

Greenville Public School District

Parent-Student Handbook 2021-2022



To Provide the Opportunity for ALL to Achieve Success
Safety + Supervision + Scores = Student Success

Board Approved
6/22/2021



GREENVILLE PUBLIC SCHOOL DISTRICT

Office of the Superintendent

"Committed to Excellence for All"

Dr. Debra Dace

Dear Students and Parents:

On behalf of the Greenville Public School District Board of Educators, Administration, and staff, I welcome you to the Greenville Public School District. The Greenville Public School District is committed to providing an array of learning opportunities as we strive to ensure **"Academic Excellence for All Students"** throughout our District. In light of what has occurred during the 2020-2021 school year, we remain hopeful. As we plan for future success, we will continue to focus on what's best for students, parents, and educators.

This Student Handbook provides valuable information that will assist both students and parents in understanding the policies, rules and requirements of the District. Please take the time to read this document as it can be used for a variety of resources for all students to be successful. I am very confident that the combined efforts of students, parents, and staff will ensure a positive and rewarding school year for everyone involved.

Lastly, I want to take a moment to say thank you to the members of our Handbook Committee for making updates relevant for this upcoming school year. If you have any questions, please feel free to contact your building Principal or my office. I wish everyone the best of luck during the 2021-2022 school year and look forward to working with you to ensure the success of our students.

Educationally yours,

Dr. Debra Dace
Superintendent

PREFACE

The administration, faculty, and staff welcome you to the Greenville Public School District. We are honored to have the opportunity to work with you, and will devote every effort to helping you be the best person and student you are capable of being.

We believe that our fundamental responsibility is to provide many academic and extracurricular opportunities that will help you develop to your maximum potential intellectually, physically, morally, socially, and emotionally. We will work cooperatively with each student, the parents, and community to achieve this goal.

We want you to be a successful student who loves the GPSD. We will work hard to gain your respect. We will strive to provide a safe, orderly, clean, and positive school climate. We will respect you and your individual rights as a student and person. We will provide for you an academically challenging learning experience supported by appropriate extracurricular activities. Finally, we will continuously evaluate and modify our curriculum so that it is relevant to societal changes, meets your needs and abilities, and reflects the community's quest for excellence in education.

We invite you to share our vision of excellence for the GPSD. Our school will be what you make it. When you are the best person and student you are capable of being, the GPSD will also be the best. We will help you. We are here because of you and for you. Let us work together as we enter the world of excellence in education in the GPSD.

The **Parent and Student Handbook** will help you to understand laws established by the Mississippi State Legislature, City of Greenville, and policies of the GPSD Board of Trustees. School rules, regulations, and procedures are written to enforce these laws.

Read this handbook carefully. Your teacher will also discuss it with you during orientation. Follow the procedures and obey the rules. If you have any questions, ask a teacher or staff member. The purpose of this handbook is to serve as a reference guide. All parents, students, faculty, and staff are still subject to the policies contained in the Policy Manual of Greenville Public Schools and this handbook is not intended as a substitute for that manual which is available for review from any school site and online at **www.gvillepublicschoolsdistrict.com**

DISCLAIMER

The Greenville Public School District complies with all Federal and State laws and regulations, and does not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital status, veteran status or disability. This applies to all educational programs and extracurricular activities.

Inquiries regarding the application of the above, Title VI, Title IX, and/or accommodations for disabled employee, the public accessibility of facilities and programs should be directed to **Mrs. Janet McDavid-Collins**, Director of Human Resources at (662) 334-7000.

Inquiries regarding the application of Section 504 of the Rehabilitation Act (concerning students with disabilities who are not eligible for Special Education) / ADA should be directed to the Department of Instructional Programs at (662) 334-7000. The offices may be contacted by mail at:

P. O. Box 1619
GREENVILLE, MS 38702-1619

LITERACY-BASED PROMOTION ACT

Greenville Public School District is devoted to developing our students into avid readers. In compliance with the *Literacy-Based Promotion Act (SB 2157)*, all Kindergarten – Third grade students will be assessed to determine their reading level. Based on students' performance on a reading screener approved or developed by the Mississippi Department of Education.

Beginning in the school year 2016 – 17, third grade students will be administered the Mississippi Academic Assessment Program (MAAP) English Language test to determine whether a student meets the requirement for promotion. The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019. Students who **do not meet** the promotion requirement on the 3rd Grade MAAP ELA test will be given two retesting opportunities.

*****Note-See Appendix IV for more details for the 3rd Grade requirements.**

For more information speak with the Department of Instructional Programs at 662-334-7000 for further information.

Greenville Public School District

Academic Excellence for ALL Students

Opportunity for All Students to Achieve Success

Safety + Supervision + Scores = Student Success

ALL SCHOOLS WILL BE RATED C OR ABOVE

GOAL 1	GOAL 2	GOAL 3	GOAL 4
All Students College and/or Career Ready	Promote a safe, disciplined, healthy, and drug-free school	Ensure effective and efficient use of resources	Improve community trust and district transparency with all stakeholders

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GENERAL INFORMATION



BOARD OF TRUSTEES

President
Mrs. Jan Vaughn

Vice President
Mrs. Antoinette
Williams

Member
Dr. Doris Thompson

Dr. Oliver Johnson

Member
Mr. Roy Riley

Superintendent
Dr. Debra Dace

DEPARTMENT PHONE NUMBERS

DISTRICT RECEPTIONIST	334-7000
Fax	334-7021

HEARING OFFICER/ATHLETICS	Fax 334-2915
Office	334-7027

SUPERINTENDENT	Fax 334-3646
Office Number	334-7000

HUMAN RESOURCES	Fax 334-3859
Office	334-7005

BUSINESS OFFICE	Fax 334-3480
Assistant Business Manager	334-7012
Accounts Payable	334-7011
Travel Clerk	334-4224
Payroll Clerk	334-7009
Assistant Payroll Clerk	334-7014
Purchasing and Fixed Assets	334-3105

MAINTENANCE	Fax 334-2859
Office Number	334-7151
Warehouse	334-7155
Bus Barn	334-7156

PRINT SHOP	334-7189
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SECURITY	390-7352
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CHILD GUIDANCE CENTER	Fax 334-7176
Student Records	334-8119

SPECIAL SERVICES	Fax 334-6598
Office	334-7185
Case Manager	334-6504
School Psychologist	334-7167

CHILD NUTRITION	Fax 334-3689
Office	334-7191

TECHNOLOGY	Fax 334-2865
Office	334-2858

CURRICULUM & INSTRUCTION	Fax 334-7031
Office	334-3948

TRANSPORTATION	Fax 334-2884
Office	334-7152

FEDERAL PROGRAMS	Fax 334-4930
Office	379-8287

SCHOOL INFORMATION

<p><u>McBride Pre-K Academy</u> Dr. Tamalyn Williams, Director Ph. 334-8100 Fax 378-5472 Cafeteria 334-8102 438 Poplar St.</p>	<p><u>Coleman Middle School (6-8)</u> Dr. Wanda Merritt, Principal Ph. 334-7036 Fax 334-7040 Cafeteria 334-7046 Counselor 334-7041 / 334-7042 400 MLK Jr. Blvd.</p>
<p><u>Webb Kindergarten Preparatory School</u> Debra Reeves, Principal Ph. 334-7146 Fax 334-2879 Cafeteria 334-7147 600 S. Harvey St.</p>	<p><u>Weston Middle School (6-8)</u> Walter McDavid, Principal Ph. 334-7081 Fax 334-7091 Cafeteria Counselor 334-7087 / 334-7088 901 Archer St.</p>
<p><u>Akin Elementary (1-5)</u> Teresa Ervin, Principal Ph. 334-7161 Fax 334-2847 Cafeteria 334-7162 361 Bowman Blvd.</p>	<p><u>Greenville High School (9-12)</u> Tarraneshia Brown-Jones, Principal Ph. 334-7063 Fax 334-2957 Cafeteria 334-7071 Counselors 334-1741 / 334-7066 Special Services 334-7069 Band Room 334-7070 429 Robertshaw St.</p>
<p><u>Armstrong Elementary (1-5)</u> Yolanda Johnson, Principal Ph. 334-7121 Fax 334-7120 Cafeteria 334-7162 528 Redbud St.</p>	<p><u>Greenville Technical Center</u> Dr. Kandice Jernigan, Director Ph. 334-7171 Fax 334-7053 350 S. Raceway Rd.</p>
<p><u>Boyd Elementary (1-5)</u> Brigetta Sims, Principal Ph. 334-7166 Fax 334-2872 Cafeteria 334-7167 1021 S. Colorado St.</p>	<p><u>Manning Restart Center</u> Melvin Brown, Director Ph. 334-7000 430 MLK Jr. Blvd</p>
<p><u>Stern Elementary (1-5)</u> Dr. Eddie Mae Springfield, Principal Ph. 334-7131 Fax 334-1821 Cafeteria 334-7132 522 McAllister St.</p>	<p><u>Washington County Juvenile Detention Center</u> Melvin Brown, Director Ph. 334-2955 / Fax 334-2949 3330 Hwy 82 E.</p>
<p><u>Trigg Elementary (1-5)</u> Deshanda Riley, Principal Ph. 334-7177 Fax 334-7176 Cafeteria 334-7178 3004 Lincoln Dr.</p>	<p>Credit Union 662-334-7184 Retirement 800-444-7377 Certification 607-359-3483</p>
<p><u>Weddington Elementary (1-5)</u> Vanessa Wigfall, Principal Ph. 334-7101 Fax 334-2863 Cafeteria 334-7102 668 Sampson Rd.</p>	

SCHOOL UNIFORM

GREENVILLE HIGH SCHOOL

MALES

Pants – Khaki (long or short)
Shirt – **Black** polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Black**

FEMALES

Pants or Skirts– Khaki (long or short)
Shirt – **Black** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Black**

COLEMAN MIDDLE SCHOOL

MALES

Pants – Khaki (long or short)
Shirt – **Maroon** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Maroon**

FEMALES

Pants or Skirt s– Khaki (long or short)
Shirt – **Maroon** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Maroon**

WESTON MIDDLE SCHOOL

MALES

Pants – Khaki (long or short)
Shirt – **Gold** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Gold**

FEMALES

Pants or Skirts – Khaki (long or short)
Shirt – **Gold** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Gold**

ALL ELEMENTARY SCHOOLS

MALES

Pants – Khaki (long or short)
Shirt – **Red** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Red**

FEMALES

Pants or Skirts – Khaki (long or short)
Shirt – **Red** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Red**

WEBB KINDERGARTEN PREPARATORY SCHOOL

MALES

Pants – Khaki (long or short)
Shirt – **Kelly Green** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Kelly Green**

FEMALES

Pants or Skirts – Khaki (long or short)
Shirt – **Kelly Green** Polo (long or short sleeves)
Sweater, Cardigan, Vest – **White or Kelly Green**

McBride Pre-K ACADEMY

MALES

Pants – Khaki (long or short)
Shirt – **Royal Blue** Polo (long/short sleeves)
Sweater, Cardigan, Vest – **White or Royal**

FEMALES

Pants or Skirts – Khaki (long or short)
Shirt – **Royal Blue** Polo (long/short sleeves)
Sweater, Cardigan, Vest – **White or Royal**

NOTE:

All items must be frill-/logo-free.

EXCEPTION: Official school logo (Ex. GHS football jacket). Keep in mind that the required outfit should be clearly visible at all times while inside the school building and not hidden by outer garments.

Hoodies will not be allowed to be worn in the school buildings at any time.

If the pants or skirts have belt loops, belts must be worn and fastened at the waist.

All students that are required to have a backpack must have a clear plastic or mesh backpack. (Policy JCDBB)

2021-2022 ACADEMIC SCHOOL CALENDAR

***Copies of the calendar can be found at each school site, the central office and at the Manning Parent Center**


2021-2022 GPSD District Calendar - Approved 06-22-2021

July 2021							January 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29
							30	31					
August 2021							February 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7							
8	9	10	11	12	13	14	21	22	23	24	25	26	27
15	16	17	18	19	20	21	28						
22	23	24	25	26	27	28							
29	30	31											
September 2021							March 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11							
12	13	14	15	16	17	18	6	7	8	9	10	11	12
19	20	21	22	23	24	25	13	14	15	16	17	18	19
26	27	28	29	30			20	21	22	23	24	25	26
							27	28	29	30	31		
October 2021							April 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9							
10	11	12	13	14	15	16	3	4	5	6	7	8	9
17	18	19	20	21	22	23	10	11	12	13	14	15	16
24	25	26	27	28	29	30	17	18	19	20	21	22	23
31							24	25	26	27	28	29	30
November 2021							May 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
7	8	9	10	11	12	13	1	2	3	4	5	6	7
14	15	16	17	18	19	20	8	9	10	11	12	13	14
21	22	23	24	25	26	27	15	16	17	18	19	20	21
28	29	30					22	23	24	25	26	27	28
							29	30	31				
December 2021							June 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11							
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30	31								

July							January						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30	31					
August							February						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8	21	22	23	24	25	26	27
9	10	11	12	13	14	15	28						
16	17	18	19	20	21	22							
23	24	25	26	27	28	29							
30	31												
September							March						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
4	5	6	7	8	9	10	7	8	9	10	11	12	13
11	12	13	14	15	16	17	14	15	16	17	18	19	20
18	19	20	21	22	23	24	21	22	23	24	25	26	27
25	26	27	28	29	30	31	28	29	30	31			
October							April						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
4	5	6	7	8	9	10	15	16	17	18	19	20	21
11	12	13	14	15	16	17	22	23	24	25	26	27	28
18	19	20	21	22	23	24	29	30	31				
25	26	27	28	29	30	31							
November							May						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
7	8	9	10	11	12	13	19	20	21	22	23	24	25
14	15	16	17	18	19	20	26	27	28	29	30	31	
21	22	23	24	25	26	27							
28	29	30											

December <th colspan="7" style="background-color: #fce4d6;">June </th>							June						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11							
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30	31								

Holidays - District Closed						
60% Day	District Assessments	First & Last Day for Teachers	Teacher Workday/Professional Dev Day	Student Returns		



<http://www.vertex42.com/calendars/>

Calendar Templates by Vertex42.com

ADMISSIONS (Policy JBC)

ALL Pre-K, Kindergarten, “NEW” Students to District:

- Birth Certificate
- MS Immunization Record (*Form 121*)
- Social Security Card (*Optional*)
- 2 Proofs of Residency
 - Filed Homestead Exemption Application form
 - Mortgage documents or property deed
 - Apartment or home lease
 - Utility bills (gas, water, lights **only**)
 - Driver’s license or State of Mississippi issued ID
 - Voter precinct identification
 - 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
- Transcript/Last Report Card (*Out of District*)

ALL Returning Students (Prior School Year)

- For the 2021-2022 School year, the Mississippi Department of Education will allow districts to waive the 2 proofs of Residency, if the address has not changed from the 2020-2021 School year. The Parent/Guardian will have to complete the GPSD Waiver form in lieu of the 2 proofs.
- 2 Proofs of Residency are required if the address has changed.
(*Any two of the following*):
 - Filed Homestead Exemption Application form
 - Mortgage documents or property deed
 - Apartment or home lease
 - Utility bills (gas, water, lights only)
 - Driver’s license or State of Mississippi issued ID
 - Voter precinct identification
 - 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

RESIDENTIAL REQUIREMENTS AND CHANGE OF ADDRESS

Students who attend school in the Greenville Public School District must live with the custodial parent/guardian who is a *bona fide* resident in the Greenville Public School District. Proof of residency must be presented at registration.

If any time during the year a change of address or telephone number occurs, the parent/guardian must report this change to the principal's office immediately. Appropriate forms for verification of the new address will also be needed and placed on file.

ATTENDANCE

ATTENDANCE INFORMATION (Policy JBA)

The Greenville Public School District Board of Trustees believes that regular school attendance is crucial for students to obtain maximum benefits from school. The *Mississippi Public School Accountability Standards* specifies that the awarding of Carnegie units in grades 7-12 is based on a specific number of hours of instruction and the number of hours that students are engaged in this instruction.

It is the philosophy of the Board of Trustees, administrators, and faculty of the Greenville Public School District that educational needs of students are best met when they are present for instruction in the classroom.

MAKE-UP WORK FOLLOWING AN ABSENCE

It is the responsibility of the student/parent to secure from teachers the assignments or tests missed during an absence from school. After the second day of absence, homework assignments may be requested by calling the office of the respective school during the hours of operation. Assignments and the scheduling of make-up work will be at the discretion of the teacher. The student will have the same number of days in which he/she was absent to make up the work. Failure to make up assigned work will result in a zero (0) grade.

ARRIVAL / DISMISSAL

Elementary Schools

All students are expected to be in their assigned classrooms prior to the ringing of the tardy bell. Students are expected to leave the campus immediately upon dismissal. Parents are expected to pick up their child/children in a timely fashion. Any student who is not involved in an organized activity should be picked up by 3:15 PM at the latest on a regular school day. Any parent who continually leaves their child at the school after the hours of operation may be referred to local social services agencies. There will be no check outs for elementary students after 2:00 PM.

Middle Schools

All students are expected to be in their assigned classrooms prior to the ringing of the tardy bell. Students are expected to leave the campus immediately upon dismissal. Parents are expected to pick up their child/children in a timely fashion. Any student who is not part of an organized activity should be picked up by 3:45 PM at the latest on a regular school day. Any parent who continually leaves their children at the school after the hours of operation may be

referred to local social services agencies. There will be no dismissals for middle school students after 2:15 PM.

High School Campus

At the end of the day, all students are expected to be in their assigned classroom prior to the ringing of the tardy bell. Students are expected to leave the campus immediately upon dismissal. Parents are expected to pick up their child/children in a timely fashion. Any student who is not part of an organized activity should be picked up by 4:30 PM at the latest on a regular school day. Any parent who continually leaves their children at the school after the hours of operation may be referred to local social services agencies. There will be no dismissals for high school students after 3:00 PM.

BELL SCHEDULE FOR ALL SCHOOLS

McBride Pre-K Academy Schedule	Arrival Time	7:15 AM
	Breakfast	7:15 AM – 7:45 AM
	First Bell	7:45 AM
	Tardy Bell	7:55 AM
	Dismissal	2:45 PM

Webb Kindergarten Preparatory School Schedule	Arrival Time	7:15 AM
	Breakfast	7:15 AM – 7:45 AM
	First Bell	7:45 AM
	Tardy Bell	7:50 AM
	Dismissal	2:45 PM

Elementary School Schedule	Arrival Time	7:15 AM
	Breakfast	7:15 AM – 7:45 AM
	First Bell	7:45 AM
	Tardy Bell	7:50 AM
	Dismissal	2:45 PM

Middle School Schedule	Arrival Time	7:25 AM
	Breakfast	7:25 AM – 8:10 AM
	First Bell	8:10 AM

	Tardy Bell	8:15 AM
	Dismissal	3:15 PM

High School Schedule	Arrival Time	7:50 AM
	Breakfast	7:50 AM – 8:20 AM
	First Bell	8:45 AM
	Tardy Bell	8:50 AM
	Dismissal	4:00 PM

Early College Schedule at MVSU	Breakfast	6:20 AM – 6:30 AM
	Board Buses	6:30 AM
	First Bell	8:00 AM
	Tardy	8:10 AM
	Dismissal/ Board Buses	3:05 PM

***Daily school schedules may change due to implementation of COVID 19 guidelines.**

TARDY TO CLASS

The practice of being punctual is considered an acquired habit that enhances the student’s ability to succeed in adult life. A student who is absent from the classroom or is tardy arriving to the classroom will not achieve at the same level as a student who is punctual to class. A student who is tardy to class disrupts the instructional process for other students in the classroom. “Tardy to class” is defined as not being in the classroom when the bell rings to begin class as noted by the (tardy bell). A student who is tardy will receive disciplinary action according to the **Student Behavior Plan for Success (Discipline Matrix)**. If a middle school student has not reported to class within five (5) minutes of the tardy bell, the student will be recorded as truant (cutting class).

TARDY TO SCHOOL

A student who arrives to school after the first period tardy bell will receive a tardy admittance slip from the office before reporting to first period. The classroom teacher will record the tardy in the grade book. A student who is tardy to school will receive disciplinary action according to the **Student Behavior Plan for Success (Discipline Matrix)**. If the student arrives during first period but after 7:50 AM, the student shall report to the attendance office and will be considered as absent from class. Failure to report to class will result in an unauthorized absence from class. Car trouble, personal and/or family errands, oversleeping, failure to be awakened by a family

member, a family member assuming responsibility for a late arrival to school or to the first scheduled class, are not examples of an excused tardy.

CHECKOUT

When a student arrives on campus, the student becomes the responsibility of the school. Anyone wishing to check out a student must be listed on the Parent Authorization Form and show a valid picture ID. When it is necessary for a student to check out during the school day, the parent/guardian must come inside the school for an “Early Dismissal Form.” No checkout for kindergarten and elementary students after 2:00 PM. No checkout for middle school students after 2:15 PM. No checkout for high school students after 3:00 PM.

***A student must be present 63% of the school day in order to not receive an absence for that day.**

Sixty-three Percent of the School Day

School Level	Time
Elementary (PreK-5)	12:35 pm
Middle School	12:40 pm
High School	1: 40 pm
Early College	1:40 pm

CHECKOUT PROCEDURE

When it becomes necessary for a student to leave school before the regular dismissal time, a parent/guardian will report inside the school to check out the student. Such a checkout will require the signature of the parent/guardian. An advance checkout is acceptable. For example, if it is necessary for a student to leave school early on Thursday, a parent/guardian may report to the school on any day prior to Thursday to check out the student. The act of the student checkout can occur at the convenience of the parent/guardian.

Greenville High School will grant an exception for medical appointments although every effort should be made to schedule such appointments after 3:00 PM. In the event of a medical appointment, the student may submit an appointment card to the attendance office before 8:40 AM. The appointment card must contain the time and date for the appointment, as well as the doctor’s name. If the appointment card contains the required information, the student may check out of school. School officials reserve the right to confirm medical appointments that require early dismissals from school.

