



Leland School District Staff Handbook

2026 – 2027 School Year

408 East 4th Street
Leland, MS 38756

lelandschooldistrict.schoolinsites.com

MESSAGE FROM THE SUPERINTENDENT

WELCOME to the **Leland School District** where we are **committed to increasing student achievement**. We are honored that you have decided to become a part of our team. This handbook answers many of the questions you may have about the rules, policies, and activities in the district. We know that it will be helpful to you throughout the year. Please read carefully to become familiar with its contents.

I am looking forward to our team working to provide the service and support needed by our students and community. We hope that the year will be exciting and rewarding.

Please clip, sign, and return to your school office.

✂ -----

Dear Faculty/Staff Members:

It is the responsibility of faculty/staff members to familiarize themselves with this handbook, which includes official district, state, and federal policies, guidelines and/or procedures, governing operation of the schools and programs in the **Leland School District**. Please sign the blank below to indicate you have received the handbook and understand that it is your responsibility to read the contents.

Signature of Faculty/Staff Member

Date

Rev. Jessie King, Superintendent



July	
3	Independence Day
29-31	New Teachers Orientation
August	
3-4	PD Teachers
29-31	New Teachers Orientation
5	First Day of School - S/S
5	1 st Nine Weeks Begin
Student Days 19	

September	
4	Progress Reports
7	Labor Day
Student Days	21
Teacher Days	21

October		
5-9	1 st Nine Weeks Assessments	(47 Days)
9	1 st Nine Weeks End	
12	Fall Break Students/Teachers	
13	Students/PD Teachers/Report Cards Issued	
14	2 nd Nine Weeks Begin	
Student Days		20
Teacher Days		21

November	
9	Progress Reports
23 - 27	Thanksgiving Holiday
Student Days	16
Teacher Days	16

December		
7-11	2 nd Nine Weeks Assessments	
18	2 nd Nine Weeks End	(43 Days)
18	60%/Last Day for Students/Teachers	
21-31 Christmas Holiday		
	Student Days	14
	Teacher Days	14

January	
1	Christmas Holiday
4	Students/Teachers Return to School
4	3 rd Nine Weeks Begin
8	Report Cards Issued
18	MLK
19	Student Holiday/PD Teachers
Student Days 18	

Teacher Days 19

February

2 Progress Reports

Student Days 20

Teacher Days 20

March	
1-5	3 rd Nine Weeks As..3 rd Nine Weeks End (43 Days)
8-12	Spring Break
17	4 th Nine Weeks Begin
15	4 th Nine Weeks Begins
22	60% Day & Report Card Issued
28	Good Friday
29	Easter Holiday/Inclement Weather

Teacher Days 18

April

1 Progress Reports

Student Days 20

Teacher Days 20

May	
3-7	4 th Nine Weeks Assessments
20	Last Day Students
20	Graduation Day - Seniors
21-25	PD & Last Day Teachers/Inclement Weather
31	Memorial Day
Student Days	14 (47 Days)
Teacher Days	17
Leland School District 2026 - 2027	

Total Student Days 180
Total Teacher Days 187
Board Approved: 2.19.2026
Board Approved: _____
Board Approved: _____

Leland School District 2026 - 2027	
	Holidays
	Report Cards Issued
	District Nine Weeks Exams
	PD & First & Last Day for Teachers/Staff
	Graduation Day - LHS Seniors
	First & Last Day for Students
	Inclemont Weather Days

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LELAND SCHOOL DISTRICT MISSION STATEMENT

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

BOARD OF TRUSTEES

Mr. Brandon K. Taylor, Sr.	President
Mrs. Evelyn Murray	Vice-President
Dr. Don Keim	Secretary
Ms. Nashobeya Wright	Member
Ms. Joe Ann Williams	Member
Mrs. Ashley Harris-Turner	School Board Attorney

CENTRAL OFFICE ADMINISTRATORS/ STAFF

Superintendent

Rev. Jessie King 686-5000

Administrative Assistant

Mrs. Angela Hoggan – Office of Superintendent 686-5000

Director of Federal Programs/Instructional Coach

Dr. Nehru Brown 686-5000

Administrative Assistant

Mrs. Angela Hoggan – Office of Federal Programs/Instructional 686-5000

Director of Exceptional Services

Mrs. Mary Faith Austin..... 686-5032

Curriculum Director & Support Programs

Ms. Susie Williams 686-5000

Admin. Student Support/AD/Facility Grounds Officer

Dr. Maurice Johnson 820-6543

Director of Food Services

Mrs. Stephanie Bush 686-5005

Business Administrator/Personnel Manager

Dr. Chelsa Rash 686-5000

Maintenance Supervisor

Mr. Ricky Belgon 686-5009/820-6532

Assistant Maintenance

Mr. Larry Ray 686-5009/820-6533

Athletic Coordinator

Coach Eugene Sanders 686-5020

DELTA HEALTH ALLIANCE/LSD SCHOOL ADMINISTRATORS/STAFF SUPPORT PERSONNEL

MSIS/Erate Coordinator/Accounts Payable

Mrs. Kimberly Jenkins 686-5000

Payroll Clerk//School Board Clerk

Ms. LaQuitta Jones 686-5000

Technology Coordinator

Mr. John Christopher Richards 822-2578

Technology Technician

Mr. Jaiswal Anshuman 686-5000

Fixed Assets, Technical Support

Dr. Vijay Cheemala 686-5000

School Resource Officer

Chief Roderick Barber 822-2584

Ms. Gloria Rodgers 822-2582

Mr. Quintus Johnson 379-7090

SCHOOL ADMINISTRATORS/ STAFF

Leland Early Learning Initiative

Director – Mrs. Mary Faith Austin 686-5032

Edna M. Scott Elementary School

Principal – Mrs. Jessica Thomas 686-5013/5014

Leland School Park

Principal – Mr. Ranald Johnson 686-5017/5018

Leland High School

Principal – Mr. Morgan Dean 686-5020/5021

Leland Career & Technical Center

Director – Mrs. Ebone Brownlee 686-5025

SCHOOL COUNSELORS

Edna M. Scott Elementary School

Ms. Gail Owens 686-5013

Leland School Park

Mrs. Teresa Brazil 686-5017/5018

Leland High School

Ms. Shamayel Patton 686-5020/5021

Leland Career & Technical Center

Mrs. Jacqueline McDavis 686-5025

DISTRICT PARENT CENTER AIDE

District – Wide Parent Center Aide

Mrs. Gwen Rice 686-5020

Notes

[illegible]

