two proofs of residency. (**Current**)
- Custody papers (if applicable)
- Individual Education Plan (IEP) from previous school (if applicable)

Student who are enrolling from a home school or private school setting must complete a research based diagnostic placement assessment (STAR and PreK Brigance) before a grade level is assigned.

Policy Code JBAB

STUDENTS ENROLLING FROM ANOTHER SCHOOL

Students enrolling from another school **will not** be permanently enrolled until the cumulative folder from the student's prior school is received. Students transferring from a school should submit a transfer or report card, IEP (if applicable), along with his/her birth certificate, proof of residency, and a certificate of compliance before he/she can be tentatively enrolled. Pending receipt of students' IEP, comparable services will be provided.

Once a child has met the criteria for school enrollment, the school district reserves the right to determine school, grade, and/or homeroom placement. Students from schools or programs that are not accredited by a state or regional agency or for whom the district cannot get student records, the following will apply:

- student will not be accepted and/or
- placed in a grade without being administered a series of research-based district mastery tests and/or
- a standardized achievement test to determine the grade or class to which the student will be assigned.

Additionally, grade adjustments, where warranted or necessary, may be made upon receipt of the cumulative record.

TRANSFERS, CHANGES OF ADDRESS

The principals will release **Leland School District** education reports or records when an official written request is received from the school district to which the student has transferred. All obligations, such as fines and return of school property, should be cleared.

A parent or legal guardian has the right to review his/her child's school records including disciplinary records.

A student leaving the **Leland School District** may obtain the following: a report card, and/or a record of the student's work to date, for the current term. If a student leaves the school district owing a fine, the cumulative record will be forwarded to the requesting school. However, if the student returns to the district, the student will not receive textbooks and other district/school materials until the outstanding fine has been paid.

Any student **who moves within the district** during the current school year must present the change of address to the principal in the main office. Any change of telephone number must be corrected in the same manner. It is the responsibility of the **parent/legal guardian** to be sure that addresses and telephone numbers on student information cards are accurate and up to date so that the school can contact or locate **parents/legal guardians** in a timely manner.

EXPELLED STUDENTS

Parents, guardians, or students must indicate on registration information if the student requesting enrollment has been expelled from a private or public school or is currently a party to an expulsion proceeding. If it is determined from the child's cumulative and full disciplinary record or application for admission that the child has been expelled, enrollment may be denied until the superintendent or his designee has reviewed the child's cumulative record and determined that the child has participated in successful rehabilitative efforts. If the child is a party to an expulsion proceeding, he may be admitted or denied admission pending final disposition. If the proceeding results in expulsion, admission may be revoked. If the expulsion or expulsion proceeding involves an act of violence, weapons, alcohol, illegal drugs, or other activity that may result in expulsion, the Leland School District is not required to grant admission before expiration of one calendar year after the date of expulsion and satisfactory proof of rehabilitation of the student.

HOMELESS STUDENTS (POLICY JQN)

When a child is determined to be homeless as defined by the Stewart B. McKinney Act, enrollment action in the best interest of the child shall be taken, pursuant to federal guidelines and Board policy.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH (POLICY JQN)

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Act provides specific rights for homeless students. These rights include waiving certain requirements, such as proof of residency, when students are enrolling and allowing categorical eligibility for certain services, such as free lunch. The Act also states:

- Students who are homeless may attend their school of origin or the school where they are temporarily residing.
- Parents or guardians of homeless students must be informed of educational and related opportunities.
- Students who are homeless may enroll without school, medical, or similar records.
- Students who are homeless and their families receive referrals to health, dental, mental health, substance abuse, housing, and other needed services.!"Students who are homeless have a right to transportation to school. Students must be provided a statement explaining why they are denied any service or enrollment.
- Students must be enrolled in school and receive services, such as transportation, while disputes are being settled.
- Students are automatically eligible for Title I services.
- School districts must reserve a portion of Title IA funds to serve homeless students.
- School districts must review and revise policies that serve as barriers to homeless students.
- Schools must post information in the community regarding the rights of homeless students and unaccompanied youth in schools and other places where homeless families may frequent and written in a language they can understand.
- School districts must identify a McKinney-Vento Liaison to assist students and their families.

For More Information - Contact

Dr. Nehru Brown

PH: 662-686-5000 / FX: 662-686-5029

Federal Programs Department

Leland School District

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest.

The superintendent or designee will produce written guidelines for distribution to each school that explains the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

FINANCIAL ASSISTANCE

Parents/**legal** guardians who may need financial assistance with fees and obligations may contact the school for waiver information. (McKinney Vento)

RIGHTS OF ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES (IK)

The following federal laws clarify the obligation of every school not only to enroll students from diverse language backgrounds but also to provide the foundation for guidance in establishing an equitable, quality education for Mississippi students, including ELs:

- Title VI of the Civil Rights Act of 1964
- May 25, 1970, Memorandum
- Lau vs. Nichols – 1974
- Equal Education Opportunities Act of 1974
- Plyler vs Doe – 1982
- Presidential Executive Order 13166
- Title III of the Every Student Succeeds Act of 2015

IDENTIFICATION AND PLACEMENT

GUIDELINES FOR REGISTRATION:

1. Proof of Age – A valid birth certificate, a valid passport or other official document listing date and place of birth. Birth certificate is not required. Other documentation of birth date must be accepted in the absence of a valid birth certificate.
2. Registration Forms – School registration forms are to be completed and filed at the school
3. Home Language Survey – This districtwide form will be completed through the registration process by the parent/guardian of ALL NEW STUDENTS registering for grades K – 12.

A social security card is NOT necessary for enrollment or school lunch forms. If the student does not have a social security card, the school should assign a number.

GRADE LEVEL PLACEMENT:

ELs should be placed at their age-appropriate grade level. Some situations allow for exceptions. If a student is less than seven years old and has not attended school before, it is often best to place the student in kindergarten. Grade level placement should be on a case-by-case basis, using information available such as previous school records (if available) and personal history.

STUDENT HEALTH SERVICES INOCULATIONS (POLICY JGCB)

For minimum community protection against certain diseases, the Board shall require students attending District schools to be vaccinated against diphtheria, measles, mumps, poliomyelitis, rubella, tetanus, and whooping cough, hepatitis B, and chicken pox (unless child has a history of chickenpox). In addition, students are required to receive a TDaP “booster” and provide an updated 121 form before entry into 7th grade. These requirements as stipulated by the Mississippi Department of Health are to be recorded in the permanent record.

Such vaccinations shall be made prior to enrollment or shall be completed within the date specified on Form 121. The principal shall enforce the immunization requirements suspending any student not in compliance. Such suspension shall be in effect until compliance is validated.

A Certificate of Immunization Compliance (Form 121) or a Certificate of Medical Exemption shall be on file on each student enrolled. The principal shall provide information to the Mississippi State Board of Health relative to the immunization status of students in the school via forms provided by that agency.

Legal Reference: MS Code 41-23-37, 37-7-301

PART III - ATTENDANCE, TARDINESS AND EXCUSES (POLICY JBD)

The Board recognizes that regular attendance is important if students are to attain maximum benefit from the educational process and develop good work habits that carry over into their adult life. Parents and students are expected to abide by the Compulsory School Attendance Law. When absences do occur, school personnel will classify the absence as excused or unexcused.

In accordance with the attendance policy a student must be present 63% of the instructional day. (See Policy JBD – Attendance, Tardiness and Excuses)

Regular and punctual attendance is expected of all students in the **Leland School District**. Every instance of absenteeism or tardiness to school may be detrimental to the student and to the teaching/learning process.

EXCUSED ABSENCES

The following will constitute a valid excuse for temporary non-attendance of a compulsory school age student enrolled in school, provided satisfactory evidence of the excuse is provided to the principal of the school:

1. Personal illness; or
2. Serious illness in the family; or
3. Death in the family; or
4. Special permission of the principal (obtained in ADVANCE IN PERSON BY THE PARENT OR LEGAL GUARDIAN).

Excused absences are granted once the written notes from parents/guardians or medical/dental excuses are received by the school. These written notes must be received on the day of return to school if the absence is to be excused. After 3 excused absences per nine weeks based on parental notes, a doctor's excuse will be required for excusing an absence. Exceptions can be made by the principal when extreme circumstances arise. Students who are absent for all or part of a day must have an admit to class before re- entering each class missed.

Each of the following shall constitute a valid excuse for temporary nonattendance of a compulsory school-age child enrolled in a public school, provided satisfactory evidence of the excuse is provided to the superintendent of the school district or his designee:

- a) An absence is excused when the absence results from the compulsory-school-age child's attendance at an authorized school activity with the prior approval of the superintendent of the school district or his designee. These activities may include field trips, athletic contests, student conventions, musical competitions, and any extracurricular activity.
- b) An absence is excused when it results from illness or injury that prevents the compulsory-school-age child from being physically able to attend school.
- c) The State Board of Health or appropriated school official excuses an absence when the county health officer orders isolation of a compulsory-school-age child.

An absence is excused when it results from the death or serious illness of a member of the immediate family of a compulsory-school-age child. The immediate family members of a compulsory-school-age child shall include children, spouse, grandparents, parents, brothers, and

sisters, including stepbrothers and stepsisters. An absence is excused for a compulsory-school-age child's medical or dental appointment.

- d) An absence is excused when a compulsory-school-age child is required to attend the proceedings of a court or an administrative tribunal if the child is a party to the action or under subpoena as a witness.
- e) An absence may be excused if the religion, to which the compulsory-school-age child or the child's parents adheres, requires, or suggests the observance of a religious event.
The approval of the absence is within the discretion of the superintendent of the school district or his designee, but approval should be granted unless the religion's observance is of such duration as to interfere with the education of the child.
- f) An absence may be excused when it is demonstrated to the satisfaction of the superintendent of the school district or his designee that conditions are sufficient to warrant the compulsory-school-age child's nonattendance.

Extended illness beyond three consecutive days and/or more than a total of five absences per nine week period requires a doctor's excuse, which must be presented and accepted only upon the child's return to school. Barring extenuating circumstances, notices submitted late [three or more days after the student's return to school] will not be accepted to justify excused absences.

EXTENDED ABSENCE

When a student is absent for more than five (5) consecutive days, the following guidelines must be followed:

- 1. If the student intends to receive an excused absence, he/she, upon returning to school, must present a statement from a licensed physician certifying specific dates missed due to the medical condition.
- 2. The student anticipating an extended absence due to a medical reason must notify his/her counselor or principal prior to the absence in order that orderly academic progress may be made during the absence.
- 3. Failure to comply with either of the above guidelines may result in an unexcused absence.

OFFICIAL ABSENCES

Absences that are incurred due to school--related functions may be excused as OFFICIAL if prior permission has been obtained from the principal. If an official absence has been granted, the student must:

- 1. Obtain assignments before scheduled absences and
- 2. Submit completed assignments to appropriate teachers as directed or upon date of return.

MAKEUP WORK

Students who receive an excused or unexcused absence will not be penalized in grading, provided they make--up the work missed. All work must be made up two days prior to each progress report

and term grading period. A reasonable penalty for late work may be assessed. Students with any missing work will be ineligible for exemption from taking tests.

UNEXCUSED ABSENCES

An unlawful or unexcused absence is an absence during a school day that is not due to a valid excuse. Students shall be allowed to make up work. Any student who has accumulated 5 unexcused absences during the school year will be reported to the truancy officers. This report must be made within 2 school days or within 5 calendar days, whichever is less.

UNLAWFUL ABSENCES OF CHILDREN

An unlawful absence occurs when a compulsory-school-age child is absent from school without a valid excuse or without approval of temporary nonattendance. Days missed from school due to disciplinary suspension shall not be considered an excused absence.

Law enforcement officers shall be authorized to investigate all cases of nonattendance and unlawful absences of children. They shall file a petition with the youth court under MS Code §37-13-91, against a parent/legal guardian or child under the provisions of the Mississippi Compulsory School Attendance Law.

SENATE BILL 2394 – provides that the Compulsory School Attendance Law shall apply to five year-old who have enrolled in full day public school kindergarten programs. **A parent shall be allowed to withdraw a child from the program once without the child being deemed a compulsory school student until the child reaches the age of six. Effective Date: July 1, 2003.**

SCHOOL ATTENDANCE LAW

For the purposes of this subsection, a legitimate nonpublic school or legitimate home instruction program shall be those not operated or instituted for the purpose of avoiding or circumventing the compulsory attendance law.

ATTENDANCE REQUIREMENT FOR RECEIVING A GRADE

In grades kindergarten through six, a student who has more than twenty excused or unexcused absences may not be promoted.

In grades seventh through twelve, a student who has more than twenty excused or unexcused absences in a yearly course (or more than ten unexcused absences in a semester course) shall not receive credit for the course according to JBD Section J.

Students on modified block schedule (grades 6--12) must not be absent more than 20 classes in a course that is scheduled all year (ex. one Carnegie unit) and at least 10 classes in a course that is scheduled for one semester (ex. 1/2 Carnegie unit).

In addition, students in grades 6--12 must be in attendance at least 70 percent of a class period to be considered present. Academic Exemption from final exams must include perfect attendance having no tardies, absences, or early dismissals from the class.

In grades PreK--6, students must attend at least 160 days. A student in grades PreK--6 that is tardy, absent, or dismissed early cannot be considered for the perfect attendance award.

Exemptions may be made when circumstances warrant such and will be based on the recommendation of a physician and the approval of the principal after consideration of the student's scholastic record and causes of absence.

Progress reports sent to parents shall indicate grades and the attendance record of the student to date.

A student who fails a course because of **attendance only** may receive a **"60"** as the final course grade on the permanent record. **This grade may change** if the student attends and successfully completes the district's extended school year program in its **entirety**.

Failure to complete the ESY program may cause the student to be retained. Students may be required to pay designated ESY program fees. **If a student cannot make up all unexcused days absent in the ESY program, she/he may be retained** and may not receive credit for each course failed due to absences.

It is the parent's responsibility to contact the principal in the event a student cannot, for an extended length of time, attend school due to illness, injury, or other reasons of incapacitation. Dates and proofs of absence are the responsibility of the student/parent. **Extenuating circumstances** may be considered on a case-by-case basis.

Students between the ages of five and seventeen are under the Compulsory School Attendance Law. Any student not under the Compulsory School Attendance Law who has accumulated more than twenty unexcused absences in a school year may be dropped from the roster. If there are extenuating circumstances, reinstatement can occur only if there is a reasonable chance the student can successfully complete all coursework by the end of the year. The reinstatement is subject to the principal's recommendation and superintendent's approval. Denial of reinstatement may be appealed to a school attendance committee and/or the Board of Trustees. Parents may be periodically notified, in writing, of students' absences and be required to come to the school for a conference.

A student will be reported to the Compulsory School Attendance Office, after a child has missed 5, 10 & 12 consecutive days from school. A penalty (non-monetary) will be applied according to the local **attendance officer, Youth Court judge and/or the Department of Human Services**.

NOTIFYING THE SCHOOL OF ABSENCES (S)

When a student is absent from school, the parent/legal guardian is required to contact the school before 8:00 a.m. each day the student is absent. In order for the absence to be excused, a note from the parent/legal guardian or a doctor's excuse must be submitted to the office on the day of return. In case of five (5) unexcused absences, the school will attempt to contact the parent. For this reason, it is imperative that the parent/legal guardian provides the school with a correct phone number.

WRITTEN EXCUSE

A student who has been absent must present an **excuse; written by his/her parent/legal guardian**. (Bogus excuses will not be accepted.) This written explanation must be given to the principal or appointed designee upon returning to school. **Requests may be made to validate excuses with questionable signatures**. The following items should be included in the excuse:

1. Date of excuse, date(s) of absence,
2. Full name of student,
3. Reason/official documentation for absence (which may be investigated), and
4. Signature of parent/legal guardian (**subject to validation if questionable**).

Bringing a written explanation does not mean the student will automatically receive an excused absence. Excused absences will **only** be granted for **bona fide** absences that meet one or more of the conditions outlined earlier in this section. **Appointments must be reported to the school prior to the absence and followed with an excuse from the parent/legal guardian.**

Any student who is persistently absent from school, or any part of a school activity without the knowledge and consent of his/her parent/legal guardian, go before a disciplinary committee for additional disciplinary sanctions.

The Leland School District does not recognize student “skip day.” Any absences resulting from such activity will be unexcused. **A parental conference will be required before a student linked to “skip day” activities is readmitted to school.**

TARDINESS

Tardiness to school will be **unexcused**, barring critical extenuating circumstances. The first bell is scheduled to ring at 7:45 a.m. Students are tardy at 7:55 a.m. If a student arrives at school after 8:15 a.m., the student **must be** escorted into the school building with a parent/legal guardian and have a signed valid excuse with parent/legal guardian signature, date, and phone number. If the student comes to school without a parent/legal guardian, the parent will be notified immediately. If a parent cannot be contacted a mandatory parent conference notice will be delivered to the parent by the district’s parent liaison. **In order to return to school, the next day, the student must bring a parent/guardian to be admitted.**

Continuous (chronic) tardiness is defined by Leland School District as being tardy for more than 3 times in a single 9 Weeks’ time frame. After a student’s 3rd tardy, the student may be subject to a mandatory conference, or other disciplinary action, at the discretion of the school site administrator. The disciplinary action includes but is not limited to a student being assigned to In-School Tutorial, or after school detention program to make up time or being given any other appropriately assigned consequence.

Principal reserves the right to require the parent to attend school with his/her child for an entire day.

A student who is not inside the classroom door when the tardy bell rings shall be considered tardy, unless officially detained by a staff member for school reasons. Students must obtain a pass from the staff member or administrator in order to be admitted into class.

Grades 6th-12th students arriving to a class late (**after the tardy bell rings**) may receive two demerits, and/or **IST**, and/or mandatory conference (at the discretion of the building administrator) with admittance the next day following a parent conference conducted by the principal or other designated admitting staff member. Students will not be allowed to attend school without a parent conference.

An adequate amount of time has been allotted for students to get to class on time. Getting to class on time is the responsibility of each student.

PERFECT ATTENDANCE

Perfect attendance is defined as being present 100% of the time that school is in session while the student is enrolled in the district. **Any tardy, absence, or early dismissal makes the student ineligible for the recognition.** School related absence for official school sponsored activities will not count as an absence.

EARLY DISMISSALS

Due to safety precautions, no student dismissals will be allowed during the last 30 minutes of the school day. Additionally, students will not be dismissed while a district or state test is being administered so that distractions and potential test security violations can be avoided. These testing dates are listed on the district web calendar and will include nine weeks tests, semester exams, and all state mandated tests

STUDENT ARRIVAL AND DISMISSAL TIME

ARRIVAL AND DISMISSAL TIMES			
School	Grade	Begin the School Day	End the School Day
Edna M. Scott Elementary School	(1 st – 5 th)	7:45 a.m.	3:00 p.m. – Walking Students 3:20 p.m. – Bus Students
Leland School Park	LELI: Pre-K; K & Middle: 6 th – 8 th	7:50 a.m.	2:50 p.m.- ALL Students (PreK) 3:00 p.m. – ALL Students (K) 3:15 p.m. - ALL Students (K, 6-8)
Leland High School	(9 th – 12 th)	7:50 a.m.	3:20p.m.
Alternative School/Program		7:50 a.m.	3:20 p.m.

Changes in this schedule will be announced in a timely manner.

STUDENTS WHO ARRIVE AFTER THE BEGINNING TIME FOR THE DAY WILL BE CONSIDERED TARDY.

Students are requested not to arrive on the school campus prior to 7:15 a.m. The school district cannot accept responsibility for students who arrive before 7:15 a.m. Students are to leave school at the end of the school day unless they are participating in a supervised school activity. **The school will not assume responsibility for any students arriving on school grounds prior to the stated arrival time, or for any student failing to leave at the required leaving time, unless they are transported by school bus, or have special permission from school staff to arrive or leave at a different time.**

VIRTUAL LEARNING DAYS

ATTENDANCE REPORTING

Rule 9.3 Designated School-Wide/District-Wide Virtual Learning Days

Beginning with the 2023 – 2024 school year all districts shall resume providing face-to-face in person instruction. Process Standard 13 of the current edition of the Mississippi Public School Accountability Standards mandates that both students and teachers are present for scheduled classroom instruction during the minimum of 180 days. Additionally, Process Standard 13.3 provides that no more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day.

In the event of catastrophic illness, planned/unforeseen school or district issues, etc. natural disaster, the districts may opt to utilize designated school wide or district-wide virtual learning days throughout the year; however, the districts shall ensure that virtual learning days include the minimum 330 minutes of actual teaching as required by Miss. Code Ann. § 37-13-67 and comply with State Board Policy Chapter 56 Rule 56.2: Virtual Students. In addition, the district will also assign virtual learning to students who received extended suspension as they are required to continue their academic learning. Teachers shall provide instruction to students during each virtual learning day. Therefore, lesson plans shall include daily synchronous/interactive instruction and dialogue. Districts shall ensure that students who access instruction virtually from off-campus have instruction provided and access to the assigned teacher(s) including any special services teachers/providers during the scheduled time for each course.

Districts shall not use virtual learning days for the purpose of allowing students to remain off campus to provide additional planning time, professional development opportunities, testing, or to attend athletic events.

TRUANCY (POLICY JBAC)

A "truant" is a student who is absent without a valid excuse as identified in Policy JBA, Compulsory School Attendance.

"Truancy" also includes absence without permission from any class, study hall or school-related activity for which a student is scheduled during the school day.

Disciplinary action shall be taken against students who are truant. Continued truancy may lead to academic failure, placement in the alternative school program and/or suspension or expulsion from the regular and/or alternative school programs.

Reports of truancy shall be made in accordance with the Mississippi Compulsory School Attendance Law (MS CODE ' 37-13-91) and Policy JBA.

The Mississippi Public School Accountability Standards for this policy are standards 10.

DISMISSALS – STUDENT CHECK-OUT PROCEDURES

Only the parent/legal guardian or other person **authorized in SAMs** by the parent/legal guardian may check a student out of school during school hours. A photo ID is required to verify identification. The person checking a student out is to report to the school office. Under no circumstances is a student to be taken out of school without official clearance. It is important that

parents/legal guardians comply with the school's policy of preventing unauthorized removal of a student from school. The student's safety may well depend upon strict adherence to this policy.

According to the Mississippi Department of Education, a child must attend school a minimum of 330 minutes of instruction per day; **therefore, it is recommended that early checkouts be limited to emergency situations only.** A calendar is provided in the front of this book to assist parents/legal guardians in making timely appointments. **Students will not be allowed to check out 30 minutes prior to the end of school.**

Any parent, legal guardian or custodian of a compulsory-school-age child who refuses or willfully fails to perform any of the duties imposed upon him or her or who intentionally falsified any information required to be contained in a certificate of enrollment, shall be guilty of contributing to the neglect of a child and, upon conviction, shall be punished in accordance with §97-5-39. Upon prosecution of a parent, legal guardian, or custodian of a compulsory-school-age child.

Telephone requests for student dismissals will not be accepted.

The principal or any person so designated retains the right to conduct an in-depth investigation of all dismissal requests.

PART IV - SCHEDULING & ASSIGNMENTS

STUDENT SCHEDULES AND COURSE LOADS (POLICY JBCCC)

Students will not be permitted to change schedules without the approval of the principal and parents.

Before a student schedule can be changed, a schedule change request form must be completed. Absolutely no changes will be made after the first two weeks unless it has been determined by the administration that the best interest of the student will be served.

Pre-registration is held during the second semester of each school year. Each student is given the opportunity to select the subjects for the following year. The courses and teachers for the following year are selected by the administration on this basis. Changes of schedule will occur only under the following circumstances:

1. The course is dropped from the master schedule.
2. Errors are made in scheduling.
3. Conflicts in classes occur.

Each high school student's annual program of study should be designed to complement the four year educational plan that the student develops with career aspiration in mind. This educational plan should be updated annually in cooperation with parents or guardians and counselor. The plan will be based on the student's educational and career goals and must meet or exceed state graduation requirements. Students will be encouraged to take as full a course load as can be handled by the individual.

SCHEDULING - GRADES 6-12

Students at Leland School Park & Leland High School will attend classes on a regular seven period schedule on Monday – Friday. Schedule may change throughout the school year at the district and building administrators' discretion.

DUAL ENROLLMENT (POLICY IDAG)

WHAT IS DUAL ENROLLMENT/DUAL CREDIT?

Dual enrollment/dual credit is a program that allows high school students to earn academic and career and technical college credit toward a postsecondary diploma at their local high school while also receiving high school credit.

WHO IS ELIGIBLE?

Students who have met the eligibility requirements as outlined in the Procedures Manual for the State of Mississippi Dual Enrollment & Accelerated Programs.

IMPORTANT FACTS

- It is the responsibility of the student to meet admissions requirements of the institution and pay all fees required by the college for credit.
- The student will be expected to follow the attendance policy of the institution and will suffer all financial and academic penalties that accrue for tardiness, absence, and/or withdrawal.
- Textbook costs for the college course are the responsibility of the parent and/or student. This will include any online homework, lab fees, etc.
- If the student wishes to withdraw from dual credit college course(s), the student MUST complete a signed form with the high school counselor and complete requirements to withdraw through the college within the designated time frame set forth by the college.
- The grade shall become a part of the grade point average and affect class ranking.
- The high school transcript grade will be calculated according to RCSD policy. Parents are advised that mid-term grades at the college level may not be reflective of actual overall performance in the course.
- The grade received from the institution will become a permanent part of the college transcript and the cumulative college GPA. These grades will be considered in future scholarship applications.
- Transportation is the responsibility of the parent and/or student.
- Students who take courses off campus must provide a copy of the college grade report to their counselor by the beginning of the following semester.