It is not uncommon for an extenuating circumstance to occur which may prevent a parent or guardian from reporting to the school to check out a student. A member of the administrative staff will determine the existence of an extenuating circumstance, and if such a circumstance does exist, authorization to check out of school will be extended to the student. The student will submit the following.

- A written note from the parent/guardian indicating the time of dismissal.

- The home and work telephone number of the parent/guardian.
- Verification by the attendance office before dismissal.
- Submission of a written note to the attendance office by 8:40 AM on the day of the checkout.

LEAVING CAMPUS

Once a student arrives at school, he/she is not to leave campus at any time without a proper dismissal. Students who violate this rule will be subject to disciplinary action. Under no circumstances can the student leave campus without being checked out through the office by the parent/guardian. If a student returns to school after being checked out earlier in the day, he/she must report to the office for re-admittance papers before going to class.

STUDENT DRIVERS

Middle school students in the Greenville Public School District are not permitted to drive vehicles on school campuses for any reason. This includes extracurricular activities. High school students who drive vehicles to school must have a valid Mississippi driver's license and must purchase a parking decal for each vehicle driven to school. Students who drive vehicles to school and take classes at the Greenville Technical Center will be required to leave the vehicle at school and ride the bus to the center. Vehicles parked on campus without a parking decal will be towed at the owner's expense. Any vehicle on school campus is subject to being searched to ensure the safety of the students at that respective school.

TRUANCY (Policy JBAC)

A student will be considered truant if the student is unaccountably absent from class for ten minutes. A student who leaves campus without proper authorization will be considered truant. Failure to leave campus with proper authorization or an unaccountable absence from class that exceeds ten (10) minutes will result in disciplinary actions according to the **Student Behavior Plan for Success (Discipline Matrix)**.

VACATING SCHOOL GROUNDS

All students will vacate all buildings on campus and exit the campus grounds upon the conclusion of each school day, unless under the direct supervision of a school official in an organized school-sponsored activity or event.

DISCIPLINE

CODE OF CONDUCT (Policy JCB, JD)

A core value of any successful institution is to maintain high morals and ethical standards. Greenville Public School students are encouraged to perform at the highest possible levels of excellence with academic honesty and personal integrity.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

ELEMENTARY SCHOOLS

Helping children to develop self-discipline and to conduct themselves in an acceptable manner is a major behavioral objective of the school as well as of the home. Parents may assume that a student's behavior is satisfactory or better unless they are notified by telephone or by letter. In most cases it is believed that the call or letter will suffice -- if not, the parents may be asked to come to the school for a conference in order to affect an acceptable solution to the problem.

The school will expect and demand nothing less than good conduct on the part of students. It is believed that the above described procedure will be effective in achieving a desirable learning atmosphere and in guiding students toward assuming a greater degree of responsibility for their behavior. It should be fully understood that any student whose conduct interferes with the learning process of others will be removed from the classroom and dealt with accordingly.

SECONDARY SCHOOLS

The administration of Greenville Public Schools is based on the theory that secondary students are young ladies and young gentlemen and, as such, should be capable of conducting themselves in accordance with accepted standards of conduct. Every student is expected at all times to keep in mind that his conduct should not interfere with others, rather that it should be an example to others.

The primary emphasis of this school system is to provide the best quality education for the boys and girls of the district. The school system feels strongly that a basic prerequisite for any successful instructional program is that a clear understanding of the operation is based upon the policies and resulting rules. Therefore, it is imperative that policies and resulting rules be understood and followed without exception.

GENERAL RULES OF STUDENT CONDUCT (Policy JD)

- Students are expected to conduct themselves in all school activities in such a manner that will promote development rather than inhibit it.
- A teaching situation which is conducive to learning must be maintained. Therefore, any student whose actions make it impossible for the teacher to devote full attention to the class will be disciplined, including but not limited to being sent to the principal's office. The counselor and principal will review the case and try to resolve the problem. A student who has been sent from class repeatedly will be suspended from school.
- Any student who starts a disturbance or who participates in one will be suspended from school immediately and will be able to re-enter only after satisfactory assurance has been given in writing to the principal by the student and by his parents or guardians that there will not be a recurrence of this sort of behavior.
- Corridor courtesy requires that students walk in an orderly manner on the right side of the corridor.
- Profanity, cheating, stealing, and gambling can never be accepted by the schools of this system. Such offenses can result in suspension or expulsion.
- Radios and/or other sound reproducers shall be forbidden on campus unless specifically requested by the teacher in charge.
- All schools in the District are smoke-free zones. Smoking is prohibited on property owned or used by the school, whether during school, after school or at school-related events. Students caught smoking will be suspended.
- A student is strictly prohibited by law from possessing a weapon, as identified in Policy JCDAE, while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
- A student is strictly prohibited by law from possessing, using or selling any controlled substance, including drugs and alcohol as identified in Policy JCDAC, while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
- A student who uses or is under the influence of any alcohol or drugs shall be subject to an immediate suspension for a minimum of three (3) days or expulsion and subject to all other penalties and requirements provided by law and District policies.

- A student who commits an unlawful or violent act, as defined by Policy JCBE, shall be subject to immediate suspension and recommendation of expulsion by the principal, his or her designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
- A student who carries or otherwise has in their possession a firearm on campus, in violation of Policy JCBH, shall be subject to immediate suspension and recommendation of expulsion for a minimum of one calendar year by the principal, his or her designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
- A student, upon their second suspension for a disciplinary reason, will be informed that their third such suspension may result in expulsion.
- Student behavior that harasses or threatens other students or school personnel will not be tolerated. This district shall treat hazing, as defined in MS Code 97-3-105 and stalking, as defined in MS Code 97-3-107, as serious offenses subject to criminal prosecution.
- Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB-P, Students Complaints of Sexual Discrimination/Harassment Title IX Procedures.
- Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substance 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, Mississippi 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 is authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board. ' 37-11-18 (1995)

HARASSMENT PROHIBITED (Policy JB, JGF)

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

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

SEXUAL MISCONDUCT PROHIBITED (Policy JB)

If any person eighteen (18) years or older who is employed by any public school district or private school in this state is accused of fondling or having any type of sexual involvement with any child under the age of eighteen (18) years who is enrolled in such school, the principal of such school and the superintendent of such school district shall timely notify the district attorney with jurisdiction where the school is located of such accusation, the Mississippi Department of Education and the Department of Human Services, provided that such accusation is reported to the principal and to the school superintendent and that there is a reasonable basis to believe that such accusation is true.

Any superintendent, or his or her designee, who fails to make a report required by this section shall be subject to the penalties provided in Section 37-11-35. Any superintendent, principal, teacher or other school personnel participating in the making of a required report pursuant to this section or participating in any judicial proceeding resulting therefrom shall be presumed to be acting in good faith. Any person reporting in good faith shall be immune from any civil liability that might otherwise be incurred or imposed. '97-5-24

If any teacher and any pupil under eighteen (18) years of age of such teacher, not being married to each other, shall have sexual intercourse, each with the other, they shall, for every such offense, be fined in any sum, not more than five hundred dollars (\$500.00) each, and the teacher may be imprisoned not less than three (3) months nor more than six (6) months. '97-29-3 (1980)

SPECIAL EDUCATION STUDENTS (Policy JRAB)

Special education students are responsible for adhering to the same rules of conduct as nondisabled students. All special education students are entitled to a free appropriate public education, even those who have been suspended or expelled. Whenever a special education student is removed for disciplinary reasons from his/her current education setting and placed in an interim alternative setting, the setting must be one which enables the student to continue to participate in the general curriculum, to continue to receive those services and modifications described in the student's current IEP, and to receive services and modifications designed to address the student's behavior. The special education director/coordinator or designee should be contacted immediately when a special education student commits a violation of the rules of conduct which may result in the removal from the classroom by suspension or expulsion. All procedural safeguards described in the IDEA shall be followed whenever a special education student is disciplined.

As provided under Section 2 of Senate Bill 2506 (1999 Legislative Session), "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 (Policy JCA, JF)

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:

- Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides
- Methods of evaluation C grades will reflect some combination of the areas listed below:
According to the Syllabus:
 - Class work
 - Homework
 - Test scores
 - Participation
 - Skill application
 - Preparation for class
- The effect of absence on grades
- Procedures for making up assigned work and tests
- Other criteria as may be approved by the superintendent and school board

DISCIPLINARY CLASS MATRIX (Policy JCD (2), JCB, JCAA, JCA, JCDACB, JCDAE, JD, JDA, JDC, JDD, JDDA, JDE)

Levels of Interventions and Disciplinary Responses

Each of the levels indicated in the Matrix corresponds to a set of possible interventions and disciplinary responses. Each school is required to provide academic and behavior interventions. Students whose behavior is not in line with their peers receive assistance by a teacher, assistant, or counselor on deficit skills. These interventions are determined and monitored by the principal and Teacher Support Team (TST)/Multi-Tiered System of Supports (MTSS) team. For more information contact your child's principal or the school's MTSS Coordinator.

Staff should use the interventions and responses in a graduated manner. Implementation of interventions must be consistent with every student across the board. This means that a student's first violation will usually merit a lesser penalty than subsequent violations, considering all factors relevant to the severity of the current violation. When principals and school staff respond to student behavior, they are expected to take into account the factors listed in the prior section.

Staff should review the academic performance for all students who demonstrate inappropriate behaviors. If there are academic concerns, students should be referred to MTSS or IEP team review.

KEY: USE LOWEST LEVEL INDICATED FIRST

Teachers or administrators must document MTSS starting at Level 1 AND select at least one (1) Intervention **and** one (1) Disciplinary Response.

Level 1 – TEACHER: Interventions aim to teach and correct alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.		
	Interventions	Disciplinary Responses
Level 1	<ol style="list-style-type: none"> 1) Teacher starts Tier 1 MTSS documentation 2) Have student re-state positive behavior expectation. 3) Differentiate behavior instruction (have staff member explain positive behavior expectations, seat change, etc. 4) Refer to Pathway/Cluster/Grade Level Team. 	<ol style="list-style-type: none"> 1) Teacher/Student conference 2) Written apology 3) Verbal warning 4) Loss of classroom/school privileges 5) Student/Parent/Teacher conference 6) In-class time-out 7) After-school detention 8) Assign a grade of zero (0) – for academic dishonesty only. 9) K-8 only: Cell Phone Violation – Parent / Guardian must retrieve cell phone from school

Level 2 – TEACHER/SUPPORT STAFF: Interventions often involve support staff which includes Social Worker, Counselor, Nurse, SPED Case Manager, Strategic Programs Coordinator, MTSS Coordinator, both school-based and within the broader community, and aim to engage the student’s support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student’s inappropriate or disruptive behavior.		
	Interventions	Disciplinary Responses
Level 2	<ol style="list-style-type: none"> 1) Any lower level interventions. 2) Re-teach behavior expectation. 3) Daily Behavior Report Card, 4) Refer to MTSS Team for Behavior Support Plan 5) Refer to IEP Team. 6) Refer to Counselor 	<ol style="list-style-type: none"> 1) Any lower level discipline response. 2) Removal from class to another supervised time-out in another class- room with principal approval. 3) Administrator/Student/Parent conference. 4) K-8 only: Cell Phone Violation - Parent / Guardian must pay an administrative handling fee of \$25.00 and retrieve cell phone from school

Level 3 – ADMINISTRATION: Interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

	Interventions	Disciplinary Responses
Level 3	1) Any lower level interventions. 2) Refer to Support Staff (e.g., Social Worker or Nurse) 3) Change in schedule or class 4) Mentoring program 5) Peer mediation 6) Refer to MTSS 7) Functional Behavior Assessment (FBA) 8) Behavior Intervention Plan (BIP) 9) Refer to School-Based Therapist 10) Modify IEP	1) Any lower level discipline response. 2) In-school Suspension 1-3 days (must have MTSS documentation before using) 3) School/community service 4) Saturday School 5) Work detail/detention 6) K-8 only: Cell Phone Violation - Parent / Guardian must pay an administrative handling fee of \$50.00, retrieve cell phone from school, and student will serve 1 day of ISS for 3 rd infraction, 2 days for 4 th infraction and 3 days for 5 th infraction.

Level 4 – ADMINISTRATION - Interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited to as much as practicable while adequately addressing the behavior.

	Interventions	Disciplinary Responses
Level 4	1) Any lower level interventions. 2) Refer to community organizations.	1) Any lower level discipline response. 2) Out-of-school suspension (OSS) 1-3 days (must have MTSS documentation before using) 3) Restitution (only discipline response that can be used with another response)

Level 5 – ADMINISTRATION/ASSOCIATE ADMINISTRATOR OF OPERATIONS: Interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.

	Interventions	Disciplinary Responses
Level 5	1) Any lower level interventions. 2) Refer to IEP Team for manifestation determination (SPED students only)	1) Disciplinary hearing. 2) Out-of-school suspension (OSS) 1- 9 days 3) Recommended for expulsion 4) Refer to Alternative Education Placement 5) Arrest or referral to law enforcement

KEY: USE LOWEST LEVEL INDICATED FIRST

LEVEL 1	CLASSROOM SUPPORT – May be appropriate when the student has no prior incidents and interventions have not been put in place.
LEVEL 2	MTSS/IEP TEAM – May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has continued to negatively impact the learning of the student and others.
LEVEL 3	MTSS, INTENSIVE SUPPORT STAFF AND APPROPRIATE ADMINISTRATION – May be appropriate when school supports are needed to correct behavior.
LEVEL 4	SUSPENSION AND INTERVENTION REVIEW – May be appropriate when interventions and supports have been put in place, but the behavior is escalating (repeated offenses).
LEVEL 5	EXTENDED SUSPENSION, EXPULSION, AND INTERVENTION REFERRAL/REVIEW – May be appropriate when student’s behavior seriously impacts the safety of others in the school.

NOTE: On the first instance of an inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level

INAPPROPRIATE OR DISSUPTIVE BEHAVIOR		LEVELS
Academic Dishonesty (e.g., cheating or plagiarizing)		1 – 3
Alcohol	Under the influence of	3 – 4
	Using, <i>in possession of or selling</i>	4 – 5
Bullying - (A bullying incident form must be completed by the student)	<i>(Includes cyber-bullying and gang related incidents)</i> to follow procedures per Policy JDDA and JDDA-P Intentional conduct, including verbal, physical or written conduct, or electronic communication that is threatening or intimidating and substantially disrupts the orderly operation of a school.	2
	Serious bullying is defined as repeatedly over time engaging in intentional negative behaviors that adversely affect another student’s ability to participate in or benefit from the school’s education or extracurricular programs.	3 – 5
Bus Disruption	Minor disruptions on the bus (e.g., eating, drinking, being too loud, or standing while the bus is moving)	1 – 2
	Serious disruptions on the bus that causes an immediate threat to the safety of other people <i>Note: If suspended, the number of days should be related to severity of infraction.</i>	4 – 5
Classroom Disruption	Minor disruptions (e.g., talking out in class or talking out of turn, or other behavior that distracts from student learning)	1 – 3
INAPPROPRIATE OR DISSUPTIVE BEHAVIOR		LEVELS

Classroom Disruption	Major disruption (cause an immediate threat to other people, e.g., throwing objects)	3 – 5
	Leaving class without permission	3 – 5
	Leaving campus without permission	3 – 5
Cutting Class	Failure to appear or attend a scheduled class and/or creating a disturbance in another class	1 – 5
Defiance of Authority and/or insubordination (e.g., non-violent/non-physical)	Talking back to staff	1 – 3
	Refusal to participate in classroom activities	1 – 3
	Failure to respond to school staff/administrators' question/requests	2 – 3
	Failure to follow directions leading to a potential threat of harm to self or others.	3 – 5
Disrespectful Behavior/Profanity (e.g., verbal insults or put-downs, including the use of profane or offensive language; picking on, bothering, teasing, or distracting other students; making inappropriate gestures or comments; and other behavior that is rude or disrespectful)		3 – 5
Dress Code Violation		1 – 3
Drugs or Controlled Substances (including inhalants)	Under the influence of	2 – 3
	Using, possessing, distributing, or selling	5
Extortion (e.g., taking or attempting to take from another money or property by threat of force, express or implied) – <i>Only repeat level 4 may be reported to police</i>		4
False Activation of a Fire Alarm		3 – 5
Fighting / Assault / Battery (could be with staff or domestic violence issues)	Physical aggression – No injury (e.g., <u>pushing and shoving</u>)	1 – 3
	Simple Assault or Simple Battery	2 – 3
	More serious fighting (include incidents <u>involving minor injuries</u>)	3 – 5
	Assault with a <u>weapon</u> or battery causing <u>serious bodily injury</u>	5
	Gang/group fight – 2 or more on one side	5

INAPPROPRIATE OR DISSUPTIVE BEHAVIOR		LEVELS
Fire Setting / Arson	Fire setting	4 – 5
	Arson	5
Gambling (when money is exchanged)		2 – 5
Common recreational areas misbehavior – Running, making excessive noise, or loitering		1 – 3
Harassment Against Members of the School Community based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion	Minor harassment (e.g., verbal discriminatory actions)	1 – 2
	Serious harassment (e.g., persistent or long-term harassment, stalking)	2 – 5
Inciting or Participating in Disturbance Causing a large disturbance to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot.		3 – 5
Lying to, Giving False Information to, or Misleading School Personnel		1 – 5
Portable Electronic Devices Use	Cell phones/Electronic Devices infractions will follow handbook procedures <i>*refusal to submit per request may lead to <u>Defiance of Authority/Insubordination referrals</u></i>	1 – 3
	Technology Acceptable Use Policy Violation	2 – 3
	Cybercrimes – any transmitting of inappropriate materials via electronic device	5
Property Damage / Vandalism	Minor or accidental damage (less than \$50)	1 – 2
	Intentional damage or defacement of another person’s or school property (less than \$300)	2 – 4
	Intentional damage or defacement of another person’s or school property (more than \$300) Note: if restitution is requested or paid, please note on referral	3 – 5

INAPPROPRIATE OR DISSUPTIVE BEHAVIOR		LEVELS
Sexually Based Behaviors	Sexual Activity: Grades PK-3 or grade equivalent	1 – 3
	Sexual Activity: Grades 4-12 or grade equivalent	2 – 5
	Sexual Harassment (e.g., unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature.	2 – 5
	Sexual Assault	5
	Sexual Battery	5
	Rape	5
Tardiness – Persistent or excessive tardiness to class/school		1 – 3
Threat Against School Personnel Written or Verbal	PK through Grade 3, or grade equivalent	2 – 3
	Grade 4 through 12, or grade equivalent	3 – 5
Tobacco	Use / Possession of tobacco/use of tobacco	2 – 5
	Possession of lighter/matches	2 – 5
Trespassing	Level 5 interventions may only be used when a student has entered onto school property without permission and then refused to leave school property upon request	3 – 5
Unauthorized Use of School Equipment (telephone w/o permission, teacher computer w/o permission, copier)		1 – 5
Verbal or Physical Threat to Student Threatening or aggressive language or gestures directed toward another student(s)		3 – 5
Weapons, Firearms, and Explosives	Bringing or possessing firecrackers	1 – 5
	Igniting fireworks or firecrackers	4 – 5
	Bringing, possessing, or using other explosives (non-fire-works)	5
	Threat or false report related to explosives/bomb threat	5
	Bringing, possession, or using firearms	5
	Bringing or using other deadly weapons	4 – 5
	Bringing/possessing other items that can be used as weapons (example: slingshot, chains, BB guns, rat-tail combs, rocks, mace, lighters, matches, etc.)	3 – 5

Due Process (Policy JCAA)

When a student or staff member is confronted with disciplinary action, the board and its administrators shall afford him or her the safeguards of due process required by law. In any case, the impacted party must be made fully aware of their rights, must be given notice of the charges against them and an opportunity to present their side of the case, prior to any action being taken by school officials.

A student who has been suspended or expelled has the right to due process. All aspects of a suspension or expulsion proceeding, including all information and records regarding the student's case, shall be confidential and available only to authorized school officials involved in or working on the case, to the student's parents or legal guardians, and to attorneys for the student and, when appropriate, to the school board. Consistent with other matters of due process, individuals shall not seek to circumvent this process by tainting members of the school board in order to sway or influence their votes regarding the prospective disciplinary matter. The following procedures provide notice and an opportunity to be heard in such matters.

Informal Hearing

Applies to: In-school suspensions

Suspension of bus-riding privileges

Suspensions of ten (10) days or less

Suspensions of eleven (11) days or more

Expulsions

The superintendent, principal or his or her designee may impose a short-term suspension (10 days or less) upon a student for misconduct, subject to an informal hearing. An initial informal hearing is required in each case where disciplinary action may be taken against a student. After an initial investigation appropriate under the circumstances, the superintendent, principal or his designee shall:

1. Notify the student, orally or in writing, of the charges against them;
2. Afford the student a full opportunity to respond; and
3. If the student denies the charges, explain the evidence in support thereof.

After the initial informal hearing, the superintendent, principal or designee may take one of the following actions:

1. Suspension of Ten (10) Days or Less: The superintendent, principal or designee may suspend the student for not longer than 10 consecutive school days. The suspension shall be effective the next school day. The student's parent or legal guardian shall be notified, in writing, of the suspension within twenty-four (24) hours of the suspension going into effect. Immediately, the student's parent or guardian shall also be verbally notified via telephone, if possible.
2. Immediate Removal: The superintendent, principal or designee may immediately remove a student from school when the student's presence endangers persons or property or threatens disruption of the academic process. In these cases, the necessary notice and hearing should be conducted as soon after the removal as practical. Unless the

circumstances require otherwise, a student removed from school under these circumstances shall be instructed to return to school the following day with his parent or legal guardian and the initial informal hearing shall be conducted.