RENEWAL OF CERTIFICATION

In the summer of 1997, licensed educators received updated licenses which had been extended five (5) years in compliance with the new regulations contained in Senate Bill 2512 as passed by the 1997 Mississippi Legislature. Within each five-year cycle, an individual must complete the following for license renewal:

Non-Administrative	
Bachelor's Degree or equivalent	
	Ten (10) continuing education units (CEUs) in content area or job/skill related area
	Or
	Five (5) continuing education units (CEUs) in content area or job/skill related area
	And
	Three (3) semester hours in content area or job/skill related area
	Or
	Six (6) semester hours in content area or job/skill related area
	Or
	Completion of the National Board of Professional Teaching Standards process
Master's Degree and above	
	Five (5) continuing education units (CEUs) in content area or job/skill related area
	Or
	Three (3) semester hours in content area or job/skill related area
	Or
	Completion of the National Board of Professional Teaching Standards process
Administrative	
Non-Practicing	
	Five (5) continuing education units (CEUs) in content or job/skill related area
	Or
	Three (3) semester hours in content area or job/skill related area
Entry Level	
Non-Renewable - Five (5) years to complete requirements to convert to Career Level Standard License which include the following:	
	Completion of School Executive Management Institute (SEMI) Entry Level Requirements
	And
	Completion of Mississippi Administrator Assessment Instrument (MAAI) Portfolio
Standard Career Level	
	Ninety-five (95) School Executive Management Institute (SEMI) credits
	Or
	Complete a specialist or doctoral degree in educational administration/leadership

Many organizations, groups, consultants, and colleges offer CEUs for participation in workshops and courses. Only CEUs approved by an accredited CEU granting agency will be accepted by the State Department of Education for renewal. Any Continuing Education office at a college, university, or community junior college is an accredited CEU granting agency.

The renewal of certification is the responsibility of each licensed educator, not that of the school district.

Renewal of License

When **all** requirements are completed, college transcripts and/or continuing education unit (CEU) certificates may be submitted for license renewal to the **Superintendent of Education, Rev. Jessie King - telephone number (662) 686-5000**. The college credit courses may be completed on the undergraduate or graduate level at regional/national accredited senior colleges, universities, or community colleges. Official transcripts must be submitted in a sealed envelope (s) bearing the seal or signature of the registrar. The license may be renewed for one five-year period beyond the present expiration date. Only credits earned from one expiration date to the next may be used for renewal. Renewal requirements referencing content area courses refer to the area of endorsement (e.g., Mathematics, Science, Special Education, etc.). References to job/skill related area include pedagogy and skills for effective teaching and leadership (e.g., computer technology, cooperative learning, learning styles, methodology, etc.).



**The Freedom To Do Your Own Thing Ends
When You Have Obligations And Responsibilities
If You Want To Fail Yourself You Can
But You Cannot Do Your Own Thing
If You Have Responsibilities To Team Members**

Lou Holtz

Parent Right to Review Teacher Qualification
(Letter to Parent/Guardian)

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

TO: Parents/Guardians

FROM: Rev. Jessie King, Superintendent

RE: Parents Right to Review Teacher Qualifications

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

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

- Whether the Mississippi State Department of Education has licensed the teacher for the grades and subjects he or she teaches.
- Whether the Mississippi State Department of Education has decided that the teacher is in a classroom without being licensed under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and if so, the subject(s) of the degrees.
- Whether any teacher's aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

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

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

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

Mr. Morgan Dean, Principal
Leland High School
(662) 686-5020

Mrs. Ebone Brownlee, Director
Leland Career & Technical Center
(662) 686-5025

Curriculum Director
Ms. Susie Williams
Leland School District
(662) 686-5000

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

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

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

A: Padres/Tutores

DE: Rev. Jessie King, Superintendente

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

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

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

- Si el Departamento de Educación del Estado de Mississippi ha autorizado al maestro para las calificaciones y materias que imparte.↵
- Si el Departamento de Educación del Estado de Mississippi ha decidido que el maestro en un salón de clases sin estar licenciado bajo las regulaciones estatales debido a circunstancias especiales.
- Major La especialidad universitaria del profesor; si el maestro tiene algún título avanzado y, de ser así, la (s) materia (s) de los títulos.
- Si los ayudantes de algún maestro o paraprofesionales similares brindan servicios a su hijo y, si lo hacen, sus calificaciones.↵

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

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

Sr. Ranald Johnson, Director
Parque Escolar Leland
(662) 686-5017

Sr. Morgan Dean, Director
Escuela Secundaria dLeland
(662) 686-5020

Sra. Ebone Brownlee, Directora
Centro Técnico y Profesional de Leland
(662) 686-5025

Directora de currículo
Sra. Susie Williams
Distrito Escolar de Leland
(662) 686-5000

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

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

PROFESSIONAL DEVELOPMENT PROGRAM

The **Leland School District** has a professional development program for the purpose of strengthening the effectiveness of the educational organization, improving student learning and performance, and promoting professional growth for all employees.

Participation in the district's professional development program is required for each employee and is a part of personnel appraisal.