PART V – GRADING AND ASSESSMENTS

GRADING, PROMOTION, AND RETENTION POLICIES

GRADING SYSTEM (POLICY IHA)

The philosophy behind our instructional program is that of mastery of objectives (competencies and benchmarks). These objectives include, but are not limited to, the state and local core objectives classified as essential objectives.

GRADING POLICY FOR PRE-KINDERGARTEN & KINDERGARTEN

During each grading term, examinations and other means are used by teachers to measure the progress students make in various subjects of study.

In Pre-Kindergarten and Kindergarten, no numerical grades are given, multiple criteria including meeting the target scores on standardized assessments (MKAS) in early literacy and early numeracy will be utilized to determine promotion/retention.

Pre-Kindergarten and Kindergarten students will be assigned a non-numerical grade for each learning domain (subject area) that serves as an evaluation of the child's emergent knowledge and accompanying skills for that domain based on the following:

Pre-Kindergarten

M = MASTERY

O = ONGOING

N = NEEDS IMPRVEMENT

Kindergarten

E	85 – 100	Proficient
S	75 – 84	Satisfactory
N	69- 74	Needs Improvement
U	68 – BELOW	Progress Not Adequate for Age
I	Incomplete	

Elements of a grade which may be used to evaluate student achievement include:

1. **Classwork:** This includes work completed in the classroom setting. Classwork can include but is not limited to:
 - Active participation in whole class and small group settings • Completion of in-class assignments and center activities • Writing activities.
 - Hands-on content area experiences
2. **Homework:** This includes all work completed outside the classroom. Homework assignments should be interactive with families and might include but are not limited to:
 - Reading logs and book reports
 - Take home booklets or other activities
 - Content specific or theme-related activities
 - Meaningful conversation around books/themes/holidays, etc.

3. Major Work: This includes types of administered assessments. Assessment types can be informal, formal, diagnostic, and observational. Assessments can include but are not limited to:
 - Content specific assessments administered one-on-one or in small groups
 - End of unit tests
 - Benchmarks
 - Performance-based
 - Projects and oral presentations

Students should receive a minimum of one grade per week for classwork and a minimum of four grades for major work in reading, literature, and math. Students should receive a minimum of nine grades per nine-week period in science and social studies.

DISTRICT GRADING SCALE

During each grading term, examinations and other means are used by teachers to measure the progress students make in various subjects of study. The marks of A, B, C, D, F, are used to represent any averages of the student's grades in each subject area. These grades are based on mastery of grade level objectives for each nine weeks. These marks correspond to the following qualities of work:

A	90-100	Excellent	Advanced
B	80-89	Above Average	Proficient
C	70-79	Average	Proficient
D	69-65	Below Average	Basic
F	64 and Below	Failure	Minimal
I	Incomplete		

During each grading term, examinations and other assessment activities will be used by teachers to measure the progress students make in various subjects of study. **Grades 1st - 12th**, the marks of **A, B, C, D, F, and I** are used to represent an average of the student's grades in each subject area. These grades will be based on mastery of grade level objectives for each term. Office report cards and cumulative records will contain numerical grades. These marks will correspond to the following qualities of work:

STANDARD OF EXCELLENCE SCALES

Kindergarten		
E	85 - 100	Proficient
S	84 - 75	Satisfactory
N	74 - 69	Needs Improvement
U	68 and Below	Progress Not Adequate for Age
I	Incomplete	

If the student does not satisfactorily complete the work for removing the “**I**”, the final course grade will be no more than “**68**”, or the actual failing grade.

EVALUATION OF STUDENT PERFORMANCE

1.	Nine Weeks
	a. Students will receive a minimum of one grade per week.
	b. Grades Pre-K - 2 students will receive a minimum of four grades for major work, unless otherwise changed by the superintendent/administrative staff for valid reasons. Grades 312 students will receive a minimum of 3 checkpoint assessments and 1 major grade. The other major grades will be performance assessments, writing assessments, book reports, Science Fair, Reading Fair, etc. Tests will include not only multiple-choice items, but also short answer/essay items, reading/vocabulary items, extended essay items, writing prompt, vocabulary, ACT, literacy etc.
	c. Homework grades are required in the Leland School District and will be calculated as 10% of the nine week's average.
	d. Nine Weeks Exam will be required for the first three terms; a performance assessment may be substituted for the term test during the final term.
	e. The nine-weeks grade the students receive in each subject will be based on the following scale:
	<p style="text-align: center;">10 % - Homework 30 % - Daily 40 % - Major Work 20 % - Nine Weeks Exam</p>
2.	Semester
	The semester average will be determined by adding the two term averages and dividing the sum by two or by the percentage of skills mastered each term.
3.	Comprehensive Assessments
	During the second semester, students will be pre-assessed for mastery of skills taught during the first, second & third nine weeks . These assessments will determine instructional needs prior to the state assessments. Data collected on skills already taught for mastery may be used as a major test grade. Parents may request a conference to see the data collected through the assessment, but assessment instruments are considered secure materials and are not subject to review.
4.	Yearly Average
	The yearly average will be determined by adding the two semester averages and dividing the sum by two or by the percentage of skills mastered each term.
5.	Evaluation of Student Performance for Students in Alternative Settings
	Students in alternative school settings will be graded in the same manner as if they were in a regular classroom. Grades will be actual grades earned.

WRITING STANDARDS

The **Leland School District** has added cursive writing to our instructions as mandated by senate bill 2273. The bill includes an assessment piece that the district is required to complete. The assessment will be administered before the end of fifth grade. The Cursive Writing Assessment will be consistent district wide.

HOMEWORK STANDARDS

The **Leland School District** believes that meaningful homework assignments are necessary, and, when assigned systematically, provide additional time for learning that contributes toward improving a student's academic achievement. Homework builds on classroom work, encourages the development of self-discipline, and develops responsibility, cooperation, and parental relationship with the school. All administrators and teachers who are responsible for the education of **Leland School District** students are expected to promote these requirements in ways that are appropriate to each grade level.

TYPES OF HOMEWORK

Students in the **Leland School District** may receive up to five types of homework assignments: practice, preparation, extension, creative, and review.

Practice assignments reinforce newly acquired skills. For example, students who have just learned a new method of solving a mathematical problem should be given sample problems to complete on their own. **Preparation assignments** help students get ready for activities that will occur in the classroom. Students may, for example, be required to do background research on a topic to be discussed later in class. **Extension assignments** are frequently long-term continuing projects that parallel class work. Students must apply previous learning to complete these assignments. Some examples of extension assignments are science fair projects and term papers. **Creative assignments** will have students to integrate skills and concepts to generate a new response. An example of a creative assignment is the district's performance assessment activities. **Review assignments** will enable students to clarify concepts and to gain an overview of material that has been taught.

MINIMUM STANDARDS FOR SATISFACTORY COMPLETION OF HOMEWORK

Approved course/grade level and/or department homework guidelines will be developed and disseminated at the beginning of each school term. Modifications and dissemination of guidelines during the school year must have the prior approval of the principal and the superintendent.

Students are encouraged to maintain a homework notebook. It is the parents' responsibility to stay in close contact (on a regular and routine basis) with teachers to determine if a child is successfully completing all homework assignments.

MINIMUM HOMEWORK STANDARDS

The following schedule of minimum homework (home study) standards represents the homework standards for every school in the **Leland School District**

KINDERGARTEN

Homework assignments will be designed to promote language development and school readiness. The central idea of kindergarten homework is parent-child verbal interaction. Kindergarten teachers may assign short poems, nursery rhymes, or other material to be learned at home and recited in class. The kindergarten child should be read to at home each day. Kindergarten teachers will communicate extended expectations to parents through the use of a weekly or monthly newsletter or calendar of activities. **Average Homework Time: 30 minutes per day**

GRADES 1ST – 5TH

Homework assignments for grades 1, 2, 3, 4 and 5 will be related to the specific skills or abilities which have been developed during the day on which the assignment is given. Homework assignments will give students an opportunity to review, practice, and further explore materials taught in class, and will vary in form, e.g., oral and written drill, study, recreational reading, written assignments, and preparation of reports.

The central concept of homework in these grades is that systematic home study provides an opportunity for the home and school to cooperate in teaching and reinforcing specific skills.

Average Homework Time: 30- 60 minutes per day Grades 6, 7, and 8

The homework procedure at this level will be highly structured. Assignments will encourage students to make judgments, to solve problems on their own and to be creative and must be viewed by the students as an integral part of their education.

Average Homework Time: 60-120 minutes per day

GRADES 9TH – 12TH

Homework at this level will provide reinforcement and practice of lessons learned during the school day, preparations for lessons for the day to follow and/or enrichment activities to extend and deepen the student's understanding.

Average Homework Time: 120 – 150 minutes per day

COURSEWORK REQUIREMENT

At the beginning of each nine-week term, students are to be told of all major assignments that must be completed during that term. This requirement does not prevent an impromptu assignment when warranted or appropriate. Students must be given ample time to complete coursework requirements.

MAKE-UP WORK GRADE

After a student has been given an excused absence, he/she must make up homework, assignments, and tests by a designated time period or receive a grade of zero for missed work.

If an assignment has been made prior to the student's absence, **it is the responsibility of the student to make up any work missed during his/her absence on the day he/she returns to school unless otherwise approved by the teacher, or within a week of the absence.** Otherwise, the student will receive a “0” for failing to complete the missed work. The work may be different

but must measure the same objectives and be of the same quality as the original required work. Teachers may arrange special make-up sessions with the approval of the principal.

Unless otherwise approved for an extension to complete homework (for extenuating circumstances) by the principal, students who fail to attend the makeup session may receive zeros for any work missed. Students with extenuating circumstances may request to the teacher/principal, in writing, an extension of time to complete work. The written request will be kept in the student's folder.

Students in in-school tutorial are to complete exams and homework on the same day as all other students. Make-up work due to absenteeism may not be done in in-school tutorial; this work must be completed during the designated time for make-up work.

If a student refuses to go to in-school tutorial or enters into in-school tutorial or the alternative program and exhibits inappropriate behavior, the student will be given an out-of-school suspension without the opportunity to make up work.

Any make-up work may be given in comparable, but alternate, form.

All assignments missed due to absences are expected to be made up. Work missed as a result of unexcused absences cannot be made up unless the time missed is also made up. The time must be made up during after school or Saturday School (if available).

If make-up time is required as a result of an unexcused absence, the make-up time must be scheduled within one week of returning to school. No more than 5 school days may be made up in the course of each 9 weeks.

Once the make-up time has been scheduled with school leadership, the classroom teachers are to send the appropriate make-up to the afterschool or Saturday school instructor.

PROGRESS REPORTS

A progress report will be sent out each quarter of each nine weeks to all students in grades kindergarten through twelve. A numerical grade will be recorded in grades K-12. The grade will represent the average of the student's grades for the first half of the quarter.

If a student is having problems or has grades of "D" or below, the teacher should request by phone or written communication that the parent/legal guardian come in for a conference.

REPORT CARDS

Report cards will be sent out after the end of each grading period. Each student will receive a report card, in grades Kindergarten – 12th. Report cards should be signed by parents and returned to the school.

Before **report cards and progress reports** are issued the principal of each school is required to check documents prior to issuance for accuracy.

ACADEMIC ACHIEVEMENT

Students who are doing excellent work will have their names placed on one of the following honor rolls:

KINDERGARTEN

Superintendent's Scholar All A's

Principal's Scholar A's and/or B's
Honor Roll Overall B Average with no D's or F's

GRADES 1ST – 12TH

Superintendent's Scholar All A's
Principal's Scholar A's and/or B's
Honor Roll Overall B Average with no D's or F's

Pre-K Awards will be given throughout the year and end-of-year celebration. The awards are an incentive.

In grades K-2 honors status will be determined based on Reading, Language, and Mathematics.

In grades 3-8 honors status will be determined based on Reading, Language, Mathematics, Science, and Social Studies.

In grades 9-12 honors status will be determined based on all subjects taken.

In order to graduate with honors, a student must have a numerical grade point average of 85 to 89.9. In order to graduate with honors with distinction, a student must have a numerical grade point average of 90 to 100.

GRADUATION HONORS:

A student must have attended Leland High School during both the junior and senior year to be eligible for valedictorian and/or salutatorian honors. Students will be ranked in their respective grades on the basis of their GPA.

AWARDS

As a means of encouragement and to recognize student achievement in a variety of school activities, and for demonstration of a variety of positive behaviors, awards activities will be held annually.

PROMOTION, RETENTION, AND GRADUATION

DISTRICT REQUIREMENTS: KINDERGARTEN THROUGH EIGHTH GRADE

Kindergarten students who fail to master assigned competencies will be retained with parental consent. These students may enroll in the summer transition program for kindergarten. If a student attends the summer transition program and demonstrates required mastery on the district competency test at the end of the summer program, he/she may be promoted to first grade; otherwise, he/she will be retained.

“Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in Reading on the established state assessment for 3rd grade will not be promoted to 4th grade and

will be required to attend the 3rd grade Summer Academy, unless the student meets the good cause exemptions for promotion” as outlined by the Mississippi Department of Education.

LITERACY BASED PROMOTION

In compliance with the “Literacy Based Promotion Act,” it is the intent of this school district to improve the reading skills of Kindergarten - Third Grade students so that every student completing Third Grade can read at or above grade level.

This district shall comply with all requirements of the Act, including, but not limited to:

3RD GRADE READING SUMMATIVE ASSESSMENT

Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

SOCIAL PROMOTION

A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

PUBLIC SCHOOL REQUIREMENTS

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

- Determination of a substantial deficit in reading.
- Description of student services and supports presently provided.
- Description of proposed supplemental instruction and support to remediate the student’s deficit areas.
- Strategies for parents to use to help students at home; and,
- Students scoring below the passing score will have two opportunities to receive intervention and retake the test prior to the beginning of the next school year.
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade

Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student Grades K-3 in an **individual reading plan**, including, at a minimum, the following:

- a) The student’s specific, diagnosed reading skill deficiencies as determined (or identified) by
- b) diagnostic assessment data.
- c) The goals and benchmarks for growth.
- d) How progress will be monitored and evaluated.
- e) The type of additional instruction services and interventions the student will receive.
- f) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- g) Strategies for parents will be provided to use in assisting the student to achieve reading competency; along with,

- h) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

GOOD CAUSE EXEMPTIONS

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- a) Limited English Proficient students who have had less than two (2) Years of instruction in English Language 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 Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten or First, Second or Third grade.
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
- e) Students who have received intensive intervention 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.

Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Provisions required by the Literacy Promotion Act shall be included in the district's published handbook of policy for employees and students. The superintendent or designee shall establish procedures to support this policy. LEGAL REF.: MS CODE – 37-177-1 through 37-177-21, Literacy Based Promotion Act Last Review Date: 6.23.2021

For promotion in grades one through three, students must pass Reading, English, and Mathematics, as well as meet attendance requirements. In addition, a student in grades K-3 who's reading level is below grade level and whose end-of-the-year grade is between 65 and 75 will be strongly encouraged to attend the ESY program.

To be promoted in grades four through eight, students must pass Reading, English, Mathematics, Science, and Social Studies, as well as meet attendance requirements.

LELAND HIGH SCHOOL

A student, in order to be classified as a sophomore, must have passed 6 units of work, one of which must be English I. (However, a student who has been assigned to a ninth-grade homeroom for a minimum of two years may be assigned to a tenth-grade homeroom at the discretion of the principal). A student, in order to be classified as a junior, must have passed 12 units of work,

including English I and II. A student, in order to be classified as a senior, must have passed 20 units of work, including English I, II, and III, and be eligible for graduation at the end of the year.

Core courses (English, Mathematics, Science, and Social Studies must be taken in sequence.) Students may not enroll in more than one of these specified courses (cannot double up) during a school term without permission. Effective with the 2006-2007 Term, students who fail a core course should take the failed course during the summer immediately following the regular term. Otherwise, the student will be enrolled in the failed courses the following school term. The course may be taken in another school district with the permission of the principal. It is the student and parent/legal guardian's responsibility to determine what summer school program is available to attend.

No course that is a state subject test area may be initially taken in summer school or by correspondence.

Required Courses:

1. All ninth-grade students are required to take an English, Science, Social Studies, Math, and Technology course (if offered), unless prior approval to do otherwise has been granted by the principal.
2. All ninth-grade students may be allowed an option to take A.E.S.T. (Concept of Agricultural Science) which will also give a science credit towards graduation.
3. All students should take Comprehensive Health in the ninth or tenth grade. All students are also required to take a semester course or its equivalent in Physical Education. 4. All tenth-grade students are required to take English, Science, Social Studies, and Math courses.
5. Enrollment in Subject Area Testing Program (MAAP remediation classes/activities is required for those students who have failed the SATP/MAAP or for those students who are at risk of failing the SATP/MAAP.
6. A complete list of course requirements can be found listed under the section **Leland School District Graduation Requirements** in this handbook.

GRADUATION HONORS:

A student must have attended Leland High School during both the junior and senior year to be eligible for valedictorian and/or salutatorian honors. Students will be ranked in their respective grades on the basis of their weighted GPA.

LELAND SCHOOL DISTRICT STANDARDS OF EXCELLENCE:

In its pursuit of academic excellence for all students, the school district adheres to instructional practices that facilitate student demonstration/completion of the following learning expectations.

EDNA M. SCOTT ELEMENTARY SCHOOL/LELAND SCHOOL PARK STANDARDS OF EXCELLENCE GRADES K-8

In pursuit of academic excellence for all students, the school district adheres to instructional practices that facilitate student demonstration/completion of the following learning expectations.

Students must:

1. Meet district established minimum performance requirements on completion of course work.
2. Meet minimum writing requirements as described in the appendices.
3. Achieve an average score of **"3"** or above on selected prose/poetry recitations.

Students not meeting the standards assigned will be added to the Multi-Tiered System of Support. The Multi-Tiered System of Support team will work collectively to develop success plan or each student.

LELAND HIGH SCHOOL – STANDARDS OF EXCELLENCE GRADES 9-12

In pursuit of academic excellence for all students, the school district adheres to instructional practices that facilitate student demonstration/completion of the following learning expectations.

Students must:

1. Meet the district established minimum performance requirements on completion of coursework.
2. Meet minimum writing requirements in all the following areas as described in the appendices.

MISSISSIPPI GRADUATION REQUIREMENTS

On September 15, 2000, the State Board of Education approved **SBE Policy IHF-1**, a change in graduation requirements.

1. Students must pass the Subject Area/MAAP Tests in U.S. History from 1877, English II (with a writing component), Biology I, and Algebra I.
2. **A student must meet Leland School District's requirement of 25½ Carnegie units to graduate. See Appendices for additional requirements.**
3. **Leland School District adopted a credit recovery program as a part of the district's dropout prevention plan. Guidelines for the program allows eligible students to recover credits to graduate according to policy IHF-B. See Policy and Appendices of IHF-B.**

REMEDIATION

REQUIREMENTS: SUBJECT AREA TESTING PROGRAM

If a student passes a course that is a component of the Mississippi Subject-Area Testing Program – Algebra I, Biology I, English II, U. S. History – but fails to meet the passing requirements based off the guidelines of the Mississippi Department of Education concordance table, he/she will be recommended to attend a series of after-school and/or weekend tutorial seminars for remediation purposes.

LELAND SCHOOL DISTRICT GRADUATION REQUIREMENTS

Subject	Units
English	4
Mathematics – Algebra I or Integrated Math I	4
Social Studies - to include Miss. Studies, Geography, World History, U.S. History, U.S. Govt. and Economics	4
Science - to include Biology	4
The Arts - to include Band, Choral Music, or General Music	1
Contemporary Health	½
Physical Health	½
** Computer Courses	1
Electives	6 ½
Total	25 ½

* If Pre-Algebra or Algebra I is taken before ninth grade, Algebra I (if Pre-Algebra taken), Geometry, and Algebra II are required.

** Cyber Foundation I and II may be taken in the seventh and eighth grade for 1 Carnegie unit. One unit in Cyber Foundation may be accepted to meet the state computer Technology Requirement.

*** Beginning with entering ninth graders in 2005-06.

Each student must achieve a passing score on subject area tests (Algebra I, English II, Biology I, US. History) as required by state guidelines.(Delete)

SUGGESTED COURSE SEQUENCES

Dual enrollment and/or Dual Credit (High School and College enrollment) will be allowed for eligible students, per school and college enrollment guidelines; and to further allow the district to enter into a contract with an IHL or Junior College to provide dual enrollment services. Eligibility for Dual Enrollment includes but is not limited to a corresponding ACT score (guidance to be disseminated by school counselor).

All Seniors will be enrolled in a Mathematics, Science, English, and History class during their senior year.

GRADUATING CLASSES OF 2003 AND THEREAFTER

See Appendices for additional requirements

MISSISSIPPI PUBLIC UNIVERSITIES ENTRANCE REQUIREMENTS College Preparatory Curriculum

Effective summer 2012, the Mississippi Institutions of Higher Learning universities will admit Mississippi High School graduates under both a required and recommended College Preparatory Curriculum (CPC). The CPC identifying 16 1/2 Carnegie units is the minimum required CPC for full admission and the 19 1/2 Carnegie unit CPC is recommended for enhancing student readiness for university-level coursework. The CPC is aligned with current Mississippi high school graduation requirements and course offerings. The CPC and accompanying course list ensure uniformity of courses being accepted in each category of the CPC across Mississippi's eight public institutions.

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM)

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
English: 4 Carnegie units <ul style="list-style-type: none"> • All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included. 	English: 4 Carnegie units <ul style="list-style-type: none"> • All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 3 Carnegie units <ul style="list-style-type: none"> • Algebra I or its equivalent • Math higher than Algebra I (2 units) 	Mathematics: 4 Carnegie units <ul style="list-style-type: none"> • Algebra I or its equivalent • Math higher than Algebra I (3 units)
Science: 3 Carnegie units <ul style="list-style-type: none"> • Biology I or its equivalent • Science higher than Biology I (2 units) 	Science: 4 Carnegie units <ul style="list-style-type: none"> • Biology I or its equivalent • Science higher than Biology I (3 units)
Social Studies: 3 Carnegie units <ul style="list-style-type: none"> • U.S. History • World History • U.S. Government (½ unit) • Economics (½ unit) or Introduction to World Geography (½ unit) 	Social Studies: 4 Carnegie units <ul style="list-style-type: none"> • U.S. History • World History • U.S. Government (½ unit) • Economics (½ unit) • Introduction to World Geography (½ unit) • Mississippi Studies (<i>or state/local government course in any other state</i>)

Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation. 	Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and Advanced World Geography Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course 	Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and Advanced World Geography Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course
Technology: ½ Carnegie unit <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. 	Technology: ½ Carnegie unit <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.
Total Carnegie units: 16½	Total Carnegie units: 19½
Notes: <ul style="list-style-type: none"> Pre-High School units: Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course. Substitutions: Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum. Course Acceptance: A course may not be used to satisfy more than one requirement. The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, and the IHL Office of Academic and Student Affairs maintains a complete list of courses that can be used to satisfy the CPC requirements. See www.mississippi.edu/admissions/. The Mississippi Department of Education also maintains an online course catalog with CPC classifications for each course - http://www.rcu.msstate.edu/Curriculum/MDECourseCode.aspx.aspx 	

Full admission to any of the eight public universities will be granted to the following:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; OR
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16

- or higher on the ACT* (Composite); OR
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); OR
 4. NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

***In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.**

IHL Board Policy §608. INTERMEDIATE COURSES

A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

- All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.
- Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other

academic experiences must be approved by the institution's Chief Academic Officer or designee.

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

University	College-level English	College-level Mathematics	College-level Reading
Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING ADMISSIONS STANDARDS

You can be admitted to a Mississippi university by meeting any of the following criteria:

- **Complete the [College Preparatory Curriculum](#) (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; or**
- **Complete the College Preparatory Curriculum (CPC) with a minimum 2.50 high school GPA on the CPC or a class rank in the top 50%, and a score of 16 or higher on the ACT* (Composite); or**
- **Complete the College Preparatory Curriculum (CPC) with a minimum 2.00 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); or**
- **All students satisfying the NCAA Division I Standards for student athletes who are "full qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.**
- **Students who do not meet the above criteria are nonetheless eligible for admission. Such students must participate, however, in an on-campus placement process at the University of their Choice.**

The process will determine whether the student may be enrolled in regular freshman-level courses or be required to enroll in the summer semester with mandatory participation in the Summer Developmental Program. Successful completion of the summer semester entitles the student to continued enrollment in the fall semester at the university of his or her choice.

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
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	
The Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	5 ½	
Total Units Required	24	

REQUIREMENTS

Student should identify an endorsement area prior to entering the 9th grade.

Endorsements requirements can only be changed with parental permission.

Alternately, a student must meet ALL of the following:

- Have a 2.5 GPA
- Pass or meet ALL MAAP assessments

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).

- Requirements for graduation
- On track to meet diploma requirements
 - Concurrently enrolled in Essentials or College
 - Math or Essentials for College Literacy; OR SREB Math Ready or SREB Literacy Ready; or currently Enrolled/earned credit for Comp. I and/or College Algebra

RECOMMENDATIONS

- For early graduation, a student should successful 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 I-IV
Mathematics	4	<ul style="list-style-type: none"> • Alternate Math I-III • Alternate Algebra
Science	2	<ul style="list-style-type: none"> • Alternate Biology • Alternate Science II
Social Studies	2	<ul style="list-style-type: none"> • Alternate History • Alternate Social Studies
Physical Education	½	
Health	½	<ul style="list-style-type: none"> • Alternate Health
The Arts	1	
Career Readiness	4	<ul style="list-style-type: none"> • Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	<ul style="list-style-type: none"> • Life Skills Development I-IV
Electives	2	
Total Units Required	24	

REQUIREMENTS

- Students who have met the criteria of having a Significant Cognitive Disabilities (SCD) may participate in a program of study to earn the Alternate Diploma.
- Students are required to participate in the Mississippi Assessment (MAAP-A) and achieve a level of Passing or Proficient.