3. Recommendation of Long-Term Suspension or Expulsion: If, as a result of the investigation and informal hearing, the superintendent, principal, or designee determines that a long-term suspension or expulsion is the appropriate disciplinary action, the formal hearing process shall be initiated. Pending the outcome of the formal hearing, (1) the student may be allowed to remain at their home school, if the superintendent or principal determines that their continued presence will not disrupt school operations or (2) the student shall be allowed to attend the alternative school.
4. The superintendent, principal or designee may suspend a student's bus riding privileges or assign a student to in-school suspension for a period of time commensurate with the offense committed by the student, so long as educational services continue to be provided to the student.

Formal Appeal Hearing

Applies to: Suspensions of Eleven (11) Days or more
Expulsions

The superintendent, principal or designee shall conduct an investigation and initial informal hearing as in the case of a short-term suspension. If, after the investigation and initial informal hearing, the superintendent, principal or designee determines that a recommendation of suspension for 11 days or more or expulsion is the appropriate disciplinary action:

1. The superintendent, principal or designee shall give the student a written "Notice of Recommendation of Long-Term Suspension or Expulsion and Statement of Rights.
2. The Notice shall contain a statement of the charges, and if the recommendation is for a suspension, the length the suspension, shall advise the student of their right to a hearing before a discipline hearing committee and to be represented by legal counsel at their own expense, to present witnesses and evidence at the hearing, and to cross-examine the district's witnesses present at the hearing. A copy of the Notice shall be hand-delivered to the student when possible and mailed, within 24 hours, to the student's parent or legal guardian, unless hand-delivered. When practical, the student's parent or guardian shall also be verbally notified via telephone immediately.
3. If the student or his parent or legal guardian requests, in writing, a hearing within five (5) days of the date of the notice, a hearing before a discipline hearing committee shall be automatically scheduled within five (5) days.
4. Pending the outcome of the formal hearing, (1) the student may be allowed to remain at their home school, if the superintendent or principal determines that their continued presence will not disrupt school operations, or (2) the student shall be allowed to attend the alternative school.

The formal hearing will be before a discipline hearing committee:

1. The committee shall be composed of three school administrators, none of whom may be on the staff of the school at which the student is enrolled.
2. The superintendent's designee will serve as hearing officer.

3. An audio recording will be made of each hearing and kept on file with the superintendent's designee.
4. The hearing officer will conduct the hearing before the discipline hearing committee. Informal procedures shall be followed and formal rules of evidence shall not apply. The student or his counsel shall be allowed to cross-examine any district witnesses present at the hearing and will be permitted to present arguments, witnesses and other evidence on the student's behalf. The student may be represented by a parent, guardian or legal counsel at the hearing at his own expense. Failure of the student, his parent, guardian or counsel to appear at the hearing at the appointed time and place shall waive the student's right to a hearing. If the student's parent or legal guardian shall waive, in writing, the right to appear before the discipline hearing committee, it shall also be deemed a waiver of the right to appear before the school board, so long as the penalty/discipline recommended and imposed upon the student shall not have been increased by the discipline hearing committee or the superintendent.

The discipline hearing committee shall hear and consider the evidence presented and, by majority vote, shall concur in the principal's suspension or expulsion recommendation or shall modify the recommendation. The hearing officer shall make a written record of the committee's findings and determination. All facts considered by the committee in making a final determination shall be recorded in writing.

Review by the Superintendent

Applies to: Suspension of Eleven (11) Days or More
Expulsions

The superintendent shall review all decisions of the discipline hearing committee for long-term suspensions and expulsions. The superintendent may concur in the recommendation, remove the suspension or expulsion or modify the recommendation. The superintendent's decision shall be final unless an appeal of the superintendent's decision is requested, in writing, by the student's parent or legal guardian and the right to appeal was not previously waived. The hearing officer shall advise the principal and the student's parent or legal guardian, in writing, of (1) the superintendent's decision, and (2) the parent's or guardian's right of appeal, if the right to appeal was not previously waived.

Review by the School Board

Applies to: Suspension of Eleven (11) Days or More
Expulsions

Unless the right of appeal was previously waived by the parent or legal guardian, the parent or legal guardian of a student suspended for eleven (11) days or more or expelled by the superintendent may appeal such decision to the school board. Such appeal must be submitted, in writing, to the hearing officer within two (2) days of the parent's or guardian's receipt of the superintendent's written decision. The matter shall be presented to the school board at the next regular meeting or as soon thereafter as possible. The record of the proceedings and decision of the discipline hearing committee and superintendent shall be

made available to the school board and the school board shall make its decision based solely upon the evidence in the record, however, the student or his parent, guardian or legal counsel will be permitted to appear before the school board and make a statement on the student's behalf prior to the school board making a final decision. The decision of the school board shall be final.

Return to School Upon Completion of Suspension

After a student has served his or her suspension, the student shall return to school accompanied by his or her parent or legal guardian in order to be admitted. When disciplining an exceptional education student, all state and federal laws, regulations and guidelines shall be followed.

MAKE-UP WORK FOR DISCIPLINARY REASONS

- The District shall provide students assigned to in-school suspension (ISS) or out-of-school suspension (OSS) with an opportunity to complete their regular academic work during the suspension. The District shall take all necessary steps to make school work accessible, including providing assignments over the internet for students who have internet access.
- The District shall permit students assigned to ISS or OSS to work with qualified staff if the student's IEP requires such assistance.
- The District shall provide students assigned to ISS or OSS with the opportunity to earn equivalent grades and credits as other students during the course of the suspension, and with the ability to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable period of time following the completion of the suspension. The District shall provide students who are suspended during the administration of local, state, or national assessments with an opportunity to take the assessments and to participate in related preparation activities.
- The District shall not require students to complete punitive or non-academic writing assignments while assigned to OSS. If a student completes his or her class work before the end of the school day, the school shall provide additional relevant content to make sure that the student has enough academic work to continue to progress in his or her school work. In addition to providing the student's class work, the District shall provide opportunities for behavior remediation, including the completion of computerized behavior instruction, behavior packets, behavior contracts, and the use of restorative justice practices.
- Prior to a student's return to the school after an OSS, the school shall attempt to schedule a telephone or face-to-face conference with the student's parent/guardian to assist the student's transition back to school. If the parent chooses not to participate in the conference, the student's ability to return to classes shall not be affected.

STUDENT BEHAVIOR PLAN FOR SUCCESS (Discipline Matrix) (Policy JCB, JCA)

The Board of Trustees for the Greenville Public Schools (the District) is committed to maintaining high standards of education for students in the schools. Because the District believes that order and discipline are essential to being educated effectively, the District is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses.

The District believes that order and discipline must be a shared responsibility between school, home, and community. This Code of Conduct was developed in collaboration with students, teachers, administrators, parent organizations, school safety personnel, and other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- Identify, recognize, and emphasize acceptable behavior;
- Identify, recognize, and prevent unacceptable behavior;
- Promote self-discipline;
- Consider the welfare of the individual as well as that of the school community as a whole;
- Promote a close working relationship between parent(s)/guardian(s) and the school staff;
- Provide disciplinary responses that are appropriate to the different levels of offenses;
- Outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- Encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct; and,
- Comply with the provisions of Federal, State, and local laws, as well as the guidelines and directives of the Mississippi Department of Education.

A school's primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful, and caring citizens within the school and community settings. The Board of Education is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff.

The parent/guardian is expected to assume primary responsibility for control of his/her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, a high degree of parent-school communication will be fostered by the school.

We appreciate the opportunity to serve you and your child in one of our excellent schools this year.

INTRODUCTION: Philosophical Basis

The **Greenville Public School District's Student Behavior Plan for Success** was developed to ensure that students – and all members of the GPSD communities – learn and engage in appropriate behavior that supports student success in life and in society. The **Student Behavior Plan for Success** is for the entire school community and it lays out the District's expectations for students, parents, guardians, and school-based staff. It describes the inappropriate and disruptive behaviors that are unacceptable in school settings. Because GPSD is committed to correcting inappropriate behaviors and promoting appropriate behaviors within its school settings so that students may remain in school to learn, the code includes prevention and intervention strategies to be used, as appropriate, with any disciplinary response.

GPSD is committed to providing an environment where teaching and learning take place every day in safe and orderly schools, and where students, school staff and principals are valued and can succeed. Schools are safe when they have:

- A clear vision that the entire school community supports and owns.
- Instructions that reach all students and addresses their academic and behavioral needs.
- Supports for students who are dealing with serious challenges in their homes and communities.
- Training and resources for teachers, staff, and students so that they can resolve conflicts peacefully and respectfully.
- Clear rules that everyone in the school understand and enforce.
- Support from parents and community.

To make sure that schools are safe for students, GPSD believes that:

- The school community (students, parents, guardians, school staff, and principals) must work together to prevent inappropriate or disruptive behavior by encouraging good behavior and giving students a variety of opportunities to explore their interests.
- When students engage in inappropriate or disruptive behavior, school staff and principals should use a variety of interventions to teach students appropriate behavior and correct any harm that resulted from the behavior.
- In cases where students are suspended or expelled from school due to inappropriate or disruptive behavior, students may be provided with schoolwork to complete or be referred to other educational settings where they will continue to learn.

To assist, administrators, and faculty in maintaining such an environment, the **Student Behavior Plan for Success** is designed to accomplish the following:

- Describe the roles of the home, student, and school.
- Identify student responsibilities and rights.
- Define formal disciplinary actions.
- Standardize procedures for administering formal disciplinary actions.
- Identify classifications of violations and describe procedures for disciplinary action.

- Explain, in detail, due process procedures.

EQUAL EDUCATION OPPORTUNITY STATEMENT

It is the policy of the Board of Trustees for Greenville Public Schools that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of sex, race, religion, belief, national origin, ethnic group, or disability.

I. STUDENT, PARENT, AND COMMUNITY ENGAGEMENT

The District shall appoint a Discipline Advisory Committee (“Committee”) to advise the District on:

- a) Institutionalizing positive behavior practices in all school settings;
- b) Promoting culturally responsive and non-discriminatory discipline strategies;
- c) Reducing racial/gender disproportionality in discipline referrals and consequences;
- d) Improving dialogue about discipline among students, parents, teachers, and administrators;
- and
- e) Developing structures and strategies that reflect restorative justice principles.

The Committee shall include diverse representatives from the District’s pool of teachers and administrators, students, parents, and community members. This Committee shall meet at least once per semester and once during the summer. Principals shall invite at least one parent and one student (from secondary level only) to represent each school. Additional parents will be invited.

The Committee shall, among other duties:

1. Consult with the District on revision of the **Student Behavior Plan for Success** and other disciplinary policies;
2. Identify training needs;
3. Review discipline data and, if racial/gender disparities in referrals and consequences are identified, make recommendations to the District for setting measurable objectives for reductions in those disparities; and
4. Make recommendations to the District on an ongoing basis to assist the District in implementing its behavior and discipline system and in fostering and maintaining safe and orderly schools.

The Superintendent shall transmit all formal Committee recommendations to the School Board. The District Superintendent/designee shall also invite parents to serve on a Parent Advisory Committee to advise the District on:

1. Institutionalizing positive behavior practices in all school settings;
2. Promoting culturally responsive and non-discriminatory discipline strategies;
3. Reducing racial/gender disproportionality in discipline referrals and consequences;

4. Improving dialogue about discipline among students, parents, teachers and administrators; and
5. Developing structures and strategies that reflect restorative justice principles. This Committee shall meet each school year, with the Superintendent and School Board members. This Committee shall host at least one (1) meeting that is open to the public.

In consultation with the Discipline Advisory Committee and the Parent Advisory Committee, the District shall develop, and each school shall facilitate, an orientation program. This will assist students and parents in understanding their roles and responsibilities, the District's disciplinary policies and procedures, and school and classroom rules/expectations.

At the beginning of each semester –

As part of its orientation program, each school shall host student assemblies at the beginning of each semester to communicate positive core values and behavioral expectations and to explain in an age-appropriate manner the District's discipline policies and **Student Behavior Plan for Success**. The school shall begin hosting these student assemblies at the beginning of each semester. Transfer students/new enrollees will receive orientation upon entry at the school site. A letter documenting participation in each orientation will be signed by the student and kept in a centralized location at the school.

At the beginning of each semester –

The school shall hold informational sessions for parents at the beginning of each semester regarding the District's discipline policies. These orientation sessions shall include a clear explanation of the school's system of classroom corrective strategies and consequences, the **Student Behavior Plan for Success**, due process and appeal procedures, as well as discussion of the District's efforts to reduce exclusionary discipline and racial/gender disparities in discipline referrals and consequences. The District shall provide an opportunity at these sessions for parents to raise any questions or concerns about the fairness, equity, or clarity of the District's administration of discipline, and provide guidance on how parents may ask questions or make complaints about student discipline. A letter documenting participation in each orientation will be signed by the parent and kept in a centralized location at the school.

The District will develop and implement a straightforward complaint process by which students and parents can submit complaints regarding the administration of school discipline. The complaint process will include an appropriate investigation and response mechanism.

II. RIGHTS AND RESPONSIBILITIES

It is the intent of this section of the **Student Behavior Plan for Success** that students, school staff and principals, central office, and parents/guardians be informed that individual rights involve responsibilities which must be viewed in relationship to the health, safety and welfare of the majority of students within each school. The principal will assume administrative responsibility

and provide instructional leadership under the supervision of the Superintendent and in accordance with policies of the Board of Education. The faculty and staff will assist in the order of operation of the school and assure the rights of students.

a. Student Rights and Responsibilities

Student Rights	Student Responsibilities
1. Attend school and receive a free and appropriate public education as provided by law.	1. Attend school daily, be prepared for class and complete assignments to the best of their ability and within an allotted length of time.
2. Be taught in a safe learning environment.	2. Know and obey school rules and instructions given by the school principal and staff.
3. Be treated courteously, fairly and respectfully by other students and school staff.	3. Inform school staff about any dangerous behavior or activity that occurs on school grounds or off school grounds that may result in disruption to the educational setting.
4. Receive a written copy of select district policies and procedures at the beginning of the school year.	4. Bring only those materials to school that are allowed
5. Bring complaints or concerns to the school principal or staff.	5. Behave respectfully toward everyone in the school community.
6. Request or challenge in writing an explanation of anything in their education records.	6. Keep parents or guardians informed of school-related issues and supply materials provided by GPSD.
7. Be told, orally and in writing, the reason(s) for any disciplinary decisions.	7. Come to school healthy, clean, neat, and appropriately dressed.
8. Receive information about the procedures for appealing disciplinary decisions.	8. Use counselling for education and personal improvement.
9. Have a parent or guardian attend applicable disciplinary conferences and hearings.	9. Schedule counseling appointments unless the problem or concern is an emergency.
10. Have school staff or an administrator present when police are called, and a parent or guardian notified of the nature for the investigation, and other details as appropriate, unless the situation involves child abuse or neglect.	10. Request participation in academic programs and extra- curricular activities that are equal with his/her interests and capability.
11. Be informed of the nature of the counselling available.	11. Seek counseling in course selections from informed persons.
12. Receive individual and group counseling.	12. Contribute to an atmosphere conducive to learning.
13. Have an equal opportunity to participate in academic programs and extracurricular activities.	13. Exert every effort to achieve mastery of the basic skills in academic and/or extracurricular activities.
14. Receive course descriptions that should result in appropriate selections.	14. Respect the rights of all individuals to express disagreement in a manner which does not infringe upon the rights of others.
15. Receive instruction from competent instructors in an atmosphere conducive to learning.	15. Act in a manner which promotes dignity in the observance of patriotic activities.
16. Participate in the acquisition of the appropriate basic skills.	16. Respect the religious beliefs of others.

17. Express viewpoints through speaking and writing in a manner which does not infringe upon the rights of others.	17. Be informed of the grading criteria.
18. Participate in the observance of patriotic activities.	18. Maintain a level of academic performance equal with his/her capability, and to make every effort to improve performance upon notification of unsatisfactor progress.
19. Refrain from any activity which violates the precepts of his/her own religion.	19. Respect personal and public rights.
20. Receive the grading criteria from each teacher at the beginning of the course.	20. Participate in special education/504 programs designed to meet identified needs of eligible students.
21. Receive notification of failure or potential failure when it is apparent that unsatisfactory work is being performed.	21. Provide the school with data that may be useful in making appropriate educational decisions.
22. Maintain privacy of personal possessions unless appropriate school personnel has reasonable cause to believe a student possesses any object or material which is prohibited by laws or Board of Education policy.	22. Authorize release of pertinent information to those individuals or agencies who are working for the benefit of the student.
23. Be informed of his/her rights related to special education/504 services.	23. Elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
24. Receive appropriate special education/504 services based on identified needs.	24. Become knowledgeable of the Board of Education policies and individual school rules and regulations governing the actions of students
25. Review the data in the cumulative record file of the student.	25. Conduct election campaigns in a positive manner, with respect provided to all participants.
26. Be protected from the release of personal information to unauthorized individuals or agencies.	26. Seek full information on the topics about which he/she writes and to observe normally accepted rules for responsible journalism under the guidelines of a faculty advisor.
27. Form and operate a student government association (SGA) within the respective school, under the direction of a faculty advisor. 28. Have access to policies, rules and regulations. 29. Seek office in student government regardless of race, sex, handicap, creed, or political beliefs. 30. Participate in the development and distribution of official student publications. 31. Return to classes after an out-of-school suspension (OSS) even if parent fails to participate in that conference.	

b. Parents and Guardians - Rights and Responsibilities

Parents/Guardians Rights	Parents/Guardians Responsibilities
1. Be actively involved in their children’s education	1. Make sure their child attends school regularly and on time and let schools know why their child is absent, in writing.
2. Be treated courteously, fairly and respectfully by all school staff and administrators.	2. Tell school officials about any concerns or complaints in a respectful and timely manner.
3. Get information about the policies of the Board of Trustees and procedures that relate to their children’s education.	3. Work with school staff and principals to address any academic or behavioral problems that their child may experience.
4. Get regular reports, whether written or oral, from school staff regarding their children’s academic progress or behavior, including but not limited to, report cards, behavior/academic progress reports and conferences.	4. Support GPSD by being a role model for their child, talking with their child about school and expected behavior.
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by school staff or principals.	5. Read and become familiar with the policies of the GPSD and this Student Behavior Plan for Success .
6. Receive information about due process procedures for disciplinary matters concerning their child, including information on conferences and appeals.	6. Give updated contact information to the GPSD and their child’s individual school.
7. Receive information from staff about ways to improve their child’s academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs and mental health services within GPSD and the community.	7. Give their child space to complete their homework or allow participation in after-school programs that permit the completion of homework.
8. Receive information about services for students with disabilities and English Language Learners when applicable.	8. Be respectful and courteous to staff, other parents/guardians and students while on school premises.
9. Be contacted before their child is told to leave campus, when found trespassing on campus.	9. Assist their child in being healthy, clean, neat and appropriately dressed.
	10. Sign form stating understanding of rules and expectation governing their student.
	11. Contact the school officials for any issue needing clarity or assistance.

c. School Staff and Principal – Rights and Responsibilities

School Staff and Principal - Rights	School Staff and Principal - Responsibilities
1. Work in a safe and orderly environment.	1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. Be treated courteously, fairly and respectfully by students, parents, or guardians and other school staff.	2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following PSD Student Behavior Plan for Success .
3. Communicate concerns, suggestions, and complaints to GPSD principals prior to contacting Central Office staff.	3. Be respectful and courteous to students, parents and guardians, including serving as role models for students, and consistently applying positive behavior approaches inside and outside the classroom, including explaining behavioral expectations and the Student Behavior Plan for Success .
4. Receive professional and supportive developmental training.	4. Be knowledgeable about the policies of the Board of Trustees and to enforce them fairly and consistently.
5. Receive the necessary resources for quality instruction.	5. Be knowledgeable about Federal and State laws and regulations about the disciplinary process for students with disabilities.
6. Modify instruction, if consistent with the policies of the Board of Trustees/District regulations.	6. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents/guardians in a timely manner and in a language, they can understand.
	7. Make sure that students are referred to the appropriate committees, departments, offices, agencies and organizations when outside support is necessary.
	8. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and regular communication in a language they understand.
	9. Provide make-up work for students with lawful absences, including those students who are absent for disciplinary reasons.
	10. Participate in required professional development opportunities including required PBIS trainings and team meetings at school and at various District offices.
	11. Assemble MTSS with appropriate instructional staff [including input from the student and the student's parent(s)] to respond if a student engages in ongoing and escalating misbehavior in spite of appropriate interventions.
	12. Conduct a student orientation so that students can demonstrate an understanding of rules and expectations.

DRESS CODE (Policy JCDB)

Proper attire is to be worn by all students to foster the best environment for learning. Students should wear the required uniform attire. To ensure that students observe basic rules of personal hygiene and dress in a manner that would not disrupt the educational process, the following dress code shall apply, whether in uniform or not:

- Each student will have good personal hygiene, including but not limited to having clean, combed hair, clean teeth, a clean body, and clean clothing.
- A student's clothing for school and school-sponsored activities will be worn at an appropriate length.
- Students may wear knee-length shorts. Gym shorts are appropriate only for the physical education program and are not to be worn to attend other classes.
- Skirts, pants, slacks, and shorts will be worn at the student's waistline.
- Dresses, skirts, pants, slacks, and shorts will not be excessively long or baggy so as to create a hazard.
- A student will not wear clothing that exposes the student's back, chest, or midriff.
- Dress styles should be appropriate for student participation in a school-sponsored formal event.
- If a prom dress is questionable, students will be encouraged to provide the school with front and back pictures of the student in the dress for review well in advance of the prom.
- The dress review at the prom will adhere to the Board-approved procedure of at least two out of three chaperones/sponsors making a recommendation to the administrator in charge, who makes the final decision.
- Every effort will be made by the school to provide remediation for a dress problem prior to denying a student entrance into the prom.
- Specifics for dresses at the prom or extracurricular activities:
 - The back of the dress must be at or above the waistline.
 - Sides and midriffs are to be covered.
 - Slits should be no higher than mid-thigh.
 - Dress shoes only – no tennis shoes, slippers, etc.
 - Modern dress styles, including halter tops, strapless, one-shoulder, and spaghetti straps may be worn; however, excessively revealing cleavage will not be allowed.
- Jackets worn should be able to open to show the district approved uniform shirt.
- Students are permitted to wear pierced earrings in the lobe only. No student will wear earrings, jewelry or accessories that create a distraction or a safety hazard. No student will wear body piercing studs, rings, or hoops.
- A student will not bring or have accessories at school that may be used or converted for use as a weapon, including but not limited to, rat-tail combs and rakes.
- A student will use appropriate grooming that does not present a safety hazard or have the potential of creating a disruption to or interference with the orderly operation of the school environment, school activities, and/or educational objectives.
- A student will wear his/her hair in a style that does not impair his/her eyesight.