This program is based on the **Principles of Excellence in Professional Development**. The professional development program emphasizes:

- A shared vision with goals for improving student performance,
- A planning process which fosters team building and shared decision making,
- A variety of learning options essential to enhance individual growth and organizational improvement, and
- Time and structure for demonstration, practice, reflection, and sharing.

REQUIREMENTS

- The district professional development program is required by law, State Board of Education policy and for district accreditation.
- District professional development activities cannot be used for license renewal.
- All certified personnel have a contractual obligation to participate in the district professional development program. Participation is also required of non-certified staff. License renewal options are separate from the required district professional development program.

PROFESSIONAL EXPECTATIONS

GENERAL DISTRICT GUIDELINES

NOTE: The term staff member, teacher, and paraprofessional will be used interchangeably.

1. Every staff member is to clock in and clock out each day at the time and location designated by the building/program administrator. It is against school district policy and procedures for a staff member to clock in or out for another staff member. Violation of this policy can result in suspension and/or termination. All teachers clocking in after 7:30 a.m. are considered tardy. Teachers will be expected to remain until 4:00 p.m. unless in the event of a Faculty Meeting, New Teacher Orientation, or Professional Development in which teachers will be expected to remain until 4:45 p.m.
2. Professional development activities will be scheduled on Mondays (1st and 3rd) barring extenuating circumstances. Faculty meetings will generally be held on Mondays (2nd and 4th) afternoons but can be adjusted at the discretion of the principal, and teachers must remain until 4:00 p.m. Principals may call emergency meetings on any afternoon that could necessitate teachers remaining past 4:00 p.m.
3. Teachers should check mailboxes/school emails at a minimum of three times daily: morning arrival, planning period, and prior to clocking out.

4. Principals must send a copy of all time sheets to the Superintendent or designee at the end of each week.
5. Teachers are asked to call Principals before 6:15 a.m. if ill and unable to attend school. If a teacher knows the afternoon before that he/she will be absent the following day, the principal should be informed at that time.
6. From time-to-time teachers will be required to work at and/or attend after-school activities, in addition to their instructional activities. Teachers will also be requested to perform hall duty, bus duty, cafeteria duty, and/or playground duty, etc.
7. Teachers should not smoke, drink coffee or soft drinks or other liquids, or eat in their classroom during instruction, school assemblies, and hallway nor during duty, whenever students are present, unless called for by the instructional activity.
8. All offices, buildings, grounds, and any other school property in the Leland School District are smoke free and tobacco free.
9. Although this school system does not have a strict dress code, faculty and staff are asked to remember that they are professionals and should dress accordingly. Casual jeans, tee-shirts bearing advertising slogans or suggestive sayings, sweat suits, wind suits, house shoes, low-cut or open-armed (dresses/tops with straps less than four inches wide) sundresses/tops, leggings, shorts, mini-skirts, caps or hats in the buildings, flip flops (No Kind), shower shoes, strapless shoes (Safety), cut jeans and any other inappropriate clothing (as identified by the principal) are not allowed. The principal may grant exceptions to this rule, with permission of the Superintendent, only for special occasions, or extenuating circumstances.
10. Daily/Weekly lesson plans are to be submitted to the Principal on the district form or by any other approved method (to include through the use of technology) as scheduled.
11. Students are not to grade papers, put grades in the grade book, call roll, supervise other students, or get things from teachers' mailboxes. Teachers are to keep their own records and must not leave the classroom leaving a student to "take names." Students are not to perform duties assigned to teachers except for minor housekeeping duties (bulletin boards/cleaning white boards, etc.).
12. Staff members will be held accountable for the maintenance and safekeeping of all grade books. **Students should not receive a grade below a 50 on their report card grade. Copies of each nine-week grading document are to be submitted to the Principal on the first Monday following the issuance of report cards.** Disciplinary actions may be taken for failure to secure grade books.
13. F's and 0's must never be given as a disciplinary action, nor should inappropriate reading/writing assignments be given as punishment for misbehavior. A student is not to be academically penalized for misbehavior.
14. Homework is designed for the student to show mastery of the skill and/ or content, therefore teachers should give homework that is meaningful and reasonable. (Also see sections on Homework Standards and Types of Homework.)

15. Teachers should exercise firm, but fair, research-based discipline strategies in at all times e.g. classrooms, school functions, and on school property. Students are not to be admitted to class without a tardy slip once the tardy bell has rung. Barring extenuating circumstances, students should not be permitted to leave the room for water, papers, books, pencils, etc., during a class period. Children in the hall during class time must have a teacher pass. When a student is allowed to leave a class without a pass, the supervising staff member is personally liable for that student.
16. Teachers should not allow students who are assigned to another teacher's room to be in their room without a signed, written permission request from the assigned supervising teacher.
17. Teachers must not leave students unsupervised. Direct supervision must be provided on the playground. If a teacher must leave the room, he/she must **notify the office**. Barring extenuating circumstances, a teacher must not assign an unqualified person to supervise his/her class when he/she must leave the room.
18. Students and custodians are not qualified to watch a class. When a teacher is assigned to duty, he/she may be held liable for a student's injury if school district policy and procedures are not properly followed.
19. An accident report must be filed immediately by the teacher in the principal's office. The principal should report the accident to the Superintendent immediately.
20. Classroom doors must remain locked at all times when pupils are in class, unless otherwise required. The glass on the door should not be covered (unless otherwise directed by the building administrator).
21. Teachers should maintain classrooms that are safe, orderly, attractive, and instructionally inviting. Bulletin boards should be up-to-date and meaningful (student work displayed, instructional themes evident, etc.) Rooms should be free of litter.
22. Students must not drive staff members' cars.
23. Teachers must assume the responsibility for reporting student attendance accurately, daily and for each period during the day. This responsibility must not be taken lightly.
24. Teachers must not leave scissors, protractors, or other items that may be used as weapons out on desks or shelves or allow children to use such items unattended.
25. Teachers are encouraged not to bring valuables to school or to leave such items unattended. **The District will not be responsible for lost/stolen items**
26. Use of external speakers/consultants in the classroom must be pre-approved by the principal and superintendent.