- The state defined Alternates Diploma is included in graduation rates in the same manner as a traditional diploma.
- For additional guidance see The Mississippi Public School Accountability Standards Appendix A 10.

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
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	
The Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> • See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
CTE & Technical	4	<ul style="list-style-type: none"> • Must complete a four-course sequential program of study
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

- One (1) AP, Diploma Program IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology + two (2) additional science courses above Biology
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	7 ½	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5
- Two (2) elective courses must meet MS IHL CPC requirements
- Earn Mississippi IHL community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community college or IHL college-ready courses in senior year, or the SAT equivalence sub score).
- 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 13 exams
 - One dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie	Required Subjects
Units		
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology + two (2) additional science courses above Biology
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	8	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	28	

Additional Requirements

- Earn an overall GPA OF 3.0
- Two (2) elective courses must meet MS 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 sub score as defined by IHL.
- Earn four additional Carnegie units for a total of 28.
- Must successfully complete one of the following:
 - One AP course math 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 dual credit course with a B or higher in the course

NOTES

PART VI – PROGRAMS AND SERVICES

DROP-OUT PREVENTION INITIATIVE

The district will implement a revised, structured drop-out prevention initiative beginning 2012-2013. The primary goal will be to decrease the drop-out rate and increase the graduation rate. Detailed information about the drop-out prevention initiative can be found in the district’s drop-out prevention plan.

GED PROGRAM

The Leland School District may offer GED OPTION(S) through Partnerships with the following; MVSU, MDCC, WIN Job Center, WWISCAA, Delta Foundations, Inc. AOP, Life Health, Delta Health Partner, & MACE.

EXTENDED SCHOOL YEAR PROGRAM GUIDELINES

Depending upon enrollment and availability of instructional staff, the Leland School District may sponsor an Extended School Year program (ESY) in grades K-12. The following guidelines will be used in establishing the program, and for allowing or disallowing student participation

:

1.	Grades K-3 coursework requirements
a.	If a student is passing reading but has failed either math or language arts with at least a 64 average (but not both), he/she may attend the ESY program. A student with an average of 60-64 must attend at least two hours per class.
b.	A student in grades K-3 who is passing, but whose reading level/score is below grade level (minimum or basic), will be recommended for attendance to the ESY program. This does not retain a child who is passing.
c.	Kindergarten students who fail to master assigned competencies will be retained with parental consent. These students may enroll in the summer transition program for kindergarten. If a student demonstrates required mastery on the district competency test at the end of the summer program, he/she may be promoted to first grade.
d.	A student may only be enrolled in two (2) ESY courses.
2.	Grades 4-12 coursework requirements
a.	If a student in grades 4-12 has a yearly average that is at least 68 or above, but less than 70, he/she may be eligible to attend the district’s ESY program.

	b.	A student may only be enrolled in two (2) ESY courses. A student with an average of 60–64 must attend at least two hours per class;
	c.	A student cannot be enrolled in an ESY program and summer school program at the same time.
	d.	A student will be considered as having been retained until such time that specified deficiencies from the regular term are removed through successful completion of all prescribed coursework in an ESY program.
	e.	Successful completion of academic work in an ESY program will permit a student who meets all other promotion requirements to be promoted to the next grade.
3.		Students who have passed a course but who are recommended for ESY because the course grade falls between 70 and 74.
		Successful completion is defined as mastery of 70% of the student’s core skills, as identified on the student’s academic profile record, and acquiring a final grade of 70 for the course.

READING STANDARDS OF EXCELLENCE (Extended School Year)

- I. Students who are passing coursework
 - A. Students who fail to successfully complete the Standards of Excellence (SE) requirements must do so in the ESY program or be retained.
- II. Students who are not passing coursework
 - A. If the student has failed more than two courses, she/he will be retained in the same grade and will repeat the standards/coursework the following school term.
 - B. If the student is enrolled in the extended school year program due to failure of coursework and failure to complete the SE requirements, she/he will complete those requirements within the extended school year course (s).

SPEECH LANGUAGE SCREENING (POLICY IEB)

SPEECH, LANGUAGE SCREENING, VOICE, AND FLUENCY DISORDER

This school district ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech-language evaluation.

If a parent or a legal guardian of a student who fails the speech-language screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by a 215 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the school district for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi

speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school.

A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district. The provisions of this section shall not apply to homeschooled students.

Dyslexia Screening and Therapy (POLICY IEBA)

It is the policy of this district to comply with all requirements of the dyslexia screening and therapy required by law and the Mississippi Department of Education.

Therefore, this district will ensure that students will receive dyslexia screening by a screener approved by the State Board of Education in the spring of kindergarten and the Fall of Grade 1.

The component of the screening must include:

1. Phonological awareness and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Encoding skills; and
6. Rapid naming

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. Subsequent dyslexia evaluations may be administered by licensed professionals, including: psychologists, psychometrists, and speech language pathologists licensed in accordance with law and the Mississippi Department of Education where applicable.

If a student fails the screener, the school district, in its discretion, may perform a comprehensive dyslexia evaluation; such evaluation must be administered by any of the licensed professionals identified above.

If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified above.

The resulting diagnosis of the subsequent evaluation shall be accepted by the school district for purposes of determining eligibility for placement within a dyslexia therapy program within the current school or to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or nonpublic school. Dyslexia Scholarships are available for students in grades 1 through 12 who have been properly screened and diagnosed with dyslexia.

The district shall make an initial determination of whether a student diagnosed with dyslexia meets the eligibility criteria under the Individuals with Disabilities Education Act (IDEA) to have an Individualized Education Program developed and to receive services. If a student's diagnosis of dyslexia does not result in an IDEA eligibility determination, then the district will proceed with the process for determining if the student is eligible for a 504 Plan under the Rehabilitation Act based on the presumption that proficiency in spelling, reading, and writing are essential for the student to achieve appropriate educational progress. The district shall develop interventions and strategies to address the needs of those students diagnosed with dyslexia which provide the necessary accommodations to enable the student to achieve appropriate educational progress.

The district will conduct four (4) hours of in-service training in dyslexia and related disorder awareness education every three (3) years for all licensed educators and paraprofessionals responsible for the instruction. The training shall be delivered in accordance with the State Department of Education.

The superintendent or designee shall establish procedures to support this policy.

Legal Reference: Mississippi Code of 1972 Annotated Section '37-173-15

INSTRUCTIONAL INTERVENTION (POLICY IEI)

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:

Tier 1: Quality classroom instruction based on Mississippi Curriculum Framework

Tier 2: Focused supplemental instruction

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

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

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

Teachers should use progress monitoring information to:

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

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

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.

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

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

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first-grade year.

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

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

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.

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.

TEXTBOOKS

Textbooks are supplied by the school at no cost to the student on a **loan basis**. Since these books remain the property of the school district, defacement or abuse of books will result in the assessment of a damage fee. The amount charged will be determined according to the following guidelines:

Reimbursement for lost, destroyed, damaged books Textbooks lost during:

- First and second year of use – full current replacement cost
- Third and fourth year of use – 75% of current replacement cost
- Fifty through tenth year of use – 50% of current replacement cost

Textbooks damaged during:

- **First year through fifth year of use with major damage – full current replacement cost**
- **First year through fifth year of use with minor damage – one/half of current replacement cost**
- **Beyond fifth year of use – one/eighth of current replacement cost**

Students who owe textbook fees and/or fines will not receive additional books until all fees and/or fines are paid.

It is the parent's responsibility to ensure that his/her child's books are protected by book covers the entire year.

If workbooks are required in order to supplement the instructional program, the parent(s) will be notified of the cost.

FINES AND OBLIGATIONS

ALL fines and obligations must be taken care of before the student can be enrolled in the next grade and/or courses for the incoming school year. Students failing to enroll because of failure to pay fines will be reported to the school attendance officer. No textbooks or other school property will be given to students who have outstanding school fines, obligations, or debts. Students must take care of all obligations or fines before enrolling or leaving school. Principal reserves the right to withhold student information when fines or obligations are not met.

DEFACEMENT/DESTRUCTION OF SCHOOL PROPERTY

Due to the misuse of markers and liquid paper, students cannot bring permanent markers or liquid paper on campus, unless requested to do so by a teacher. If these items are brought on campus in violation of this guideline, the student may receive an overnight suspension and the parent will be required to meet with the principal before the student is readmitted to school. Continuous violation will result in other penalties.

Any student who damages property will be required to clean up and/or repair damaged property at the parent's/legal guardian's expense. Additional penalties may also be awarded.

A public school district is entitled to recover up to \$20,000 in damages, in addition to any other recovery, from the parents of a child who maliciously, willfully, and/or negligently damages or destroys district property.

CAREER AND TECHNICAL

The Leland School District provides multiple career pathway options for high school students including career academies, academic and career technical education programs of study at the high school, and career technical programs of study at the Leland Career Technical Center. Students

interested in career and technical education programs of study should plan their schedule of classes around the career cluster beginning in the 9th grade.

It is the policy of The Leland School District not to discriminate on the basis of race, color, national origin, sex, age, or disability in admission to career and technical education programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The Leland School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all career and technical programs. Individuals with questions, complaints, or needing additional information concerning the Leland School District career and technical education offerings and specific pre-requisite criteria may contact the Leland School District Career and Technical Education Director.

COMPLIANCE POLICIES

The **Leland School District** is in compliance with Title VI of the Civil Rights Act of 1962, including regulations in career and technical education; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act.

The career and technical department encourage males and females to enroll in nontraditional classes and to train for nontraditional jobs.

Copies of the federal regulations for Section 504 of the Vocational Rehabilitation Act of 1973 are available in the principal's office in each school building upon request.

The local coordinator of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act is **Mrs. Tiffany Murrell**, Exceptional Service Building, 408 East 4th Street, Leland, MS 38756. She can be reached by phone at **686.5006/5007**.

ACCEPTABLE USE POLICY FOR TECHNOLOGY

The Leland School District wishes to make available to all students and staff members access to computers, networked resources, and the Internet. Access to technology resources will enable staff and students to enhance academic development and skills in using media that are commonly found in all aspects of our daily lives. The district believes the benefits from access to electronic resources are opportunities for collaboration and benefits student achievement. The Leland School District also desires for these computers, networked resources, and the Internet to be used in ways appropriate for an educational institution. Staff and students are to be held responsible for appropriate behavior on school computers, network resources, and the Internet just as they are during any other school activity. General rules for behavior and communications apply.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

Leland School District Schools is **CIPA** (Child Internet Protection Act) and **COPPA** (Children's On-line Privacy Protection Act) compliant. Recognizing that no filtering solution can be 100% effective, it is understood that all technology protection measures do not and will not work perfectly. In complying with CIPA, Leland School District is expected to engage in a **"good faith effort"** to abide by the requirements of CIPA/FERPA. CIPA/FERPA does not create a private right to action, meaning that the discovery of objectionable material on a computer cannot result in a lawsuit complaining that a school violated CIPA/FERPA.

Because of the fragile nature of the equipment being used and the nature of much of the material available over the Internet, this form must be signed by you and your child before use of the equipment will be allowed. The use of the Internet is a PRIVILEGE, not a right, and inappropriate use will result in a cancellation of those privileges and/or disciplinary action. The administrator of the school and/or the school technology committee will determine if an action is inappropriate use and their decision is final. This is a legal and binding document.

Students of the Leland School District are prohibited from establishing or requesting Social Media relationships with employees of the Leland School District while they are employed by the Leland School District. Violations of this policy will be handled by the Superintendent's office.

The above terms take into consideration the necessity for Internet access for educational purposes as well as personal development. The primary purpose of the Internet access provided by **Leland School District** Schools is for research and discovery or educational media and information.

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

School district policy allows for the continuous implementation of technology protection measures to block or filter Internet access to protect against access by adults and minors to visual depictions that are obscene, pornographic or—with respect to use of computers with Internet access by minors – harmful to minors. Additionally, the school district will implement measures to monitor the online activities of users.

CIPA – Children's Internet Protection Act -- governs the filtering of Internet access; acceptable use; and digital citizenship education

Federal Agency with Oversight – Federal Communications Commission (FCC) District Oversight/Responsibility:

- Technology Services manages technology protection measures.
- District staff, including teachers and support staff, are responsible for monitoring student use of district technology resources and educating students about proper online behavior

Violation of CIPA could result in the loss of E-Rate funds for the district

CIPA requires the district to

- Use a "technology protection measure" (Internet filter) to filter all Internet connected devices and block access to visual depictions deemed "obscene," "child pornography," or "harmful to minors"
- Filter can be disabled for adults for "bona fide research or other lawful purpose"

- Under the law, “minor” is defined as “individual who has not attained the age of 17”
- Adopt and enforce an Internet Safety Policy. Policy must address monitoring of online activities on Safety and security of all forms of direct electronic communications
- Unauthorized online access (hacking and other unlawful activities)
- Unauthorized disclosure of personal identification information
- Educate students about appropriate online behavior (Digital Citizenship)

CHILDREN'S ONLINE PRIVACY & PROTECTION ACT (COPPA)

COPPA -- Children's Online Privacy & Protection Act -- governs the collection, use, and disclosure of personal information collected from children under age 13

Federal Agency with Oversight – Federal Trade Commission (FTC) District Oversight /Responsibility:

- Anyone, including teachers, who is selecting and evaluating online resources, websites, and apps that will be used by students under age 13

Key Terms:

Personal Information means individually identifiable information about an individual collected online, including

- First and last name
- Home or other physical address including street name and name of a city or town
- Online contact information (Screen name or username that functions in the same manner as online contact information)
- Telephone number
- Social Security Number
- Persistent identifier that can be used over time and across different Web sites or online services. These include, but are not limited to,
 - Customer number held in a cookie
 - Internet Protocol (IP) address
 - Processor or device serial number
 - Unique device identifier
- Photo, video, or audio file where such file contains the child's image or voice
- Geolocation information sufficient to identify street name and city or town
- Information concerning the child or the parents that the operator collects online from the child and combines with an identifier described above

DATA COLLECTION:

- Active Data Collection – operator directly solicits information from children or enables children to make their personal information available
- Passive Data Collection – tracking or use of “any identifying code linked to an individual, such as a cookie,” as well as any other “identifiers” that can be used to identify, contact, or locate a child over time and across different websites or online services

COPPA REQUIRES OPERATORS (ONLINE SERVICE PROVIDERS, WEBSITE OPERATORS, ETC.) TO

- Provide notice to parents
- Wishes to collect personal information from an individual child
- Type of information it wishes to collect
- Purpose of information collection
- Means by which parents can provide and revoke consent
- Obtain verifiable parental consent before they begin collecting, using, or disclosing information from children under age 13
- COPPA permits a school to obtain parental consent on the operator’s behalf, as long as the operator uses the information only on behalf of the school pursuant to the agreement between the school and the operator. [from COPPA FAQs M(1) – M(3)]
- An operator must obtain consent directly from the parents if he or she wants to use the data collected from the school for its own commercial purposes [from COPPA FAQs M(1) – M(3)]
- Manage Disclosures to Third-Parties
- Maintain a Privacy Policy in easy-to-understand terms on their website of Names of all operators that collect or maintain personal information from children
 - Define the type of information the provider collects, and whether collection is active or passive (see *Data Collection* above)
 - Uses, or potential uses, of the information of Disclosure and uses by third parties
 - Parents may give limited consent to the collection and use of their child’s personal information without consenting to its disclosure
 - Operator cannot condition a child’s participation in an activity on his disclosure of more information than is “reasonably necessary”
 - Parent may review his or her child’s personal information, request its deletion, and refuse consent to further data collection
- Retention and Disposal of personal information
- Retain personal information “for only as long as is reasonably necessary”
- Protect against unauthorized access even when disposing of information

CYBER-BULLYING POLICY

“Cyber-bullying” includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs through the District’s computer network and the Internet, whether accessed on campus or off campus, during or after school hours. In the situation that cyber-bullying

originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be disruptive of the educational environment or a detriment to students and staff. Administration may, in its discretion, contact law enforcement or other appropriate authorities.

A student who has committed a criminal act while off campus and whose presence on campus could cause a disruption to the educational environment or be a detriment to students and staff is subject to disciplinary action up to and including expulsion.

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

The Superintendent and District's administrators shall develop the appropriate procedures dealing with student conduct and shall communicate this plan to students and parents/guardians. The plan may include the use of the District's administrators, teachers, counselors, social workers, psychologists and and/or arrangement of such services with other units of state government. All employees are responsible for the regulation of student conduct. **Students of the Leland School District are prohibited from establishing or requesting Social Media relationships with employees of the Leland School District while they are employed by the Leland School District. Violations of this policy will be handled by the Superintendent's office.**

ELIGIBILITY FOR PARTICIPATION IN STUDENT ACTIVITIES - GRADES 712

The following requirements apply to athletic contests, band, cheerleaders, team managers and any club or organization that makes a school sponsored trip or activity:

1. Students tardy to school on the day of a school sponsored trip or activity must have an excusable reason for tardiness in order to be allowed to participate.
2. No student is permitted to take part in inter-school competition if he/she is absent without appropriate excuse from school on the day of the contest or is involved in a disciplinary infraction.
3. All participants must have a merit standing of 85 or above at the time of participation. Chronic behavior problems may also prevent a student from being allowed to participate in school activities.
4. **A student must have passed four major subjects (major subject – any subject required for graduation) and one elective from the previous year with a “C” overall average. Other important changes may be found in Appendix-6. Parents and students should read Appendix-6 for complete details of changes.**
5. It shall be the responsibility of each head coach, sponsor, or activity director to see that satisfactory scholarship is maintained by each participant; any student doing unsatisfactory work shall be removed from participation until said student's work is satisfactory. Removal is to be done on a semester or program basis.
6. Students participating in pre-paid trips will not receive refunds if they fail to meet eligibility requirements after trip fees have been paid.

7. Activity sponsors may exclude students from participation in activities for just cause, subject to approval of the **Principal** and **Superintendent**.
8. Each coach or activity director shall be expected to observe these regulations at all times.
9. All athletes must attend an after-school tutorial from 3:25 p.m. to 4:00 p.m. before participating in any extracurricular program.

The principal, activities coordinator, and designee will be responsible for making sure that the above regulations are followed as prescribed.

ACADEMIC RULES FOR ATHLETICS

Junior High (7th & 8th Graders)

To be eligible for participation as a seventh grader, a student must be promoted from sixth grade; and for participation as an eighth grader a student must be promoted from the seventh grade. A pupil must pass his/her grade level by achieving at least an average of “C” in four basic courses* the previous year in order to be eligible to participate during the present year.

A pupil who is not eligible at the beginning of the school year may become eligible the second semester only once during the student’s junior high school career by passing four basic courses with a “C” in each course.

***Basic courses – any subject that the student meets five days a week.**

Pupils in the 7th & 8th grade participating in high school extra-curricular activities must pass their grade level by achieving at least an average of “C” in three of the four core courses of Math, Science, English, and Social Studies the previous year in order to be eligible to participate during the present year.

*** Core courses – any course required for graduation.**

The “C” average is required beginning with the 2005-06 school year. Senior High (9th-12th Graders)

To be eligible for athletics and activities, beginning with the freshman class of 2008-2009, students must pass six units of credit during the school year with a 70 average or better in order to maintain eligibility. The 6 units will be averaged as a whole, and the overall average must be “C” or higher in order to maintain eligibility. This will be done on a yearly basis.

A student athlete may become eligible only once during his/her high school career if he/she fails the last semester of the previous year, by passing 5 units with a “C” average the first semester of the following year. This will be done in order to keep the student on track for graduation.

Student athletes must remain in good standing- academically, behavior and attendance. The student athlete must maintain an overall “C” or higher average each nine-week period in order to continue his/her eligibility to participate in any sports activity, including all extracurricular activities. Principal reserves the right to prevent a student from participating in sports activity due to grades and/or behavior.

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

QUESTIONS RELATED TO ELIGIBILITY LAW

Eligibility for the current school year is governed by the current Mississippi High School Activities Association (MHSAA) handbook.

Students must have a 2.0 for year-end average of the previous spring semester to be eligible to participate in extracurricular activities during the first semester of the current school year, along with the additional academic eligibility requirements of the MHSAA.

The MDE does accept summer school credit; therefore, the year-end GPA for the second semester would include a summer school grade **in place of** the failed grade that was earned during the previous school year. The MDE regards a summer school session as a continuation of the spring session.

The law specifies that the student's eligibility is determined by semesters, not by six week or nine week grading periods.

Exceptional education students who are working toward a diploma must meet the same requirements as other students according to the GPA eligibility requirements.

Students who are on an Individual Education Plan (IEP) must be making satisfactory progress on their IEP to be eligible to participate.

Only those courses required for graduation by this school district should be included in the cumulative average.

A student's eligibility for the next half of the school year is determined by the GPA for the previous half, using year-end grades for the spring semester. However, the MHSAA allows a student to become eligible for the second semester only once because students are required to stay on track for graduation.

A student does not have to sit out the entire semester after being ineligible. He/she can become eligible during the next semester with good academic progress. A student must complete a semester with a 2.0 GPA on a 4.0 scale before he/she will be eligible to participate again. Simply making good academic progress does not re-establish academic eligibility.

There are several electives that students may take toward graduation; these subjects like band, choral music, and physical education may be included in the GPA because a certain number of elective credits are required for graduation.

The MHSAA will continue to oversee academic eligibility of students in member schools. This eligibility requirement only applies to those activities that are sanctioned by the MHSAA and will continue to apply those rules when a student becomes ineligible because of the failure to meet this academic requirement. The punishment may be in the form of a reprimand, a fine, and/or forfeitures of competition titles.

THE MHSAA defines "core courses" as the courses required for graduation. The GPA is a cumulative average for those courses required for graduation.

MHSAA – MIDDLE/JUNIOR HIGH SCHOOL ELIGIBILITY

To be eligible **only** for middle/junior high activities, a student must have passed any four courses (that meet the equivalent of 250 minutes per week and meet MDE requirements) with a 2.0 average for the preceding semester (computed numerically or by GPA). The year-end average for the spring semester will be used to compute averages for the fall semester. Students must be on track to be promoted to be eligible.

To be eligible for high school activities, the middle/junior high school student must have a 2.0 overall average (computed numerically or by GPA) for the four core courses (English, Math, Science, and Social Studies) from the preceding semester. The year-end average for the spring semester will be used to compute averages for the fall semester. Students must be on track to be promoted to be eligible.

Summer school or extended school year grades will replace the grade for a failed course in the spring semester GPA.

Because band and chorus are both extra-curricular activities and courses, some of the above criteria may not apply. The final decision concerning participation will be made by the director, subject to approval of the principal and superintendent.

The specific requirements for most school activities can be found in the **Leland School District Activities Manual**. It is the student and parent/legal guardian's responsibility to review eligibility requirements for each activity in which the student is interested. Additionally, students participating in activities under the governance of the Mississippi High School Activities Association (MHSAA) must meet **all** requirements of the association for participation in MHSAA activities. **See Appendix - 5 Academic Rules for Athletics General**

Leland School District Guidelines for ALL Extra Curricular Activities

1. Students must abide by Mississippi Activities Association and **Leland School District** rules at all times.
2. Students must give a good effort in class at all times.
3. Students may not participate in extracurricular activities if suspended (In-School, Out-of-School, or Alternative School).
4. If a student quits a sport, activity, or school, he or she will not be eligible for any awards.
5. If a student quits a sport or activity, he or she may not participate in another sport or activity until the season of the previous sport or activity is over.
6. Students must have parental permission and a physical before participating in a sport or activity.
7. Students must be at school **63%** of the school day in order to participate in extracurricular activities.
8. For the use of alcohol, illegal substances, or stealing, the student will be suspended for the rest of the season.
9. Lost or damaged equipment must be replaced at cost.
10. Students must maintain good sportsmanship at all times.
11. Smoking, Vaping, and/ or Use of Tobacco Substances:
 - 1st Offense – Suspended from the team or activity for 1 week.
 - 2nd Offense – Suspended from the team or activity for the rest of the season.
12. Maximum practice hours, as according to MHSAA Standards and Policy is 2.5 hours per practice for HS Students, and 1.5 hours per practice for Middle School Students.

Mandatory tutorial for ALL activities governed by MHSAA (Including but not limited to Band, Cheerleading, Basketball, Tennis, Softball, Track, Baseball)

MHSAA – MAXIMUM PRACTICE FOR ATHLETIC

High School - 2½ Hours Football - 4:00 p.m. - 6:30 p.m.

Weekday Practice

Basketball (Girls) - 3:30 p.m. - 6:00 p.m.

Basketball (Boys) - 6:00 p.m. - 8:30 p.m.

Middle/Junior High School - 1½ Hours Basketball

(Girls) - 3:30 p.m. - 5:00 p.m.

Basketball (Boys) - 5:10 p.m. - 6:40 p.m.

Saturday Practice

Basketball (Girls) - 10:00 a.m. - 12:30 p.m. Basketball

(Boys) - 1:00 p.m. - 3:30 p.m.

Sunday Practice

Basketball (Girls) - 3:00 p.m. - 4:30 p.m.

Basketball (Boys) - 4:45 p.m. - 6:15 p.m.

Tutorial is a requirement for all athletes - Between 3:20 p.m. - 4:00 p.m.

Middle School After-School Tutorial will be conducted from 3:20 p.m. – 4:00 p.m. High School Afterschool Tutorial will be conducted from 3:30 p.m. – 4:00 p.m.

The days tutorials are in session - practice will be – High School 2 hours & Middle School 1 hour & 15 minutes.