- A student will not wear hair rollers, curlers, shower caps, etc. to school, extracurricular or co-curricular activities.
- Students shall not wear suggestive or revealing attire that would divert attention from the learning process or lead to a student being insulted, assaulted, or approached indecently. Undergarments should not be visible at any time. Examples of inappropriate attire include: mini-skirts, mini-dresses, and trousers with belts or suspenders that are not properly secured.
- Clothing, jewelry, buttons, patches, or any other items with words, phrases, symbols, pictures, or signs which use indecent, profane, suggestive, or inflammatory words, or promote drugs or alcohol are not to be worn.
- A student's clothing, jewelry, accessories, personal hygiene, and manner of grooming:
 - Will not present a physical safety hazard or create a health hazard to either the student or others.
 - Will not cause or have the potential to cause a disruption to or interference with the orderly operation of the school, school activities, and/or educational objectives.
 - Will not identify, symbolize or infer gang membership or affiliation through writing, marks, drawings, paintings, photographs, designs, emblems, tattoos, colors or any other means.
 - Will not identify, symbolize or imply membership of affiliation of any group or organization that the school system has not authorized to legally assemble on school grounds through writing, marks, drawings, paintings, photographs, designs, emblems, tattoos, colors or any other means.
 - Will not depict violence, drugs, alcohol, tobacco or obscene subject matter through writing, marks, drawings, paintings, photographs, designs, emblems, tattoos, colors or any other means.
 - Will not depict or convey a suggestive sexual or provocative message or slogan through writing, drawings, paintings, photographs, designs, emblems, tattoos, colors or any other means.
 - Will not be designed to encourage actions or activities that present a disruption or distraction.
- The only permissible colors for belts are black or brown.
- T-Shirts must be white, gray, or black.
- Caps, hats, and hoods are not to be worn in the school building. Any article of clothing with a hood must have a zipper or buttons so that the uniform will be visible at all times while in the building.
- A student will wear shoes. A student will not wear shoes that present a safety hazard such as shoes without backs, shoes with excessively high heels or platform soles, or shoes that, by virtue of their construction or condition, may pose a safety risk.
- At no time should tattoos be visible on a student's body. Tattoos must be covered at all times.
- Students are not to wear sunglasses in the school buildings unless a doctor's permission slip is on file in the office.

- For the health and safety of all students, ornate and/or expensive jewelry, such as medallions and gold chains, are not to be worn by students while on school property or at school-sponsored activities. Such items place students in danger of being accidentally injured, or intentionally assaulted or robbed.
- Middle and High School students are to wear the school issued ID badge as part of their uniform.
- All extracurricular/athletic gear is to be given to the director/coach at the time of entrance into the building. (High School)
- Only clear water containers are allowed on the High School property.
- Purses are not to exceed 9" x 12.5". Any purse larger must be clear/mesh.

Teachers are to write referrals for students who are in violation of the dress code, to the principal or designee for action according to the Student Behavior Plan for Success.

STUDENT ID BADGE (Policy JCDBAA)

Each secondary Greenville Public School District student will be issued an ID badge. Students must wear the ID badge on the front upper part of the shirt at all times during regular school hours. Failure to comply will result in the appropriate disciplinary consequence. If students utilize district transportation, they must present that ID before being allowed on the bus. If the ID badge is lost, the student must secure a new one. Replacement ID badges will be issued in the media center of the school for a replacement fee of \$5.00.

EXTRACURRICULAR ACTIVITIES (Policy JT)

Many educational benefits are derived from participation in clubs and activities. Each student in the middle school or high school will have the opportunity to become a member of at least one club/organization. In order to remain eligible to participate in extracurricular activities, students must maintain passing averages in all core areas and cannot exhibit major behavior/discipline problems. Also, administration and staff expect the campus to be clear one hour after the conclusion of any event. Students are expected to attend school the entire day of an event. Any students not present 50% of the school day on the day of an event, without prior approval, will be declared ineligible for participation in the event. The principal or his designee will address any exception to this standard operating procedure. Students enrolled in an Alternative Program are not eligible to participate in activities at their base school.

ATHLETICS

Athletics contribute to a well-balanced school program. Our students are taught the fundamentals of games, sportsmanship, and fair play at all times. Parents must keep in mind that even with the best coaching, use of the most advanced protective equipment, and strict observance of the rules, injuries are still a possibility. Greenville Public Schools requires parental authorization for a child to participate in athletics. To be eligible to participate in interschool activities, a student must meet requirements established by the Mississippi High School Activities Association (MHSAA). (Special Education students in middle and high school will have their eligibility determined on an individual basis.)

ELIGIBILITY RULE

The MHSAA eligibility rules require each student participating in MHSAA sanctioned competitions to make “satisfactory progress toward graduation.” Each school district determines the requirements for “satisfactory progress toward graduation” through its graduation requirements. Each school district must interpret this according to its requirements. Additionally, according to Mississippi law, a student must maintain a grade point average of at least 2.0 or a C average. This will be measured at the conclusion of the first semester using the semester averages of all the courses the student is taking. Students who do not have a 2.0 or a C average for the first semester will be ineligible for the second semester.

At the end of the school year, each student’s grade point average for the year will be assessed. This assessment will reflect the average for the entire year using the final grades for each course. If the student does not have a grade point average of at least 2.0 or a C average, he/she will become ineligible for the fall semester.

Students may attend summer school, extended school year, take correspondence classes, participate in credit recovery programs and take advantage of other related options to establish a 2.0 or a C average to regain eligibility. Students must complete these programs prior to the first day of the next year or the next semester.

In situations which require “judgment,” schools are directed to “interpret the rules for the benefit of the students.” If a student has done a significant “about face,” schools may request a hardship ruling for the student. Individual situations will be assessed.

A 2.0 or “C” average may be calculated in two ways.

1. Grade Point Average

A = 4

B = 3

C = 2

D = 1

F = 0

2. Numerical

Average all the semester or year-end averages and place the average in the local grading scale. ***If the overall average is a “C” or better, the student is eligible.***

ACADEMIC ELIGIBILITY

- Applies to Competitors in:
 - Athletics
 - Band
 - Choir
 - Cheer / Dance
 - JROTC (New)
 - Speech / Debate

MHSAA ACADEMIC ELIGIBILITY RULE FOR HIGH SCHOOL

- “Satisfactory Progress Towards Graduation” –District Determination
- MS Law –Student must maintain a grade point average of at least 2.0 or “C” average
- 9thGrade Begins H. S. Eligibility –Promoted to 9th grade, with at least an overall 2.0 or “C” average
- Semester Eligibility –Overall average of course grades must equal at least 2.0 GPA or “C”
- Fall 2011 Eligibility –Overall average of final grades must equal at least 2.0 GPA or “C”
- Grades for summer school, extended day/year programs, credit recovery classes, and correspondence courses must be earned prior to the beginning of the following semester or year

MIDDLE/JUNIOR HIGH SCHOOL ELIGIBILITY FOR PARTICIPATION AT THAT LEVEL

- Must be promoted
- Must have passed 4 courses
- The average of those 4 courses must be a “C” or above
- The same guidelines apply at the semester

MIDDLE/JUNIOR HIGH SCHOOL ELIGIBILITY FOR PARTICIPATION AT THE HIGH SCHOOL LEVEL FALL ELIGIBILITY

- Must be promoted
- Must have passed the 4 core courses (English, Math, Science, and Social Studies)
- The average of those 4 courses must be a “C” or above.

SPRING SEMESTER ELIGIBILITY

- Do not have to be passing all 4 core courses, but the average of those 4 courses must be a “C” or above.

SPORTSMANSHIP

As a member of the MHSAA, the Greenville Public School District will adhere to the policies and regulations of the MHSAA and will promote sportsmanship in all activities and events. **Good sportsmanship is defined by the National Federation of High School Athletic Association as “A concrete measure of the understanding and commitment to fair play.”** Students are reminded that a ticket to an athletic event or activity is a privilege to observe a contest and support the team, not a license to verbally assault others or be generally obnoxious. Students are expected to respect decisions made by contest officials and be exemplary role models by positively supporting teams in every manner possible, including the content of signs and cheers.

STUDENT COUNCIL / STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Council/SGA is one of the most active groups in the Greenville Public School District. We feel that student participation in government, under the supervision of the principal, is regarded as a desirable feature of a sound educational program. The primary aim is to create better cooperation and closer relationships between the students and faculty.

CHILD NUTRITION PROGRAM (Policy JG)

LUNCH NUMBER

All students will be assigned a lunch number. Students must key in the number at the cashier station after receiving a reimbursable meal. Students must not share lunch numbers with other students.

The following rules will be observed and enforced:

- Walk in the cafeteria.
- Stay in your line.
- Food must be consumed while inside the cafeteria.

- Use soft, “inside voices” after entering the cafeteria door.
- Adults and students who bring outside food/drink in the cafeteria must place food in unmarked containers/wrappers.
- Elementary students may purchase one additional item (extra sales) per day and secondary students are limited to two additional items per day. Students are not allowed to purchase food items from the vending machines one hour before the meal service or anytime during the meal service.
- No food should be served or sold on campus one hour before the meal times or during the meal service.

After finishing lunch, students will clean the table and floor of all food and paper items. Trays, utensils and napkins will be placed in the trash containers. Students must respect themselves, their peers, the cafeteria workers, and the supervising teachers while in the cafeteria. Fighting, loud talking, playing, throwing items, disrespect, rudeness, or other inappropriate behavior will not be tolerated. Students must also refrain from combing/brushing their hair while in the cafeteria. **GPSD participates in the “Community Eligibility Provision” (CEP) that allows all students to eat breakfast and lunch at no charge. No meal application is required.**

MEAL PAYMENT

	Daily Breakfast	Daily Lunch
Student	We have a NO COST policy for all students in the GPSD.	
Staff/Guest	\$2.00	\$3.75

After receiving a reimbursable meal, students may purchase extra food items (price list posted in cafeterias).

We participate in an offer vs. serve for breakfast and lunch at all schools with the exception of the Pre-K and Kindergarten schools. Offer vs. Serve allows students to choose 3 or 4 of the items offered for breakfast, and 3 to 5 of the components offered for lunch, with one item being a fruit or vegetable. This gives students the opportunity to select only items they will eat and helps to prevent plate waste.

SPECIAL DIET

Provisions will be made for students with special dietary needs due to medical or non-medical conditions (food allergies). The Child Nutrition medical and non-medical forms must be completed by the student’s physician with specific written instructions. Copies of these forms will stay on file in the Child Nutrition Office and Cafeteria Manager’s office. Forms may be obtained from schools, Parent Center, the Child Nutrition Office, and the district’s website. For more information, contact the Child Nutrition Office at (662) 334-2850, 334-7191, or 334-7017. The USDA is an equal opportunity provider and employer.

ADDITIONAL GENERAL INFORMATION

ASSEMBLIES (Policy JAC)

Assemblies will be held throughout the school year in the gymnasium or auditorium. Student behavior during assemblies should be exemplary and enhance the reputation of the school. Students must enter and leave the assembly in an orderly manner. Respect for speakers and presenters must be shown at all times. Students whose behavior is unacceptable will be removed from the assembly and disciplined. Unacceptable behavior includes talking during a presentation, rudeness to presenters, or general disrespect and disruptions.

CARE OF PERSONAL PROPERTY (Policy JCDAF)

The school cannot be held liable for lost or stolen items. Students must take extra precautions to protect their personal items.

- Books, gym clothing, band instruments, lunches, wallets, purses, and articles of clothing are frequently lost, misplaced, or stolen.
- Do not leave valuables unattended.
- Write your name on all personal items so they can be returned to you if found.
- Do not bring large amounts of money to school.
- Do not bring items to school that are not needed for class.
- Students should not bring any type of toy or game to school. Students who bring personal items such as radios, recorders, cameras, cellular phones, iPads, Apple Watches, or other items will abide by the disciplinary action for possession of electronic equipment/devices.
- Items not picked up at the end of the school year will be donated to a charity.

CELL PHONE / ELECTRONIC DEVICES (Policy JE)

The possession and/or use of cellular phones, and other electronic communication devices on elementary and middle school campuses during the instructional day is strictly prohibited. A referral must be written for each offense.

The GPSD Board of Trustees has determined that elementary and middle school student possession and/or use of cell phones or other electronic/communication devices is disruptive to the educational process. Disruptions caused by students' cell phones/electronic devices, etc., minimizes the ability of the District to follow curriculum educational objectives and to maintain an environment conducive to learning. The District assumes no liability for cell phones or communication devices brought onto school property, including school buses, and is not responsible if the cell phone/communication device is lost, stolen, or damaged.

This Greenville Public School district is committed to providing a safe environment wherein students can learn and teachers can provide focused instruction. A safe learning climate supports high academic achievement and fosters the best in students and staff. To promote safe schools throughout the district, the school board has amended the existing policy for the

high school and adopted the following policy on cell phones for students in grades 9 through 12:

The district permits students grades 9 – 12 to possess personal cellular phones as outlined in the policy. However, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for at the request of teachers for instructional purposes. A student must also have approval to possess other telecommunication devices such as netbooks, laptops, tablets or other personal computers.

Cell phones **may be** used in the following places (*Cell phones should be silenced at all times*):

- The courtyard when seniors are outside
- The cafeteria at anytime
- Gymnasium: not during a class in the gym but during the morning and afternoon
- Homeroom at the teacher’s discretion
- School activities such as pep rally, and during Homecoming week when students are not in class
- Class meetings for reminders, notes and Remind app
- Classroom for educational purposes only and with the teacher’s permission (**Note: *When not in use, cell phones must be visible – face down on desk***)

Cell phones **may not be** used in the following ways:

- In the hallways, including headphones
- Recording or going live on social media during school hours
- Posting on social media during school hours
- Taking pictures in class without the teacher’s permission
- Activities that violate the rights of other students
- Activities that embarrass or pose a threat to other students

Consequences of Policy Violation:

- First offense: loss of privileges for one week
- Second Offense: loss of privileges for one month
- Third Offense: loss of privileges for the year

Consequences for K-8 will follow the district matrix starting with level 1 and end with level 3.

In addition:

*Privileges refer to the ability to use cell phones at school.

Any violation during the loss of the privilege will result in student an automatic three (3) days in In School Suspension (ISS).

“This institution is an equal opportunity provider and employer.”

GYMNASIUM

Students are to enter and use the gymnasium only under the supervision of a teacher or coach. Students are not to loiter inside/outside the gym or enter the locker rooms without permission. Street shoes must never be worn on the playing floor. Soft drink bottles or cans are prohibited from the gymnasium entirely.

HALL PASS / HALL TRAFFIC

Any student in the hall during class shall have a valid pass. Upon request, the student will present the pass to any administrator, teacher, staff member, or security officer. Any student absent from class without a valid pass will be considered truant. Students are to walk on the right side of the hallway while passing to and from classes ensuring the steady flow of traffic. Student behavior should be orderly, and respect should be shown for their peers and adults at all times. Students whose behavior is unacceptable will be corrected by the nearest adult. Unacceptable behavior includes, but is not limited to, the use of profanity, inappropriately touching another student/adult, or general disrespect or disruptions.

LIBRARY / MEDIA CENTER (Policy IJNC)

Greenville Public School District Media Centers are open the entire school day. Students should check with their supervising teacher for permission to visit the Media Center. Students may borrow books from the library by the proper check-out procedure. Books must be returned on or before the day they are due. If a student has not finished a book, he may take it to the library on the date it is due and renew it. If the book is not returned on the due date, and if the student does not have an excused absence, a fine of 5¢ is charged for each school day past the due date. A 10¢ per day fine is charged for overdue reference and reserve books. Magazines and newspapers are to be read in the library and may not be checked out. Greenville Public School District students are encouraged to visit the Media Center and check out books. Students are expected to accept responsibility for any book checked out. Books are to be returned on time, and in good condition. Fines will be collected for a book if it is lost or damaged.

LOCKERS

Middle and high school students will not use lockers. In the case of elementary students, lockers may be assigned to students by the teacher. Lockers remain the property of the school and, by law, are subject to inspection at any time. The student has the right to be present at the time of the inspection.

The following regulations must be followed and practiced:

- Lockers will be kept clean inside and out.
- Valuables should not be left in lockers.
- Lockers must not be transferred to any other student without permission from an administrator.
- Locker problems should be reported to the principal.

LOST AND FOUND

Students are asked to bring found articles to the school office. The office personnel will try to return the item to the owner. Unclaimed articles are usually kept two weeks and then given to charitable institutions.

OFFICE AND OFFICE PROCEDURES

The school office is for business. Students must have a hall pass from their current period teacher before reporting to the office. When students have business in the office, they should give the secretary their name, the name of the person they wish to see, the general nature of their business, and be seated. When the student can be seen, they will be escorted to the proper office. At times, it will be impossible for the student to be seen. The student will be requested to return to class and wait to be called to the office. Students should not be sent to the office for misbehavior. The teacher will contact the office for assistance. Failure to report to the office for disciplinary reasons may result in additional consequences. Students will not loiter in the office. No student is to go behind the office counter unless invited by a staff member.

PARENT RIGHT TO REQUEST QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

A component of the “**Every Student Succeeds Act**” is the requirement for all teachers to be certified in their content area. It is well within the rights of a parent to be informed about the qualifications of their child’s teachers. Parents may request the qualifications of the teachers and paraprofessionals at their child’s school. The school officials will supply that information.

PERMANENT RECORDS

A permanent record of the work of every currently enrolled student is on file in the principal’s office. Every phase of the student’s work and experience while in middle or high school is recorded and is very important. A copy of the permanent record of students who withdraw from the Greenville Public School District will be forwarded upon the request of the school to which the student transfers.

PTA / PTSA

The mission of the Parent-Teacher Association (PTA) and Parent-Teacher-Student Association (PTSA) is to strengthen the bond between the school and the home. We invite and urge all parents, teachers, students and staff to join the PTA and PTSA and to participate in all projects, workshops and meetings.

PUBLIC DISPLAYS OF AFFECTION

Students are required to refrain from public displays of affection. This includes kissing, hugging, standing with arms around each other, other bodily contact, or any other such actions deemed inappropriate by school administrators.

RESPECT FOR AUTHORITY

The Greenville Public School District administration, faculty, and staff will work cooperatively to ensure a safe and orderly learning environment for all students. All teachers and staff members accept responsibility for all students at school. This includes the custodial staff, clerical staff, cafeteria staff, assistant teachers, counselors, administrators, as well as parents and other volunteers. The educational environment must not and will not be compromised by irresponsible behavior on the part of any member of the school community.

Students must respect themselves, their peers, and any adult in charge of supervision. If a student's behavior is inappropriate, the adult will correct him/her. Students who show disrespect, rudeness, inappropriate language or other negative behavior toward any adult will be disciplined.

SCHOOL SEARCHES (Policy JCDA)

The U. S. Supreme Court granted school officials the right to conduct reasonable locker searches. Searches will be based upon reasonable suspicion, and may proceed without hindrance or delay. In the event the search of a student's person, locker, personal possessions, or vehicle reveals the student is concealing material, the possession of which is prohibited by Federal, State, or local law, local law authorities will be notified so that appropriate action may be taken.

SIGNS / FLYERS

A sign or poster will not be posted in any building or on the campus without permission from an administrator. An administrator's initials will signify that permission has been granted to post the sign or poster. A student or group responsible for posting the sign must remove the sign within twenty-four (24) hours after the event. A student may post an election sign or poster within twenty-four (24) hours prior to an election. The sign/poster will be removed within twenty-four (24) hours following the election.

STUDENT ACADEMICS

REPORT CARDS

Report cards are issued to all students' Pre-K through 12 four times a year. Students will receive a computer print-out with all grades listed. Report cards are issued for the purpose of keeping parents informed as to the progress made by the student. Copies of students' report cards shall be kept on file for a period of five academic years.

In Grades 1 through 3, students will be given an "S" for Satisfactory or an "N" for Needs Improvement in the following non-academic courses: Handwriting, Music, Health, Art, Physical Education and Library.

GRADES

Students have access to their grades 24 hours a day through Active Student. Parents have access to their child(ren)'s grades 24 hours a day through Active Parent. To sign up for Active Student or Active Parent see the secretary at your child's school.

An incomplete grade, (I), will be assigned when a student has not completed make-up work during a grading period. If the incomplete grade has not been corrected within two weeks after the end of the grading period, a failing grade (F) will be assigned. No incomplete grade will be given as a final grade in a course.

Grades will be reported and recorded in numerical form and will reflect the actual numerical average in the courses, as specified in the grading plan for the course.

PK-K will use a standards-based report card.

Lowest Grade that a student will receive on a report card is 50.

Highest Grade that a student will receive on a report card is 100.

ACADEMIC HONORS (Policy IHAB)

In order to honor outstanding academic achievement, the following criteria shall be used in determining those students eligible to be listed on school honor rolls and honors to be awarded at the district's exercises.

- I. HONOR ROLLS: There shall be three honor roll classifications:
 - A. Superintendent's Scholar: Placement as a Superintendent's Scholar shall be determined by a student having an A in each subject
 - B. Principal's Scholar: Placement as a Principal's Scholar shall be determined by a student having an A and/or B in each subject
 - C. Honors recognition: Determined by computing a B average in all academic subjects along with having received no grade lower than a C.