27. Unless required by the position, no employee may possess a weapon on/in/about school buildings/ grounds/athletic fields/or any property used for school related purposes, except as permitted by law or necessary for the fulfillment of the individual's school related job. No employee may possess/carry any weapon within a vehicle brought onto school property.
28. Staff members may pay for lunches in the cafeteria with checks; however, there will be a fee charged for each check returned to the cafeteria for reasons of insufficient funds. If staff members pay with cash, no bills larger than a ten-dollar bill will be accepted. A staff member may get a take-out tray only for him/herself. Also, staff members must not break in line in front of students. **(No Credit is allowed for Meals)**
29. Teachers must stand in their doorways or in the hall outside their doorways between classes. Teachers should interact with students and supervise students to maintain a quiet and orderly environment in the halls.
30. The school secretary cannot be expected to conduct personal business for staff members. Personal messages (barring life threatening or emergency messages) will be placed in the staff member's mailbox, and it will be the staff member's responsibility to check his/her box for messages.
31. Staff members will be accountable for all equipment and materials assigned to them. Negligence may result in a request for restitution for lost, missing, or damaged items.
32. **Cell phones are not to be used in the presence of children at any time. (Not used to call parents during instructional time) unless in case of an emergency.**
33. Staff members should not diagnose and/or make recommendations about medical treatments or prescribe medicine for students. These decisions should be made by trained professionals.
34. Failure on the part of any staff member to abide by the rules can result in disciplinary actions.
35. **Every professional staff member is required to read a copy of the handbook distributed to students at the beginning of each school year.**
36. This list is not all-inclusive. Other expectations are to be found throughout this manual, in district policy, school handbooks, memorandums, etc.

37. **The Leland School District is pleased to provide staff and students with the best materials, supplies and equipment possible. However, staff and students are expected to be responsible for using these items appropriately. It is especially expected that materials/supplies, and equipment assigned to staff and students be handled properly and secured when not in use. Staff members or students will be required to repair, replace or pay for all assigned materials/supplies and/or equipment that are stolen, lost, or damaged while in their possession, barring extenuating (extreme) circumstances. Assessed fees will be taken from the employee's payroll check, if not paid by other means in a timely manner.**
38. **No equipment is to be transferred until all three parties have signed the transfer form – Principal, staff member, and fixed asset supervisor, Dr. Vijay Cheemala. If transfer guidelines are not followed, the penalty will be assigned to the staff member to whom the items are assigned in the inventory.**
39. **All staff members are required to participate in teacher support team activities. Tiers one, Two, and Three interventions must be used as needed and appropriately documented by staff.**
40. **Exceptional Education staff must adhere to all federal, state, and local guidelines in the development and implementation of Individualized Educational Plans.**

MEDICATIONS

Office personnel and school staff will not hand out any medication until the parent completes the appropriate medication form. Medical forms turned in by students should be easily accessible at all times. Every attempt will be made to notify parents when a student becomes sick. Students under the care of a doctor may bring prescribed medications to school. All medication must be brought to the office in its original bottle. Failure to report possession of prescribed medications to the office may result in serious discipline consequences. For students in grades kindergarten through six, only office staff or a person so designated by the principal may administer the medication.

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

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

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

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

The district does not condone the sharing of over the counter or prescription medications. If this occurs, parents will be contacted.

If it appears that a child has overdosed, the school will call for medical assistance. **All medical expenses**

are the parent's responsibility.

Certain physical symptoms may indicate that a pupil could have a contagious disease such as pink eye, extreme allergies, chicken pox, measles, ringworm, or other illnesses. The principal will notify parents of these symptoms. In some cases, the principal may request a doctor's note before readmitting pupils to class.

HB 154 - HEAD LICE - If a student has head lice on three (3) consecutive occasions during one school year, the principal or administrator will notify the county health department.

The Health Department shall charge the child's parent a fee to recover its costs. **The child will not be allowed to attend school until proof of treatment has been obtained.**

**LELAND SCHOOL DISTRICT
NOTICE – ALL STAFF
MEMBERS**

Effective August 1, 2021, the Leland School District will be under a mass mandate until further action by the board.

It is the responsibility of all staff to follow the CDC guidelines, state mandates and district COVID Plans.

Effective July 1, 2015, the Leland School District begin pre-employment drug and alcohol testing of all applicants, reasonable suspicion drug and alcohol testing of all employees and random drug and alcohol testing of bus drivers. The testing will be conducted pursuant to the Mississippi Drug and Alcohol Testing Law, Mississippi Code Annotated Sections 71-7-1 ET Seq. Supp. (1994). Copies of the school district's policy and the Mississippi Law are available for your review in the District Office.

DISABILITIES/REQUIRED DOCUMENTATION

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

TRANSPORTATION OF STUDENTS

To safeguard the district in matters of liability, particularly as this relates to a staff member transporting a student or students in his own car for school purposes, the following policy procedures shall be observed:

1. The staff member shall have the written permission of the parent, Principal/Administrator, and the Superintendent.
2. Person authorized to use their cars for school business purposes shall provide proof of liability coverage.
3. In case of an accident the district shall assume no responsibility for liability;
4. No student shall be sent on school errands in his/her car without permission of the parent and the principal.

PROPERTY MANAGEMENT PROCEDURES

Equipment with a value of \$500.00 (and walkable items whose value is less than \$500.00) and a useful life expectancy of at least one year, and any item that plugs into an electrical outlet shall be capitalized. If an item is donated, the school district shall include items on its property inventory with a fair market value (at the time the donation is received) of \$500.00 or more.