STUDENT HEALTH SERVICES (POLICY JCC)

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district recognizes its responsibility to notify parents in advance of any non-emergency, invasive physical examination or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

The term invasive physical examination, as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

HOUSE BILL 154 - HEAD LICE - If a student has head lice on three (3) consecutive occasions during one school year, the principal or administrator **will notify the county health department**. The health department shall charge the child's parent/legal guardian a fee to recover its costs. The child will not be allowed to attend school until proof of treatment has been obtained.

DISABILITIES/REQUIRED DOCUMENTATION

It is very important that we know of any serious medical condition, such as asthma, that a child may have. This will help us in making assignments or allowing students to participate in certain activities. **If a child has a disability or illness, parents/legal guardians should not only sign and return medical information forms every year, but also verbally inform appropriate school staff of the medical condition upon enrollment of the child in school.** All illnesses must be officially documented by a physician.

It is the parent's/legal guardian's responsibility to inform the school of any and all illnesses and diseases that are impacting a student attending school in the district.

ACCIDENTS/SUDDEN ILLNESS

The school attempts to provide an environment where children will be safe from accidents. If a minor accident occurs, first aid will be administered.

No care beyond first aid, defined as the immediate and temporary care given in case of accidents or sudden illness, will be given.

School staff members faced with an emergency affecting the health and welfare of a student will exercise their best judgments as to the procedures for handling the emergency. If available, instructions on the emergency medical authorization form completed by the parent/legal guardian and district procedural guidelines will be followed in every case, in so far as possible, by staff members. **Should there be a need to obtain emergency medical care, the parents/legal guardian will be liable for medical charges. Although not required, parents/legal guardians are still encouraged to purchase school insurance.**

It is the parents and legal guardian responsibility to provide the school with updated information as to how they can be contacted at all times. If addresses and telephone numbers change, the changes should be reported immediately to the school. The same process applies to individuals to contact in the absence of the parent/legal guardian.

Students participating in varsity athletics shall be required to submit a statement signed by the parent indicating that the school is not to be held responsible for injuries sustained during participation in the varsity sport. The student shall purchase accident insurance and shall present a statement signed by his/her parent or guardian that the family has such coverage.

Participation in extracurricular activities is voluntary. This school district does not furnish student insurance, nor does it sell insurance or act as agent for any insurance company or local insurance agency.

Students shall not be allowed to participate in school sponsored activities where there is reasonable risk of injury or death without parent/guardian furnishing a signed statement certifying that health/accident insurance coverage exists on such student.

STUDENT INSURANCE PROGRAM (POLICY EGB)

School day insurance for all students is provided through the school for those parents who wish to purchase it. **Parents/legal guardians are encouraged to purchase school day insurance if they do not have personal insurance. The school will not be liable for unavoidable accidents, or medical debts incurred when the school has to request medical services in the absence of a parent/legal guardian.**

Special Note: Parents/legal guardians who have children enrolled in career and technical courses (auto mechanics, building trades, and metal trades) are **required to purchase school day insurance if they do not already have insurance.**

Students participating in athletics, band, choir, or cheerleading, etc., will be required to pay an insurance fee before participating in any practice or event involving that activity.

CHILD NUTRITION

In order for any student to qualify for free or reduced-price meals, there must be a current application on file for the student. All students in the household must be on the same application. If there is not a SNAP or TANF case number, monthly income information is necessary. Applications are available at the Child Nutrition office or the local school. Applications may also be submitted online from the Leland School District website.

CAFETERIAS

Breakfasts and lunches are served each day in the school cafeterias. Breakfast time is approximately 7:15 a.m. - 7:45 a.m. The serving line will be closed at 7:40 a.m. (with the exception of LELI students, in which the cafeteria line will be closed at 8:10 a.m.) Students arriving to school late will not be permitted to eat breakfast after the serving line has closed, barring extenuating circumstances which will be approved by the principal; only late bus riders will be permitted to eat breakfast. Cafeteria staff will be notified of any late bus arrival, or extenuating circumstances approved by the principal. All students must remain at school during the lunch period, unless officially released by school personnel

Students are not allowed to take food out of the cafeteria. Students who bring their lunches to school must eat them in the cafeteria. Students may not bring carbonated drinks in cans or bottles with their lunches. "Fast Food" packaged in the original brand name containers/bags from fast food restaurants may not be brought into the cafeteria.

Meal substitutions can be made at no extra charge for students who meet the definition of "disabled" as defined in the Individual with Disabilities Education Act (IDEA). The request must be accompanied by a signed statement from a licensed physician prescribing specific substitution(s) needed. Parents of disabled children who require a special diet should contact the Food Service Director as soon as the child is enrolled in school.

Students in In-School Tutorial and in the Alternative Program will not have the option of selecting food items unless the student is on a special diet, as prescribed by a licensed physician.

LUNCH APPLICATIONS

Leland School District is participating in the Community Eligibility Program (CEP). This Program allows all students to receive breakfast, lunch, and snacks during after-hour programs at no cost to them or their families. New students enrolling in the district will receive their ID number during their first visit to the cafeteria.

PART VII – RULES AND REGULATIONS

DUE PROCESS (POLICY JCAA)

A student who has been suspended or expelled or otherwise denied admission to attend school has the right to due process. All aspects, circumstances and records of the student's case shall be confidential and available only to authorized school officials dealing directly with the student or to the student's parents, legal guardians, or attorneys for the student or for the Board. The following procedures provide notice and opportunity to be heard in such matters.

STEP ONE: INITIAL INFORMAL HEARING

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

1. An initial informal hearing is required in each case where disciplinary action may be taken against a student and where an expelled student makes an application for readmission following the conclusion of the expulsion period. After an initial investigation appropriate under the circumstances, the principal, superintendent, or designee shall:
 1. Advise the student of the charges against him/her or reasons for non-admission.
 2. Afford the student a full opportunity to respond; and
 3. If the student denies the charges or contests the reasons for non-admission, explain the evidence in support thereof.
2. After the informal hearing, the principal may take the following actions:
 1. **SUSPENSION OF 10 DAYS OR LESS:**
The principal may issue to the student and legal guardian a notice of suspension not longer than 10 consecutive school days. The suspension is effective immediately and no further due process is required.
 2. **IMMEDIATE REMOVAL:**
The principal may immediately dismiss the student from school for the day when such is necessary to restore order, to protect the safety of the student or others and/or to resume normal school functions but when an immediate suspension is not or may not be appropriate. A student sent home under these circumstances shall be instructed to return the following day with his legal guardian. Should the student not return as instructed, the principal shall mail a "Notice of Suspension" for 10 days or less, as appropriate.

3. **IMMEDIATE SUSPENSION AND RECOMMENDATION OF EXPULSION:** The principal or superintendent shall immediately suspend a student for 10 days or less and recommend expulsion when there is reason to believe that the student committed an unlawful or violent act, as defined, or otherwise provided by District policy. The suspension shall be effective immediately, pending conclusion of due process on the recommendation of expulsion.
4. **IMMEDIATE SUSPENSION AND RECOMMENDATION OF SUSPENSION OF 11 DAYS OR MORE/EXPULSION:**
The principal or the superintendent may immediately suspend a student for 10 days or less and recommend a suspension of 11 days or more or expulsion, as appropriate under the circumstances. The suspension shall be effective immediately, pending the conclusion of due process on the recommendation of long-term suspension or expulsion.
5. **DENIAL OF ADMISSION:**
The principal or superintendent may recommend a denial of admission which shall be effective immediately, pending the conclusion of due process.

STEP TWO: APPEAL

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

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

1. The principal or superintendent shall give the student a written "Notice of Suspension and Recommendation of Expulsion/Non-admission and Statement of Rights" in a form provided by the superintendent for such purposes.
2. The notice shall contain a statement of the charges/reasons, advise the student of his rights to legal counsel, to present witnesses and to cross-examine witnesses presented against him and state the date, time, and place for hearing. A copy of the notice will be hand-delivered to the student when possible and the original hand-delivered or mailed to the legal guardian.
3. A hearing before the [School Appeals Committee OR insert appropriate body or designee] shall automatically be scheduled no later than the tenth school day following the date of notice.
4. Pending the outcome of the hearing before the [School Appeals Committee or insert appropriate body or designee]:
 1. The student may be offered temporary placement in the alternative school program when the counselor verifies the student's suitability for such program and, in such case, the hearing before the [School Appeals Committee OR insert appropriate body or designee] may be held at any appropriate time

without application of the 10-day limitation. However, the District may not offer temporary placement when the offense upon which the action is based is gang or group- related fighting, violation of prohibitions against weapons or controlled substances, assault of a staff member or other unlawful or violent act.

2. The student may be allowed to remain in school if the principal or, in the case of non-admission, the superintendent determines that his continued presence is not detrimental to the normal functioning of the school program and, in such case, the hearing before the [School Appeals Committee OR insert appropriate body or designee] may be held at any appropriate time without application of the 10-day limitation.
3. The hearing will be before the [School Appeals Committee OR insert appropriate body or designee:]
 1. [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.
 2. The superintendent's designee will serve as the investigator, convener and administrative officer of the Committee but shall not vote.]
 3. The [Committee OR insert appropriate body or designee] shall hear and consider all cases presented and is authorized to:
 4. To concur or not concur in the suspension, expulsion, or non- admission recommendation.
 5. To confirm or specify the duration of a suspension of eleven days or more, to remove the suspension or expulsion or to recommend admission: an
 6. Subject to review and approval of the superintendent, to recommend limited or unlimited expulsion or non-admission to the board.
 7. The [Committee OR insert appropriate body or designee] shall prepare a written summary of each case.
 8. All expulsion and non-admission recommendations shall be subject to review by the superintendent and by the board.
 9. After completing this appeal step, a parent, legal guardian, or custodian aggrieved by a decision to suspend his child may request review of the decision by the board. A request for review must be submitted to the board within 2 days after receiving a decision at this appeal step.

[OPTIONAL] STEP THREE: REVIEW BY THE SUPERINTENDENT

Applies to: Expulsions
Denials of admission

The superintendent shall review all recommendations by the [School Appeals Committee OR insert appropriate body or designee] for expulsions or denials of admission:

1. If the superintendent concurs in the decision of the [Committee OR insert appropriate body or designee], he shall submit the recommendation to the Board for final action.
2. If the superintendent does not concur in the decision of the [Committee OR insert appropriate body or designee], he may remove expulsion, assign an appropriate duration of suspension, or recommend expulsion or, in the case of other denial of admission, recommend admission.
3. All recommendations by the superintendent of expulsions or denials of admission shall be subject to review by the board.]

STEP FOUR: REVIEW BY THE BOARD

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

The board shall, at its next regular or special meeting following the recommendation, review and take final action on all recommendations for expulsions, denial of admission and any requests for review of suspensions. All consideration of student disciplinary actions shall be conducted in accordance with standard board procedure. All decisions by the board shall be final.

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

Suspension or expulsion of a student may be used as a disciplinary action for violation of school/district codes of conduct and will be in accordance with the **"rules and regulations governing suspension or expulsion of students"** and the laws of the State of Mississippi.

Certain offenses will result in immediate suspension, a disciplinary hearing, and further disciplinary action, with the first offense. They include:

1. Extortion: attempt to get something by force or threat of force
2. Use or possession of intoxicating beverages, vaping, or narcotics
3. Possession of a knife or any other weapon
4. Sexual misconduct
5. Any other unlawful or violent act listed on the School Violence Criminal Act Report, Mississippi Code, or board policy, or as deemed appropriate by school staff

Certain offenses may carry suspension and possibly a disciplinary hearing with the first offense. They include:

1. Bullying (continuous)
2. Threatening: statement or motion that makes someone else afraid
3. Intimidation: influence by fear
4. Teasing in a derogatory manner

5. Instigating, provoking, or encouraging conflict; starting or passing rumors
6. Sexual harassment: inappropriate sexual comments or gestures
7. Profanity (directed), derogatory or disrespectful remarks, etc.
8. Stealing
9. Fighting or class disturbances (serious)
10. Gambling
11. Insubordination, refusal to obey reasonable requests
12. Destruction of school property
13. Firecrackers and other explosives
14. Visiting other school campuses or attending school activities that have been declared off limits, without permission
15. Forgery of signatures
16. Social Media use during the school day
17. Intimidation, extortion, or harassment on social media

In addition to a suspension and/or a disciplinary hearing, the student will be required to clean up damaged property at the parent's/legal guardian's expense.

This list does not limit the offenses for which a student may be suspended. It only serves as an example of items for which a student may be penalized.

Constant demonstration of the negative behaviors listed above will result in a disciplinary hearing.

The Disciplinary Hearing Committee will make recommendations to the Superintendent/Board of Trustees as to expulsion, length of suspension or alternate placement of a student sent before a Disciplinary Hearing Committee for a disciplinary infraction. The Superintendent/Board of Trustees will either approve or override the recommendations of the Disciplinary Hearing Committee.

Following a hearing, the Disciplinary Hearing Committee may take up to three days to consider evidence and make disciplinary recommendations to the Superintendent/Board of Trustees. Students may appeal all recommendations of the Disciplinary Committee and decisions of the Superintendent to the Board of Trustees.

Video cameras may be used in the classrooms, hallways, and other gathering places to monitor/record student behavior, as deemed appropriate and/or necessary.

Suspended students who return to campus during the suspension period may have trespassing charges filed. This includes any event taking place on the campus, whether school sponsored or not.

No student will be allowed to participate in extracurricular activities, whenever district and/or school rules are violated and given a consequence by the school administrator or when charged with a felony act.

Graduating seniors may not be allowed to participate in graduation exercises whenever district and/or school rules are violated, or when charged with a felony act.

Students charged with a felony may be placed in an alternative setting until such time the district deems it appropriate to allow a student to enter into the regular education program.

The principal or his/her designee has the authority to use any and all disciplinary measures to ensure the safety and welfare of staff and student.

MISSISSIPPI SCHOOL SAFETY ACT OF 2001

The **Leland School District** will enforce the Mississippi School Safety Act of 2001. This law provides for the suspension or automatic expulsion of certain school-age children on the occurrence of the third act of disruptive behavior during a school year. The specifics of the law are addressed in school board policy; copies may be obtained from the principal's office.

BUS CONDUCT

This code of minimum conduct shall apply to all students while being transported in, entering or alighting from buses to and from school.

Once a student boards a bus, he/she becomes the responsibility of the school district. Therefore, behavior required in the classroom is equally required while the student is on the bus. Any violation of school policy as it applies within the school classroom and on the school grounds apply on the bus. A student is subject to disciplinary action and/or forfeiture of riding privileges if found guilty of intentionally violating bus safety regulations or defacing and/or destroying any portion of the bus structure.

Video cameras may be used on buses to record student conduct.

Instructions to Pupils Who Ride School Buses Loading and Unloading:

- 1.** Student temperatures will be taken upon entrance on the bus.
- 2.** Be at your assigned zone on time.
- 3.** Exercise extreme caution in getting to and from your assigned bus stop.
- 4.** Look in both directions before stepping from behind parked cars.
- 5.** Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
- 6.** Do not play on or near the road while waiting for the bus to arrive.
- 7.** Look in both directions before crossing any roadway.
- 8.** Never walk on the road when there is a sidewalk or pathway.
- 9.** Always walk on the left side of the road facing on-coming traffic and step off the road when a motor vehicle approaches.
- 10.** Wait until the bus comes to a complete stop before trying to load and unload.
- 11.** Use the handrail while getting on/off the bus.
- 12.** If possible, wear white or light-colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.
- 13.** 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 feet ahead of the bumper.

While on the Bus:

- 1.** Do not distract the driver's attention other than when necessary.
- 2.** Talk to others in a normal tone and do not shout.

- 3. Do not talk or make unnecessary noise when the bus is approaching or crossing a railroad, highway, or intersection.
- 4. Keep head, hands, and articles inside the bus.
- 5. Do not bring unauthorized articles inside the bus.
- 6. Do not destroy or deface school property (to include bus seats, steps, floor, etc.)
- 7. Do not smoke or use profane language.
- 8. Do not fight or scuffle.
- 9. Be courteous to and follow the instructions of your bus driver and safety patrol.
- 10. Do not eat or drink on the bus in transit to/from school.
- 11. Sit in seats assigned by the driver.

Eligibility to Ride Buses

Only students who are eligible to ride a bus should board a bus. It is unlawful for a non-eligible student to ride a bus without getting permission from the Principal, Supervisory Staff, and/or the Superintendent. Special requests for exceptions must be submitted to the Principal and Superintendent. All requests to ride an unauthorized bus must be submitted three days prior to the requested time; otherwise, the request will be denied. Students who ride a bus without permission will be subject to disciplinary action.

Buses will not be used to transport students to places other than assigned designated stops. Parents/legal guardians must make other transportation arrangements when students need to be transported to places other than their homes.

BUS SUSPENSION POLICY FOR GENERAL MISCONDUCT:

- 1st Incident----- Student Conference with Parent/Guardian Notification
- 2nd Incident----- Parent Conference
- 3rd Incident----- 1 Day Suspension from Riding the Bus
- 4th Incident----- 5 Days Suspension from Riding the Bus
- 5th Incident----- Suspension from Riding the Bus for the Remainder of the quarter. Students may be suspended from riding the bus and school for misconduct outlined elsewhere in the student handbook.

Mississippi Code 37-11-21 – Abuse of Superintendent, Principal, Teacher, or Bus Driver

If any parent, legal guardian, or other person shall abuse any Superintendent, Principal, Teacher or School Bus Driver while school is in session or at a school-related activity in the presence of school pupils, such person shall be guilty of a misdemeanor and, upon conviction, shall be punished by a fine of not less than Ten Dollars (\$10.00) nor more than Fifty Dollars (\$50.00).

**CONDUCT AND DISCIPLINE - SCHOOL AND CLASSROOM MANAGEMENT
(Expectations for Student Behavior)**

Safety and discipline for all students must be maintained to ensure an atmosphere conducive to learning. School officials have a responsibility to protect all students from disruption of an orderly educational process.

DISCIPLINE PROGRAM

District policies prescribe how disciplinary measures are to be implemented in the school district. However, each school may adopt/implement a set of specific school rules, which have been approved by the superintendent (and based on district policy). Each teacher may also implement class rules which have been approved by the principal and/or superintendent. Rules implemented by teachers should be sent to parents and placed on display in their classrooms. Each violation of these rules may result in various consequences adopted by the teacher and approved by the principal and superintendent.

Certain offenses will result in immediate suspension, a disciplinary hearing, and further disciplinary action, with the first offense. They include:

1. Extortion: attempt to get something by force or threat of force
2. Use or possession of intoxicating beverages, vaping or narcotics
3. Possession of a knife or any other weapon
4. Sexual misconduct
5. Any other unlawful or violent act listed on the School Violence Criminal Act Report, Mississippi Code, or board policy, or as deemed appropriate by school staff
6. Assault (Student and/or Staff Member)

Certain offenses may carry suspension and possibly a disciplinary hearing with the first offense. They include:

1. Bullying (continuous)
2. Threatening: statement or motion that makes someone else afraid
3. Intimidation: influence by fear
4. Teasing in a derogatory manner
5. Instigating, provoking or encouraging conflict; starting or passing rumors
6. Sexual harassment: inappropriate sexual comments or gestures
7. Profanity (directed), derogatory or disrespectful remarks, etc.
8. Stealing
9. Fighting or class disturbances (serious)
10. Gambling
11. Insubordination, refusal to obey reasonable requests
12. Destruction of school property
13. Firecrackers and other explosives
14. Visiting other school campuses or attending school activities that have been declared off limits, without permission
15. Forgery of signatures
16. Use of social media during the school day
17. Intimidation, bully or extortion on social media

CORPORAL PUNISHMENT

Corporal Punishment is permitted in the Leland School District.

Corporal Punishment will be permitted District-Wide, with Consent of a Parent/ Legal Guardian; Administered by an Administrator; and witnessed by a Licensed Staff/Employee. Student(s) will receive a paddling of not more than (3) three paddles.

Corporal punishment will not be administered in the Leland School District by any other teacher/staff/employee and must be done in the Principal's Office.

CUTTING CLASS

Any student who cuts class and/or leaves campus without permission will be disciplined using the following steps:

- 1st Offense** ----- Parent Conference /One Day In-School Tutorial
- 2nd Offense** ----- Three Days In-School Tutorial
- 3rd Successive Offenses** ----- Ten Days In-School Tutorial

The principal may require a student to complete an Alternate Disciplinary Program, such as Afterschool.

GENERAL STATEMENTS OF GOOD BEHAVIOR, GRADES K-12

- 1.** Follow school and classroom rules.
- 2.** Always get a hall pass before leaving class.
- 3.** Keep to the right when walking in the hall.

GENERAL STATEMENTS OF IMPROPER BEHAVIOR, GRADES K-12

- | | |
|------------------------------|------------------------------------------------------|
| *Using profanity | *Screaming/yelling |
| *Fighting | *Whistling |
| *Littering | *Horse playing/pushing/shoving |
| *Running in the halls | *Defacing school property |
| *Throwing objects | *Tampering with fire alarms or
fire extinguishers |
| *Stealing | *Loitering |
| *Committing acts of violence | *Not obeying reasonable requests |
| *Instigating fights/violence | *Leaving the classroom without permission |
| *Calling names/ridiculing | *Bullying |
| *Spitting | |

PLAYGROUND RULES (GRADES PRE- K-5)

- 1.** Follow directions of the staff.
- 2.** Use equipment properly.
 - a.** Sit in swings. Do not swing too high.
 - b.** Do not push another child on swings or slides.
 - c.** Use steps only to climb slides. Only one person slides down at a time.
 - d.** Only one person on top of monkey bars.
- 3.** Do not throw rocks or other harmful objects.
- 4.** Do not curse or tease.
- 5.** Play in assigned areas only. Do not run near fences.

DISCIPLINARY PROCEDURES

Minor problems will be handled by the classroom teacher in a routine manner through discussions with the student and other appropriate preventive and corrective measures. Repeated disruptive incidents will be handled with an office referral. Once a student reaches the principal's office, the seriousness of the case will determine the disciplinary action. The principal or his/her designee may take such actions that lead to warnings, detention, suspension, or disciplinary hearings which could result in expulsion. Parents will be contacted by letter and/or telephone in cases of repeated and/or serious disciplinary infractions.

SATURDAY DETENTION PROGRAM (IF OPERATIONAL)

The primary purpose of the Saturday Detention is to curtail discipline problems, especially nuisance type behaviors that have the potential of escalating into major problems, before they get too serious or result in violence, as well as to directly involve parents in behavior modification settings. According to research on violence, the lack of attention to nuisance type behavior can undermine school expectations for safety and a violence-free environment. A good preventive discipline program recognizes that even little things such as teasing, a kick, a push, or even a certain kind of look at someone in the wrong way can cause a situation to escalate into a major problem unless intervention is timely. Therefore, the underlying principles of the proposed detention program are:

	I	The principal and staff may use a variety of resources to modify student behaviors that disrupt the learning process -
	A.	The special abilities of local school personnel
	B.	The assistance of parents or guardians
	C.	The legal and rehabilitative agencies of the city, county, and state
	II	Behavior that may result in a student's being assigned to Saturday Detention includes any behavior which interferes with the teaching and learning process or interferes with the safe management of students in or about the school building or school property, or during any school-sponsored activity. Inappropriate behaviors that will be targeted for priority attention are -
	A.	Spitting, pushing (shoving), horse playing <ol style="list-style-type: none"> 1. Spitting: anything ejected from the mouth with the intent of landing on a person or property 2. Pushing: to move another person by force with any part of the body 3. Horse playing: scuffling, playing aggression which may lead to serious confrontation
	B.	Invading or damaging personal or school property <ol style="list-style-type: none"> 1. Invading: violating personal space and property, i.e., desk, coat, locker, backpack, snatching notes, hats, personal property (including but not limited to the items listed) 2. Damaging: marking, tearing, ripping, or breaking those results in minor damage (including but not limited to items listed)

	C.	<p>Taunting, ridicule, implied hostility Taunting: sarcastic challenge, insult, jeer, mock (including but not limited to the items listed)</p> <p>2. Ridicule: act of exposing to laughter, name calling; to make fun of; belittle; mock; scorn; jeering; provoke; insult; challenge (including but not limited to the items listed)</p>
	D.	Profanity: inappropriate offensive and profane language (without intent to harm)
The principal shall determine if a behavior should be treated as a nuisance or a severe infraction of rules, policies, law.		
III		When a student is referred to the office, at a minimum, the student will have a conference with an administrator, and the administrator will take prompt and reasonable steps to notify parent/legal guardian of the referral, and the action that was taken by the administrator and the possible consequence of future misconduct.
IV		A student referred to the office for causing school disruptions three times within the same marking period will be subject to assignment to Saturday Detention, after which suspension, and/or placement in the alternative program will be the next options available. Behaviors for which a referral may be made are described in Section II of this document, the student handbook, district policies and procedures, and state statutes.