- II. GRADUATION HONORS
The student with the highest QPA at the end of the eight semesters is recognized as the First Honor Graduate. Students with a QPA of 3.5-3.999 are classified as High Honor Graduates. Students with a 3.000 to 3.499 will be classified as Honor Graduates. (Policy IHC)

GRADING SCALE (Policy IHA)

K-12th Grading System

A (Excellent) 90-100

B (Above Average) 80-89

C (Average) 70-79

D (Below Average) 65-69

F (Failure) 64 and Below

A minimum of two (2) grades shall be recorded weekly per subject for students in grades 1-12. The 9 weeks exam shall be averaged as 25% of a students' 9 weeks grade. Parents and students can check grades on a daily basis through their Active Parent/Active Student account.

Nine-week grades are computed as follows: (Policy IHAB)

- a. Comprehensive Term Assessment (9 weeks exam) counts at 25% of term grade
- b. Daily grades count as 50% of term grade
- c. Weekly tests count as 25% of term grade
- d. The weighted average of a, b, and c is the term grade.

Quality Point Conversions

Effective July 1, 2020 (Incoming Freshman) student rank will be determined by the weighted system of quality points listed below:

Letter Grade	Quality Points		
	Regular Course	Advanced Placement/Honors Courses*	Dual Enrollment College Courses
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

Quality Point Calculations

Regular Courses	Advanced Placement / Dual Enrollment / Honors Courses
A=4 B=3 C=2 D=1 F=0	A=5 B=4 C=3 D=2 F=0
A=4x4=16 B=4x3=12 C=4x2=8 D=4x1=4 F=4x0=0	A=4x5=20 B=4x4=16 C=4x3=12 D=4x2=8 F=4x0=0

WEIGHTING OF GRADES

Advanced Carnegie unit courses will receive weighted grades for purposes of class ranking only. Students and parents can discuss with their guidance counselor which classes are weighted.

Grades will be weighted using the following factors:

- Dual Credit Course Work/College Courses Only=1.06
- Advanced Placement/Honors=1.03
- Other Courses: Grade =1.00 = no change

STUDENT HEALTH

ASTHMA MEDICATIONS (Policy JGCD A)

The Board of Trustees permits the self-administration of Asthma medication by students, provided that the parents or guardians have provided authorization of self-administration of Asthma medication. Parents must also provide a written statement from the student's health care practitioner who indicates that the student has asthma and has been instructed in the self-administration of asthma medications. Parents must have a **Medication Administration Request and Consent Form** completed and signed by his/her health care provider. A signed medication form is required for each medication. The parent must provide these forms for the school to keep on file.

COMMUNICABLE AND CHRONIC INFECTIOUS DISEASES (See Policy JGCB)

Mississippi law provides that "It shall be unlawful for any child to attend any school, pre-kindergarten, or similar type facility intended for the instruction of children, either public or private, unless they shall first have been vaccinated against those diseases specified by the State Health Officer."

ILLNESS DURING THE SCHOOL DAY

- If a student becomes ill during the school day, the student must obtain permission from the teacher to report to the office. The office personnel will confer with the student to determine the extent of the illness. If necessary, the parent/guardian will be contacted and must come to the school to check the student out.
- In case of severe illness, other emergencies, or no contact with the parent/guardian, prudent action will be taken by office personnel. If it is determined that a student must be transported by ambulance, the parent/guardian will be responsible for any fee charged for the service.
- The day the student returns to school, the parent must provide a written excuse to document the student's absence.

MEDICATION POLICY

Students are not allowed to carry on their person or otherwise possess (purse, backpack, etc.) any **over the counter** or **prescription** medications during school hours. All prescription medications that need to be taken during school hours are to be brought by the parent/guardian to the school and given to the school nurse along with signed orders from the physician for administration of medication. Over the counter medication will not be kept or administered by the school nurse or other employees. In the event that over the counter medication is needed the parent/guardian must bring a single dose and administer it at that time.

Medication Administration Forms can be obtained from the School Nurse. If a student is found to have medication, it will be confiscated and turned over to the Principal or his/her designee for further action.

STUDENTS SUBJECT TO TESTING (Policy JCDAB)

All students enrolled in the **GPSD** in grades 7-12 shall be subject to drug and alcohol testing to the extent and in the manner provided in **POLICY JCDAB (Substance Abuse Testing)**.

Any student who wishes to participate in an extra-curricular activity, co-curricular activity, or seeks a privilege to drive a vehicle to and from school shall be subject to random drug testing. This includes school hours and non-school hours, school days and non-school days, twelve months a year.

STUDENT SAFETY (Policy JGF)

EMERGENCY PROCEDURES AND PREPAREDNESS

The administrative staff at each school shall maintain a current emergency management/disaster plan, inclusive of procedures to follow for fire, tornado, earthquake, bomb, or other crises. The warning system and appropriate procedure shall be provided to all personnel in the respective schools. Regular safety drills should be planned and conducted in accordance with applicable emergency management guidelines and specific school procedures.

- **BOMB THREAT**

If a bomb threat is called in to the school, administration will comply with district procedures.

- **EARTHQUAKE**

If the building or ground begins to shake, the student must **TAKE COVER** under a desk or table immediately. Remain in sheltered position for at least 60-seconds or until tremors have ceased.

- **EMERGENCY SCHOOL CLOSINGS**

Should it become necessary to close any or all of the schools for reasons of weather or other emergency conditions, the district Superintendent or designee will notify principals and the media prior to 6:00 AM, if possible. Announcements will be made only in the event of emergency closings, and if no such announcement is made, it should be concluded that all schools will operate as scheduled. Should severe weather or emergency conditions develop during the school day requiring emergency closings of schools, notification of the dismissal time for students will be the same procedure as that utilized before the daily school time begins.

- **FIRE**

A fire drill will be held during the first or second week of school, and once each month thereafter. Fire alarm signal boxes have been placed in readily accessible places in corridors throughout the buildings. Students should pass rapidly and orderly out of the building through designated exits, go directly to the assigned area, and remain there until the signal is given to return to the building.

- **TORNADO**

Periodic tornado drills will be held during school hours. Students will be assigned areas within the building that are designated as being most tornado-resistant. All instructions should be followed during the time of drills and during adverse weather warnings. An “all clear” signal will be sounded before students will be allowed to return to their assigned classrooms. Students will not be dismissed from school during the time a Weather Service tornado warning is in effect. If students are on buses, they will be unloaded and brought back into the building.

TORNADO TERMS TO KNOW

A **tornado** is a violently rotating column of air that extends from the base of a storm cloud to the ground.

Tornado Watch means conditions are favorable in the atmosphere for the development of severe thunderstorms and tornadoes. **Remain alert** for signs of threatening weather and make preliminary plans for action.

Tornado Warning means a tornado has been sighted by a spotter, or rotation has been detected on radar. **Take immediate action to protect yourself.** Do not wait for visual confirmation of a tornado as this may take time away from seeking proper shelter.

Tornado Emergency means radar shows indications of a strong/violent tornado as seen by a debris ball or tornadic debris signature, **OR** significant damage is reported **OR** a large tornado is on the ground. **Take immediate action to protect yourself.** Do not wait for visual confirmation of a tornado as this may take time away from seeking proper shelter.

PHYSICAL RESTRAINT (Policy JCBA)

In accordance with MS Code 37-9-69 and 37-11-57, instructional and other staff may be called upon to intercede with situations wherein students may be displaying physically violent behavior or non-compliant behavior. District policy positively prohibits the use of excessive force, or cruel and unusual punishment regarding student management. Staff may, however, use restraint techniques to control and restrain a student when they have a reasonable belief that:

- The student is a danger to him/herself
- The student is a danger to others
- To prevent the destruction of property
- If the student refuses to move from one location to another after being so ordered

Any use of restraint will be preceded by the following verbal interventions:

- Ask for assistance from other staff
- Ask for student to comply
- Advise the student they will be restrained if behavior does not cease
- Order the student to desist in the behavior
- Restrain the student

These steps are not meant to prevent immediate restraint if so warranted. Restraint is to be applied only until compliance is met and the student is no longer a danger or is compliant.

REPORTING OF UNLAWFUL OR VIOLENT ACTS (Policy JCBF)

District employees shall comply with all requirements imposed by law with regard to reporting unlawful or violent acts which have or may have occurred on school property or during school-related activities or for which students have been expelled.

When any school employee, principal or the Superintendent has knowledge that an unlawful or violent act has or may have occurred on school property or at a school-related event:

- The employee shall notify his principal.
- The principal shall notify the Superintendent or his designee.

STUDENTS AND SUBSTITUTE TEACHERS

Courtesy to all staff members, including substitute teachers and student teachers is one of the most vital ways to build good school-community relations. Students are expected to be cooperative and respectful to all staff members, including substitute teachers and student teachers.

STUDENT – TEACHER RELATIONS

Students will be treated courteously, fairly, and respectfully by school staff. Students should comply with the teacher's instruction as long as the request is not illegal, immoral, or illicit, and

then arrange to see an administrator about the matter. Action will be taken to resolve the problem. A student who refuses to follow a teacher's instructions or who uses abusive, suggestive, or vulgar language is subject to disciplinary action.

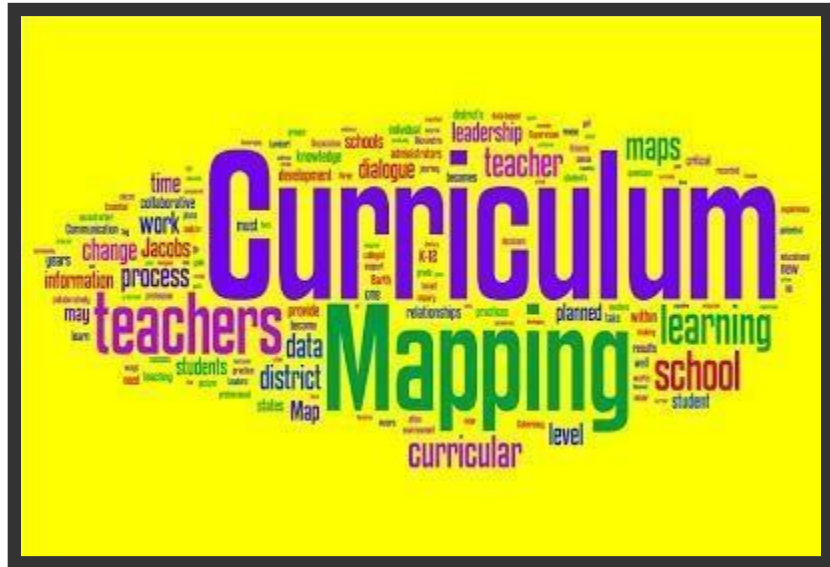
TELEPHONE

Students will not be allowed to use the telephone in the school office without a hall pass and/or proper authorization. If an emergency arises and it is necessary to contact a parent, the call will be made by the office staff or a responsible adult.

VISITORS

Visitors with legitimate business are always welcomed in the Greenville Public School District. Visitors to the school may be required to provide a valid photo ID for entrance. They may call or go to the principal's office where the principal or counselor will arrange a time that does not interrupt instructional time, to meet with their child's teacher. District and school security measures require campus visitors to report to the office where they will be given a visitor's pass and directed to the proper place. Students are not authorized to bring visitors to school. To assist in maintaining the integrity of the instructional environment, all visitors must comply with the **Student Behavior Plan for Success** while on campus. Visitors must return their visitor's pass to the office and leave campus immediately after they have finished their business.

CURRICULUM & INSTRUCTION



ACADEMIC INTEGRITY

To create an atmosphere of mutual trust between students and faculty, the Greenville Public Schools encourages all students to strive for excellence with academic honesty and personal integrity. No form of dishonesty will be tolerated.

Consequences for dishonesty (e.g., plagiarism) may be as follows:

- A grade reduction.
- A grade of zero (0) for the assignment with no opportunity to make up the work, including extra work.
- Notification of the act to the National Honor Society advisor(s) and the school's Honors Committee.
- Discipline referral according to the Student Behavior Plan for Success.
- A loss of membership in academic clubs or activities.
- The loss of any elected position within the context of extracurricular activities.

ACADEMIC INTERVENTIONS (Policy IEI)

Each school is required to provide academic and behavior interventions. Students who are not successful are to receive extra assistance on deficit skills by a teacher. Interventions are determined and monitored by the principal and the school's Teacher Support Team/ Multi-Tier Support System (TST/MTSS). For more information, contact your child's principal or the MTSS Coordinator at the school.

ADVANCED PLACEMENT POLICY – Weighted Grade Point Average (GPA) for Advanced Placement (AP) Classes (Policy IDDI)

Students who are enrolled in AP classes will receive weighted GPA credit because of the nature and difficulty of the coursework.

Note: No Advanced Placement (AP) Class will be dropped after 1st day of school. Teacher change requests will not be honored.

COLLEGE ENTRANCE REQUIREMENTS FOR ADMISSION TO PUBLIC UNIVERSITIES IN MISSISSIPPI

English – Courses must require substantial communication skills, (i.e., reading, writing, listening, and speaking). (4 Carnegie Units)

Mathematics – Algebra I, Algebra II, and Geometry. (Advanced Algebra, Trigonometry, Precalculus, Statistics) is highly recommended. (4 Carnegie Units)

Science – Biology, Chemistry, and any 2 units with comparable rigor. (4 Carnegie Units)

Social Studies – United States History (1 unit), World History with substantial geography component (1 unit), U.S. Government (1/2 unit), Economics (1/2 unit), Geography (1/2 unit), and Mississippi Studies. (4 Carnegie Units)

Advanced Electives – Foreign Language, Advanced World Geography, 4th year laboratory-based science, or 4th year mathematics. One unit must be in foreign language or Advanced World Geography. (2 Carnegie Units)

Arts – Any visual or performing arts meeting the graduation requirement. (1 Carnegie Unit)

Computer Applications – The course should include use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation. (1/2 Carnegie Unit).

CREDIT RECOVERY (Policy IDCAB)

Students can make up lost credits through the district's Credit Recovery Program. Students must have taken a class and failed it with a minimal final average of 60 to qualify for the program. Based on extenuating circumstances, the district's Review Committee will have the latitude to enroll students based on need.

DIPLOMA REQUIREMENTS (Policy IHF)

To receive a high school diploma, a student must:

1. Have demonstrated knowledge of the basic skills in reading, writing, and mathematics established by the State Board of Education as minimum levels of performance for high school students.
2. Each student graduating from GPSD will have demonstrated the ability to apply basic skills successfully, as evidenced using student end-of-course MAAP scores with their overall course grade to apply for graduation.

A student who fails to meet the graduation requirements of the appropriate course of study and end-of-course MAAP scores with their overall course grade is not permitted to participate in graduation exercises.

DUAL ENROLLMENT (Policy IDAG and IHA)

Dual enrollment is offered to students who meet MDE and IHL requirements.

Dual enrollment refers to high school students taking college courses. If the student passes the college course(s), they will receive credit toward a college degree. Contact the high school counselors for more information. Students may take up to two (2) courses per semester not to exceed (4) per year. Students may only take courses listed in the MDE Secondary Approved Course manual. Any classes taken beyond the four will be paid by the student/parents. Only 12 hours will count towards class rank.

EARLY COLLEGE

GPSD will operate an Early College High School housed on the MVSU campus in Itta Bena, MS. Students admitted to the early college will be selected during the 2nd semester of the student's 8th grade year. Students must meet all criteria established for the Early College which include a completed scored application, a parent/student interview, and the possibility of a process of randomization by an outside entity. No students will be admitted to the Early College beyond the 8th grade year.

EXTENDED SCHOOL YEAR/SUMMER SCHOOL (AEBA)

This school board shall maintain and operate all of the schools under their control for such length of time during the year as may be required. ' 37-7-301 (m).

The Greenville Public School District shall comply with the following extended year/summer school requirements:

1. The program is under the leadership of the district superintendent or designee and the supervision of a principal.
2. Each program is housed in a school building.
3. A definite schedule of classes is followed.
4. All staff are appropriately certified.
5. The instructional program and management system are consistent with that used in the regular session.
6. Students enrolled from other schools inside or outside the district provide written approval from the principal of their home schools.
7. The schedule of secondary summer school courses reflects a minimum of 70 hours of instruction per half unit course and 140 hours per full unit course.
8. Students enrolled in an extended year program complete all remaining course /subject requirements /objectives before credit for the course/ subject is issued.
9. Students enrolled in a summer school program are limited to earning two units of credit during the summer school session.

EXTENDED SCHOOL OPPORTUNITY

The Greenville Public School District provides Extended School Opportunity (ESY) for currently enrolled students in grades 1-8. Students must have prior written approval from principals to enroll in ESY. ESY attendance does not assure promotion from one grade to another.

This extended year program is for students who have not mastered state and/or district objectives in language arts, mathematics, science, and social studies. Students will receive a grade of 65 if all ESY requirements are met. Students who do not meet minimum skill mastery requirements will be retained at appropriate grade level.

Only students failing a maximum of two (2) courses with at least a grade of 60 in each course can be expected to successfully complete the course objectives during summer session to be promoted to the next grade. **Students with three (3) or more F's cannot attend ESY for promotion.**

Students must have received documented quality interventions through MTSS for failed subjects. In addition, entry approval will be determined after administrative review.

Note: Students enrolled in Algebra I in eighth grade who fail to demonstrate mastery of the necessary objectives with a grade of 65 or above during the regular school year may attend summer school for this course; however, if the student fails to pass the state assessment the

student must repeat the course in ninth grade during the regular school year and retake the state test.

Students recommended for ESY must have a MTSS folder on file.

Students receiving Special Services will be eligible for ESY based on specific student needs and district criteria.

Students cannot receive credit from an out of district school unless prior approval is given from the Principal and Superintendent.

GRADUATION REQUIREMENTS (IHF)

The Greenville Public School District requires each student receiving a high school diploma to meet the minimum requirements established by the State Board of Education, Southern Association of Colleges and Schools (SACS) or AdvancEd, and the Greenville Public School District.

Section I: CARNEGIE UNITS

To receive a high school diploma, a student must earn a minimum of 24 units of course work indicated in the course requirements. Each student must have passed all courses required for graduation.

Students may earn Carnegie Units beginning in Grade 7 in the following courses:

- Compacted Math 7
- Compacted Math 8
- Cyber Foundation I
- Cyber Foundations II
- Keystone
- Health
- Physical Education
- Introduction to World Geography
- Mississippi Studies
- Geography
- Oral Communication

PROMOTION AND RETENTION (Policy IHE)

In compliance with state accreditation requirements, the Greenville Public School District has adopted the following policy on promotion and retention of students. The policy provides students an opportunity to advance through the grades based on their mastery of established standards. Students are expected to achieve mastery of each grade in the sequence in which it is offered:

MINIMUM PERFORMANCE STANDARDS

1. Students shall demonstrate mastery of the required content for each course. Mastery is defined as an average of sixty-five percent (65%) proficiency in all learning activities and subjects to include assessments written, performed, or observed.

2. Content for the grade is defined as those objectives described in the College and Career Readiness Standards.

Section I: GRADES K – 1

To enroll in Kindergarten, students must be five (5) years of age by September 1st. To ensure success at 1st grade, the kindergarten student should demonstrate mastery of skills designated by the College and Career Readiness Standards for promotion as determined by the classroom teacher and principal.

Section II: GRADES 2 – 5

To be promoted to grades 2 – 5, students must receive a yearly average of 65% or above in mathematics and language arts. The yearly average shall be determined by averaging the two semester numerical grades.

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 unless the student meets the good cause exemptions for promotion.

The Literacy Based Promotion Act was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

Section III: GRADES 6 – 7

A student in grade 5-6 shall be promoted to grade 6-7 by demonstrating 65% mastery in English-Language Arts, Science and Math.

Section IV: GRADE 8

A student in grade 7 shall be promoted to grade 8 by demonstrating 65% mastery in English-Language Arts, Science and Math.

Section V: GRADES 9 – 12

The 2018 – 2019 ninth grade cohort must meet the following criteria listed below to be eligible for promotion and graduation.

To be classified as a (Freshman) students must have achieved mastery in English, math, and science.

To be classified as a (Sophomore) students must have earned a minimum of (six) 6 Carnegie units.

To be classified as a (Junior) Students must have earned a minimum of (twelve) 12 Carnegie units.

To be classified as a (Senior) students must have earned a minimum of (eighteen) 18 Carnegie units and must be able to meet MDE graduation requirements by the end of the senior year.

To become a Greenville High School Graduate, a student must have completed MDE Graduation requirements and Carnegie units detailed in the Graduation Requirement Policy.

All students entering the ninth grade on or before the 2017-2018 school year, may be eligible based on extraordinary circumstances determined by a district review team to establish eligibility for use of the 21-credit option. (2017 Accountability Standard 14-Appendix A-1)

The ***2021-2022 ninth grade cohort*** must meet the following criteria listed below to be eligible for promotion and graduation.

To be classified as a (Freshman) students must have achieved mastery in English, math, social studies, and science.

To be classified as a (Sophomore) students must have earned a minimum of (six) 6 Carnegie units and must have achieved mastery in English I.

To be classified as a (Junior) Students must have earned a minimum of (twelve) 12 Carnegie units and must have achieved mastery in English II.

To be classified as a (Senior) students must have earned a minimum of (eighteen) 18 Carnegie units and must be able to meet MDE graduation requirements by the end of the senior year.

To become a Greenville High School Graduate, a student must have completed MDE Graduation requirements and Carnegie units detailed in the Graduation Requirement Policy.

Entering 2021-2022 the ninth grade on or before the 2017-2018 school year, may be eligible based on extraordinary circumstances determined by a district review team to establish eligibility for use of the 21-credit option. (2017 Accountability Standard 14-Appendix A-1)

STUDENTS NOT MEETING PROMOTION STANDARDS

Students not meeting promotion standards **MAY** be reviewed by the administrative review team.

Students who fail to meet 65% mastery may also be required to attend an extended school day/year or summer program. Students who are two or more years older than their peers and who have not met minimum requirements to be classified on grade level may be placed in an overage transition program.