The following property items shall be included on the district's inventory regardless of the price paid by the school district to acquire the item or the fair market value of the item (may be amended as necessary):

- Overhead Projectors
- Radio Equipment
- Televisions
- Video Cassette Recorders (VCR's)
- Calculators
- Chain Saws
- Computer Equipment & Printers
- LCD, Projectors, iPad
- Cameras & Cameral Equipment
- Tape Recorders
- Lawn Maintenance Equipment
- Air Compressors, Welders Generators & Similar Type Item
- Appliances: Refrigerators, Stoves, Washers, Dryers, etc.
- Cellular Phones
- DVD Players

A. Purchase/Requisition Orders

1. Follow existing procedures except make sure a Location Code number is listed. (Location code of where item will reside) School Properties Manual: Exhibit I, page 25; Exhibit C, page 10-14.

B. Adding new items to Inventory System

1. Complete Inventory Form 1-A from Purchase/Requisition order. Using Coding & Classification list, enter Asset Code #, Location Code, Classification, Group, Item Description (including serial #), Date Purchased, and Original Cost, Expected Life, and Fund Used to Purchase. School Properties Manual: Exhibit G, page 23 - Codes; Exhibit B, page 9 - Classification.
2. This should be done at least once a month so the accounting department can update the General Ledger accounts that are affected.
3. Use Inventory Form 1-A to enter items into the inventory system.

C. Transfer or Disposal of Item

1. Permanent transfers are completed as needed and entered into the inventory system at least once a year using Repair/Transfer/Disposal Form. For both temporary and permanent transfers, and Loan of Equipment to another program, each individual involved in the transfer must sign a completed Accountability Statement and transfer form. (Temporary transfers or loans will not be entered into the inventory system.)
2. Disposals are completed as needed and entered into the inventory system at least once a year using Repair/Transfer/Disposal Form.
 - a) The teacher or person performing inventory will identify items that need repair.
 - b) Within 30 days, the administrator in charge of that area will complete repair or decide on disposal.

- c) The administrator will complete a Request for Transfer or Disposal Form.
- d) Existing procedures will be followed for approving transfers and disposals. (At least once a year)
- e) Accounting department makes appropriate General Ledger entries.

D. Tagging

1. Asset Code number will be written on tag and sent to an appropriate location to be applied to equipment in the suggested location. School Properties Manual: Exhibit E, page 19-21. (Easiest to be done monthly when inventory data is entered, but at least twice a year)
2. **Donor Choose Company** product/item is part of the district tagging process and should be tagged before adding to the classroom inventory.

E. Inventory Verification/Control

1. An inventory list will be sent to each location at least once a year. The individual will verify accuracy of Item Description and Serial # by writing a checkmark by the item and notating any corrections or changes on the list. A person certifying inventory will sign on the inventory pages.
2. Items needing repair will be circled and **BROKEN** will be notated.
3. Inventory tags will be applied.
4. The inventory list will be signed and returned to the Administrator or Principal within one week. The Administrator or Principal will sign each list to confirm completion. The Administrator or The principal will verify 10% of the items on 10% of the locations at that facility. (Based on procedures used by Mississippi State Department of Education, Bureau of Vocational Technical and Adult Education.)
5. The Administrator or Principal will handle repairs, transfers, or disposals within 30 days.
6. Forms will be returned to the Central Office on a designated date and changes, deletions, and additions entered into the fixed asset system.
7. Discrepancies in the inventory will be recorded and resolved by the Superintendent.

F. Items Needing Repair

1. The teacher should notate on inventory printout any item needing repair.
2. The teacher should document the information on the Repair/Transfer/Disposal Request Form and submit it to the Principal's office by a designated date.
3. Principal will complete a Repair/Transfer/Disposal Request Form and submit it to the Central Office by designated date.
4. The Fixed Assets Department will make appropriate General Ledger entries.

G. Inventory Discrepancies

1. All employees are required to report missing and/or broken items to the building/program administrator, along with the following information -
 - a) Person to whom equipment has been assigned
 - b) Location of equipment/tag number
 - c) Last usage date
 - d) Cost of item (if known)

- e) Police report, if reported stolen
- f) Written description of incident if breakage or destruction of property occurred
- g) Recommendations for action(s) to be taken
- h) Signature and date on report form

2. Actions to be taken by building/program Administrator -

- a) The building/programming Administrator will conduct a conference with person(s) making report to determine if more information is needed and/or to clarify data in report
- b) Submit report to the fixed asset coordinator and Superintendent

3. The Superintendent will -

- a) Discuss report with the fixed asset coordinator to validate data regarding the missing or broken equipment and further act to -
 - (1) approve or reject report; or
 - (2) ask for additional documentation; or
 - (3) ask for remuneration where warranted; and
 - (4) make report to the board of trustees and ask for approval of actions; and
 - (5) take further actions, if directed to do so by the Board of Trustees; or
 - (6) replace equipment, if feasible, should the Board of Trustees have approved Superintendent's actions; and
 - (7) have the fixed asset coordinator indicate final actions taken in the inventory records

H. Random Internal Inventory Audits

- 1. The Superintendent will assign district personnel the task of conducting random internal audits on a routine basis, beginning each school term, to determine the accuracy and appropriateness of the district's inventory controls.
- 2. Discrepancies will be processed under procedures outlined in IV. Procedures (G) – Inventory Discrepancies.

A staff member who continuously loses/misplaces property may be liable for the replacement cost as determined by the current fair market value and/or the state auditor's office.

The forms for reporting missing or broken items or making transfers or disposals can be obtained in the Principal's office.

EEF FUNDS

AUTHORIZATION AND DISSEMINATION

Pursuant to House Bill Number 675, enacted by the Mississippi Legislature during its regular 1997 session, this policy provides rules and regulations for the administration of Education Enhancement Funds (EEF) appropriated for classroom supplies, materials, and equipment. The intent of the policy is to allow individual teachers to expend such funds as they deem appropriate, with minimum input from school Principals.