	A.	Unless a referral requires invoking other disciplinary sanctions, the first referral to the office for disruptive behavior may be handled with a conference.
	B.	Unless a referral requires invoking other disciplinary sanctions, the second referral to the office for inappropriate behavior may result in the student being placed in in-school tutorial for one day.
	C.	Unless a referral requires invoking other disciplinary sanctions, the third referral to the office for inappropriate behavior may result in the student being placed in in-school tutorial for three days.
	D.	An administrator has the discretion of placing a student in Saturday Detention with an initial referral based on the severity of the referral, previous behavior, or other extenuating circumstances.
	E.	Nothing in this section is intended to limit the authority of an administrator to suspend and request the expulsion of a student pursuant to state law or district policy.
V		Saturday Detention Program
	A.	Saturday Detention Program is designed to get parents to share in the accountability for their children's behavior, and to accept some of the responsibility for reforming student behavior that is disruptive to the teaching and learning process.
	B.	Fourth referral to the office for disruptive behavior will result in an assignment to Saturday Detention unless other disciplinary measures are more appropriate. On the day student is referred to Saturday Detention, she/he will be placed in in-school Tutorial until completion of Saturday Detention.
	C.	Structure Of Saturday Detention
	1.	Time: 8:00 a.m. - 12:00 p.m. noon: Students and parents must be on time, or they will not be allowed to enter the detention room.
		a. Failure to attend Saturday Detention will result in a three-day out-of-school suspension, and a requirement to attend the next session of Saturday Detention.

	b. Failure to attend subsequent detentions will result in an indefinite suspension and a hearing. A list of all students and parents refusing to attend Saturday Detention will be forwarded to the school attendance officer and Youth Court Judge.
2.	Place: School campus (library, classroom, etc.)
3.	Activities:
	a. 8:00 a.m. - 10:00 a.m.: Parents and students will interact with each other
	(1) Assisting and checking homework, academic skills
	(2) Discussion groups: Alternatives to inappropriate behavior
	b. 10:00 a.m. - 12:00 noon: Students will complete work projects in and around the school/district. Projects will include, but are not limited to -
	(1) Cleaning
	(2) Weeding
	(3) Painting
	(4) Picking up litter
	c. 10:00 a.m. - 12:00 noon: Parents may leave but must return to pick up their children promptly at 12:00 noon.
4.	Staff: The program will be directed by administrators and staff on an assigned basis.
5.	Failure to successfully complete the program will result in an out-of-school suspension and re-assignment to Saturday Detention.
6.	Extenuating circumstances - Religious preference, death, illness, etc. may be cause for rescheduling which may occur one weekday night from 6:00 p.m. - 10:00 p.m.
D.	Students receiving letters on a Friday will be assigned to Saturday Detention the following Saturday, rather than the Saturday immediately following the Friday on which the letter was given to the student. The student's parent/guardian must come to the conference the Monday following the Friday to allow the child to continue to go to class.
1.	Failure of parent to come to the conference - The child will be placed in an in school tutorial until he/she and parent attend Saturday Detention. (A list of all students and parents refusing to attend Saturday Detention will be forwarded to the school attendance officer and Youth Court Judge.)
2.	Failure to attend Saturday Detention - Failure to successfully complete the program will result in an out-of-school suspension and re-assignment to Saturday Detention

MERIT SYSTEM, GRADES 6-12

Leland School District has a Merit System for grades six through twelve. This system in no way supersedes the authority of the Board of Trustees, Superintendent, or the designated school personnel in charge of students.

At the beginning of the school year each student will receive a total of 100 merits. Each student is responsible for checking on the status of these merits as the school year progresses. Both students and parents will be notified of the changes in their merit standings at the following points: 90, 80, and thereafter. The first time a student's merit standing falls below 90, he/she will be given a Low Merit Letter to take home to his/her parent(s) about possible remedies for the misbehavior. At this time parents will also be notified of the student's merit standing by mail. A copy of the Low Merit Letter will be kept on file. Also, at this point, the counselor will be requested to counsel with the student and contact the parent/guardian about possible remedies for his/her child's behavior. Once a student's merit standing returns to 100, it will be his/her responsibility to keep track of merit standing.

Students who demonstrate the following NEGATIVE BEHAVIORS WILL RECEIVE AN IMMEDIATE DEMERIT:

Tardy to school and/or class (2)	Food Items (2)
Dress Code Violation (2)	Disrespect (level 1)
Excessive Talking (2)	Horse playing (4)
Disturbing class and/or student (2)	No textbook or supplies (2)
Refusal to follow classroom rules (2)	Failure to complete work (2)
Profanity (Indirect) (4)	Failure to comply (2)

When a student's merit standing falls below 80, the student will be suspended following these steps:

1 st Offense -----	Overnight Suspension/Parent Conference
2 nd Offense-----	3 days In School Tutorial
3 rd Offense-----	Parent Conference and 3 days Out of School Suspension
4 th Offense-----	Behavioral Compact Agreement (Parent- Student- School)
5 th Offense -----	Disciplinary Committee Hearing
It is recommended (but not mandatory) that the Disciplinary Committee follows these steps:	
1 st Hearing -----	One Week Alternative Program
2 nd Hearing -----	Four Weeks Alternative Program
3 rd Hearing -----	Eight/Nine Weeks Alternative Program

However, if the committee feels the behavior warrants a stronger action, the committee reserves the right to act accordingly.

Whenever a student receives an overnight suspension, the parent/legal guardian must meet with the Administrator before the child is reinstated in school. If a parent/legal guardian does not attend the conference and sends the child to school, the child will not be readmitted, and the School Resource Officer/Police will be called to pick up the child. If the parent/legal guardian cannot be reached, the child will be placed in In-School Tutorial. Failure to complete any disciplinary step will result in a disciplinary hearing.

If a child misbehaves in an in-school tutorial, the parent will be requested to attend the in school tutorial program with the child. If the parent does not attend with the child, the child will then be moved to out-of-school suspension for a three-day period.

The parent(s) will be notified of the student's suspension each time his/her merit standing falls below 80. After each suspension the student will be given a merit standing of 90.

Every attempt will be made by the principals, teachers, and counselors to counsel with the students involved. If, however, it is necessary to hold a hearing, the Committee shall be assembled as dictated by the policies of the Board of Trustees. Copies of these policies may be obtained from the Principal's or Superintendent's office; the policies are also stated in the Student Handbook.

It is very important that students always conduct themselves properly. It is also necessary that a student realizes that he/she is responsible for his/her behavior and therefore the consequences that result from any misbehavior. When a student can make up his/her loss of merits, he/she should be willing to do so as amends for his/her misbehavior. Students will be allowed to make up loss of merits if their conduct has improved in class to the extent that no more demerits have been received for misconduct from that teacher for a week.

Forms will be issued to each teacher and staff member that may be used for the reporting of demerit able behavior. It is, however, recommended that with the first offense the form be completed and turned in, but no demerits given; teachers are encouraged to talk with students about their misbehavior and encourage them to conform to more acceptable standards. Thereafter, if students continue to misbehave, they should be demerited in the following manner:

No more than six demerits shall be given to a student by a teacher in a given day. Administrative approval is necessary for a student to receive six demerits from the same teacher.

A teacher cannot give a student more than a total of six demerits without holding a conference with that student and parent/legal guardian.

If the student still fails to conform after receiving demerits, he/she should be sent to the office with a referral and documented behavior log for further reprimand by the administrator. Any demerits, however, given by the teacher and approved by the principal prior to the student's being sent to the office may become part of the student's record.

A student cannot earn back merits until one week has passed, thereby making him/her more aware of the seriousness of his/her misbehavior. Students may have two merits returned for tardiness if they are not tardy for five days thereafter. (A maximum of ten merits may be returned for tardiness in this manner. Thereafter, students may earn back merits for tardiness by educational assignments from an administrator.) To earn back merits from classroom infractions the student must work with the teacher or staff member who took merits from him/her. The teacher will assign work that is educational in nature and based on the student's ability. This may include such activities as writing essays, constructing class projects/simulations, book reports, etc.

If a student's merit standing falls below 80, he/she then becomes ineligible for participation in any extracurricular activities. Sponsors of these activities are required to closely monitor the merit standing of each student he/she supervises. The building principal will also closely monitor a student's merit standing. Once a student gains a merit rating of 85 or above, he/she is once again eligible for participation.

It will be the student's responsibility to check on his/her merit standing in the office. The posting of merits/demerits in the logbook will take place only once a day. Teachers and staff members should turn in all Disciplinary Referral (Demerit) forms no later than the end of each school day. If after a posting period for that day, a student falls below 80, he/she will be suspended. It will not help the student to **"rush off"** in pursuit of merits that he/she could have otherwise worked off earlier to prevent a suspension.

Once a student returns from a suspension and is given a merit standing of 100, he/she will be closely monitored and counseled by the counselor. A student must be very conscientious about his/her standing and try to work with his/her teachers and counselor to maintain a good rating.

Students who maintain a perfect merit standing of 100, will receive an administrative choice incentive for the first nine weeks; the second nine weeks incentive will be an out of uniform day; and any additional incentives can be found in the school's PBIS Plan.

ACTS OF VIOLENCE

Any student who starts or participates in a disturbance, or seriously threatens the physical safety of others **at any time** during the course of the school year may be suspended from school immediately and, depending on the severity of the disturbance, be subjected to a disciplinary hearing. In case this occurs during the last days of school, the student will be subject to a disciplinary hearing. Any resulting suspensions may lead to placement in the alternative program or expulsion for the next school year, depending upon the severity of the disturbance, the degree of participation, etc. Each and every student who attends the facilities of the **Leland School District** shall honor and respect the human dignity, physical welfare and ordinarily recognizable human and civil rights of each and every other individual.

The principal shall immediately notify the Superintendent or his designee of any aggravated assault or assault on a school employee. The Superintendent of the school district or his designee shall notify the appropriate law enforcement officials. In the event of an emergency or if the Superintendent or his designee is unavailable, the principal shall make the report to the law enforcement agency.

The local school board has the authority to expel an unruly pupil or to change his or her placement to an alternative school or a home-bound program for misconduct:

- in the school
- on the road to and from school
- at any school related activity or event, or on property other than school property or other than at a school related event.

Authority exists when the Superintendent or principal determines that such misconduct renders the pupil's presence in the classroom a disruption to the educational environment or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole. (House Bill 776, Effective July 1, 2000)

Any serious acts of school violence, as defined by board policy or by state/federal law, shall be reported to the Youth Court.

WEAPONS

Any student found to have any instrument in his/her possession at school which could inflict bodily harm on another student will be immediately suspended until such time that a disciplinary hearing can be held to review the evidence and make a recommendation to the Superintendent as to what action(s) to take. Possession includes such items as pocketknives, regular kitchen knives, box cutters, guns, brass knuckles, metal pipes, etc.

Whenever a gun is found in a student's possession, the student will automatically be expelled for a calendar year unless circumstances warrant otherwise. Expulsion will also occur whenever a weapon, other than a gun, is used in an altercation.

Possession of a weapon, other than a gun, will also result in suspension or expulsion, unless circumstances warrant otherwise. The Superintendent and Board of Trustees have the authority to overrule a recommendation of the disciplinary committee when a decision of the committee is in violation of board policy and/or state/federal laws, in matters of weapons possession, use, and/or distribution.

The principal shall immediately notify the Superintendent or his designee if a student is in possession of a firearm or other weapon. The Superintendent of the school district or his designee shall notify the appropriate law enforcement officials. In the event of an emergency or if the Superintendent or his designee is unavailable, the principal shall make the report to the law enforcement agency.

The **Leland School District** operates in compliance with the Gun-Free School Act. The penalty for bringing a firearm on school property shall be expulsion for one calendar year. A student who is expelled for bringing a firearm on school property in any public, private, or parochial school setting, must apply for readmission.

STUDENT ARRESTS BY LOCAL LAW ENFORCEMENT AUTHORITIES

Law enforcement agents will be permitted to arrest and carry from the premises students for whom they have valid arrest warrants

SUSPENSIONS, EXPULSIONS, OR ALTERNATIVE PLACEMENTS

All core courses will be offered on a daily basis, to the students in the Alternative Program.

Students may be assigned to In-School Tutorial (IST). Any placement in IST will result in nonparticipation in any extracurricular activities during the assigned day(s). Any violators will be deemed as trespassers and will be subjected to additional punishment.

Exceptional Education Students:

Referenced: Mississippi Department of Education, Office of Exceptional Education Procedures for State Board Policy 7219, Volume IV: Discipline

School personnel may remove a child to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability if there is a violation of the school's code of student conduct under the following special circumstances. This removal of a child with a disability would relate to solely drugs, weapons, and infliction of serious or bodily harm offenses. The removal authority applies to a child with a disability:

- **Who carries a weapon to or possesses a weapon at school, on school premises or at a school function?**
- **Who knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, at school-on-school premises, or at a school function; or?**
- **Who inflicts serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the local educational agency?**

An illegal drug means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority.

Serious bodily injury means injury that involves an extreme physical pain; substantial risk of death; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.

If these circumstances occur while at school, on school premises or at a school function under the jurisdiction of the public agency, the child may be removed to an IAES for forty-five (45) days or less. The public agency must notify the parents of the decision and provide to the parent, the PWN and Procedural Safeguards. The child's IEP Committee, of which the parent(s) is a member, determines the IAES and the appropriate services. Although the manifestation determination need not occur prior to the removal under these circumstances, and the removal can continue for not more than 45 school days, regardless of whether the behavior is later determined to be a manifestation of the child's disability, the public agency should take prompt action to complete the manifestation determination. The child may remain in the IAES for up to forty-five days (45), unless the IEP Committee reconvenes before the term expires and determines that the IAES is the child's appropriate placement for another forty-five (45) days.

The school district must report crimes that occur on school grounds to the appropriate authorities. Nothing prevents the State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. The public agency must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the public agency reports the crime. This transmission must comply with the Family Rights and Privacy Act. The transmission of personal identifiable data must be for the purpose of the juvenile justice system's ability to effectively serve the child whose records are released.

RULES AND REGULATIONS GOVERNING SUSPENSION OR EXPULSION OF STUDENTS

The following rules and regulations have been adopted by the Board of Trustees as a procedure to be followed in the event of a disciplinary action leading to suspension or expulsion of a student.

- 1.** The Superintendent shall name a disciplinary committee of administrative, guidance, supervisory support, and school psychologist personnel which shall include a pool of not less than eight members.
- 2.** Principals or building administrators shall make a written report of each suspension to the Superintendent to include:
 - a.** Name of student, address; name of parent/guardian and
 - b.** Statement of the reasons for the suspension including the date and time.
- 3.** Where punishment for infraction of the rules shall result in a suspension of nine days or less, the principal involved shall schedule an informal conference with the student. At the request of the pupil, his/her parent/legal guardian shall be present. He/she will be advised of the nature of the offense in writing and the number of days of suspension. If the pupil and/or his/her parent disagree with the proposed suspension, before imposition and on written request, the matter shall be referred to a Disciplinary Hearing Committee. The Disciplinary Hearing Committee shall be formed according to policy, and the procedure outlined in steps seven and below shall be initiated.
- 4.** Where punishment for an infraction of the rules will result in a disciplinary hearing, a Disciplinary Hearing Committee shall be constituted, and the student and his/her parent/legal guardian will be notified in writing of the charges made, to be stated in specific terms. This notice will set a time and place for a hearing on the charges and will either be delivered personally or mailed to the parent at the last known mailing address.
- 5.** The designee of the superintendent shall name a disciplinary hearing committee from the disciplinary committee pool. For each hearing held, the designee of the superintendent of schools shall designate three persons for this disciplinary hearing committee.
- 6.** Within five days a notice shall be given of the time and place of the hearing, the notice period to begin with delivery or mailing of the written notice. With the approval of the Superintendent, the principal may, in his/her discretion, temporarily suspend the student until such time as the charges may be heard, but not to exceed nine days.
- 7.** The Disciplinary Hearing Committee so constituted shall conduct a full evidentiary hearing, shall examine witnesses on both sides, and shall make such rules of procedure as may be desirable to maintain an orderly process. The student and his/her parent/legal guardian shall have the right to cross-examine adverse witnesses and present relevant proof desired. The student and his/her parent/legal guardian may be represented by counsel at such hearing, at their expense, if they desire. They shall have the right, if they so desire, to make a record of evidence given, at their expense. Should the student and/or his/her parent/legal guardian not appear at the time and place set for the hearing, the hearing will be held in their absence.
- 8.** The Disciplinary Hearing Committee will make recommendations to the

Superintendent/Board of Trustees as to expulsion, length of suspension, or alternate placement of a student sent before a Disciplinary Hearing Committee for a disciplinary infraction. The Superintendent/Board of Trustees will either approve or override the recommendations of the Disciplinary Committee. Following a hearing, the Disciplinary

Hearing Committee may take up to three working days to consider evidence and make disciplinary recommendations to the superintendent/Board of Trustees. Students may appeal all recommendations of the Disciplinary Committee and decisions of the Superintendent to the Board of Trustees.

9. Within three working days following the hearing, the Disciplinary Hearing Committee shall make to the superintendent a written report which shall contain specific findings of fact as to what, upon all evidence, they find actually transpired, specific findings as to the student's guilt or innocence upon each charge, and their recommendations as to punishment, if any, deemed appropriate under the circumstance. The superintendent can accept or override the recommendations of the Disciplinary Hearing Committee. In addition, all cases involving "attempts by physical menace to put another," as identified in Mississippi Code 97-3-7 (Superintendent, Principal, Teacher, other instructional personnel, School Attendance Officer, or Bus Driver acting within the scope of his/her duty, office, or employment), "in fear of imminent serious bodily harm..." will automatically be placed on the agenda for the next meeting of the Board of Trustees which shall approve or disapprove the findings and decision of the superintendent.
10. The student and his/her parent/legal guardian may be present and may be represented by counsel at the board review, but no additional evidence may be presented. The review will be based solely upon the findings and recommendations of the Disciplinary Hearing Committee, and the recommendations of the Superintendent. The Board may also review the record of the original hearing if any is made.

RULES AND REGULATIONS GOVERNING SCHOOL SEARCHES

See Policy JCDA – School Search

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

1. **Desks and Lockers:** Desks and lockers are school property and remain at all times under the control of the school. However, students are responsible for whatever is contained in desks and lockers issued to them by the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration. Inspection of individual lockers or desks may occur when there is a reasonable probable cause to do so and, in those cases, the student or a third party shall be present.
2. **Automobiles:** The school retains authority to inspect student automobiles used as transportation to school whether on or off school property. When a school authority has reasonable probable cause to believe that illegal or unauthorized materials are contained inside a student vehicle, the student may be required to open the automobile, including the trunk, for further inspection. Policy code JGFF
3. **Search of Students:** A student's person and/or personal effects may be searched whenever a school authority has reasonable probable cause to believe that the student is

in possession of illegal or unauthorized materials. If a pat-down or an intrusive search of a student's person is needed, the police will be contacted.

- 4. Use of Metal Detectors: Leland School District** is concerned with the safety, well-being, and best interests of its young people at all times. The district also recognizes an obligation to parents and the community. As a part of this obligation, each school in the district will conduct periodic searches for weapons using mobile metal detectors in accordance with procedures approved by the Board of Trustees. In addition, if the school district or law enforcement authorities believe that reasonable probable cause exists, or if law enforcement authorities are working on a case, they may conduct a search of the school using metal detectors. Any search of a student's person as a result of the activation of the detector will be conducted in accordance with the district policy governing search and seizure or under criminal law standards if conducted by law enforcement authorities.
- 5. Use of Drug Dog:** The school district, in cooperation with law enforcement authorities, may conduct periodic searches in each school with a drug dog. In addition, if the school district or law enforcement authorities believe that reasonable probable cause exists, or if law enforcement authorities are working on a drug case, they may conduct a search of the school with a drug dog. The dog will be under the command of the law enforcement authority with the law enforcement agency being liable for the actions of said dog. If law enforcement authorities conduct a search, the search will be conducted under criminal law standards. If a search yields illegal or contraband materials, these materials shall be turned over to the proper authorities, and the district policy on drugs, alcohol, and narcotics will be enforced.
- 6. Seizure of Illegal Materials:** If a search yields illegal or contraband materials covered by this policy statement, they shall be turned over to proper legal authorities for ultimate disposition.

DRUGS AND ALCOHOL (POLICY JCDAC)

(UNANNOUNCED DRUG TESTING WILL BE CONDUCTED THROUGHOUT THE SCHOOL YEAR)

Students are absolutely prohibited from carrying, possessing in any manner, using or selling alcoholic beverages, edibles, morphine, marijuana, cocaine, opium, heroin or their derivatives or compounds, drugs commonly called LSD, "pep" pills, tranquilizers, "Mollies," Xtacy, or any other narcotic drug, barbiturate, substance ingredient or compound which, when taken orally, intravenously, inhaled or in any other manner, may cause the person to be under the influence thereof or any other controlled substance regulated by law.

The provisions of this policy shall not apply to any student who is under the care of a licensed physician and who is taking medication which is under the supervision and direction of such physician. With regard to prescription medications, the student's principal must be put on notice that the student is prescribed to take medication. All prescribed medications will be stored in the principal's office and given to the child according to prescription. At no time will a student be allowed to carry any form of narcotics in a purse, backpack, or anywhere in his/her possession.

The provisions of this policy shall apply to all students during all of the period of time that they are under and subject to the jurisdiction of this school district, while participating in or going to or from any school-related activity, while under the supervision and direction of any teacher, principal or other authority of this school district or when such conduct does or may threaten to interfere with or disrupt the educational process or pose a threat to the safety of the student or others. ***It should be noted that Leland School District reserves the right to conduct random drug tests at any time, unannounced, for all students, staff and employees throughout the school and any contractual year.**

Any student violating any of the provisions of this policy shall be automatically suspended and recommended for expulsion by the superintendent or principal of the school in which the student is enrolled. Pursuant to Miss. Code Ann. § 37-11-18, “any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Section 97-37-17, Miss. Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis.” The suspension shall be effective immediately subject to the procedures of due process as stated as follows: Students disciplined for violating any of the provisions of this policy shall appeal to the Superintendent in writing within three (3) days of violation. In the event, that the violation occurs on Friday, appeals must be submitted, in writing, by the close of business the following Monday.

This policy is for the discipline and protection of the students of this school district and their general welfare. By implementing this policy, the Leland School Board of Education is aiming to protect the health and safety of its students from illegal and/or performance- enhancing drug use. Nothing herein contained shall be construed to avoid any prosecution under any pertinent criminal statute of the State of Mississippi.

DRUGS, ALCOHOL, AND NARCOTICS

The possession or consumption of alcoholic beverages, edible controlled substances, controlled dangerous substances, counterfeit controlled dangerous substances, non-controlled substances as defined by the laws of Mississippi, or other intoxicants on school buses, within school buildings or upon school property, or during any school, school-related, or board of education sponsored activity, whether held on school property or at locations off school property, is strictly prohibited. Violation of this policy shall result in suspension or expulsion from school in accordance with regulations promulgated by the Board of Trustees/Superintendent of schools.

The distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, non-controlled substances as defined by the laws of Mississippi, or other intoxicants on school buses, within school buildings or upon school property, or during any school, school-related, or board of education sponsored activity, whether held on school property or at a location off school property, is strictly prohibited. Violation of this policy shall result in expulsion from school in accordance with regulations promulgated by the Board of Trustees/Superintendent of schools.

A student may not attend any school, school-related or board of education sponsored activity, whether held on school property or at locations off school property, after having used or consumed any alcoholic beverage, controlled dangerous substance, counterfeit controlled dangerous substance, non-controlled substance as defined by the laws of Mississippi, or other intoxicants.

Violation of this policy shall result in suspension or expulsion from school in accordance with regulations promulgated by the Board of Trustees /Superintendent of schools.

The principal shall have full authority to suspend any student who violates this policy, pending a disciplinary hearing. In addition, the principal shall immediately report such activities to the Superintendent of the school district or his designee who shall notify the appropriate law enforcement officials. In the event of an emergency or if the Superintendent or his designee is unavailable, the principal shall make the report to the law enforcement agency.

TOBACCO USE PROHIBITED

This act shall be known and cited as “Mississippi Adult Tobacco Use on Educational Property Act of 2000.”

DEFINITIONS

- 1. Adult — any natural person at least eighteen (18) years old.**
- 2. Minor — any natural person under the age of eighteen (18) years old.**
- 3. Person — any natural person.**
- 4. Student — any minor enrolled in Leland School District.**
- 5. Tobacco product — any substance that contains tobacco, including, but not limited to, cigarettes, cigars, pipes, snuff, smoking tobacco, or smokeless tobacco.**
- 6. Educational property — any public school building or bus, public school campus, grounds, recreational area, athletic field, or other property owned, used or operated by any local school board, school, or directors for the administration of any public educational institution or during a school-related activity; provided, however, that the term “educational property” shall not include any sixteenth section school land or lieu land on which is not located a public school building, public school campus, public school recreational area or public school athletic field. Educational property shall not include property owned or operated by the state institutions of higher learning, the public community and junior colleges, or career and technical complexes where only adult students are in attendance.**

(UNANNOUNCED DRUG TESTING WILL BE CONDUCTED THROUGHOUT THE SCHOOL YEAR)

PENALTY FOR VIOLATION

No person shall use any tobacco product on any educational property as defined by this act. Any adult who violates this section shall be subject to a fine and shall be liable as follows:

1. **For the first conviction, a warning.**
2. **For the second conviction, a fine of one hundred dollars (\$100.00);and**
3. **For all subsequent convictions, a fine not to exceed Two hundred dollars (\$200.00) shall be imposed.**

Any minor who violates this section shall be liable as follows:

1. **For the first conviction, minors will be escorted off the educational property.**
2. **For the second conviction, minors will be banned from the educational property.**
3. **For all subsequent convictions, minors will be charged with trespassing by the Leland School District, and the case will be referred to the Youth Court of Washington County.**

ISSUANCE OF CITATION

Any adult found in violation of this section shall be issued a citation by a law enforcement officer, which citation shall include notice of the date, time, and location for hearing before the justice court having jurisdiction where the violation is alleged to have occurred. For the purposes of this section, “subsequent convictions” are violations committed on any educational property within the State of Mississippi.

1. Students should always be dependable, trustworthy, and always try to give a great effort in the classroom and activities at all times.
2. Coaches and activity directors will set team and activity rules approved by the principal and athletic director (sports).
3. The activity rules may be appealed to the **Leland School District Superintendent**.

NO SMOKING POLICY

All schools in the **Leland School District** are smoke-free and tobacco-free. Students in **Leland School District** are not permitted to have cigarettes, other tobacco products, or other smoking items. Students are not permitted to smoke in the school building, on the campus, or on any other school property.