NOTE: Students failing to meet promotion requirements will be retained, or, if eligible, attend an approved extended school year program to meet requirements for promotion. **An automatic referral and intervention for a student should be initiated when a student first begins to experience failure in the classroom.**

STUDENTS EXCEEDING GRADE – LEVEL STANDARDS

Students exceeding grade-level standards at 95% or higher level in a core course and universal measures may be considered for an accelerated program of study.

Section VI: SPECIAL EDUCATION

Students with unusual or unique disabilities may be awarded special status and classified at the same grade as their age appropriate peers if the following standards are met and compliant with state and federal regulations:

- Placement represents the student's least restrictive environment;
- The IEP committee recommends the placement; and
- The Superintendent or a designee approves the recommendation.

English Learners enrolled in the English Language (EL) Program who fail to meet promotion criteria for their grade levels will be administratively promoted if, upon the recommendation of the Multi-Tiered System of Supports (MTSS), the principal determines that substantial progress has been made by the student so that he or she will be successful at the next grade level. Students will not be allowed to fail a course where the language barrier is the primary cause for the impending retention.

Section VII: Transfer Students

Students entering school after the ninth grade/year one from a school outside the State of Mississippi shall be exempted from the Mississippi History/Civic requirement.

Transfers from any non-accredited school including home school will not be placed permanently in a grade or course until the student's academic skills can be evaluated by the district. The student will be administered standardized achievement test(s) to determine the appropriate classification of the student within thirty (30) days after filing for transfer.

Section VIII: Extracurricular Activities

As outlined in IGH/JFI, mastery of designated student objectives is required as well. Any student who is enrolled in any grade higher than Grade 6 in Greenville Public School District must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale.

TESTING PROGRAM (Policy II)

The Greenville Public School District provides a regular program of standardized testing of achievement aptitudes and interests for all students. These tests provide data which aid in understanding the needs and development of students, help teachers to evaluate the student's growth and progress, and provide a systemic and continuous record of student growth.

The Mississippi Grade Level Testing Program consists of

1. Kindergarten Readiness Assessment in grades Pre-K and Kindergarten including Universal Screeners for K-3, and Mississippi Dyslexia Screener

2. Mississippi Academic Assessment Program (MAAP) in English-Language Arts and Mathematics in Grades 3 – 8, and Science in Grades 5 and 8
3. High school students take four subject-area tests and the ACT in their junior year. The End-of-Course assessments that are required - Algebra I, English II, Biology, and U.S. History
4. MAAP- A - Alternate assessments for students with significant cognitive disabilities
5. LAS Link English language proficiency assessment for students identified as English learners
6. District Benchmark assessments

The following tests must be passed in order for a student to be promoted to the next grade or graduate from high school:

- MAAP Grade 3 ELA
- English II
- Algebra I
- Biology I
- US History

Beginning in the 2018-2019 school year, a student in 3rd Grade scoring below proficient on MAAP will not be promoted to the 4th grade unless the student meets the Good Cause Exemption requirement.

Note: Grade 3 students must take the end of the year assessments to qualify for promotion to Grade 4.

TEXTBOOKS: STATE OWNED (Policy ICFA)

This school district provides textbooks free of charge to students. It is the duty of each student to care for the textbooks to the best of his/her ability. Students who lose or damage textbooks are required to pay for them. Students should take pride in the upkeep of their textbooks. Teachers are instructed to assess fines for amounts up to the current value of a book when it is obvious that the student has damaged or defaced the book.”

Textbook fines and damage replacement schedule:

DAMAGE

Writing/drawing/scribbling in book
 Excess wear/damage but still usable
 Cover of book damaged
 Spine damaged
 Water damaged but still usable
 Water damaged, not usable
 Pages missing, not usable
 Obscene writing or drawing on or in the book
 Non-returned book

FINE

\$1.00 per page
 10% of cost of the book
 25% of cost of the book
 25% of cost of the book
 25% of cost of the book
 Cost of the book
 Cost of the book
 Cost of the book
 Cost of the book

SPECIAL EDUCATION (Policy IDDF)

A student who has been properly classified, in accordance with rules established by the State Board of Education, as having a Significant Cognitive Disability shall not be required to meet all requirements of §37-16-7, and, upon meeting all applicable requirements prescribed by the Board of Trustees of the Greenville Public Schools, shall be awarded a special diploma in a form prescribed by the state board. Anything in this section, however, shall be construed to limit or restrict the right of a special education student solely to a special diploma. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of §37-16-7, through the standard procedures established therein and thereby qualify for a standard diploma upon graduation.

For every student receiving special education services, consideration will be given during the IEP Review/Revision session prior to the student's entry into grade nine (9), as to the possibilities for achieving the requirement for a regular diploma. Parents will assist in the decision and sign a permission form indicating the choice of curriculum for the student.

Students with an Individualized Education Program (IEP)

Students with an IEP may exit high school in one of three ways

Exit Option	Intended Student Population
<i>Traditional Diploma with/without Endorsement</i>	The vast majority of students with an IEP should be able to earn a Traditional Diploma.
Alternate Diploma	Students who have a Significant Cognitive Disability.
Certificate of Completion	Students with disabilities who have reached the maximum age of service under IDEA, which in Mississippi is age 20, and have not been able to meet the requirements for a traditional diploma.

Greenville Public School District's Diploma Options

Begins with incoming freshmen of 2018-2019

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

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology I
Social Studies	3 ½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> See the Mississippi Public School Accountability Standards for implementation options
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	24	

Requirements:

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores. Students must also have successfully completed 2 dual credit courses with a C or higher. Alternately, a student must meet ALL of the following:
 - ❖ Have a 2.5 GPA
 - ❖ Passed or met all MAAP assessments requirements for graduation
 - ❖ On track to meet diploma requirements
 - ❖ Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Recommendations:

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

ALTERNATE DIPLOMA OPTION

The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

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

Requirements:

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

The Traditional Diploma Options CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> • English I • English II
Mathematics	4	<ul style="list-style-type: none"> • Algebra I
Science	3	<ul style="list-style-type: none"> • Biology I
Social Studies	3 ½	<ul style="list-style-type: none"> <li style="width: 50%;">• 1 World History <li style="width: 50%;">• ½ Economics <li style="width: 50%;">• 1 U.S. History <li style="width: 50%;">• ½ Mississippi Studies <li style="width: 50%;">• ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> • Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	<ul style="list-style-type: none"> • Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	26	

Additional Requirements:

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - ✓ One dual credit or earn articulated credit in the high school CTE course.
 - ✓ Work-Based Learning 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	<ul style="list-style-type: none"> English I English II+ two (2) additional above English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I + two (2) additional math courses above Algebra I
Science	3	<ul style="list-style-type: none"> Biology I + two (2) additional science courses above Biology I
Social Studies	3 ½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Additional Electives	7 ½	<ul style="list-style-type: none"> Must complete a four-course sequential program of study
Total Units Required	26	

Additional Requirements:

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

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> • English I • English II+ two (2) additional above English II
Mathematics	4	<ul style="list-style-type: none"> • Algebra I + two (2) additional math courses above Algebra I
Science	4	<ul style="list-style-type: none"> • Biology I + two (2) additional science courses above Biology I
Social Studies	4	<ul style="list-style-type: none"> • World History • 1 U.S. History • ½ U.S. Government • ½ Economics • ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> • See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Additional Electives	8	<ul style="list-style-type: none"> • 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 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.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - ✓ One AP course with a B or higher and take the appropriate AP exam
 - ✓ One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - ✓ One dual credit course with a B or higher in the course

Certificate of Completion

The Certificate of Completion is not equivalent to a high school diploma.

Certificate of Completion Qualifications:

- The student has been unsuccessful in meeting the requirements of either the Traditional Diploma or the Alternate Diploma.
- The student has reached the maximum age of service under IDEA (Individuals with Disabilities Education Act), which in Mississippi is age 20.

TRANSITION PLAN for STUDENTS WITH DISABILITIES

OVERVIEW

Transition services are intended to help students with disabilities make the transition for school to the world of adulthood. It is a coordinated set of activities for a child with a disability that is designed with a results-oriented process that promotes movement from one education level to the next and on to post-school activities, and based on the individual child's needs, strengths, preference, and interests, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational education. IDEA 2004 and State Board Policy 7219 requires that the documentation of transition services/planning begin no later than the age of 16, but transition discussion/planning should begin as soon as the student enters the educational placement and begins receiving special education services.

TRANSITION PROCESS

I. Part C to Part B (Birth to Age 2) to Pre-School

- Hold transition meetings with Part C agencies and families, to discuss the needs of each student. (Part C agencies include: First Steps, Head Starts, Day Care Centers, Medical Professionals)
- Develop an Individualized Family Service Plan, detailing steps and services for students and family (transition discussed at this phase).
- Additional steps will vary depending on the program to which the student is transitioning, which will include implementation of services and parent training and support.

Person(s) Responsible: Pre-School Case Manager, Teachers, Part C Agencies, Transition Coordinator, Director of Special Services

II. Pre-School (3 to 5 years) to Elementary

- Transition meetings with Head Starts, Day Care Centers, Medical Professionals, etc.
- Develop an Individualized Education Plan (IEP) detailing steps and services for student: Least Restrictive Environment (LRE), Free Appropriate Public Education (FAPE).
- Additional steps will vary depending on the program to which the student is transitioning, which will include implementation of services, parent training and support.

Person(s) Responsible: Pre-School Case Manager, Elementary School Case Manager, Teachers, Part C Agencies, Transition Coordinator, Director of Special Services.

III. Elementary (5th grade) to Middle (6th, 7th, and 8th grades)

- Start preparing students to advocate and learn about their disability category.
- Encourage student attendance/participation at IEP meetings.
- Conduct transition planning checklist.
- Ensure access to the general curriculum as well as the development of functional skills related to the unique needs of the student.
- Develop transition portfolio (for students that are in resource and self-contained educational settings).

Person(s) Responsible: Teachers, Counselors, Elementary School Case Manager, Middle School Case Manager, Transition Coordinator, Director of Special Services

IV. Middle (8th grade) to High School (9th grade)

- Identify career pathway.
- Discuss diploma requirements and all of the graduation options available to students and review student status at end of 8th grade year.
- Mandatory that students are invited to (and documented) their IEP meetings, to self-advocate for their individual rights as a student with a disability.
- Provide access to the general education curriculum to the extent possible.
- Develop realistic transition goals on the IEP as it relates to the student's career pathway and graduation option, as well as developing transition plan addressed on transition section of IEP.
- Develop/update transition portfolios (annual updates)
- Update transition planning checklist.
- Instruction in communication, self-care, and recreation as well as vocational activities for Community-Based Instruction Class (CBI).
- Job Shadowing Phase I for CBI students (building-level job shadowing).

Person(s) Responsible: Teachers, Counselors, Middle School Case Manager, High School Case Manager, Transition Coordinator, Director of Special Services

V. High School (10th, 11th and 12th grades)

- Job Shadowing for MOD/Certificate 10th-12th grade students
- *Ability Works* for seniors (paid employment)
- Ensure Diploma Track students are meeting graduation requirements.
- Ensure CBI students are receiving training for Job Shadowing and independent living skills.
- Provide access to the general education curriculum to the extent possible.
- Refer students to agencies as appropriate: Vocational Rehabilitation/Ability Works Program, Community and Colleges, Delta Community Mental Health Services, WIN Job Center (Job Corps), GED programs, as well as other agencies as they relate to student's ability and graduation options.
- Mandatory that students are invited to (and documented) their IEP meetings to self-advocate for their individual rights as a student with a disability.
- Inform student and parents of educational rights that will transfer at the age of 18, and document.

Person(s) Responsible: Teachers, Counselors, High School Case Manager, Transition Coordinator, Director of Special Services

VI. Post-Secondary

- Monitor students for two years as they enter the workforce or extend their educational opportunities to a vocational 2-year or 4-year higher education facility.
- Assist and guide students with necessary paperwork for enrollment into their field of choice, work or post-secondary education.
- Keep the student's contact information on file in order for periodic checks on their work or education status.
- Each year, complete **Indicator 14** (post-secondary outcomes) through MSIS to ensure that the Office of Special Services meets the targeted goals.

Person(s) Responsible: High School Case Manager, Transition Coordinator, Special Services Director

TRANSITION TIMELINE

Part C to Part B (Birth to Age 2)

Person Responsible

Transition Coordinator
Pre-School Case Manager
Part C Agencies
Director of Special Services

Pre-School (3 to 5 years) to
Elementary School

Person Responsible

Transition Coordinator
Pre-School Case Manager
Elementary School Case
Manager
Teachers
Part C Agencies
Director of Special Services

Elementary School (Grade 5) to
Middle School

Person Responsible

Teachers
Counselors
Elementary School Case
Manager
Middle School Case Manager
Transition Coordinator
Director of Special Services

Middle School (Grade 8) to High
School

Person Responsible

Teachers
Counselors
Middle School Case Manager
High School Case Manager
Transition Coordinator
Director of Special Services

High School (EXIT) to Post-
Secondary

Person Responsible

Teachers
Counselors
High School Case Manager
Transition Coordinator
Director of Special Services

Post-Secondary/World of
Adulthood (College, Vocational
Skills Training, Workforce,
Military, etc.)

Person Responsible

High School Case Manager
Transition Coordinator
Director of Special Services

GREENVILLE TECHNICAL CENTER

350 South Raceway Road

Greenville, MS 38701



"The Diamond Standard"

● PROGRAM / AVAILABLE CLASSES

- **Career Pathway – Agriculture, Food, and Natural Resources**
 - Agriculture and Environmental Science and Technology
 - Concepts of Agriscience
 - Science of Agricultural Environment I
 - Science of Agricultural Animals I
 - Science of Agricultural Environment II
 - Science of Agricultural Plants II
- **Career Pathway – Health Science**
 - Health Science Core
 - Health Care and Clinical Services
- **Career Pathway – Hospitality & Tourism**
 - Culinary Arts I
 - Culinary Arts II
- **Career Pathway – Human Services**
 - Early Childhood I
 - Early Childhood II
 - Teacher Academy I
 - Teacher Academy II
- **Career Pathway – Law, Public Safety, Corrections, and Security**
 - Law and Public Safety I
 - Law and Public Safety II
- **Career Pathway – Manufacturing**
 - Industrial Maintenance I
 - Introduction to Welding
 - Advanced Welding
- **Career Pathway – Science, Technology, Engineering, and Mathematics**
 - Engineering I
 - Engineering II
- **Career Pathway – Transportation, Distribution and Logistics**
 - Automotive Service Technology I
 - Collision Repair Technician I
 - Collision Repair Technician II
- **Enhancement**
 - Work Based Learning
 - Early Childhood Level III
 - Culinary Arts Level III

PROGRAMS / BRIEF DESCRIPTION OF CLASSES OFFERED

AGRICULTURE, FOOD, AND NATURAL RESOURCES

AEST (AGRICULTURE, ENVIRONMENTAL SCIENCE, AND TECHNOLOGY)

Concepts of Agriscience is a one-credit course designed to introduce students to the sciences, technologies, and applied practices of the progressive agriculture/agriscience industry. Emphasis is on an active learning environment enriched with technology and science-based applications. The course serves as the entry-level course for other courses in agriculture, including horticulture and forestry. The focus is to begin the preparation of students for further study leading to successful careers in the agriculture industry.

Science of Agricultural Environment I is a course designed to introduce and develop skills for students in environmental areas related to the use and management of natural resources in the food and fiber systems. New technologies being used to enhance capabilities to monitor and protect the environment are introduced. The overall focus is on maintaining and protecting resources to assure quality human life. Important relationships of living organisms to land and soil, water, the atmosphere, waste management, forestry, and energy management are included. Stress is on understanding global environmental issues and developing appropriate attitudes of environmental stewardship.

AEST Science of Agricultural Animals Level I is a 0.5-credit course that focuses on genetics, reproduction, and animal growth as they relate to producing market or breeding animals. The course highlights technologies and applied practices of the progressive animal-agriculture industry. Emphasis is on an active learning environment enriched with technology, as well as hands-on, science-based applications. The course focuses on providing an opportunity for students to explore the areas of animal science and develop foundational skills and knowledge needed for advancement in other courses and programs.

AEST Science of Agricultural Environment Level II is a 1.0-Carnegie Unit course within the agriculture and environmental science and technology (AEST) program. A student must successfully complete the AEST Concepts of Agriscience and the AEST Science of Agricultural Environment Level I prerequisite courses before choosing to enroll in the Level II AEST Science of Agricultural Environment course. Emphasis in this pathway is centered around the impact that environmental factors have on agricultural production, as well as the effect of agricultural production on natural resources. The course provides an opportunity for students to go in-depth regarding the science of the environment and how agriculturalists should keep natural resources use, conservation, preservation, and sustainability at the forefront of their practice. The AEST Science of Agricultural Environment Level II course may be taught to any student who has successfully completed the AEST Concepts of Agriscience and the AEST Science of Agricultural Environment Level I courses. The Level II course is 1.0-Carnegie Unit and counts as

a science-elective credit for high school graduation if the student meets all of the requirements for program completion.

Science of Agricultural Plants Level II is an in-depth 1.0-credit course designed to teach students the skills and scientific background needed to successfully grow agricultural-plant crops. Students will delve into plant nutrition, explore technology applications to plant production, manage growing systems, and market their end product. Emphasis is on an active learning environment enriched with technology and science-based, hands-on, real-world applications. The course is also designed to enhance the student's work-based learning experiences through their supervised experience program. Leadership development and career preparation are also emphasized as critical developmental components of the pathway.

HEALTH SCIENCES

HS (HEALTH SCIENCES)

Health Sciences Core introduces students to the theory and practical applications of tasks related to employment in the field of health science. Students will cover topics such as safety in the workplace, infection control, health care systems, and the vital organs of the human body. The course offers insight into careers in health care as well as educational requirements and the professional, legal, and ethical responsibilities involved.

Healthcare and Clinical Services is a course designed to help the student establish insight in the healthcare field. Students will be exposed to the theory and applied tasks related to careers within health care. This course covers topics such as human growth and development, health informatics, information technology, and therapeutic and rehabilitative services. Other topics include medical and emergency services, mental health, and pharmacological and nursing services.

HOSPITALITY AND TOURISM

CA (CULINARY ARTS)

Culinary Arts I emphasize real-world, hands-on practice of food preparation. Food preparation techniques included in this course include breakfast foods, dairy, and sandwiches, potatoes, grain, fruits, vegetables, and garnishes.

Culinary Arts II emphasizes real-world, hands-on practice of food preparation. Food preparation techniques included in this course include desserts and baked goods, meat, poultry, and seafood, as well as stocks, soups, and sauces.

HUMAN SERVICES

ECE (EARLY CHILDHOOD EDUCATION)

Early Childhood Education I begin with an introduction to personal and professional preparation for continued education, training, and careers in early childhood care. Major topics of study are stages of child development, ranging from birth through age twelve, and children's health and safety. Students are introduced to MSDH Guidelines and Regulations Governing Child Care Facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Early Childhood Education II focuses on curriculum planning and the development of age-appropriate activities and lesson plans that encompass all areas of child development, and administration and management techniques needed in order to operate a successful quality childcare facility. Other major topics covered in this course are related to state licensing requirements for childcare facilities, management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record-keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Students will continue to develop educational, career, and professional plans in the area of early childhood care. Participation in FCCLA is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA.

TA (Teacher Academy)

Teacher Academy I is an entry-level course. Students gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences.

Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences.

LAW, PUBLIC SAFETY, CORRECTIONS, and SECURITY

LPS (LAW and PUBLIC SAFETY)

Law and Public Safety I focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services

found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons functions.

Law and Public Safety II focuses on specialized areas and topics within the law and public safety arena. Students will learn about these areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

MANUFACTURING

IM (Industrial Maintenance)

Industrial Maintenance I

Introduction to Manufacturing Basics is the initial course designed to provide the students with the basic skills needed to be successful in a high-performance manufacturing environment. The course covers five major areas of knowledge that are considered critical for employment in a high-performance manufacturing company that focuses on the NCCER learning Series Core.

W (WELDING)

Introduction to Welding focuses on the NCCER Learning Series Core and SMAW. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic tool knowledge. Additionally, students will learn Oxyfuel Cutting fundamentals. Students will cover proper equipment setup, safety measures, and correct welding techniques.

Advanced Welding focuses on specialized welding symbols used in blueprints and drawings as well as PAC, CAC, and advanced welding techniques used in SMAW. Additionally, this course will offer students the opportunity to examine GMAW and FCAW. Students will also learn about GTAW, safety measures, set-up procedures and welding techniques for each type of welding.

Enhancement Courses

WBL (Work Based Learning)

Work Based Learning is the new name for Career Pathway Experience. WBL provides the students the opportunity to take knowledge and skills learned in the pathway classroom and to apply and test that learning in the workplace. The WBL course will foster self-directed learning, strengthen the development of core academic skills through application in authentic situations, allow students to explore career options, contribute to economic development, and enhance communication skills, leadership, and problem solving. The student will benefit from the WBL course due to the school's ability to meet the needs of a diverse student population.

Level 3 Courses

Level three courses are applicable only to select students who have completed successfully a CTE course and predict their future career plans to be aligned with the career pathway chosen. Students are provided the opportunity to shadow and within their career pathway a number of times out of the classroom. And are established as classroom assistance. *Level 3 student must be recommended by the instructor and approved by the CTE Director.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

E (ENGINEERING)

Engineering I teaches students the history of engineering and the careers associated with the field. The students will learn the foundations and fundamentals of engineering and materials, as well as the engineering design process and the steps one follows for successful design planning. Additionally, students are introduced to the advanced concepts of 3-D sketching and modeling with CAD software. The course introduces students to the field of robotics in engineering. It also focuses on several fields of engineering specialization.