An eligible teacher or “Cardholder” may receive a procurement card to provide access to the Education Enhancement Funds as authorized by Mississippi Code 37-61-33(3) (iii) that will be utilized to make financial commitments on behalf of the State and school district. As the only authorized cardholder, Cardholder agrees to accept the responsibility for the protection and proper use of the EEF Procurement Card in accordance with the terms and conditions of the Teacher Cardholder Agreement in effect. The account will have an initial amount available, and that amount will decrease as purchases are made.

Note: It is the responsibility of the individual teacher to keep up with procurement cards and all receipts for auditing purposes. Procurement cards will be turned in according procurement guidelines provided by the state and/or at the end of the school year.

REPORTING REQUIREMENTS PREVENTION OF SCHOOL VIOLENCE ACT

Mississippi Law 37-11-29 (revised, 1996)

Law Enforcement Agencies, Judges, and Courts must notify the school when a student is arrested for, lawfully charged with or convicted of a crime. The report must be made within one week after arrest, dismissal, or conviction. Traffic tickets of less than \$50 are not included.

Any **principal, teacher, or other school employee** who has knowledge of any unlawful activity (which occurred on educational property or during a school related activity or which may have occurred in transition to the student’s home) shall report such activity to the **superintendent** of the school district **or his/her designee** who shall notify the appropriate law enforcement officials as required by this section. **In the event of an emergency or if the superintendent or his/her designee is unavailable, any principal may make a report required under this subsection.** The principal may be fined up to \$1000 and/or jailed for up to six months for failure to report. (Mississippi law 37-11-15) When a report is received, law enforcement must immediately dispatch an officer and arrests may be made with probable cause.

Good Faith Immunity - A school employee making a report, or in any resulting judicial proceeding, is presumed to be acting in good faith. Any employee reporting in good faith is immune from civil liability.

PARENTS, VISITORS, AND PARENT CONFERENCES

Parents and visitors are always welcome but must first check in at the principal's office. Before visitors are permitted to visit a classroom, they must secure written permission from the principal. No staff member should allow a visitor to disrupt his/her instructional setting without written approval from the school administration. Visitors are not to use passes to visit different staff members, one after the other, unless approved to do so. Community volunteers will check into the front office and be escorted to their assigned site.

Parent-teacher conferences should be arranged by appointment for the time set aside each day immediately following the close of school or during a teacher's conference period. Teachers are not to stop their class to confer with parents. The building Administrator has the authority to establish the site, date, and time of a conference as determined by circumstances.

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

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

See Appendix—8
Policy Code: **KM**

REDUCTION OF PAPERWORK POLICY

It shall be the responsibility of all Central Office Administrators and building level Administrators to make every effort to reduce the clerical duties of the classroom teachers.

Each school year (and throughout the year) Administrators shall submit required forms to the superintendent for approval. The superintendent will review all reports or other paperwork required of teachers and determine which are unnecessary, redundant, or hinders teaching. If a teacher believes that she/he is performing paperwork that is unnecessary, redundant, or hinders teaching, she/he may ask the Superintendent for a review.

GRADING

GRADING SYSTEM

The philosophy behind the district’s instructional program is that of student mastery of objectives (acquisition of knowledge, core skills, benchmarks, competencies). These objectives include, but are not limited to, the state and local core objectives classified as essential objectives. Each teacher is to give each **student and parents** a list of essential skills which he/she must master by the end of the school year.

Grading Policy for Pre-Kindergarten

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

Code 4	Advanced Development
Code 3	Developing As Expected
Code 2	Making Progress
Code 1	Needs Improvement
NT	Not Yet Taught

Kindergarten

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

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

1. Classwork: This can include but is not limited to:
 - Active participation in whole class and small group settings
 - Completion of in-class assignments and center activities
 - Writing activities
 - Hands-on content area experiences
2. Homework: This includes all work completed outside the classroom. Homework assignments should be interactive with families and may include but are not limited to:
 - Reading logs and book reports
 - Take home booklets and/or other activities
 - Content specific or theme-related activities
 - Meaningful conversation around books/themes/holidays, etc.
3. Major Work: This includes types of administered assessments. Assessment types can be informal, formal, diagnostic, and observational (as/when deemed appropriate). Assessments can include but are not limited to:
 - Content specific assessments administered one-on-one or in small groups
 - End of unit tests
 - Benchmarks
 - Performance-based
 - Projects and oral presentations

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

District Regular Grading Scale

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

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

Grades 1st -12th, the marks of **A, B, C, D, F,** and **I** are used to represent an average of the student's grades in each subject area. These grades will be based on mastery of grade level objectives for each term. Report cards and cumulative records will contain numerical grades. These marks will correspond to the following qualities of work:

Standard of Excellence Scales

Pre-Kindergarten

Code 4	Advanced Development
Code 3	Developing As Expected
Code 2	Making Progress
Code 1	Needs Improvement
NT	Not Yet Taught

Kindergarten

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

If the student receives an “I” as their grade and does not satisfactorily complete the work for removing the “I” the final course grade will be a “68”.

See Policy Code: **IHA**

EVALUATION OF STUDENT PERFORMANCE

A. Nine Weeks/Term

1. Students will receive at least one grade per week.

2. Grades Pre-K -2 students will receive a **minimum of four** grades for major work, unless otherwise changed by the superintendent/administrative staff for valid reasons. Grades 3-12 students will receive **3** checkpoint assessments and 1 major grade. The other major grades will be based on performance assessments, writing assessments, book reports, poetry recitations, science fair, reading fair, etc. All tests should be aligned to the state assessments, which include multiple choice, drag and drop, writing prompts, and multiple selections.

3. The nine-weeks/term grading scale is as follows:

10% - Homework

30% - Daily Work

40% - Major Work

20% - Nine Weeks Exam

B. Semester

The semester average will be determined by adding the two term averages and dividing the sum by two or by the percentage of skills mastered each term.