Any student defined as a minor (“**minor**” defined by law as a person under the age of eighteen years old) who violates this policy shall be subject to the following:

1. For cigarettes or other smoking materials on a student's person, the student will be suspended from school until one/both parents/legal guardian can attend a parent/legal guardian student conference. Continued violation may result in serious discipline consequences.
2. For smoking in the building, on the campus, or on any other school property, the student will be suspended from school for a three-day period.

Electronic cigarettes have recently surpassed conventional cigarettes as the most commonly used tobacco product among youths. The Leland School Board of Education recognizes that the use of electronic cigarettes and other vaping devices, or any tobacco products, is detrimental to the health and safety of students, staff and visitors and is therefore prohibited at all times.

This policy applies to all students, school staff, parents, and any visitors while on school grounds, in school buildings and facilities, in any school bus, on school property, or at school-related activities or school-sponsored events which includes, but is not limited to, athletic events.

DEFINITIONS

Vaping - The act of inhaling and exhaling the aerosol (often called vapor) produced by an electronic cigarette or similar battery-powered device.

Electronic Cigarette - An electronic product or device that produces a vapor that delivers nicotine or other substances to the person inhaling from the device to simulate smoking, and is likely to be offered to, or purchased by, consumers as an electronic cigarette, electronic cigar, electronic cigarette, or electronic pipe. Also known as e-cigs, vape pens, e-hookahs e-pipes, tanks, mods, vapes, electronic nicotine delivery systems, ENDS, JUUL, ETC. Some devices may resemble cigarettes while others may resemble pens, USB sticks, or other everyday items.

VIOLATIONS

Any student found in violation will have the device confiscated and not returned if suspicion of illegal synthetic or illegal drugs will be subject to further laboratory drug testing and authorities will be notified.

Disciplinary Action

- The First Offense is a three (3) day suspension. In-School Suspension or Out-of-School Suspension to Principals' discretion.
- The Second Offense is a five (5) day suspension. In-School Suspension or Out-of-School Suspension to Principals' discretion.
- The Third Offense is an assignment to Alternative School Placement.
Repeated offenses after the third offense: **Minimum** - Assignment to any flagrant violations can result in expulsion for a calendar year.

Mississippi Adult Tobacco Use on Educational Property Act of 2000:

No person shall use any tobacco product on any school property.

- Adult violators (“**adult**” identified by law as any person at least eighteen years old, including students) shall be subject to a **warning** for the first conviction, **\$75** for a second conviction and a fine not to exceed **\$150** shall be imposed for subsequent violations.
- School property means any:
 - public school building
 - bus
 - campus or grounds
 - recreational area or athletic field
 - or other property owned, used or operated by a local school board

Sixteenth section land or lieu land without school facilities or school related activities are exempt. **Effective July 1, 2000**

GANG ACTIVITY

This school district is committed to maintaining a safe school environment for its students and staffs. Students are expected to adhere to the school’s and district’s standards of conduct that

promote wellbeing and support the learning process. Gang activity will not be tolerated in any form. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the “Mississippi Street gang Act” (MS Code 97-44-1 *et seq.*).

BULLYING (POLICY JDDA)

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

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

ALTERNATIVE SCHOOL PROGRAM. (POLICY JCD)

Alternative School Program – Regular School Schedule

The school board of this district shall establish, maintain, and operate, in connection with the regular programs of said school district, an alternative school program. The alternative school program shall be operated as part of and in accordance with the regulations applicable to the regular school program and with all requirements of federal and state law (MS Code of 1972 Section 37-13-91, et al) and the guidelines of the State Department of Education

- 1. The alternative school program shall serve compulsory-school-age children:
 - a. Who have been suspended for more than ten (10) days or expelled from school, except that such placement may be denied when the expulsion was for possession of a weapon or other felonious conduct?
 - b. Who are referred for placement based upon a documented need by the parent, legal guardian, or custodian because of disciplinary problems?
 - c. Who are referred by order of a chancellor or youth court judge, but only with the consent of the principal; and?

- d. Whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class.
2. Before placement in the alternative school program, the principal or program administrator of the alternative school program shall obtain verification of the child's suitability for the program from the appropriate guidance counselor. Before a student can be removed to an alternative school education program, the superintendent shall determine that the written and distributed disciplinary policy of this district is being followed and that the policy includes standards for:
 - a. The removal of a student to an alternative education program that will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or other appropriate professional personnel, as defined by district policy, to ensure a continuing program for the removed student.
 - b. The duration of the alternative placement; and
 - c. The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy.
3. The superintendent shall provide for the continuing education of a student who has been removed to an alternative school program. Students placed in the alternative school program are subject to the policies and rules of conduct and discipline as well as any other rules of conduct and discipline deemed appropriate by the superintendent and/or principal.
4. This district shall ensure the following components are included in the alternative school program:
 - a. Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for disciplinary and general educational development (GED) placement.
 - b. Clear and consistent goals for students and parents.
 - c. Curricula addressing cultural and learning style differences.
 - d. Direct supervision of all activities on a closed campus.
 - e. Attendance requirements that allow for education and workforce development opportunities
 - f. Selection of program from options provided by the local school district, Division of Youth Services, or the youth court, including transfer to a community-based alternative school.

- g. Continual monitoring and evaluation and formalized passage from one step or program to another.
 - h. A motivated and culturally diverse staff.
 - i. Counseling for parents and students.
 - j. Administrative and community support for the program; and
 - k. Clear procedures for annual alternative school program review and evaluation.
5. Any student who becomes involved in any criminal or violent behavior shall be removed from the alternative school program and, if probable cause exists, a case shall be referred to the youth court. The removal of a student from the alternative school program on these grounds shall be reported in accordance with the applicable school board policies.
 6. This school district shall submit a report by July 31 of each calendar year to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to MS Code of 1972 Section 37- 13-92. The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under MS Code of 1972 Section 37-13-92.

Certain offenses will result in immediate suspension, a disciplinary hearing, and further disciplinary action, with the first offense. They include:

1. Extortion: attempt to get something by force or threat of force
2. Use or possession of intoxicating beverages, vaping or narcotics
3. Possession of a knife or any other weapon
4. Sexual misconduct
5. Any other unlawful or violent act listed on the School Violence Criminal Act Report, Mississippi Code, or board policy, or as deemed appropriate by school staff
6. Assault (Student and/or Staff Member)

Certain offenses may carry suspension and possibly a disciplinary hearing with the first offense. They include:

1. Bullying (continuous)
2. Threatening: statement or motion that makes someone else afraid
3. Intimidation: influence by fear
4. Teasing in a derogatory manner
5. Instigating, provoking, or encouraging conflict; starting or passing rumors
6. Sexual harassment: inappropriate sexual comments or gestures
7. Profanity (directed), derogatory or disrespectful remarks, etc.
8. Stealing
9. Fighting or class disturbances (serious)
10. Gambling
11. Insubordination, refusal to obey reasonable requests
12. Destruction of school property
13. Firecrackers and other explosives

14. Visiting other school campuses or attending school activities that have been declared off limits, without permission
15. Forgery of signatures
16. Use of social media during the school day
17. Intimidation, bullying or extortion on social media

EXCEPTIONAL EDUCATION STUDENTS

Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations, and state regulations.

STUDENT CONDUCT AND GRADES

Criteria used in the evaluation process to determine a student's grade must be supported by rationale. The criteria must be in writing and must include the following:

1. Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides
2. Methods of evaluation of grades will reflect some combination of the areas listed below:
 - a. Class work
 - b. Homework
 - c. Test scores
 - d. Participation
 - e. Skill application
 - f. Preparation for class
3. The effect of absence on grades
4. Procedures for making up assigned work and tests
5. Other criteria as may be approved by the superintendent and school board

This school district, in its discretion, may provide a program of general educational development (GED) preparatory instruction in the alternative program.

The Mississippi Public School Accountability Standard for this policy is standard 22.

STUDENTS COMPLAINTS OF SEXUAL DISCRIMINATION/HARASSMENT

See Policy Code: JB

SEXUAL HARASSMENT

In accordance with Title VII of the 1964 Civil Rights Act, as amended in 1972, Section 703, no student in the Leland School District shall be subject to sexual harassment from another student or a staff member.

It is the intent of the school board to maintain an environment free from sexual harassment of any kind. Therefore, unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited.

Complaints of violation of this policy may be made to the appropriate building administrator or the Title IX coordinator without fear of reprisal. Refer to the Procedures for Title IX in this student handbook. Should violations prove to be legitimate, the offending employee/student shall be subject to severe disciplinary action and the student shall also be subject to alternative placement.

PROCEDURES FOR TITLE IX

Step One: Any student or employee who has a complaint of sex discrimination prohibited by federal law contained in Title IX of the educational amendments of 1972 shall attempt promptly to resolve the complaint by discussion with his/her principal, in the case of a student; or his/her supervisor, in the case of an employee. The complaint should be in writing and should describe in as much detail as possible the facts of the situation. The principal/supervisor shall keep a written record of the discussion and provide a copy to the student/employee involved.

Step Two: If the complaint is not resolved in step one, the complainant may file the complaint in writing with the Title IX office for the school. The Title IX office shall keep a written record of the discussion and provide a copy to the student/employee involved. The school districts' office responsible for Title IX - **Dr. Nehru Brown, Federal Programs Director**.

Step Three: If the complaint is not resolved in step two, the complainant may file the complaint in writing with the **Superintendent** of Schools by certified mail, return receipt requested, and mail a copy to the principal or supervisor involved. The Superintendent shall arrange a meeting to discuss the complaint within ten (10) calendar days after he/she receives the written complaint and subsequent meetings may be scheduled as agreed by both parties. The Superintendent shall give a written answer to the complainant by certified mail, return receipt requested, within ten (10) calendar days after the final meeting regarding the complaint.

Step Four: If the complaint is not resolved in step three, the complainant may file the complaint in writing by certified mail, return receipt requested, to the president of the board within ten (10) calendar days after receipt of the Superintendent's answer. The board shall consider the complaint at the earliest appropriate meeting at which time the complainant shall have the right to present his/her position to the board. The board shall, within thirty (30) calendar days after the meeting, advise the complainant in writing by certified mail, return receipt requested, of the action taken, with regards to the complaint.

Title IX complaints may also be filed directly with the Director of the Office for Civil Rights: Department of Health, Education, and Welfare, Washington, D.C. 20201.

The same procedures shall be followed if a student or employee has a grievance with any one of the compliance policies listed in this student handbook

STUDENT DRESS CODE

Any apparel that is "disruptive of the learning environment" is deemed inappropriate and contrary to the intent of the school board.

1.	Oversized and/or sagging pants that are not worn at waist level are prohibited. Belts are required and shall be buckled; strings will be provided for students without belts.
2.	Hair shall be groomed only in restrooms; no grooming instruments shall be left in the hair during the school day.
3.	Tank tops, muscle, body, or undershirts shall not be worn without an outside shirt. Shirrtails must be tucked in. Shirts must be buttoned or zipped. Overall straps and suspenders must be worn on the shoulders.
4.	In grades pre-kindergarten through four, shorts, skirts, and dresses must come to the end of the fingers when arms are held parallel to the body.
5.	In grades five through twelve, shorts, skirts and dresses must be no shorter than one inch above the knee. Shirts and sweaters that cannot be tucked inside pants or skirts are not allowed.
6.	Spandex garments and sundresses without T-shirts are not permissible.
7.	No clothing shall be extremely low in the front or back nor excessively tight. Midriffs must not be exposed. Excessively tight pants must not be worn. Clothing may not be worn inside out or backwards.
8.	Students shall be clean and neat. (Clothing with inappropriate holes shall not be worn.)
9.	Sunglasses or hats shall not be worn in the building by anyone this also include hoodies.
10.	Apparel advertising an alcoholic beverage, tobacco, drugs or a fraternity/sorority, or apparel suggestive in nature shall not be worn.
11.	Boys shall not wear earrings. Visible body piercings, except for earrings in the ears worn by girls, are not allowed by boys or girls.
12.	No open toe shoes of any kind such as beach type flip flop, sandals, house shoes, (shoes), shoes without a back strap, and other footwear (cros) are considered inappropriate. For safety reasons, these types of shoes are not allowed.
13.	No Leggings can be worn as bottom garments alone. Leggings can be worn only as undergarments for skirts and skorts.

These regulations are to be observed by all students. Any student violating these minimum standards of dress will:

- Be sent home to change clothing and will receive an unexcused tardiness/absence.
- When parents cannot be contacted, students will be placed in-school tutorial for the remainder of the school day and given a mandatory parent conference. Parents will be required to bring the student back to school for admittance.
- Continued violation of the dress code may result in serious discipline consequences.
- The grading guidelines for in-school tutorials will be followed.

UNIFORM POLICY

Effective immediately, all school bags including book bags, backpacks, satchel, etc. are subject to search/inspection whenever on school property or at a school related activity. A student's search will be conducted by the school resource officer in the presence of the building principal or his or her designee.

As a results, The Leland School District requires the use of clear backpacks for safety reasons in all schools (grades PreK – 12th). This policy is part of the district's overall effort to prevent school violence and to provide safe schools for our students, staff, and community.

See Policy Code: JCDBB

Edna M. Scott Elementary School	
• Blouses	White, Burgundy, & Light Pink
• Shirts	White, Burgundy, Gray & Light Pink
• Skirts	Burgundy, Burgundy Plaid, & Khaki
• Skorts & Jumpers	Burgundy, Burgundy Plaid, & Khaki
• Pants	Burgundy, Khaki, & Navy Blue
• Sweaters, Windbreakers, & Cardigans	White, Light Pink, Burgundy, Khaki & Tan
Leland School Park	
• Blouses	White, Light Blue, Light Yellow, & Navy Blue
• Shirts	White, Light Blue, Light Yellow, & Navy Blue
• Skirts, Skorts & Jumpers	Navy Blue, Navy Blue Plaid, & Khaki
• Pants	Navy Blue & Khaki
• Sweaters, Windbreakers, & Cardigans	White, Light Blue, Navy Blue, Khaki & Tan
Leland High School	
• Blouses	White, Burgundy
• Shirts	White, Burgundy
• Skirts, Jumpers, & Pants	Khaki & Navy Blue
• Sweaters, Windbreakers, & Cardigans	White, Burgundy, Khaki, & Tan

GENERAL RULES/REGULATIONS

1. Articles of clothing should not contain any symbols or logos not approved by the school district.
2. Clothing may be worn in any combination of complementary colors.
Socks and opaque stockings must be in one of the school colors.
3. Outer garments that are of a different color, or colors, than the school uniform colors may not be worn for the purpose of concealing a uniform. White or gray t-shirts are the only allowable color undershirts if the undershirt is visible.
4. Students in the Alternative Program will be required to wear uniforms every day of the week.
5. Pants with belt loops must be worn with a belt. Shirts and sweaters must be worn inside skirts/pants, etc.
6. Sagging pants will not be allowed. Strings may be used to prevent pants from sagging, if necessary.
7. Students not in uniform will be required to contact parents or legal guardians. If a parent or legal guardian is not available – SRO will escort students' home to obtain proper attire. Upon returning, students will be issued a tardy for that day. If a student does not return, the absence will be regarded as an unexcused absence.
8. Uniform days will be Monday - Friday for all schools, unless otherwise changed by the principal with the approval of the superintendent.

The **Superintendent** has the authority to modify clothing specifications and/or requirements.

Enclosed shoes are highly required due to safety. However, any sandals with straps are required. No crocs are allowed.

Footwear Disclaimer: If the students should wear open shoes or shoes without straps; Leland School District will not be liable for any injuries.

USE OF PRIVATE VEHICLES

High school students may be furnished with parking permits proof of insurance. Student drivers must be licensed. Once a student arrives at school, she/he cannot return to his/her car during the school day without the principal's permission. Students violating this rule will not be allowed to drive a car to school after being warned.

Students reporting to the **Leland School Park** campus are not authorized to drive any kind of motor vehicle to school regardless of whether the student has a license or not.

Students are not authorized to drive vehicles to the **Leland Career & Technical Center**, unless approved by the principal and the vocational director. Cars must be parked only in areas designated for students.

Students must not drive staff members' cars during the school day or for school activities.

Following three warnings, a car without a parking permit may be removed from a school campus, at the owner's expense, if it does not contain a school parking permit. Parking permits may be obtained from the School Resource Officer with proof of insurance.

Students who park off campus are considered to be parking at “**your own risk** “ and the district will not be held liable for any damages or incidents that may occur.

USE OF SCHOOL PHONES

Students will not be allowed to contact parents/legal guardians on office phones except in extreme emergencies. Office staff, not students, will place phone calls.

AUDIO INSTRUMENTS

Cell Phone/Electronic Equipment/Device Policy (Including I-Pods, etc.)

The use of **CELL PHONES** and other electronic equipment/devices is prohibited on school campuses before, during, and after school. Any cell phones and other electronic equipment/devices observed being used in any way (texting, talking, taking pictures, looking at time, etc.) will be confiscated.

1st Offense

Parent Contact is required

2nd Offense

School will keep the device **5 SCHOOL DAYS or \$25.00**; a parent conference is required at the end of the 5-day period to regain possession of the device.

3rd Offense

Schools will keep the device for 10 **SCHOOL DAYS or \$50.00**; a parent conference is required at the end of the 10-day period to regain possession of the device.

4th Offense

Schools will keep the device **30 days or \$75.00**; a parent conference is required at the end of the 30-day period to regain possession of the device.

5th Offense

Schools will keep the device for the remainder of the school year, at which time a parent may regain possession of the device. If it is not picked up by a parent after the end of the school year, the device will be donated to charity.

Students will not be allowed to remove memory cards, batteries, etc. from the device. If the student does not willingly surrender the device upon request, the following consequences will occur.

1st Offense – May be given up to Three days suspension and the above 1st time offense consequence will also be imposed.

2nd Offense – May be given up to Five days suspension and the above 2nd time offense will be imposed.

3rd Offense – Students may be required to appear before a disciplinary committee to determine appropriate disciplinary actions

PART VIII – FEES (POLICY JS)

This school board hereby authorizes the superintendent to charge reasonable fees, but not more than the actual cost, for the following:

1. Supplemental instructional materials and supplies, excluding textbooks;
2. Other fees designated by the superintendent as fees related to a valid curriculum educational objective, including transportation; and
3. Extracurricular activities and any other educational activities of the school district which are not designated by the superintendent as valid curriculum educational objectives, such as band trips and athletic events.

All fees authorized to be charged under this policy, except those fees authorized under (C) above, shall be charged only upon the condition that a financial hardship waiver may be granted upon request pursuant to the following.

FINANCIAL HARDSHIP WAIVER POLICY

All fees authorized to be charged under subsections (A) and (B) of the Fee Policy above shall be charged only upon the following conditions:

1. Applications for hardship waivers shall be kept in the strictest of confidence with all files and personal disclosures restricted from review by the general public.
2. Pupils eligible to have any such fee waived as a result of an inability to pay for said fees, shall not be discriminated against nor shall there be any overt identification of any pupil who has received a financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials or by any other means.
3. In no case shall any of this school district's procedures expose any pupil receiving a hardship waiver to any type stigma or ridicule by other pupils or school district personnel.
4. The confidentiality provisions of this policy shall apply equally to any students who have an inability to pay any fees authorized by this policy.

In no case shall the inability to pay the assessment of fees authorized under the provisions of this Fee Policy result in a pupil being denied or deprived of any academic awards or standards, any class selection, grade, diploma, transcript or the right to participate in any activity related to educational advancement.

The superintendent shall establish administrative procedures consistent with this policy for its implementation and duplicate the attached form for use by applicants. ' 37-7-335

COURSE FEES

Course fees **may** be required for stem career and technical classes, and lab-based science courses. If warranted, other courses may require fees, with the approval of the principal/school board

PART IX – EMERGENCY CLOSING

EMERGENCY CLOSINGS/ DELAYED START

Upon application from the school board, the superintendent of schools may close any school because of an epidemic prevailing in the school district or because of the death, resignation, sickness or dismissal of a teacher or teachers, or because of any other emergency necessitating the closing of the school. The superintendent is hereby authorized to close schools and offices or dismiss them early in event of hazardous weather or other emergencies which threaten the safety or health of students or staff members.

It is understood that the superintendent will take such action only after consultation with transportation, emergency management, and weather authorities. The superintendent shall notify the school board of the decision to close the schools. Parents, students, and staff members shall be informed how they shall be notified in event of emergency closings, early dismissals, or delayed start.

When the superintendent declares a delayed start due to inclement weather conditions, typically a one- or two-hour delay, employees and students are expected to report to school at the delayed start time. (Example: On a 2-hour delay, if the school would normally start at 8:00 a.m., students and faculty would report at 10:00 a.m.; 7:30 start would report at 9:30 a.m.)

Information on closing and delays by the district will be announced on **the district website or other internet outlets**, selected radio, **and television stations before 6:00 a.m.** No announcement means schools will operate on a normal schedule.

EXTREME WEATHER CONDITIONS

If extreme weather conditions warrant the possibility of the closing of school both prior to the start of a school day and/or during the school day, please do not call the school officials or teachers; listen for a call from Aim Notification System (School Automatic Notification System) and an announcement on local radio and television stations. If applicable, the Leland School District will notify students, parents, and legal guardians of the date(s) in which extreme/inclement weather closings will be made up. **The school district is not liable for missed pick up if the correct contact information was not provided.**

PART X – PUBLIC RELATIONS

PUBLIC CONDUCT (POLICY EGB)

This school board, pursuant to Section 37-7-301 (c) (1993), is the custodian of all real property of the school district and has the authority, power and duty to manage, control and care for same, both during the school term and during vacations and also has the authority, power and duty to prescribe and enforce rules and regulations for the use of school buildings and grounds for the holding of public meetings and gatherings of people.

Parents, guardians, custodians and other individuals while attending any school sponsored activity, visiting any school or school grounds shall conform to the rules and regulations of the school district or be removed from the premises. School district officials are hereby authorized to bring any and all charges deemed appropriate against such individuals for the following misconduct:

1. Willful disobedience and/or disrespect to a teacher, principal, superintendent, member, or employee of the local school board.
2. Using unchaste or profane language
3. Immoral or vicious practices
4. Conduct or habits injurious to his\her associates
5. Possessing, using, transmitting, or being under the influence of any narcotic drugs, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind
6. Disturbing the school and habitually violating the rules
7. Cutting, defacing, or injuring any part of the public-school buildings or public-school bus
8. Writing profane or obscene language or drawing obscene pictures in or on any school material or on any public-school premises, or any fence, pole, sidewalk, or building
9. Carrying firearms, knives, or other implements which can be used as weapons except by duly authorized law enforcement officials
10. Throwing missiles on the school grounds
11. Instigating or participating in fights
12. Committing any other offense which tends to interfere with the educational process.

PARENTS, VISITORS, AND PARENT CONFERENCES

Parents/legal guardians and visitors are always welcome but must first check in at the principal's office. Before visitors are permitted to visit a classroom, they must secure written permission from the principal. Visitors are not to use passes to visit different staff members, one after the other, unless approved to do so.

Parent-teacher conferences should be arranged by appointment for the time set aside each day immediately during the early morning of the school day, before classes, following the close of school or during a teacher's conference period. Teachers are not to stop their classes to confer with parents/legal guardians. The building administrator has the authority to establish the site, date, and times of a conference as determined by circumstances. Parents/legal guardians requesting a conference with a teacher must make a request with the principal at least one day in advance. Same day conferences will only be permitted in case of emergencies or extenuating circumstances. Principal reserves the right to postpone or end a parent/teacher conference if and when principal detects a possible altercation is about to occur, i.e., heated argument, personal attacks, name calling.

Visitors to the campus cannot create disturbances or exhibit disorderly behaviors.

Visitors who fail to follow these guidelines may be referred to police officials for removal from the campus and, if necessary, charges will be filed and/or shall be banned from the campus and school related activities. **Visitors must gain permission from the Superintendent and Principal before being allowed to visit students.** Written permission must be received at least two (2) days before the visit. Visitors must present a legal ID on the day of visit. Principal reserves the right to deny a visitor a meeting with a student.

SEE APPENDIX 7

STUDENT HEALTH SERVICES – MEDICINES (POLICY JGCD)

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

Medication shall not be provided or administered by the school or its employees. The district does not allow the use of medical cannabis while on district property.

MEDICATION

Office personnel and school staff will not hand out any medication until the parent completes the appropriate medication form. Every attempt will be made to notify parents/legal guardians when a pupil becomes sick. Students under the care of a doctor may bring prescribed medication to school. This medication is to be brought to the office in its original bottle. Failure to report possession of prescribed medications to the office may result in serious discipline consequences. For students in grades pre-kindergarten through six, office staff or a person so designated by the principal may administer the medication, with parental consent.

It is the parent's/legal guardian's responsibility to inform the school of any life-threatening condition that a child may have, throughout the school term.

HOUSE BILL 1072 – permits public and nonpublic school students to self-administer asthma medication with written consent from the parent/legal guardian and a statement from the health care provider outlining the proper process to administer the medication. **Effective Date: July 1, 2003**

Children who use inhalers should give the principal of the school the inhaler labeled with the child's name. This inhaler **should** be kept in the principal's office for the child's use.

Parents/legal guardians are encouraged to leave an extra inhaler with the school office, because students sometimes forget to bring them to school.

Students with severe asthmatic symptoms will be allowed to carry inhalers with them at all times. Parents/legal guardians of students with severe problems must inform the school immediately upon enrollment.

The district does not condone the sharing of over the counter or prescription medications. If this occurs, parents/legal guardians will be contacted. Students will not be allowed to take over-the counter medication at school unless the parent/legal guardian has informed school with written permission to take medication. Medication must be in the original bottle and not wrapped up. Telephone calls or notes will be accepted as granted permission. Parent/legal guardians must inform the school in person.