Engineering II is a comprehensive course that focuses on the following four systems: electrical, fluid, mechanical, and thermal. It introduces students to flexible manufacturing systems, or how robotics and drafting work together to create products. Additionally, the course teaches students advanced robotic concepts. Students will also learn valuable workforce readiness skills and prepare for jobs in the field of engineering.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

AST (AUTOMOTIVE SERVICE TECHNICIAN)

Automotive Service Technology I contains an introduction to shop operations, safety, tools and equipment, and preparing the vehicle for both service and the customer. The engine repair course focuses on the overall internal combustion engine, cylinder and valve train, and lubrication and cooling systems. The transmission course is an introduction to both automatic and manual drive train and axles. This course also contains an introduction to electrical/electronic information and terminology. The basic electrical/electronic systems course contains electrical/electronic system theory, battery systems, starting systems, and charging systems. It also contains an introduction to disc brakes, drum brakes, and anti-lock brakes.

CRT (COLLISION REPAIR TECHNICIAN)

Collision Repair Technician I contains information on safety, tool identification/use, employee information, collision estimation, paint mixing/matching, service specification and service information, measurement, personal/business finance, introduction to steering and suspension systems, concepts of electronic/electrical systems, concepts of brake systems, introduction to

heating/cooling systems, concepts of cooling systems, introduction to restraint systems, inspecting and analyzing body components, repairs to outer body panels, frame inspection and repair, Unibody inspection and repair, and introductory welding/cutting applications.

Collision Repair Technician II contains information on safety, tool identification/use, employee information, collision estimation, paint mixing/matching, service specification and service information, measurement, personal and business skills, metal finishing and body filling, moveable glass/hardware, advanced welding, frame inspection and repair, Unibody measurement and repair, fixed-glass procedures, and advanced welding/cutting applications.

ACCOUNTABILITY

All skills programs will be individually evaluated during the current school year according to the performance indicators listed below, per Federal Perkins requirements.

Academic Attainment	Reading/Language Arts and Mathematics as assessed at the base school.
Technical Skills Attainment	Program skills as assessed through MS-CPAS2 or national certification.
Secondary School Completion	Level II seniors who were included as “graduated” in the State’s computation of its graduation.
Student Graduation Rates	Level II seniors who were included as “graduated” in the State’s computation of its graduation rate.
Secondary Placement	Level II students who, after leaving GTC, continued their education, went to the military, or gained employment.
Non-Traditional Participation	Level I students who were of the opposite gender in a gender-dominated program.
Non-Traditional Completion	Level II students who were of the opposite gender in a gender- dominated program.

ASSESSMENT SYSTEM

Each skill program is assessed as follows:

MS-CPAS3	National Certification
AEST	IM I & II
AST	W I & II
CA	CA II
CRT	ECE II
E	CRT II
ECE	AST II
HS	HS II
LPS	
TA	

BASE / FEEDER SCHOOLS

- Greenville High School
- O'Bannon High School
- Riverside High School
- Private / Parochial Schools (in Greenville Area)

STUDENT LEADERSHIP ORGANIZATIONS

- **DECA – Distributive** Education (Work Based Learning)
- **FCCLA – Family, Career & Community Leaders of America** (Culinary Arts, Early Childhood Education)
- **FFA – Future Farmers of America** (Agricultural Environmental Science Technology)
- **HOSA – Health Occupations Students of America** (Health Sciences)
- **NTHS – National Technical Honor Society** (All Skills [2 year] Programs)
 - **REQUIREMENTS**
 - “B” Average in Career/Technical Skills Program
 - Member of Associated Student Leadership Organization
 - Recommended by Career/Technical Instructor based on additional criteria.
 - “B” Average at base school
 - Level II or WBL Student
- **Skills USA – (Collision Repair Technician, Automotive Service Technician, Welding Manufacturing Basics)**
- **TSA – Technology Student Association** (Engineering & Informational Technology)
- **Educators Rising – (Teacher Academy)**

***All Greenville Technical Center students are required to participate in the offered program’s Student Organization to attend off campus events.**



**Greenville (Public School District
Department of Maintenance
Mitchell McCollough, Director of Maintenance
Shirley W. Ford, Assistant Director of Maintenance
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412 S. Main Street P. O. Box 1619
Greenville, MS 38702-1619
Office: (662)334-7151 Fax: (662)334-2839
mmccollough@gville.k12.ms.us**

Memorandum

TO: Parents, Teachers, and School Employees
FROM: Mitchell McCollough, Director of Maintenance
DATE: May 1, 2021
Re: Asbestos Surveillance of All School Buildings

Mitchell McCollough (signature)

As part of a 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 materials in these schools.

To provide continuing management of the asbestos in our schools, all asbestos containing materials (ACM) are 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 of our schools building has been performed as required, a copy of the 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 Designee's Office located at 412 Main Street, Greenville, Mississippi.

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

cc: Michael Banks, Associate Administrator of Operations
file

PARENT & FAMILY ENGAGEMENT

(Policy LAA)

This school board reaffirms the school district's strong commitment to the role of parents in their children's education and to effective, comprehensive parent and family engagement. In this policy, a parent is intended to include parents, guardians, and other family members involved in supervising the child's schooling. Parental/family engagement in a child's learning is a critical link to achieve academic success and to promote a safe and disciplined learning environment.

Schools and families will work together to ensure that that the educational process includes quality learning at home, in school, and in the community.

The following steps will be taken to achieve this goal:

1. The Superintendent will assess the status of parent engagement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy, including a review of staff and budget support.
2. The Board of Education will support parent engagement by seeking parental input on school system policies, including curriculum, facilities, and funding issues.

STRATEGIES FOR PARENT/FAMILY ENGAGEMENT

1. Effective two-way communication between all parents and schools regarding school system policies and regulations, local school policies, and an individual child's progress.
2. Activities to encourage parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events.
3. Information and programs for parents on how to establish a home environment to support learning and appropriate behavior.
4. Information and programs for parents about how they can assist their own children to learn.
5. Assistance to develop parental involvement in education advocacy through PTAs and other organizations, including school system task forces and advisory committees.

ROLE OF LOCAL SCHOOLS

While each division, office, and school must assess its role and plan of action to meet these goals, all school district employees are expected to convey a commitment to parental engagement. Consistent with this commitment, local schools are expected to:

1. Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and individual student progress.
2. Support and encourage parental volunteer opportunities.
3. Provide programs that assist parents in learning how they can help children learn, including activities that are connected to what children are learning in the classroom.
4. Work with PTA leadership to ensure parental input.

ROLE OF CENTRAL OFFICE STAFF

In addition to the role of the local schools, appropriate staff in central offices are expected to support local school efforts and, where relevant:

1. Communicate with parents on school system policies and regulations.
2. Provide for the development of parenting programs and materials, including the use of cable television, pamphlets, adult education courses, parent resource centers, and programs designed to orient new parents to the school district.
3. Maintain and support with appropriate information and training parental volunteer opportunities county-wide.
4. Assist in the development of parental leadership through PTAs and other recognized groups.
5. Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parent engagement efforts.
6. Provide appropriate teacher and staff training to support effective parental involvement, conduct staff and parent training in ways to communicate and work together including problem solving, conflict resolution skills, and outreach strategies.
7. Identify and publicize promising programs and practices related to parent engagement.
8. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family connections in their training programs.
9. Develop methods to accommodate and support parental involvement for all parents with special needs including those with limited English proficiency and individuals with disabilities.
10. Develop mechanisms for local schools to use in order to assess the effectiveness of their parent engagement efforts.

Model Notification of Rights under FERPA For Elementary and Secondary Schools (Policy JRAB)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the students’ education records within 45 days after the date the Greenville Public School District receives a request for access. Parents or eligible students should submit to the school principal or Superintendent, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The rights to request the amendment of the students’ education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask Greenville Public School District to amend a record should write the school principal or Superintendent, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from educational records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a

legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Greenville Public School District to comply with the requirements of FERPA. The name/address of the Office that administers FERPA is:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
WASHINGTON, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1)(a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U. S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported and disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a) (10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a) (11))

Title I Parent & Family Engagement (Policy LAA)

The purpose of Title I is to provide all children with significant opportunities to receive a fair, equitable, and high-quality education; and to close educational achievement gaps.

Per Every Student Succeeds Act

School districts are required to do the following:

- Conduct outreach to all parents & family members.
- Implement programs, activities, and procedures to involve parents and family members in Title I programs.
- Plan and implement such programs, activities, and procedures with meaningful consultation with parents of participating children.
- Develop jointly with, agree upon, and distribute to parents and family members of participating children a written parent and family engagement policy. The policy shall:
 - Be incorporated into our school district's plan
 - Establish the school district's expectations and objectives for meaningful parent and family engagement
 - Describe how the school district will
 - Jointly develop the plan
 - Build school capacity
 - Link to family engagement in other programs
 - Jointly evaluate the policy
 - Improve the programs based on evaluation findings
- Involve parents in the activities of Title I schools
- Reserve funds for parent & family engagement

Individual schools will be required to do the following:

- Conduct an annual meeting for parents and family members
- Conduct additional flexible meetings to keep parents and family members informed
- Review and improve the school-level program

Parent & Family Engagement Resource Center

The Greenville Public School District has a Parent & Family Engagement Resource Center located in the Manning Curriculum Complex. The address for this complex is 430 Dr. Martin Luther King, Jr., Boulevard; Greenville, MS 38701. The center is open Monday – Friday from 8:00 a.m. – 4:30 p.m. on days that the school district is open.

The center is also open on select Parent Academy training nights or by appointment with the Assistant State & Federal Program Director.

Feel free to stop by to use the computers, pick up pamphlets, check out other resources, or to get assistance with any parent & family engagement issues. The telephone number for that office is 662-334-3842.

Important Information for Parents

Change of Address

When families move during the course of a school year, it is critical that they notify the school office of this change so the school can maintain necessary and appropriate contact with the family. If you move during the course of the year, please submit all pertinent information to the school office prior to the move.

Conference Scheduling

The staff is always happy to discuss a student progress or address any questions during planning time or during a scheduled before or after school conference time. In addition, district-wide parent-teacher conference days are scheduled at least twice during the school year.

School Closure Information

Listen to local television stations for the list of closed schools. In case of weather emergency and/or other situations in which might necessitate students being dismissed early from school, every attempt will be made to alert parents through the media and other venues. Parents should ensure in advance that the child has a procedure to follow in case of early dismissals.

Active Parent

Active Parent is a web-based application parents can use to keep track of students' records. Parents with more than one child in the school system can access records for all of them with one account. The goal of Active Parent is to provide parents and guardians the ability to say their ABCs—check students' Attendance, Behavior, and Course Performance. Active Parent provides student information as soon as it is entered into SAM (Student Administration Manager).



District Parent and Family Engagement Policy

Greenville Public School District

2018-2019

(Revision Date 1-15-19)

Policy LAA – Title I Parent & Family Engagement (*formerly Title I Parental Involvement*)

In support of strengthening student academic achievement, the Greenville Public School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a) (2) of the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

The Greenville Public School District agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement plans meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of families with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the families of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education, as requested.
- The school district will be governed by the following definition of family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) families play an integral role in assisting their child's learning;
- (B) families are encouraged to be actively involved in their child's education at school;

- (C) families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (D) other activities are carried out, such as those described in Section 1116 of the ESEA.

The school district will inform parents and parental organizations of the purpose and existence of the Parent Resource Center in the district.

JOINTLY DEVELOPED

The Greenville Public School District will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

- Involve the Title I District-Wide Parent Advisory Committee (PAC) in discussions of the School District’s parent and family engagement policy and all improvement plans (school-wide, comprehensive support & improvement, and targeted support & improvement) to be a part of the policy /plan development by reviewing the documents and offering feedback as a committee.
- Invite all district parents to participate in discussions of the School District’s Parent & Family Engagement Policy.
- Host parent feedback meetings at least annually for all parents to participate in the analysis of the Parent and Family Engagement Policy and to discuss the policy’s effectiveness in meeting the needs of the students and requirements of the Title I Program.
- Provide parents access to the information in the district’s Parent and Family Engagement Policy and Improvement Plans through the district website and engage in open communication about the policy/plan during parent meetings, such as the following:
 - Annual Title I Public Meeting
 - Parent Advisory Council
 - Open House
 - Parent Workshops
 - Parent Conferences
 - Federal Program Advisory Committee

TECHNICAL ASSISTANCE

The Greenville Public School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. The district will provide support and technical assistance to all Title I schools by doing the following:

- In collaboration with the Office of State and Federal Programs, Title I Parent Advisory Committee, and other parent groups, provide workshops to schools on parent engagement.
- Provide trainings for parents that provide supports to assist in planning and implementing effective parent and family engagement.

- Provide workshops to parents on varied topics, as requested.
- Review school-level Parent and Family Engagement Plans, School/Parent Compacts, and all Title I Parent and Family Engagement requirements to ensure compliance, including documentation from parent meetings showing it was developed jointly with parent input.

ANNUAL EVALUATION

The Greenville Public School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by families in activities (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel, teachers, and strategies to support successful school and family interactions. The parent & family engagement specialist or other superintendent designee will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective family engagement, and to revise, if necessary, its parent and family engagement policies.

Depending upon available resources, the Parent and Family Engagement Specialist or other superintendent designee will employ the following methods to evaluate the status of the goal and sub-goal attainment: surveys (including the district-wide survey of administrators, teachers, parents, and students), parent focus groups, record analysis, as well as observation of meeting and training workshops. The evaluation will be conducted by the following strategies:

- Parent Meetings (Parent Advisory Council, Annual Title I Meeting)
- Surveys (Take-home, electronic)
- Offer a variety of opportunities for parents to be involved in their child’s education
- Publicize (website, call outs, flyers, social media, Remind 101, etc.) all activities in multiple ways to ensure families are informed
- Provide assistance to schools throughout year as needed

The roles the parents and family members will play in the annual evaluation would be to identify barriers to greater participation in parent activities. This process will also help to identify the needs of parents and family members to assist with the learning of their children. This process will include engaging with school personnel and teachers and providing strategies to support successful school and family interactions. Evaluations will be conducted by school sites and the Parent & Family Engagement Specialist or superintendent designee.

RESERVATION OF FUNDS

The Greenville Public School District will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

The Greenville Public School District will reserve 1 percent from the total amount of Title I funds it receives each funding year to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the Greenville Public School District

will distribute 90 percent of the amount reserved to Title I schools to support their local-level parent & family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent and family engagement budget that addresses their needs assessment and parent recommendations. Funds reserved by the district will be used to:

- Support schools in providing training for school and district personnel, as well as parents and family members, regarding parent and family engagement strategies.
- Disseminate information on best practices focused on parent and family engagement (especially best practices for increasing the engagement of economically disadvantaged parents and family members).
- Support programs that reach parents and family members at home, in the community, and at school.
- Provide an avenue for parents to ask for input and suggestions at the District-Wide Title I Meeting and at school-level parent meetings about how these family engagement funds will be used in the upcoming year at the district and school-level. The budget will be shared at the meeting as well.

COORDINATION OF SERVICES

The Greenville Public School District will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs that encourage and support families in more fully participating in the education of their children by:

- Collaborating with external early education programs like Head Start, community businesses, and other community partners to develop an effective program that prepares young learners for grade school and parents for school transition during a meeting held by the district.
- Recruiting parents of Pre-K students to participate in district-based committees, events and activities.
- Providing translation services for early childhood programs to families whose first language is not English.
- Fostering a relationship between the Greenville Public School District Early College in partnership with local universities.
- Facilitating district-level parent academy meetings & workshops.

BUILDING CAPACITY OF PARENTS AND FAMILY MEMBERS

The Greenville Public School District will, with the assistance of its Title I schools, build families' capacity for strong family engagement by providing materials and training on such topics as literacy training and using technology to help families work with their children to improve their children's academic achievement. Assistance will also be provided to parents and families in understanding the following topics:

- The challenging state academic standards;
- The state and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

To support families in helping their student's academic success, the Greenville Public School District will do the following:

- Host parent meeting/workshops/classes at all Title I schools.
- Send information home via written correspondence, take-home folders, etc.
- Post information on websites and social media.
- Using multiple sources to keep parents informed.
- Host parent/family workshops that promote literacy training.
- Host parent meetings for parents to provide feedback regarding the best practices for communication.
- Facilitate a process in which take-home learning material can be checked out from the district's Parent Center to help children in core subject areas.
- Disseminate a parent survey annually requesting input about effective school/home communication.

BUILDING CAPACITY OF SCHOOL STAFF

The Greenville Public School District will, with the assistance of its schools and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of families. This will include processes on how to reach out to, communicate with, and work with families as equal partners. In addition, this process will involve implementation and coordination of parent programs which will have the effect of building ties between families and schools by:

- Involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with family engagement activities, including transportation and childcare costs, to enable families to participate in school-related meetings and training sessions.
- Training families to enhance the involvement of other families.
- Maximizing family engagement and participation in their children's education by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with families who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving family engagement.
- Establishing a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent & family engagement activities.

- Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent & family engagement activities.
- Conducting community-based Parent Academies at local churches.
- To the extent practicable, providing communications in clear and simple language.
- Providing glossaries to explain acronyms or jargon.
- To the extent practicable, providing materials for people with vision disabilities, e.g., large print materials, upon request.
- Providing oral explanations of written documents when requested.
- Providing language access services to families whose first language is other than English through on-site or telephonic interpretation services, as appropriate.
- Widely distributing notifications about district-wide opportunities for parents and children to experience different cultural events, activities, and programs.
- Posting above mentioned communications on the district’s website.
- Providing communications using the parent link.
- Providing written communications in a language parents can understand.

Each item will be implemented by attending meetings, webinars, and attending trainings and conferences to stay current with Title I requirements. These items will help ensure parents are provided with the necessary tools to aid in learning at home. The staff will be provided with adequate professional development on effective parent & family engagement on a yearly basis.

ADOPTION

This district parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by documentation from the Parent Advisory Council Committee Meeting and the Federal Program Advisory Committee Meeting.

(Signature of Authorized Official)

(Date)

Please Respond
in English

English
School-Parent Compact

**Greenville Public School District
School-Parent Compact**

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

We value what you do to help your child succeed in school. One part of our school's parent and family engagement policy is this school-parent compact. This compact is developed jointly with parents and identifies ways you and school staff can share the responsibility for supporting your child's learning.

School's Responsibility:

- We will provide high quality curriculum and instruction in a supportive and effective learning environment
- We will provide you with assistance in understanding academic achievement standards and tests, how to track your child's progress, and how to establish a successful homework setting and routine
- We will provide opportunities for regular communication between you and teachers through:
 - parent-teacher conferences,
 - frequent reports about your child's progress,
 - opportunities to talk with staff, volunteer in class, and observe classroom activities,
 - ensuring regular communication between family members and school staff to the extent possible, in a language that family members can understand

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to use positive school behavior
- Set regular times for homework and support effort, completion, and correctness
- Set limits on the amount of time your child spends in front of a screen such as a television, smartphone, or computer and encourage positive use of your child's additional time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and when it is appropriate, participate in decisions about the education of your child.

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's progress in school.

Thank you for your support and involvement in your child's education. Please contact the person listed below for more information:

Name: _____ Title: _____

Telephone Number: _____ Email Address: _____

Please sign and date below to show that you have read and received this information. Please return the entire form to your child's teacher.

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

OFFICE USE ONLY				
Student ID #	Student Name	Date Distributed	Faculty Name	Faculty ID #

TRANSPORTATION DEPARTMENT

The Highway to Success



The purpose of this handbook is to serve as a reference guide. All parents, students, faculty, and staff are still subject to the policies contained in the Policy Manual of Greenville Public

Schools and this handbook is not intended as a substitute for that manual which is available for review from any school site and online at www.gvillepublicschooldistrict.com

BUS CONDUCT (Policy JCA, JCB, JCBD, JCBF, JCDAD)

RESPONSIBILITIES

While the Mississippi law requires the district to furnish transportation to its eligible students, parents have the responsibility of supervising the students until they board the bus in the morning and after they leave the bus at the end of the school day. Furthermore, students have the responsibility to obey all **Rules of Conduct** while waiting for, riding, and leaving the bus.

The school bus driver is authorized and responsible to the school District to maintain student order and to insure safety at all times. Therefore, the bus driver is authorized to instruct and otherwise control students while they are on the bus.

The principal will be responsible for disciplining students reported to him/her by the driver. Questions and inquiries regarding discipline should be directed to the school principal. Questions and inquiries regarding stops, routes, and student eligibility for transportation by bus must be directed to the Transportation Director.

RULES OF CONDUCT

Students who do not conduct themselves properly will not be allowed to ride the bus. Students may be subject to disciplinary action provided by district policies, including but not limited to, suspension and expulsion from school or from the bus for misconduct on the bus.

While riding a school bus, students must conform to all rules of conduct as established by **Policies [JCA, JCB, JCB, JCBD, JCBF, and JCDAD]** and the **Student Behavior Plan for Success** adopted by their schools. The principal shall provide to each student who is eligible to ride a bus a list of rules, including but not necessarily limited to the following:

LOADING AND UNLOADING

- Be at your assigned loading zone on time.
- Exercise extreme caution in getting to and from your assigned bus stop.
- Look in both directions before stepping from behind parked cars.
- Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
- Do not play on or near the road while waiting for the bus to arrive.
- Look in both directions before crossing any roadway.
- Never walk on the road when there is a sidewalk or pathway provided.

- Always walk on the left side of the road, facing oncoming traffic, and step off the road when a motor vehicle approaches.
- Wait until the bus comes to a complete stop before trying to load or unload.
- Use the hand rail while getting on and off the bus.
- 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.
- 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 10-feet ahead of the bus bumper.

RIDING THE BUS

- Do not distract the driver's attention other than when necessary.
- Do not make excessive noise. Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
- Stay seated until the bus stops for unloading.
- Keep head, hands, and articles inside the bus.
- Do not throw objects outside the bus.
- Do not bring unauthorized articles on the bus (i.e., pets, combustibles, large articles, weapons).
- Do not use profane language or make obscene gestures.
- Do not fight or scuffle.
- Be courteous to and follow the instructions of your bus driver and safety patrol officers.
- Do not strike or threaten the bus driver or bus passengers.
- Do not commit any other acts deemed improper by the **Student Behavior Plan for Success** or by the bus driver.
- Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with **Policy JB-P, Students Complaints of Sexual Discrimination/Harassment – Title IX Procedures**.