C. Comprehensive Assessments

During the second semester, students will be pre-assessed for mastery of skills taught during the first, second & third nine weeks. These assessments will determine instructional needs prior to the state assessments. Parents may request a conference to review the results of their child's assessment.

D. Yearly Average

The yearly average will be determined by adding the two semester averages and dividing the sum by two or by the percentage of skills mastered each term. (Teachers should round up any grade .5 or above.)

Yearly averages will not be computed for one-semester courses (1/2 Carnegie Unit) at the High School level.

Evaluation of Student Performance for Students in Alternative Settings

- E. Students in alternative school settings will be graded in the same manner as if they were in a regular classroom. Grades will be actual grades earned.

If mastered standards are not met at a 70% passing rate, they MUST be re-taught and re-tested. Failure to follow guidelines for evaluation of student performance will be considered a major job performance infraction of school board policy.

GRADEBOOKS – Teachers are expected to keep grade books in secured locations when not in use.

Teachers are to label in their grade books each column of grades and record the date the work was accepted. All graded documents (homework/pop quiz/unit test) should be placed in the student's files in a securely locked cabinet. Copies of all teacher-made assessments and submission guidelines for other forms of work must be kept on file as required by the principal.

Each nine weeks/term teachers are required to photocopy grade book information for each class/subject for that nine-week period and submit this information to the principal on the first Monday following the issuance of report cards.

WRITING STANDARDS

The **Leland School District** has implemented a cursive writing component to the instructional curriculum

as mandated by Senate Bill 2273 (Cursive Writing Assessment). This bill includes an assessment piece that the district is required to complete, which will be administered before the end of fifth grade.

HOMEWORK STANDARDS

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

TYPES OF HOMEWORK

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

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

MINIMUM STANDARDS FOR SATISFACTORY COMPLETION OF HOMEWORK

Each teacher will give his/her students information on how homework assignments will be assessed. The opportunity to make up missed work will only be granted according to the guidelines spelled out in the district's policy for make-up work.

Grade level or department guidelines will be developed and disseminated at the beginning of each school term. Modifications during the school year must have the approval of the Principal and the Superintendent.

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

MINIMUM HOMEWORK STANDARDS

The following schedule of minimum homework (home study) standards will be implemented in every school in the Leland School District.

KINDERGARTEN

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

Average Homework Time: 30 minutes per day

GRADES 1, 2, 3, 4 and 5

Homework assignments for grades 1-5 will be related to the specific skills or abilities taught during the day on which the assignment is given. Homework assignments will give students an opportunity to review, practice, and further explore materials taught in class, for example: oral and written drill, study, recreational reading, written assignments, and preparation of reports.

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

Average Homework Time: 30-60 minutes per day

GRADES 6, 7, and 8

Homework procedures at this level will be highly structured. Assignments will encourage students to make judgments, to independently solve problems, and to be creative. Students should view these assignments as an integral part of their education.

Average Homework Time: 60-120 minutes per day.

GRADES 9, 10, 11, and 12

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

Average Homework Time: 120-150 minutes per day.

COURSEWORK REQUIREMENTS

At the beginning of the school year, teachers are required to provide a subject area syllabus to each student, outlining the expectations of all major assignments that must be completed during the school year. This requirement does not prevent an impromptu assignment when warranted or appropriate. Students must be given ample time to complete coursework requirements.

MAKE-UP WORK

Any make-up work may be given in comparable, but alternate, form. All make-up work with an unsatisfactory grade must be completed within the end of the nine-week period.

PROGRESS REPORTS

A progress report will be sent out during each nine-week term/quarter to all students in grades kindergarten through twelve. A numerical grade will be recorded in **grades K-12**. The grade will represent the average of the student's grades for the first four- and one-half weeks of the nine weeks/quarter. For students in kindergarten the first progress report will be in the form of a mastery/non-mastery check list of competencies/skills for the first grading period. **If any student's grades indicate that she/he is having learning problems or has grades of "D" or below in any subject, the teacher should request by phone or written communication that the parent/legal guardian come in for a conference.**

Each time progress reports are issued; teachers will be required to submit a list of all students with a grade of "D" or less to the Principal. The Principal will verify that parents/guardians have been contacted for a conference with teachers. Verified lists are to be forwarded to the Superintendent.

REPORT CARDS

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

ALL information must be completed on the report card: grades, tardies, attendance, behavior, etc. Before **report cards and progress reports** are issued the principal of each school is required to check documents prior to issuance for accuracy.

ACADEMIC ACHIEVEMENT

Students whose work meets high academic standards will have their names placed on one of the following honor rolls:

Kindergarten

Superintendent's Scholar	All E's
Principal's Scholar	E's and/or S's
Honor Roll	Overall S Average with no N's, U's, or I's

Grades 1st – 12th

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

Pre-K Awards will be given throughout the year and end-of-year celebration. The awards are incentives.
In grades K-2, honors status will be determined based on Reading, Language, and Mathematics.
In grades 3-8 honors status will be determined based on Reading, Language, Mathematics, Science, and Social Studies.
In grades 9-12 honors status will be determined based on all subjects taken.
In order to graduate with honors, a student must have a numerical grade point average of 85 to 89.9. In order to graduate with honors with distinction, a student must have a numerical grade point average of 90 to 100.

EXCEPTIONAL SERVICES STUDENTS

INCLUSIVE EDUCATION

Inclusion is an emerging philosophy of service delivery which promotes the provision of exceptional education and related services in the regular education classroom. The Leland School District has the following beliefs regarding inclusive education:

1. High expectations for achievement in academic and non-academic activities must be set for **all** children by parents, educational leadership and personnel, and the community. Expectations should not be limited by a child's disability but must be based on realistic student educational outcomes which plan for success upon exiting school.