If it appears that a child has overdosed, the school will call for medical assistance. **All medical expenses are the parent's/legal guardian's responsibility.**

Certain physical symptoms may indicate that a pupil could have a contagious disease such as pink eye, extreme allergies, chicken pox, measles, ringworm, or other illnesses. The principal will notify parents/legal guardians of these symptoms. In some cases, the principal may request a doctor's note before readmitting pupils to class. If it is deemed that the child has a contagious disease, the parent/legal guardian will have to pick the child up from school and take him/her to the doctor. Child will not be permitted to return to school without medical release from the doctor stating that the child is able to return to school or free from symptoms (vomiting, fever, etc.) for 24 hours.

TITLE I PARENT INVOLVEMENT (POLICY LAA)

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

SCHOOL WIDE PROJECT

The Title I Program in the **Leland School District** continues to be utilized for the enhancement of school improvement and increased student achievement, as plans are made for existing program activities.

1. **What is a school-wide project?** The purpose of a school-wide project is to upgrade the entire **educational program of a school**. Title I funds can be used to supplement funds from other sources to accomplish this, and students need not be identified as eligible to participate in Title I funded activities. School-wide projects are designed to improve the education of all students attending the school.
2. **What are funds used for?** Funds are used for improvements in the instructional program and pupil services in the school which are aimed at meeting the educational needs of students, and educationally at-risk students in particular. Funds can be used for reducing class size, training staff, training parents, extended day programs, hiring of staff, and purchasing equipment, etc.

As effective school programs are implemented, the district will strive to meet the fiscal requirements. Adequate funding will be provided to ensure that the project is of sufficient size, scope and quality to have a reasonable promise of success.

Parents are encouraged to review the **Parental Engagement Policy** throughout the school year and to make written requests or comments to the school planning committees or the Title I Director.

FAMILY AND COMMUNITY ENGAGEMENT POLICY (Reviewed 2019)

The **Leland School District** Board of Trustees recognizes that educational needs are particularly great for low-achieving children with Limited English Proficiency, children of migrant workers, children with disabilities, Native American children, children who are neglected and delinquent, and young children and their parents who are in need of family-literacy services; therefore, the Board endorses the concept that community participation in the affairs of the schools is essential if the

school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. Further, the Board will exert every effort to encourage the involvement of parents as one significant means to achieve the goal of quality education. To support this belief, the Title I program within **each** school in the **Leland School District** will work diligently to build capacity for strong parental involvement, in order to ensure effective involvement of parents and to improve student academic achievement, through the implementation of these objectives:

1.	Convene annually a public meeting at a convenient time, to which all parents of eligible children will be invited and encouraged to attend; to inform parents of their school's participation, and to explain parents' involvement regarding the policy, its requirements, and their right to be involved in the design and implementation of the Title I project.
2.	Offer flexible timing for a number of meetings: morning, evening, weekends.
3.	Establish mechanisms for maintaining ongoing communication among parents, teachers, and stakeholders and Title I officials.
4.	Send written notification to parents of special services provided by Title I for all children identified for program services.
5.	Involve participating schools in planning and implementing effective parent involvement activities.
6.	Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs, including the school's parental involvement policy and the joint development of each school's school-wide program.
7.	Provide parents timely information about programs, school performance profiles, and their child's individual assessment results, including an interpretation of such results.
8.	Provide a description and an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
9.	Provide opportunities for regular meetings to formulate suggestions to share experiences with other parents, and to participate, as appropriate, in decisions relating to the education of their children.
10.	Involve parents in the joint development of a school-parent compact that outline how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
11.	Provide assistance to parents in acquiring an understanding of the National Education Goals, the State's content standards, State student performance standards, State, and local assessments, and how to monitor a child's progress and work with educators to improve the performance of their children.
12.	Provide materials and training to help parents work with their children to improve their children's achievement.

13.	Inform parents of the overall progress (evaluation) of Title I.
14.	Provide parents timely responses to parents' recommendations.
15.	Send student progress report cards to parents on a regular basis.
16.	Arrange parent/teacher conferences during teachers' planning/conference periods.
17.	Ask parents to give feedback on changes they would like to see made in the program, and to identify program priorities.
18.	Involve parents in the joint development of all Title I policies, program activities, and the process of school review and improvement.

SCHOOL-PARENT/LEGAL GUARDIAN-STUDENT COMPACT

The Title I program of the Leland School District is designed to develop each student's potential for intellectual, emotional, and physical growth. In order to achieve this goal, the home and school must be willing to recognize and agree upon the responsibilities of each party in the learning process. Therefore, each party is encouraged to commit to the following behaviors:

SCHOOL STAFF WILL -

1. Believe that each student can learn.
2. Show respect for each child and his/her family.
3. Provide an environment conducive to learning.
4. Help each child grow to his/her fullest potential.
5. Enforce school and classroom rules fairly and consistently.
6. Maintain open lines of communication with each student and his/her parents.
7. Seek ways to involve parents in the school program.
8. Demonstrate professional behavior and a positive attitude.
9. Involve parents in the joint development of a school-parent compact that outline how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

PARENTS/LEGAL GUARDIANS WILL -

10. Make sure that their child(ren) attend school regularly and on time.
11. Provide a home environment that encourages their child(ren) to learn.
12. Insist that all homework assignments are completed.
13. Communicate regularly with their child(ren)'s teachers.
14. Support the school in helping their child(ren) develop positive behaviors.
15. talk with their child(ren) about school activities every day.
16. encourage their child(ren) to read at home, will monitor their TV viewing and technology usage.
17. volunteer time at their child(ren)'s school.
18. Show respect and support for their child (ren) and school staff.

STUDENTS WILL -

19. always try to do their best in their work and in their behavior.
20. work cooperatively with their classmates.
21. show respect for themselves, their school, and other people.
22. obey school and bus rules.
23. take pride in their school.
24. come to school prepared to do schoolwork.
25. come to school with homework and supplies.

26. believe that they can learn and will learn!

"Hand-in-hand we will work together to carry out the agreement of this compact."

ESSA – EVERY STUDENT SUCCEEDS ACTS

In 2015, Congress passed Every Student Succeeds Act (ESSA), a reauthorization of the Elementary and Secondary Education Act of 1965. The federal education law primarily focused on historically disadvantaged students. ESSA replaced No Child Left Behind (NCLB).

All ESSA requirements, except those pertaining to accountability, went into effect in the 2016-17 school year. New accountability systems must be in place by 2017-18.

SCHOOL WELLNESS POLICY

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.

All students in **Leland School District** shall possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff in **Leland School District** will be encouraged to model healthy eating and physical activity as a valuable part of daily life.

Each school in **Leland School District** – Edna M. Scott Elementary School, Leland School Park, Leland High School, and Leland Career & Technical Center (where applicable) – has adopted a school wellness policy that is committed to nutrition, physical activity, comprehensive health education, marketing, and implementation. Specific guidelines will be disseminated each school term.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) Is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are **"eligible students"**.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the

parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest.
 - Other schools to which a student is transferring.
 - Specified officials for audit or evaluation purposes.
 - Appropriate parties in connection with financial aid to a student.
 - Organizations conducting certain studies for or on behalf of the school.
 - Accrediting organizations.
 - To comply with a judicial order or lawfully issued subpoena.
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "**directory**" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

FERPA - Family Educational Rights and Privacy Act – protects the privacy of student education records

Federal Agency with Oversight – U.S. Department of Education

District Oversight / Responsibility: Everyone with access to education records

A FERPA violation occurs if a student's education records are released to unauthorized persons, and may result in the loss of funding from the U.S. D.O.E.

FERPA requires education institutions and agencies to obtain written permission from the parent or eligible student in order to release any information from a student's education record.

Educational institutions and agencies are also required to notify parents and students over age 18 of their rights under FERPA on an annual basis and provide them adequate time to request that the student's records not be shared. It also provides parents or students over the age of 18 with the following rights

- Inspect or review the student's education records maintained by the school within 45 days of request
- Seek to amend education records believed to be inaccurate
- Consent to the disclosure of personally identifiable information from education records, except as specified by law. Consent may be signed electronically, as long as (1) the mechanism by which the electronic signature is received identifies and authenticates a particular person as the source of the consent; and (2) the record of the consent indicates the person's approval of the information in the consent.

Key Terms:

Education Records – materials that are “maintained by an educational agency or institution or by a person acting for such an agency or institution” and contain information directly related to a student.

Term **does not include** the following:

- Records kept by the person who made them that are used only as a “personal memory aid” and not shared with anyone besides a temporary substitute
- Records maintained by the local education agency’s law enforcement unit
- Employee records made in the normal course of business and that pertain only to that individual’s employment
- Records of a student over age 18 or who is attending post-secondary education made by professionals such as a physician or psychiatrist for treatment of the student; this info can only be disclosed to those who provide the treatment
- Records that the LEA made or received after the student stopped attending the institution; these records cannot directly relate to the student’s attendance
- Grades on peer reviewed papers **before** they are collected and recorded by a teacher

Disclosure – to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record

Record– any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche

Personally Identifiable Information (PII)– the term includes, but is not limited to,

- Student’s name
- Name of the student’s parent or family members
- Address of the student or student’s family
- Personal identifier, such as the student’s social security number, student number, or biometric record
- Other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name
- Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty,
- Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates

Directory Information – This information can be released without consent and **does not include social security numbers or student ID numbers.**

- Student’s name
- Address
- Telephone number
- Date and place of birth ● Honors and awards
- Sports and activities
- Dates of attendance

Schools may disclose **de-identified data** without prior parental consent. De--identification requires

- Removal of all personally identifiable information and
- A reasonable determination that a student's identity is not personally identifiable

De-identified education records may be disclosed for education research purposes, provided the school attaches a code to the de-identified data to allow the recipient of the data to match information received from the same source. The code must not be based on the student's social security number or other personal information, nor should it contain any information that would allow the recipient to identify a student based on the code.

FERPA allows schools to disclose records without consent to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities within a juvenile justice system, pursuant to specific State law

CHILD ABUSE/NEGLECT

State law requires school staff to report any suspected cases of child abuse or neglect.

PART XI – ASBESTOS NOTIFICATION

ASBESTOS SURVEILLANCE OF ALL SCHOOL BUILDINGS

As part of an annual notification, we are informing all persons of their option of reviewing the asbestos management plan, which would include documentation of any changes of asbestos containing material in these schools.

In order to provide continuing management of the asbestos in our school(s), all asbestos containing material (ACM) is inspected every six months by an engineering firm from Jackson, MS. Any changes in the ACM are being recorded in a surveillance report as part of the management plan.

The three-year re-inspection has been filed with the State Department of Education.

A copy of the surveillance and re-inspection reports along with a copy of the management plan is located in the principal's office at each school. In addition, a copy of all management plans for the district is maintained in the LEA Asbestos Designee's office located at the Leland Career & Technical Center on Southeast Deer Creek Drive. Additionally, it should be noted that all of the state-owned driver training simulator units have been inspected for the presence of asbestos materials and tested negatively. A copy of the management plan documenting this is located in each unit.

Any interested party should feel free to go to any of these locations to review these reports.

PART XII
FORMS TO BE COMPLETED
AND
RETURNED TO SCHOOLS



Please complete and sign form, clip and return to the school

BUS RULES

Please complete this form if your child is eligible to ride the bus.

RULES FOR STUDENTS RIDING BUS

- 1.** Do not distract the driver's attention unless necessary.
- 2.** Talk to friends in a normal tone; do not shout.
- 3.** Keep head, hands, and other articles inside the bus.
- 4.** Do not bring unauthorized articles on the bus (examples: pets, combustibles, large articles, weapons).
- 5.** Do not smoke or use profane language.
- 6.** Do not fight or scuffle.
- 7.** Be courteous to and follow the instructions of your bus driver.
- 8.** Do not eat or drink on the bus.
- 9.** Students should sit in seats assigned by the driver.
- 10.** Bus suspension policy for general misconduct:

1st Incident----- Student Conference with Parent Notification
Incident----- Parent Conference
3rd Incident----- 1 Day Suspension from Riding the Bus
4th Incident----- 5 Days Suspension from Riding the Bus
5th Incident----- Suspension from Riding the Bus for the Remainder of the quarter. Students may be suspended from riding the bus and school for misconduct outlined elsewhere in the student handbook.

Students may be suspended from riding the **bus and school** for misconduct outlined elsewhere in the student handbook.

I understand that riding the bus is a privilege granted my child only as long as he/she abides by the rules.

STUDENT'S NAME _____ **BUS NUMBER** _____
(Please Print)

STUDENT'S SIGNATURE _____

SCHOOL _____ **GRADE** _____

ADDRESS _____
Street Address _____ **City** _____

PARENT'S/LEGAL GUARDIAN'S SIGNATURE _____ **DATE** _____

Students who have not submitted this form within five days of enrolling in school will not be permitted to ride the bus until it is submitted.



Please complete and sign form, clip and return to the school

EMERGENCY MEDICAL AUTHORIZATION

Student _____
(Please Print) Last First Middle

Address _____ Telephone (Home) _____
(Cell) (Work)

DATE OF BIRTH _____ SCHOOL _____

PURPOSE: To enable parents/legal guardians to authorize emergency treatment for Children who become ill or injured while under school authority, when parents/legal guardians cannot be reached. If I cannot be contacted at work or at home, please contact the following:

NAME PHONE

PART I OR II MUST BE COMPLETED PART I - TO GRAN CONSENT

In the event reasonable attempts to contact me at _____ (phone)
Or _____ (Other parent) at _____ (phone) have been unsuccessful, I hereby give my consent
for:

(1) The administration of any treatment deemed necessary by Dr. _____
(Preferred physician) or Dr. _____
(Preferred dentist), or in the event the designated preferred practitioner is not available,
by another licensed physician or dentist, **and**

(2) The transfer of the child to the hospital is most reasonably accessible.

This authorization does not cover major surgery unless the medical opinion of two other licensed physicians or dentists, concurring in the necessity for such surgery, is obtained **BEFORE THE SURGERY IS PERFORMED**. Facts concerning the child's medical history including allergies, medications being taken and any physical impairments to which a physician should be alerted should be listed below:

Date Signature of Parent/Legal Guardian Address

DO NOT COMPLETE PART II IF YOU COMPLETED PART I



PART II - REFUSAL TO CONSENT

I do not give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish the school authorities to take no action or to:

Date

Signature of Parent/Legal Guardian

Address

It is **very important** that the school is aware of any health conditions that your child may have. Therefore, health history is a needed tool in providing students with the best care possible. Please complete and return to your child's school.



Please complete and sign form, clip and return to the school

STUDENT HEALTH HISTORY

Student's Name:

Last

First

Middle

Sex M ____ F ____ Date of Birth _____

Address: _____ Home Phone Number: _____

Person to Contact if Parent/ _____ Work Phone Number: _____

Parent Legal Guardian _____ Cell Phone Number: _____

Guardian is not Available: _____ Phone Number: _____

Additional Contacts: _____ Phone Number: _____

_____ Phone Number: _____

Child's Doctor _____ Phone Number: _____

Date of child's last physical exam _____

Does your child have any of the following health problems?

Asthma Diabetes Vision Injury Sickle Cell Anemia Allergies Anemia (Low Blood) Hearing
Heart Seizures/Convulsions _____

Other(Explain): _____

Optional: Does your child have medical insurance? Yes _____ No _____ Identified
health problems must be officially documented by a physician. .

It is the parent's/legal guardian's responsibility to inform the school of any life-threatening condition(s) that a child may have.

SHOULD THERE BE A NEED TO OBTAIN EMERGENCY MEDICAL CARE, THE PARENT WILL BE LIABLE FOR MEDICAL CHARGES. Parents/Legal Guardians are encouraged to purchase school insurance.

Signature for Parent/Legal Guardian

Date



Please complete and sign form, clip and return to the
school

STUDENT DISMISSAL AUTHORIZATION

SCHOOL _____

STUDENT NAME _____

ADDRESS _____

HOME PHONE _____ Parent Cell _____

PARENT WORK PHONE _____

PURPOSE: To allow students to be properly excused in case of authorized early dismissal.

This is to obtain a signature for any and all persons authorized to pick up your child. Without a valid Picture ID, your child will not be permitted dismissal. Due to the unforeseen conditions that can exist, no exceptions will be made unless the below named people are previously registered for early dismissal pickups. No student will be allowed to sign out another student.

	Name (Please print)	Relationship to Student	Telephone Number
1.			
2.			
3.			
4.			
5.			

I hereby authorize the above-named people to pick up my child after proper request has been made.

Parent/Legal Guardian's Signature

Date



Please complete and sign the form, clip, and return to the school.

AUTOMOBILE PERMIT FORM

I have read and understand the rules and regulations regarding automobile use on campus. I wish to have the privilege of driving and parking an automobile on school property and agree to observe the stated rules.

Student Signature

Parent/Legal Guardian Signature

Date

Date

Student Driver License #

Auto Make & Model

• Auto Year & Color

• Auto License & State

• Permit #
(Assigned by School)

• Insurance Carrier

Please complete and sign form, clip and return to the school.

CONSENT TO STUDENT DRUG & ALCOHOL TESTING

For Students and Parents/Legal Guardians

I, the undersigned student, acknowledge that I have received a copy of the Leland School District Student Drug and Alcohol Testing Policy. I acknowledge that I have had the opportunity to read and understand the policy and I agree to comply with the rules and regulations of the program. I hereby consent to pre-season testing, random testing throughout the year and to testing for steroid use in the circumstances of reasonable suspicion. I authorized the confidential release of the results of the testing to the principal, to my parents or legal guardians and as provided in the policy.

Student's Name/Grade

Signature of Student

Date

Both the student athlete and his or her parents or legal guardian(s) must sign and return this consent form to the proper authorities at School prior to participation as a member of any athletic team or program.

CONSENT AND ENDORSEMENT OF PARENT/LEGAL GUARDIAN

For Students and Parent(s)/Legal Guardian(s)

We, the parents or legal guardians of the above student athlete join in the above consent, acknowledging that we have received, read, and understood the Leland School District Student Athlete Drug and Alcohol Testing Policy and consenting to the testing, by urinalysis or breath analyzer of our student athlete as provided in the policy.

Print Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Please complete and sign form, clip and return to the school.

SUDENT TECHNOLOGY ACCEPTABLE USE POLICY

Students and Parents/Legal Guardians

Please read the Student Technology Acceptable Use Policy for Internet, Electronic Mail, and Equipment responsibility. Signing below indicates the parent's/legal guardian's permission for the student to access the Internet and the student's agreement to follow district policy regarding computer usage and Internet usage. Inappropriate use will result in a cancellation of such privileges and/or disciplinary action. If a signed parental permission is not on file, the student will not be allowed to use on-line services.

Student's Name/Grade **Date**

Parent/Legal Guardian Signature **Date**

Parent/Legal Guardian Signature *Date*

Please complete and sign form, clip and return to the school

**HOME LANGUAGE SURVEY
ELL (English Language Learner)
PARENT PERMISSION FORM**

Because district personnel are often unaware that ELL students are in their schools, the MDE (Mississippi Department of Education) strongly recommends that home language information be obtained at the time the student first registers for school. This information should be obtained for all students, including Native American students who may need language development services.

Student Name (Please Print):		
Student's School:	Grade:	Date:
Please answer the following questions:		
1. What language do YOU MOST OFTEN use when speaking to your child?		
2. What language did YOU FIRST learn to speak?		
3. What language DOES YOUR CHILD MOST OFTEN use when speaking to brothers, sisters, and other children at home?		
4. What language DOES YOUR CHILD MOST OFTEN use when speaking to you and other adults in the home?		
5. What language DOES YOUR CHILD MOST OFTEN use when speaking to friends or neighbors OUTSIDE the home?		

Please return this form to your homeroom teacher.

HOMEROOM TEACHER: If you have observed a problem with this student's command of the English language, please indicate by checking the appropriate response: **YES** **NO**

Homeroom Teacher Signature

Date

Parent/Legal Guardian Signature

Date

Principal/Designee Signature

Date

PUBLICATION OF PICTURE/SCHOOLWORK AGREEMENT:

We ask your permission to use your child's picture and/or schoolwork, or an edited selection of schoolwork, in the following ways without liability to the **Leland School District**:

- 1.** On the District's Website.

The Web Site will use a student's first name and/or first name and last initial only. Personal information such as home address, phone number, social security number, or names of family members will not be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used. Schoolwork may include, but is not limited to, art, written papers, class projects, and computer projects.

- 2.** In material printed by the District or printed by publishers outside the District.

Printed material may include a child's full name. Printed material may include, but is not limited to, brochures, newspaper articles, and print advertisements.

- ### 3. In videos.

Videos may include videos produced and broadcast by the district or produced and broadcast by news organizations and others who receive approval from the District.

____ Yes, my child's schoolwork or picture can be used on the District's Website, in printed publications and/or videos.

_____ **No**, my child's schoolwork or picture **CANNOT** be used on the District's Web site,
in printed publications or in videos.

Student Name

Date _____

Parent/Legal Guardian Signature

Date _____

Leland School District

SCHOOL-PARENT/LEGAL GUARDIAN-STUDENT COMPACT

The Title I program of the **Leland School District** is designed to develop each student's potential for intellectual, emotional, and physical growth. In order to achieve this goal, the home and school must be willing to recognize and agree upon the responsibilities of each party in the learning process. Therefore, each party is encouraged to commit to the following behaviors:

SCHOOL STAFF WILL -

- believe that each student can learn.
- show respect for each child and his/her family.
- provide an environment conducive to learning.
- help each child grow to his/her fullest potential.
- enforce school and classroom rules fairly and consistently.
- maintain open lines of communication with each student and his/her parents/legal guardians.
- seek ways to involve parents/legal guardians in the school program.
- demonstrate professional behavior and a positive attitude.
- involve parents/legal guardians in the joint development of a school-parent compact that outline how parents/legal guardians, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents/legal guardians will build and develop a partnership to help children achieve the State's high standards.

PARENTS/LEGAL GUARDIANS WILL -

- make sure that their child(ren) attend school regularly and on time.
- provide a home environment that encourages their child(ren) to learn.
- insist that all homework assignments are completed.
- communicate regularly with their child(ren)'s teachers.
- support the school in helping their child(ren) develop positive behaviors.
- talk with their child(ren) about school activities every day.
- encourage their child(ren) to read at home, will monitor their TV viewing.
- volunteer time at their child(ren)'s school.
- show respect and support for their child(ren) and school staff.

STUDENTS WILL -

- always try to do their best in their work and in their behavior.
- work cooperatively with their classmates.
- show respect for themselves, their school, and other people.
- obey school and bus rules.
- take pride in their school.
- come to school prepared to do schoolwork.
- come to school with homework and supplies.
- **believe that they can learn and will learn!**

Student Signature

Date

Teacher Signature

Date

Principal Signature

Date

Parent/Legal Guardian Signature

Date

Please complete and sign form, clip and return to the school.

PROOF OF RESIDENCY FOR RETURNING STUDENTS
(WITH NO CHANGE OF ADDRESS)

For Students and Parents/Legal Guardians

As part of your registration process, pursuant to Mississippi State Board of Education (SBE) Policy Manual Rule 68.1, students whose address has not changed and are returning to a school. As part of your registration process, pursuant to [Mississippi State Board of Education \(SBE\) Policy Manual Rule 68.1](#), students whose address has not changed and are returning to a school in your district may prove residency by having their parent or legal guardian sign a form stating their address has not changed from the previous year. This can be done as paper /pencil or digitally if you have online registration, but a copy should be placed in the child's cumulative record. Any new student enrolling or entering a school district or any continuing student whose residence has changed must verify his or her residence address pursuant to the procedure in [SBE Policy Manual Rule 68.1](#).

I confirm that our address hasn't changed from the previous year, and acknowledge that this will serve as my proof of residence.

Student Name

Address

Parent/Guardian Signature

***Leland School District
408 East Fourth Street
Leland, MS 38756
Rev. Jessie King, Superintendent***

TO: Parents/Guardians

FROM: Rev. Jessie King, Superintendent

RE: Parents Right to Review Teacher Qualifications

I am forwarding you this memorandum to explain to you your rights as parents and guardians to certain information about the qualifications of certified and non-certified instructional staff working with your child in the Leland School District.

As a parent or legal guardian of a student in the Leland School District, you have the right to know the professional qualifications of the classroom teachers and paraprofessionals who work with your child in the classroom. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner, if you ask for it. Specifically, you have the right to ask for the following information about each of your child's teacher:

Whether the Mississippi State Department of Education has licensed the teacher for the grades and subjects he or she teaches.

Whether the Mississippi State Department of Education has decided that the teacher is in a classroom without being licensed under state regulations because of special circumstances.

The teacher's college major, whether the teacher has any advanced degrees, and if so, the subject(s) of the degrees.

Whether any teacher's aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

You may contact Rev. Jessie King if you would like to receive any of this information. However, if you prefer, you may also contact the building administrator of your child's school. Contact may be made as follows:

Mrs. Jessica Thomas, Principal
Edna M. Scott Elementary School
(662) 686-5013

Mr. Maurice Johnson, Principal
Leland School Park
(662) 686-5017

Mr. Johnnie Vick, Principal
Leland High School
(662) 686-5020

Mr. Kermit McAdory, Director
Leland Career & Technical Center
(662) 686-5025

Federal Program Director
Dr. Nehru Brown
Leland School District
(662) 686-5000

Rev. Jessie King, Superintendent
Leland School District
(662) 686-5000

***Distrito Escolar de Leland
408 East Fourth Street
Leland, MS 38756
Rev. Jessie King, Superintendente***

A: Padres/Tutores

DE: Rev. Jessie King, Superintendente

RE: El derecho de los padres a revisar las calificaciones de los maestros

Le reenvío este memorándum para explicarle sus derechos como padres y tutores a cierta información sobre las calificaciones del personal de instrucción certificado y no certificado que trabaja con su hijo en el Distrito Escolar de Leland.