“Nathan’s Law”, 63-3-615, was established to prohibit motorist from passing a school bus while students are actively loading and unloading at bus stops. Be on alert for motorist who may fail to stop for a school bus. For your safety, follow the rules of conduct while waiting for, riding, and leaving the bus.

Smoking is prohibited on the school bus and on all educational property. Violation of the non-smoking rule will be handled in accordance with the “Mississippi Adult Tobacco Use on Educational Property Act of 2000,” §97-32-5 through §97-32-29. (For details refer to sample policy JCB – Code of Conduct.)

Use of wheelchairs or other mobility devices:

- The GPSD has accessible buses available to make it possible to transport students who use wheelchairs or other mobility devices.
- All wheelchairs will be secured once loaded on the bus, using a minimum of four (4) floor-mounted belts and lap-and-shoulder belt.
- As an additional safety precaution, a bus monitor or aide is assigned to each special needs bus.

BUS TRANSPORTATION TO SCHOOL

Bus transportation will be provided to students whose residence is at least one mile or more by the nearest traveled road from the school to which they are assigned. Bus transportation for special education students may be exempt from the distance provisions upon discretion of the Superintendent or designee.

Once a student is *en route* to school aboard a bus, the student becomes the responsibility of the school district. Therefore, appropriate behavior required in the classroom also is required while a student is waiting at a bus stop and is *en route* to and from school. Violation of bus transportation rules or regulations may result in disciplinary action. Transportation is a privilege and may be revoked.

BUS TRANSPORTATION TO SPECIAL EVENTS

Under the direction of the principal, with the approval of the Superintendent or designee, organized groups which require transportation to and from the point of a special event inside or outside of this school district may be transported either by licensed public carriers or by district-owned school buses. Groups in any of the competitive sports, choral and instrumental music performances, student council activities, school publication staffs, and field trip activities are eligible for transportation.

APPENDIX I

INTERNET SAFETY AND ACCEPTABLE USE POLICY

District: Greenville

Section: I Instructional Program

Policy Code: IJ-R Internet/Technology Acceptable Use Policy

Policy:

INTERNET USE BY STUDENTS

APPROPRIATE STUDENT USE/ DISTRICT PROVIDED TECHNOLOGY

Use of the Internet for instructional programs is an educational tool which facilitates communication, innovation, resource sharing and access to information. The complex nature of accessible networks and the potential information available to students utilizing the Internet require comprehensive administrative procedures in order to best serve the educational needs of students. The Board endorses student use of the Internet and other District technology for learning and educational research. Use of District technology includes participation in distance learning activities, asking questions of and consulting with teachers, communicating with other students and individuals, and locating material to meet the educational needs of the student.

Students will be educated about appropriate and safe online behavior. All reasonable efforts will be made to ensure that students are not accessing inappropriate or unrelated material. Students are to utilize the District's computers, networks, and Internet services and other District technology for school-related purposes only. Any student who uses District technology for personal or non-academic purposes will be subject to disciplinary action in accordance with this policy, the student code of conduct, and state law.

Students using the Internet shall comply with all applicable board policies and administrative procedures. The school board, through its administrative staff, reserves the right to monitor, without prior notice, all computer and Internet activity by students. This includes filtering software along with other electronic monitoring systems. While teachers and other staff will make reasonable efforts to supervise and monitor student use of District technology, they must have student and parent cooperation in exercising and promoting responsible use. Staff and students should have no expectation of privacy in their use of District computers or other technology.

Additionally, use of the Internet is a privilege, not a right. Students are expected to follow Board policy and procedures at all times when using District computers, networks, the Internet, or other District technology. Students found to be in violation of board policy and/or administrative procedures shall be subject to revocation of privileges and potential disciplinary and/or legal action. The Superintendent or his/her designee reserves the right to eliminate use of the District's computer systems or other District technology by any student at any time.

Inappropriate communications or other unacceptable uses or abuses of all District technology, including all hardware/software, all electronic files/communications stored on or transmitted on District computers are prohibited. Specifically prohibited is any illegal use, or use that is a violation of Board policies, procedures, or school rules including, but not limited to, those prohibiting harassment, discrimination, bullying, defamation, violence, threatening, infringement of copyright or trademark laws, use involving obscene or pornographic materials, or use that harms the reputation of the school District or its employees or disrupts the educational environment. Prohibited also is student use of District technology for Internet social networking if such use is not directed by a teacher or school administrator in support of planned and approved learning activities.

This board makes no assurances of any kind, whether expressed or implied, regarding any Internet services provided. Neither the individual school nor school district is responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the student's own risk. This board and school district specifically denies any responsibility for the accuracy or quality of information or software obtained through its services.

INTERNET ACCESS AGREEMENT

[NOTE: The following statement should be incorporated verbatim in any adopted Internet Access Agreement]

In order for a student to gain access to the Internet, the student and student's parent(s) / guardian(s) must sign an Internet Access Agreement.

The superintendent is authorized to amend or revise the following board-approved initial administrative procedure as he/she deems necessary and appropriate consistent with this policy. The superintendent is further authorized to amend or revise the Internet Network Access Agreement with the advice of board counsel.

It must be understood by all concerned that the global and fluid nature of the Internet network's contents make it extremely difficult for the board to completely regulate and monitor the information received or sent by students. As such, the board cannot assure parents that students will be prevented from accessing undesirable materials or sending or receiving objectionable communications.

APPENDIX II

GLOSSARY OF TERMS FOR BEHAVIOR

ACADEMIC DISHONESTY – Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having out or using books, notes, or notebooks during a test without permission from a staff member.

AFTER-SCHOOL DETENTION – The principal (or his/her designee) has the authority to assign students to a designated area at the end of the regular school day for a reasonable and specified period of detention. The classroom teacher can also assign after-school detention for Level 1 infractions. The parent is responsible for providing transportation in these cases. A reasonable attempt will be made to notify the parent(s) prior to the assignment of a student to detention. If the parent is notified on the day of the misbehavior, the student will be assigned on that day; if not, the student will be assigned following notification of parent(s).

ALTERNATIVE CENTER – The Alternative Program is a structured educational program. The base school Alternative Education Transition Team refers students to the District Alternative Review Team for placement. The program removes the student from the regular classroom and places the student in a specialized educational program. Students may be referred to the Alternative Program for Level 5 offenses.

ARSON – The act of knowingly, by means of fire or explosive, damaging a building and/or the personal property of others.

ASSAULT – Intentionally engaging in conduct (without physical contact) that places another in reasonable apprehension of bodily harm, including threats and verbal assaults; **Battery** is a criminal offense involving the unlawful physical acting upon a threat, distinct from assault which is the act of creating apprehension of such contact.

BATTERY – Intentionally causing bodily harm to another; **Battery** is a criminal offense involving the unlawful physical acting upon a threat, distinct from assault which is the act of creating apprehension of such contact.

BOMB THREAT – The making of threats or providing false information about the presence of explosive materials or devises on school property without cause in writing, in person, or by phone, including text messaging.

BULLYING – Intentional conduct including verbal, physical, written, or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school.

CELL PHONE/PORTABLE ELECTRONIC DEVICE MISUSE – Use, activation or display of cell phones, camera phones, video phones or other communication devices during the school day or on school buses. Cell phones brought to school are to be checked in to the office at the beginning of the school day and checked out after school. The checking in and checking out of cell phones does not constitute a cell phone infraction.

COMMUNITY SERVICE – (See **SCHOOL/COMMUNITY SERVICE**) page 105

COMPUTER MISUSE – Any unauthorized or inappropriate use of computers, including the internet, specific programs, or hacking (See Technology Acceptance Use Policy in Appendix IV)

CONFERENCE – A communication that takes place face-to-face or by telephone.

CONSEQUENCE – A result that follows an action or condition.

CRIME OFF CAMPUS – Any behavior that results in an arrest either to or from school

CRIMINAL BEHAVIOR – Any behavior that is considered an infraction against the law.

CUTTING CLASS – Unauthorized absence from a class or school activity.

CYBER-BULLYING – The use of information and communication technologies – email, cell phones, pagers, text messages, instant messages, defamatory personal web sites, personal polling sites, or a combination of these – to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

DESTRUCTION OF PROPERTY AND VANDALISM – Damage, destruction or defacement of property belonging to the school or others.

DISORDERLY CONDUCT – intentionally disruptive, disturbing or interfering action at school or a school function, which disturbs the peace, order or discipline.

DISTURBANCE – Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes and activities.

DUE PROCESS – The procedures used to ensure accurate results and fair treatment.

ETHNICITY OR NATIONAL ORIGIN HARASSMENT – A negative act or verbal expression toward an individual or group of persons of the same race or national origin who share common or similar traits, languages, customs and traditions, based upon race, national origin, language, customs and traditions.

EXPULSION – The removal of a student from attendance in the Greenville Public School District. Expulsion means that a student is permanently barred from attending any school in the district. Expulsion from the district shall be done by the school board or the Superintendent as its designee. This requires a formal due process hearing including written notification of charges. The definition does not apply to exclusion of students from school for failure to comply with immunization requirements.

EXTORTION – The obtaining of money or information from another by coercion or intimidation.

FIGHTING – Physical conflict between two or more individuals. This does not include self-defense as provided by law.

FORMAL STUDENT DISCIPLINARY HEARING – A formal student disciplinary hearing involving a recommendation for expulsion will be conducted to determine whether the recommendation warrants presentation to the Superintendent for Board action. The requested formal student disciplinary hearing will be conducted in accordance with Board policy.

GAMBLING – Participation in games of chance or skill for money and/or things of value.

IN-SCHOOL SUSPENSION (OSS) – OSS is a supervised consequence for handling student misbehavior. When a student is assigned to OSS, the student will report to a specified classroom for a prescribed number of days. It is a forfeiture of participation in regularly scheduled school activities for the time designated. In-school suspension requires that a student complete all regular classroom assignments during the prescribed period of time. Additional time in OSS may be given for failure to complete assignments in the OSS program. A student who disrupts the OSS program will be referred to the appropriate building administrator and the student will advance to the next level of the discipline matrix. A student withdrawing from school during reassignment will be required to complete the period of time prescribed for reassignment before returning to a regular schedule.

INTIMIDATION – Engaging in behavior that prevents or discourages another student from exercising his/her right to education, for example, preventing a student from attending classes. Such prohibited behavior includes the use of threats, coercion or force.

LOITERING – Occupying an unauthorized place in the school or on school grounds.

LOSS OF PRIVILEGE – As a consequence of a violation of GPSD **Student Behavior Plan for Success**, a student can lose the right to participate in school events and activities, including participating in graduation and senior activities. If the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded.

MAYHEM – willful infliction of a violent injury on a person or thing

PHYSICAL RESTRAINT – An employee of the Board of Education has the authority to use reasonable physical force to restrain a student from abusing or attempting to abuse himself, other students, teachers, administrators, other staff members, or parents. This action may be taken when it is necessary to maintain discipline or to enforce school rules and must be done in a reasonable fashion to protect all parties involved. School Resource Officers and other law enforcement officials may take action to enforce violations of Federal and state laws.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS – Positive Behavior Interventions and Supports is a school-wide behavior management framework that has a three-tier model of prevention and intervention:

- **Tier 1** – Universal
- **Tier 2** – Targeted
- **Tier 3** – Intensive

Positive Behavior Interventions and Supports are developed at the school level by principals, school staff, and students to create a positive culture and climate with consistently high expectations for behavior, incentives and consequences. By creating a school-wide system for these structures, Positive Behavior Interventions and Supports help adults and children have a common understanding of the behavioral expectations for all individuals. Additionally, through the use of data and regular meetings, the Positive Behavior Interventions and Supports team within the school can tailor systems to better meet the needs of students. Parents and guardians are encouraged to serve on their school's Positive Behavior Interventions and Support team.

Plagiarism - The practice of taking someone else's work or ideas and passing them off as one's own.

POSSESSION – The mere fact of physical control over real or personal property, such as clothing, lockers, or bags.

PROPERTY DAMAGE – The willful or malicious destruction or defacing of school property or the property of others.

RACIAL HARASSMENT – A negative opinion or verbal expression toward an individual or a group of persons who possess common physical characteristics (i.e., color of skin, eyes, hair and facial features genetically transmitted by descent and heredity) that distinguish them as a distinct division of human kind, based on these physical characteristics.

RAPE – sexual intercourse to include sexual penetration of the vagina, anus, or mouth of another carried out forcibly or under threat of injury against the victim's will

RELIGIOUS HARASSMENT – A negative opinion or verbal expression toward an individual or group of persons, who possess common religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, based on religious beliefs.

REPORTABLE TO POLICE – Certain offenses require police reports, while others depend on whether the activity is considered criminal behavior. Police reports are required when an offense is illegal or causes injury to persons.

ROBBERY – taking property or money by breaking and entering

SCHOOL BUS SUSPENSION – The principal has the authority to deny a student the privilege of riding a school bus. This denial, based on the misconduct of the student, will be for a reasonable and specified period of time. The parent(s) will be notified prior to the suspension from the bus.

SCHOOL-COMMUNITY SERVICE - An unpaid service for the benefit of school/public that is performed as part (or all) of the consequence for committing an infraction. The principal has the authority to assign supervised activities related to the upkeep and maintenance of the school facilities for a reasonable and specified period of time. Work assignments shall not interfere with any student's regular class schedule. The parent(s) will be notified prior to the student's placement in a work assignment and will be responsible for transportation.

SEXUAL ACTIVITY – Inappropriate behavior of a sexual nature while on school grounds or during school sponsored activities, including, but not limited to indecent exposure, sexual contact, or oral sex.

SEXUAL ASSAULT – Intentionally engaging in sexual conduct (without physical contact) that places another in reasonable apprehension of bodily harm, including threats and verbal assaults.

SEXUAL BATTERY – intentionally causing sexual bodily harm to another; Battery is a criminal offense involving the unlawful physical acting upon a threat, distinct from assault which is the act of creating apprehension of such contact.

SUSPENSION – Suspension is defined as the temporary removal of a student from a school for violation of school rules or regulations. The principal or his designee has the authority to suspend a student from school. Also, in compliance with MS Code 37-9-71, administration has a right to issue a "good cause" suspension for behavior that took place away from school that might result in a disruption to the school environment. The suspension will be in accordance with prescribed Board policy. A student recommended for suspension or expulsion will be made aware of the charges and given an opportunity to respond. Anytime an action warrants suspension or expulsion, the parent(s) will be contacted by telephone and by written notice.

THEFT – The obtaining or exerting of unauthorized control over the personal property of another, i.e., picking up another's cell phone that is visible

THREAT – The communication of an intention to intimidate, harass, or inflict violence, harm, or terror on an individual or group of individuals directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to reasonably believe his or her life, safety, or property is in danger.

TRESPASSING – Willfully entering or remaining in any structure, conveyance or property without being authorized.

WEAPON – Any item that can be used to inflict bodily harm, or to intimidate faculty, staff, or students.

APPENDIX III

A **Acceptable Uses of Network Policy**

The Greenville Public School District is providing access to its computer networks and the internet only for educational purposes or to carry out the legitimate business of the school district.

Unacceptable Uses of Network

Among the uses that are considered unacceptable and which constitute a violation of this policy are, but are not limited to, the following:

Uses that violate the law or encourage others to violate the law

Examples include: transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the district's Student Code of Conduct; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

Uses that cause harm to others or damage to their property

Examples include: engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the internet; uploading a worm, virus, or other harmful form of programming or vandalism; participating in hacking activities or any form of unauthorized access to other computers, networks, or information systems.

Uses that jeopardize the security of user access and of the computer network or other networks on the internet

Examples include: disclosing or sharing your password with others; impersonating another user.

Uses that are commercial or political in nature

Examples include: using the network for personal financial gain or profit; using the network to give others private information about yourself or others, including credit card numbers and social security numbers.

Uses that cause harm to the district's computer, network, or equipment

Examples include: installing software programs, instant programs, altering system settings, or otherwise reconfiguring computers without approval of the appropriate personnel.

Uses that are inconsistent with the purpose of the network and internet

Examples include: using internet games, chat rooms, and instant messaging not specifically assigned by a teacher or administrator; downloading music or video files or any other files that are not directly related to a school assignment.

NETIQUETTE

All users must abide by rules of network etiquette, which include the following:

Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

Avoid language and uses that may be offensive to other users. Don't use, make, distribute, or redistribute jokes, stories, or other material, which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

Do not assume that a sender of an email is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her email address to third parties.

Be considerate when sending attachments with email (where permitted). Be sure the file is not too large to be accommodated by the recipient's system and is in a format the recipient can open.

Section III: INTERNET SAFETY

General Warning

All users, and the parents/guardians of minor users, are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his/her use of the computer network and internet and stay away from these sites. If a student finds that other users are visiting offensive or harmful sites, he/she should report such use to the person designated by the school.

Personal Safety

Be safe. In using the computer network and internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. If you are a minor, do not arrange a face-to-face meeting with someone you "meet" on the computer network or internet without your parent's permission. Regardless

of your age, you should never agree to meet a person you have only communicated with on the internet in a secluded place or in a private setting.

Hacking and Other Illegal Activities

It is a violation of this policy to use the district's computer network or the internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or Federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

Confidentiality of Student Information

Personal identifiable information concerning minor students may not be disclosed or used in any way on the internet without the permission of a parent or guardian, or for non-minors, without the person's consent. Users should never give out private or confidential information about themselves or others on the internet, particularly credit card numbers and social security numbers.

The schools or district may authorize the release of directory information, as defined by the Family Educational Rights and Privacy Act (FERPA) for internal administrative purposes, approved.

APPENDIX IV

Section: I Instructional Program

Policy Code:

ICHI Literacy Based Promotion

Policy:

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 the Third Grade is able to read at or above grade level. Each Kindergarten through Third Grade student's progression is determined, in part, upon the

- student's proficiency in reading;
- the policies of local school boards facilitate this proficiency; and
- each student and the student's parent or legal guardian is informed of the student's academic progress.

Intensive Reading Instruction and Intervention

Each student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, shall be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school year and repeated if indicated at midyear and at the end of the school year to determine student progression in reading in Kindergarten through Third Grade. If it is determined that the student continues to have a reading deficiency, the student shall be provided with continued intensive reading instruction and intervention by the school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.

A Kindergarten or First, Second or Third Grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention shall 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 Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

Parent Notification of Reading Deficiency

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a Kindergarten or First, Second or Third Grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher of the following:

1. That the student has been identified as having a substantial deficiency in reading;
2. A description of the services that the school district currently is providing to the student;
3. A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student;
4. That if the student's reading deficiency is not remediated before the end of the student's Third Grade year, the student will not be promoted to Fourth Grade unless a good cause exemption specified below is met;
5. Strategies for parents and guardians to use in helping the student to succeed in reading proficiency; and
6. That while the state annual accountability assessment for reading in Third Grade is the initial determinant, it is not the sole determiner of promotion and that approved alternative standardized assessments are available to assist the school district in knowing when a child is reading at or above grade level and ready for promotion to the next grade.

Social Promotion Prohibited

In compliance with the "Literacy-Based Promotion Act," social promotion is prohibited in this school district. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion.

Beginning in the 2014-2015 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 at the lowest achievement level 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.

Good Cause Promotion

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

1. Limited English proficient students who have less than two (2) years of instruction in an English Language Learner program;
2. Students with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
3. Student with a disability who participate in the state annual accountability assessment and who has an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for two (2) years but still demonstrates a deficiency or was previously was retained in Kindergarten or First, Second or Third Grade;
4. Student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education;
5. Student who received intensive intervention in reading for two (2) or more years but still demonstrates a deficiency in reading and who was previously retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and has not met exceptional education criteria.

A student who is promoted to Fourth Grade with a good cause exemption shall be provided intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted. This school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

Good Cause Request

A request for good cause exemptions for a Third-Grade student from the academic requirements established for promotion to Fourth Grade shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal which indicates that the promotion of the student is appropriate and is based upon the student's record. The documentation shall consist of the good cause exemption being requested and shall clearly prove that the student is covered by one (1) of the good cause exemptions listed above.
2. The principal shall review and discuss the recommendations with the teacher and parents and make a determination as to whether or not the student should be promoted based on requirements set forth by law. If the principal determines that the student should be promoted, based on the documentation provided, the principal shall make the recommendation in writing to the school district superintendent, who, in writing, may accept or reject the principal's recommendation.

The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determines otherwise.

Retained Third Grade Students

Beginning in the 2014-2015 school year, this school district shall take the following actions for retained Third Grade students:

1. Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:
 1. Small group instruction;
 2. Reduced teacher - student ratios;
 3. Tutoring in scientifically research-based reading services in addition to the regular school day;
 4. The option of transition classes;
 5. Extended school day, week or year; and
 6. Summer reading camps.

2. Third Grade students who are retained shall be provided with a high-performing teacher, as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to literacy.

Parent Notification of Third Grade Retention

Written notification shall be provided the parent or legal guardian of any Third-Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption.

The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. This notification shall be provided to the parent or legal guardian in writing, in a format adopted by the State Board of Education in addition to report cards given by the teacher.

Parents and legal guardians of Third Grade students shall be provided with a "Read at Home" plan outlined in a parental contract, including participation in regular parent-guided home reading.

Annual Report

Within thirty (30) days of final State Board of Education approval of state accountability results, the school board of this school district shall publish, in a newspaper having a general circulation within the school district, and report to the State Board of Education and the Mississippi Reading Panel the following information relating to the preceding school year:

1. Student progression and the school district's policies and procedures on student retention and promotion;
2. By grade, the number and percentage of all students performing at each level of competency on the reading and math portion of the annual state accountability system and the number and percentage of students given an approved alternative standardized reading assessment and the percentage of these students performing at each competency level on said alternative standardized assessment;
3. By grade, the number and percentage of all students retained in Kindergarten through Grade 8;
4. Information on the total number and percentage of students who were promoted for good cause, by each category of good cause described by law; and
5. Any revisions to the school board's policy on student retention and promotion from the prior school year.