Como padre o tutor legal de un estudiante en el Distrito Escolar de Leland, tiene derecho a conocer las calificaciones profesionales de los maestros y paraprofesionales que trabajan con su hijo en el aula. La ley federal le permite solicitar cierta información sobre los maestros de aula de su hijo y nos exige que le brindemos esta información de manera oportuna, si la solicita. Específicamente, tiene derecho a solicitar la siguiente información sobre cada uno de los maestros de su hijo:

Si el Departamento de Educación del Estado de Mississippi ha autorizado al maestro para las calificaciones y materias que imparte.~

Si el Departamento de Educación del Estado de Mississippi ha decidido que el maestro en un salón de clases sin estar licenciado bajo las regulaciones estatales debido a circunstancias especiales.~

Major: La especialidad universitaria del profesor; si el maestro tiene algún título avanzado y, de ser así, la materia (s) de los títulos.

Si los ayudantes de algún maestro o paraprofesionales similares brindan servicios a su hijo y, si lo hacen, sus calificaciones.~

Puede comunicarse con la Rev. Jessie King si desea recibir esta información. Sin embargo, si lo prefiere, también puede comunicarse con el administrador del edificio de la escuela de su hijo. El contacto se puede realizar de la siguiente manera:

**Sra. Jessica Thomas, Directora
Escuela Primaria Edna M. Scott
(662) 686-5013**

**Sr. Maurice Johnson, Directora
Parque Escolar Leland
(662) 686-5017**

**Sr. Johnnie Vick, Directora escuela secoundaria Leland (662)
686-5020**

**Sr. Kermit McAdory, Director
Centro Técnico y Profesional de Leland
(662) 686-5025**

**Director del programa federal
Dr. Nehru Brown
Distrito Escolar de Leland
(662) 686-5000**

**Rev. Jessie King, Superintendente
Distrito Escolar de Leland (662)
686-5000**

APPENDIX - 1 GRADUATION REQUIREMENTS STANDARD

20

SENIORS OF SCHOOL YEAR 2011-12 and LATER

(Entering 9th Graders in 2008-09 and thereafter)

Beginning school year 2008-09 and thereafter, all entering ninth graders (seniors of school year 201112 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements. Any student who is taken out of these requirements of Appendix A-3 will be required to complete the graduation requirements as specified in Appendix A-2. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ₁	English, I English II
MATHEMATICS	4 ₂	Algebra I or Integrated Math
SCIENCE	4 ₃	Biology I
SOCIAL STUDIES	4	1 U.S. History 1 World History ½ Geography ½ U.S. Government ½ Economics ½ Mississippi Studies ⁴
HEALTH & PHYSICAL EDUCATION ⁶	1	½ Contemporary Health and ½ Physical Education
BUSINESS & TECHNOLOGY	1 ₅	1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering and Math (STEM) or 1 Technology Foundations or ½ Keyboarding AND ½ Computer Applications
THE ARTS	1	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II
ELECTIVES	5	
TOTAL UNITS REQUIRED	24	

1. Compensatory Reading and Compensatory Writing courses may not be included in the four English courses required for graduation. However, these courses may be included in the 5½ general electives required for graduation.
2. Algebra I and any Integrated Math course may not be included in the 4 mathematics courses required for graduation; however, these courses may be included in the 5½ general electives required for graduation. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II.

APPENDIX - 1 cont.

Beginning school year 2007-08 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics.

Effective with the eighth graders of 2008-09, Geometry may be taken in the eighth grade for Carnegie unit credit.

³ One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment.

Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II.

Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants or Science of Agricultural environment; and one unit in Agribusiness and Entrepreneurship.

Beginning the school year of 2008-09 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics.

The credit 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 ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

⁵ Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of required courses if the student earns one unit in any of the courses listed in the Business and Technology Framework (academic and vocational).

Carnegie units in physical education may be received from participation in interscholastic athletic activities, Band and ROTC if they meet the instructional requirements specified in the Fitness Through Physical Education Framework. Interscholastic athletic activities used for Carnegie unit credit must be sanctioned by the Mississippi High School Activities Association.

**GRADUATION REQUIREMENTS
STANDARD 20**

**CAREER PATHWAY OPTION
SENIORS OF SCHOOL YEAR 2011-2012 (and thereafter)**

(Entering 9th Graders in 2011-12 and thereafter)

(Entering 9th Graders in 2018 – 2019 will not have the Occupational Diploma Option)

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepares students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Section 37-16-17, Mississippi Code of 1972, as amended to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4₁	English, I English II
MATHEMATICS	3₂	Algebra I or Integrated Math
SCIENCE	3₃	Biology I
SOCIAL STUDIES	3	
SOCIAL STUDIES	3_{4,5}	1 U.S. History 1 World History ½ Geography ½ U.S. Government ½ Economics ½ Mississippi Studies ⁴
HEALTH & PHYSICAL EDUCATION⁶	1/2₆	½ Contemporary Health OR ½ Physical Education
CAREER and TECHNICAL	4₇	Selected from Student's Program of Study
BUSINESS & TECHNOLOGY	1₈	1 Information and Communication Cyber Foundation I and II or 1 Science, Technology, Engineering and Math (STEM) or 1 Exploring Computer Science or ½ Keyboarding AND ½ Computer Applications
ELECTIVES	2 1/2⁹	
TOTAL UNITS REQUIRED	21	

NOTE: Mississippi's Institution of Higher Learning requirements differ from minimum graduation requirements for this diploma pathway.

³ One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment.

Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned

by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants or Science of Agricultural environment; and one unit in Agribusiness and Entrepreneurship.

The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enter 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 ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

⁵ Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of required courses if the student earns one unit in any of the courses listed in the Business and Technology Framework (academic and vocational).

⁶ Credit earned in Allied Health I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for ½ Carnegie unit in Health. Interscholastic athletic activities, band, and ROTC if they meet the instructional requirements specified in the Fitness through Physical Education Framework may also be accepted.

⁷ Career and Technical (CTE) courses must be based on the student's program of study and should include dual credit/dual enrollment options as found in Section 37-15-38 of the Mississippi Code of 1972.

⁸ Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one unit in a technology-rich academic or career technical course related to their program of study. ⁹ Electives must be selected from courses related to the student's program of study. Credits earned not approved for that student's program of study will not be counted toward graduation requirements.

**APPENDIX - 2 REQUIRED COURSES IN
THE CURRICULUM OF EACH SECONDARY SCHOOL
STANDARD 32**

Effective Beginning School Year 2007-08

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I or Integrated Math I Algebra II or Integrated Math III Geometry or Integrated Math II Elective Mathematics Courses	1 1 1 2	5
SCIENCE	Biology I Chemistry Physics ¹ Elective Science Courses ²	1 1 1 3	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics Intro to Geography	1 ½ ½ 1 ½ ½	4
BUSINESS & TECHNOLOGY	Technology Foundations, Information and Communication Technology (ICT) II, Science, Technology, Engineering and Math (STEM)OR ½ Keyboarding and ½ Computer Applications Personal Finance ³	1 ½	1½
HEALTH	Contemporary Health and Physical Education	½ ½	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
CAREER & TECHNICAL	Any combination of courses ⁴	4	4
ADVANCED PLACEMENT ^{5 6}	At least one (1) advanced placement course in each of the four (4) core areas AP course in Mathematics ^{5,6} AP course in Science ^{5,6} AP course in Language Arts ^{5,6} AP course in Social Studies ^{5,6}	1 1 1 1	4

ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL) Any other Elective	1 ½	1½
TOTAL UNITS REQUIRED			32½

APPENDIX - 2 cont.

¹ Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

² Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

³ One unit in Agribusiness and Entrepreneurship Technology or ½ unit in Financial Technology, ½ unit in Resource Management, or ½ unit in National Endowment for Personal Finance may be offered in lieu of ½ unit in Personal Finance.

⁴ Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

⁵ A school offering the International Baccalaureate program is exempted.

⁶ Distance learning or the Mississippi Department of Education's Mississippi Virtual Public School (MVPS) may be used as an appropriate alternative for the delivery of these required Advanced Placement (SAP) courses.

APPENDIX -

3

REQUIREMENTS FOR ADMISSION TO INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI STANDARD 32

(For graduates entering a public institution of higher learning prior to the summer of 2012)

CURRICULUM AREA	COURSES	UNITS
ENGLISH ²		4 ¹²
MATHEMATICS	Algebra I ³ Geometry Algebra II	3
SCIENCE	Select 3 Units from the Following List: Physical Science ⁴ Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics	3 (2 lab-based)

ADVANCED ELECTIVES	Select 2 Units¹ from the Following List: Foreign Language ³ World Geography 4 th Year Lab-Based Science 4 th Year Mathematics	2
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) or Geography (½)	3
COMPUTER EDUCATION	Cyber Foundation, Exploring Computer Science, Science, Technology, Engineering and Math (STEM)OR ½ Keyboarding and ½ Computer Applications ¹	½
TOTAL UNITS REQUIRED		15½¹

¹ Courses must require substantial communication skills.

² A fourth class in higher-level mathematics is highly recommended.

³ pre-high school units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course.

⁴ One Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used.

APPENDIX -
MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS
STANDARD 20.5

As authorized by MS Code 37-16-11(2), the State Board of Education has the authority to develop and issue criteria for a Mississippi Occupational Diploma (MOD) for students with disabilities as defined by the federal Individuals with Disabilities Education Act (IDEA). The primary postgraduate goal for these students is competitive employment. Students choosing to participate in the MOD program may earn course credits by successfully completing selected courses from the general education curriculum and/or special education curriculum as agreed upon by each student's IEP team. Both, Every Student Succeeds ACT (ESSA) and IDEA set high academic standards for student achievement; thus, students should participate in the general education curriculum to the maximum extent appropriate for each student. IEP team decisions must focus on the educational placement of each student in the Least Restrictive Environment.

SENIORS OF SCHOOL YEAR 2004-05, 2005-06, 2006-07, AND 2007-08

(Entering 9th Graders in 2001-02, 02-03, 03-04, and 04-05)

(Entering 9th Graders in 2018 – 2019 will not have the Occupational Diploma Option)

CURRICULUM AREA	COURSE OPTIONS¹	TOTAL CREDITS³
ENGLISH/ LANGUAGE ARTS¹	Employment English I, II, III and Applied Employment English IV (On the Job) ²	4₁
MATHEMATICS¹	On the Job Math I, II, III and Applied Job Skills Math IV (On the Job) ²	4₁
SCIENCE¹	Life Skills Science I, II, III and Applied Life Skills Science IV (On the Job) ²	4₁
SOCIAL STUDIES¹	Career Preparation I, II, III and Applied Career Preparation IV (On the Job) ²	4₁
CAREER/ TECHNICAL EDUCATION²	Special Education Career/Technical Education Grade 10 and Special Education Career/Technical Education Grade 11 OR Completion of a two-year Career/Technical (Vocational) Program	2₂
ELECTIVES¹	Special Education Courses OR General Education Courses OR Vocational-Technical Education Courses	2₁

¹ Courses deemed appropriate for each student will be selected from the special education curriculum (special education course credits) and/or general education curriculum (Carnegie units) as determined by each student's individual Education Plan (IEP) Committee. IEP team decisions must focus on the educational placement of each student in the Least Restrictive Environment and students should participate in the general education curriculum to the maximum extent appropriate for each student.

² Students receiving a Mississippi Occupational Diploma must document evidence of 540 hours Of successful paid employment OR successfully complete a two-year Career & Technical (Vocational) Program.

4b

**MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS
STANDARD 20.5**

**Seniors of School Year 2008-09 and later (Entering Ninth
Graders in 2005-06 and thereafter)**

In accordance with MS Code 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences that will assist students in acquiring and maintaining the necessary competencies and skills needed to secure and retain competitive employment. The primary postgraduate goal for these students is competitive employment.

The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.

- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills, and abilities.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two-year Career/Technical (Vocational) Program in lieu of completing a two-year Career/Technical (Vocational) program, students with disabilities may document a minimum of five hundred forty (540) hours of successful employment.
- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishments of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.
- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

For additional details, see State Board of Ed. approved guidelines for Mississippi Occupational Diploma at http://www.med.k12.ms.us/special_education/pdfs/occupant_diploma.pdf.

¹ Students receiving a Mississippi Occupational Diploma must document successful completion of minimum requirements in an Occupational Portfolio.

² As required by both IDEA and NCLB, students with disabilities must participate in all applicable aspects of the statewide assessment system.

APPENDIX - 5 ACADEMIC RULES FOR ATHLETICS

JUNIOR HIGH (7th & 8th Grades)

To be eligible for participation as a seventh grader, a student must be promoted from sixth grade; and for participation as an eighth grader a student must be promoted from the seventh grade. A pupil must pass his/her grade level by achieving at least an average of “C” in four basic courses* the previous year in order to be eligible to participate during the present year.

A pupil who is not eligible at the beginning of the school year may become eligible the second semester only once during the student’s junior high school career by passing four core courses with a 75 in each course.

Pupils in the 7th & 8th grade participating in high school extra-curricular activities must pass their grade level by achieving at least an average of “C” in all four core courses of math, science, English, and social studies the previous year in order to be eligible to participate during the present year.

*Core courses – any course required for graduation.

The 75 average will be required beginning with the 2005-06 school year.

SENIOR HIGH (9th-12th Graders)

To be eligible for athletics and activities, beginning with the freshman class of 2005-06, students must pass five credits toward graduation with one year of six credits. The 5 units will be averaged as a whole, and the overall average must be “C” or higher in order to maintain eligibility. This will be done on a yearly basis.

A student athlete may become eligible only once during his/her high school career if he/she fails the last semester of the previous year, by passing 5 units with a “C” average the first semester of the following year. This will be done in order to keep the student on track for graduation.

The only change for students on the block schedule will be that students participating in athletics and activities will have to have an overall 75 or higher average, rather than a 70 average as in the past.

NOTE: The Carnegie units will increase from 20 to 24 units by the State Department of Education in 2008-09. The students will then be required to pass 6 units of credit during the school year with a “C” average or better in order to maintain eligibility. Those students who opt out of the Mississippi school’s curriculum and need 21 credits to graduate, will be required to pass five credits toward graduation to be eligible. However, they must pass six credits, one of those four years of eligibility.

Exceptional education students will be academically eligible if they are making satisfactory progress according to the committees reviewing the Individual Education Plans (IEP).
Appendix - 5 Cont.

QUESTIONS RELATED TO ELIGIBILITY LAW

Eligibility for the current school year is governed by the current Mississippi High School Activities Association (MHSAA) handbook.

Students must have a 2.0 for year-end average of the previous spring semester to be eligible to participate in extracurricular activities during the first semester of the current school year, along with the additional academic eligibility requirements of the MHSAA.

The MDE does accept summer school credit; therefore, the year-end GPA for the second semester would include a summer school grade **in place of** the failed grade that was earned during the previous school year. The MDE regards a summer school session as a continuation of the spring session.

The law specifies that the student's eligibility is determined by semesters, not by six week or nine week grading periods.

Exceptional education students who are working toward a diploma must meet the same requirements as other students according to the GPA eligibility requirements.

Students who are on an Individual Education Plan (IEP) must be making satisfactory progress on their IEP to be eligible to participate.

Only those courses required for graduation by this school district should be included in the cumulative average.

A student's eligibility for the next half of the school year is determined by the GPA for the previous half, using year-end grades for the spring semester. However, the MHSAA allows a student to become eligible for the second semester only once because students are required to stay on track for graduation.

A student does not have to sit out the entire semester after being ineligible. He/she can become eligible during the next semester with good academic progress. A student must complete a semester with a 2.0 GPA on a 4.0 scale before he/she will be eligible to participate again. Simply making good academic progress does not re-establish academic eligibility.

There are several electives that students may take toward graduation; these subjects like band, choral music, and physical education may be included in the GPA because a certain number of elective credits are required for graduation.

The MHSAA will continue to oversee academic eligibility of students in member schools. This eligibility requirement only applies to those activities that are sanctioned by the MHSAA and will continue to apply those rules when a student becomes ineligible because of the failure to meet this academic requirement. The punishment may be in the form of a reprimand, a fine, and/or forfeitures of competition titles.

THE MHSAA defines "core courses" as the courses required for graduation. The GPA is a cumulative average for those courses required for graduation.

Appendix - 5 Cont.

MHSAA – MIDDLE/JUNIOR HIGH SCHOOL ELIGIBILITY

To be eligible **only** for middle/junior high activities, a student must have passed any four courses (that meet the equivalent of 250 minutes per week and meet MDE requirements) with a 2.0 average for the preceding semester (computed numerically or by GPA). The year-end average for the spring semester will be used to compute averages for the fall semester. Students must be on track to be promoted to be eligible.

To be eligible for high school activities, the middle/junior high school student must have a 2.0 Overall average (computed numerically or by GPA) for the four core courses (English, Math, Science, and Social Studies) from the preceding semester. The year-end average for the spring semester will be used to compute averages for the fall semester. Students must be on track to be promoted to be eligible.

Summer school or extended school year grades will replace the grade for a failed course in the spring semester GPA.

Because band is an extra-curricular activity, some of the above criteria may not apply. The final decision concerning participation will be made by the director, subject to approval of the principal and superintendent.

The specific requirements for most school activities can be found in the **Leland School District** Activities Manual. It is the student and parent/legal guardian's responsibility to review eligibility requirements for each activity in which the student is interested. Additionally, students participating in activities under the governance of the Mississippi High School Activities Association (MHSAA) must meet **all** requirements of the association for participation in MHSAA activities.

APPENDIX — 6

POLICY IHADB

ARTICULATING CREDIT FOR SECONDARY CAREER/ TECHNICAL STUDENTS TO POST-SECONDARY COMMUNITY/ JUNIOR COLLEGES' CAREER & TECHNICAL PROGRAMS

What is articulation?

Articulation is a process in which two or more educational institutions work together to allow successful transition of students from high school to college/postsecondary education.

How do I qualify for articulated credit?

- Complete a secondary career/technical program of study.
- Score in the 60 percentile or higher on the Mississippi Career Planning and Assessment System (MS CPAS) in the articulated secondary career/technical program of study.

How do I receive the articulated credit?

- Complete an application for articulated credit at a community/junior college.
- Enroll in a community/junior college within 18 months of graduation.
- Successfully complete 12 non-developmental career & technical or academic credit hours in the corresponding articulated postsecondary career & technical program of study.

Appendix - 6 Cont.

How much articulated credit will I receive?

On average, students receive up to 6 hours of college credit by completing an articulated career/technical program of study.

What are the benefits of articulated credit?

- Earn College credit in high school.
- Create a smooth transition to community/junior College, 4-year University, or workforce.
- Create opportunities for higher level learning and advanced training.
- Save money on tuition, fees, and books as well as time.

How much will articulate credit cost? FREE!!!!

Programs to be articulated.

- **Business, Finance & Commerce 1 & 2**
- **Automotive Service Technology 1 & 2**
- **Metal Fabrications 1 & 2**
- **Construction Technology 1/Carpentry**
- **Early Childhood Education Services 1 & 2**
- **Family Dynamic & Child Development**
- **Concept of Agriscience/Plant Science**
- **Environment Science/Mechanization Science**
- **Law & Public Safety**

Assigning credit on college transcript

- No grade will be given on the transcript, only hours granted will be transcribed (therefore making no change in quality points)
- Twelve (12) additional hours must be earned before a credit is transcribed

Time

MS CPAS scores may be accepted for up to 18 months after publication.

This articulation agreement is intended to support and enhance, not to supplant any existing Articulation Agreement already in the system.

APPENDIX - 7

VISITS BY PARENTS/LEGAL GUARDIANS, COMMUNITY MEMBERS OR MEDIA INTERVIEWING, FILMING, VIDEOTAPING OR RECORDING

It is the policy of the Board to balance the need of the public and media to be informed about school programs and activities with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption. This policy is being enacted to prevent classroom interruptions that can be very detrimental to the learning process.

Parents/legal guardians and other visitors are welcome to visit our facilities. When visiting, all parents/legal guardians and visitors must register in the main office upon entering the building. In order not to disrupt instructional time, all visitors/parents/legal guardians are required to stop in the office and let office personnel assist them. The main entrance door is generally the only door unlocked during school hours. Parents/legal guardians and visitors should enter through these doors and go straight ahead into the office area where office personnel will be of assistance. If plans involve the pickup of a child after school, parents/legal guardians should wait in the office or other designated areas, and have their child meet them there. Standing outside classroom areas or blocking hallways is prohibited.

Implementation

The **Superintendent** and/or Principal or his/her designee shall regulate visits to the school by parents, community members, or news media subject to the following guidelines:

Parental Visits

School staff values the concept of parents/legal guardians as partners in education and understands that the student's education extends beyond the school. If a parent/legal guardian wishes to visit a classroom during school hours, the appropriate principal should be contacted prior to the visit.

In the absence of a court order denying unsupervised visitation rights to a parent/legal guardian, both custodial and non-custodial parents may schedule visits to their child(ren)'s classes - see following exceptions:

- Non-custodial parents will not be allowed to check out a child without proper documentation (signed statement from custodial parent and/or court order).
- Non-custodial parents must be able to verify parental relationship with a child before the schools allow visiting rights.

Arrangements for classroom visits shall be made by contacting the principal. The principal will consult with the teacher involved and may grant the request or suggest a more convenient time for a visit. Requests by parents to visit classes may be denied by the principal when the visit would result in disruption to the learning process in the classroom. Having parents/legal guardians visit the classroom is an important part of the elementary school experience. Parents/legal guardians will have the option of signing up to assist as a room parent/legal guardian for special projects and parties, joining parent groups, performing special school activities, helping with science fairs, and volunteering time to assist on fieldtrips (See volunteer policy).

It is up to the individual teacher to determine his/her classroom needs and to make any necessary arrangements for parent volunteer assistance.

APPENDIX - 7 cont.

Visits by Community Members

Persons who are not parents of school children may obtain permission to visit a school, while it is in session, from the principal or his/her designee. A staff member should escort visitors touring the schools. Community partners/volunteers will be checked in at the office. Requests to visit specific classrooms may be granted or denied by a principal or his/her designee after consultation with the teacher or teachers involved and will be based on a consideration of the informational needs of the person making the request and the potential for disruption or invasion of the privacy of students.

Visits by News Media

Visits to the school by representatives of the news media or other persons seeking to interview, photograph, record, or film students, staff members or school activities may be arranged through consultation with the principal or his or her designee. If permission is given, media representatives must follow school guidelines for interviewing, photographing, recording, or filming school staff and students.

Affected teachers will be consulted before permission for such activities in classrooms is granted. Custodial parents will be asked to sign general and specific permission slips to authorize interviewing, photographing, or videotaping their children while at school or while participating in school activities. Written parental permission will be obtained before the release, photography or recording of any student (including students with disabilities) information from a record.

Photographing, filming, or recording of special education students will be allowed only after specific parental permission is obtained in writing. All visitors to the school will be required to check in at the office when they enter the school building. The principal or his or her designee will keep a log showing the names of visitors and the date, time, and purpose of each visit.

VISITING THE SCHOOL

Visitors must enter through the front door. All visitors are required to report to the office immediately upon entering the building to sign in and receive a visitor's badge, before going to meet with a teacher or other staff member.

Parents and/or visitors visiting in the schools or classrooms are not to take pictures, interact with students, or take notes about events in the classroom, unless given prior permission.

Parents who desire conferences with teachers, counselors, or administrators, will receive an appointment by telephone or mail in advance to arrange the time most suitable for conferences.

At no time should a parent or visitor call a teacher from a class or request a conference with the teacher at the door of the classroom.

A visitor's pass is only to be used for the purpose given at the time the pass was issued. It is not to be used for multiple unauthorized visits. Failure to follow visiting guidelines may result in future denial of visiting rights.

APPENDIX — 7 cont.

Students May Not Bring Friends to School

Students may not bring friends or other students to visit in the classrooms or at lunchtime. Only enrolled **Leland School District** students are allowed into their specific classroom, unless given permission by the principal for extenuating circumstances. This rule is for the protection of all students and the instructional program.

Parent-Teacher Conferences

Parent-teacher conferences will be held during the teacher's conference period. Barring extenuating circumstances, classes will not be interrupted for conference.

Family Educational Rights and Privacy Act (FERPA) Regulations

Parents who wish to visit the classroom to observe specific academic instruction need to visit with the building principal or his designee to obtain approval. Parents must provide 24-hour notice and state the purpose of the visit (identify what you wish to accomplish by the visit). The decision is entirely up to the building principal based on the purpose of the request. This rule is for the protection of all students, and the school's instructional program. Many children in the classroom setting receive special services (ELL, Exceptional Education, Title, Speech, etc.) During the school day due to their individual academic needs, and this information is extremely confidential. Due to FERPA (federal Law), requests will be closely scrutinized to ensure the safety and confidentiality of the student population, along with their individual programming needs. This type of request is different than volunteering time to help with a classroom project, party, or fieldtrip. If an individual is granted permission to visit a classroom to watch specific academic instruction, s/he must follow these rules:

- Sign in at the office to receive a nametag and be directed to the classroom.
- Refrain from engaging the attention of teachers or students through conversation or other means.
- Not record data that is considered confidential about how other children are learning or the services they are receiving based on IEP and other criteria.
- Remain inconspicuous and non-disruptive to the instructional process.
- Classroom visitors (parents/legal guardians) are not there to judge the teacher's ability to teach; they should be there to work with the teacher to best help his/her own child.
- Parent visitations are limited to only one class period during the school day.
- When leaving the classroom—you are bound by confidentiality and FERPA Law. The main purpose of a visit is for individual parents to gather information on their own child to better help the educational process.

The principal, or his or her designee, will keep a log showing the names of visitors and the date, time, and purpose of each visit.