2. Specially designed instruction to meet the unique needs of each child with a disability must be provided in the Least Restrictive Environment, which is age appropriate as determined by the IEP Committee.
3. A full continuum of alternative placements must be available for implementing the Individualized Educational Program for each child with emphasis placed on regular education classrooms with appropriate support services.
4. Inclusive education must be based on the needs of the individual child versus a pre-determined placement for services due to those services only being available in a particular location. The process for determining inclusive education for an individual child must take into account the ability of the child to benefit from the integrative setting and the appropriateness based on annual goals, objectives, and services specified in the IEP.
5. Success as to the implementation of inclusive education initiatives requires training of regular and exceptional education staff to understand the need for adequate planning prior to initiating appropriate services for each child within the regular education classroom. The provision of appropriate training for parents and all students involved in the delivery system, as well as the training of all educational personnel, must be ongoing.
6. Successful educational delivery systems designed to meet the needs of all children require collaborative planning and commitment to the implementation of the system by all educators within a school.
7. Supportive attitudes and beliefs which lead to children with disabilities being participants in all facets of school life must be evidenced by their peers, parents, school personnel and the community.
8. Leland School District must support, encourage, and facilitate those practices which promote the utilization of resources to encourage inclusion to the maximum extent appropriate.

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What INCLUSION is...

1. All children learning in the same school with the necessary services and supports so that they can be successful.
2. Each child having his/her unique needs met in integrated environments.
3. All children participate equally in all facets of school life.
4. Encouraging friendships and social relationships between students with and without disabilities.

What INCLUSION is not...

1. Dumping children with challenging needs in regular classes without proper supports and services they need to be successful.
2. Trading the quality of a child's education for the intensive support service that the child needs for integration.
3. Ignoring each child's unique needs.
4. Sacrificing the education of typical children so that children with challenging needs can be integrated.

- | | |
|---|---|
| 5. Arranging the students with disabilities to receive their education and job training in regular community environments. | 5. All children having to learn the same things, at the same time, in the same way. |
| 6. A new service delivery model for exceptional education which emphasizes collaboration between exceptional education and regular education. | 6. Doing away with exceptional education services or cutting back on exceptional education services. |
| 7. Providing support to regular education teachers who have children with disabilities in their classrooms. | 7. Expecting regular education teachers to teach children who have challenging needs without the support they need to teach all children effectively. |
| 8. Children learn side by side even though they have different educational goals. | 8. Locating exceptional education classes in separate wings at regular |
| 9. Teaching all children to understand and accept man differences. | 9. Ignoring parents' concerns. |
| 10. Providing an appropriate individualized educational program for all children. | 10. Maintaining separate schedules for students in exceptional education and regular |
| 11. Taking parents' concerns seriously and making parents meaningful participants in the team process. | 11. Students with disabilities receiving their education and job training in facilities outside of their community. |

GRADING

A disabled student will receive grades fairly reflecting his/her achievement on the instructional level on which he/she is functioning. The procedure used for reporting grades will be such that everyone involved in reporting and using these grades will clearly understand that a high grade does not necessarily mean that a disabling condition no longer exists. A high grade should accurately reflect that, based on what is expected of a student with a given ability, he/she is performing well. Actual grading will follow this process:

1. The same grading pattern used with other students will be utilized. Grade levels on which the student is functioning will be reported in the comment area of the report card.
2. The student's IEP will reflect specific goals for each nine-week grading period. The success of these goals will be measured by a consensus of the IEP committee.

Any disabled student who does not meet course requirements, even though the adaptations necessary to adjust for the student's disability have been made, will receive a failing grade, if appropriate instruction has occurred. Questionable or inappropriate grades may result in a conference involving staff members and school/district administrators. If it is obvious, however, that the disabled student cannot function socially, emotionally, or educationally in a regular class, the student will be removed from that class and placed appropriately (if this occurs, the IEP will be revised).

Extra help to a disabled student, or other modification in the regular program, will be provided if necessary for the student to be successful. The exceptional and regular education teachers will work together so that the exceptional education teacher will know how to reinforce/tutor the disabled student when the student begins to falter. The exceptional education teacher will provide assistance to the regular education teacher if there is a need for modification of the educational program to ensure the success of a student. For instance (list is not all inclusive):

1. Giving reading tests orally to the exceptional education student,
2. Giving the test so that the student has more time to complete the test,
3. Giving the test in the mode in which the student communicates best,
4. Taping lessons for the student,
5. Reviewing and helping with homework assignments, and
6. Adapting/modifying a particular lesson, instructional unit, test, and/or homework assignment (the adaptation/modification may be done using a task analysis approach).

Not all of the above may be used with each student. Only those that best meet the needs of an individual student will be used.

Although these kinds of modifications may need to be made, the student will be judged to be successful (graded) in a regular education class in the same manner as other regular education students.

Failure of staff members to follow federal, state, and district guidelines for exceptional education students will be considered a **serious job performance violation**. See Policy Code: **IHA**

TITLE I

SCHOOL-WIDE PROJECT

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

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

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

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

FAMILY AND COMMUNITY ENGAGEMENT POLICY (Reviewed 2019)

The Leland School District Board of Trustees recognizes that educational needs are particularly great for low-achieving children with Limited English Proficiency, children of migrant workers, children with disabilities, Native American children, children who are neglected and delinquent, and young children and their parents who are in need of family-literacy services; therefore, the Board endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. Further, the Board will exert every effort to encourage the involvement of parents as one significant means to achieve the goal of quality education. To support this belief, the Title I program within **each** school in the Leland School District will work diligently to build capacity for strong parental involvement, in order to ensure effective involvement of parents and to improve student academic achievement, through the implementation of these objectives:

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

11. Provide assistance to parents in acquiring an understanding of the National Education Goals, the State's content standards, State student performance standards, State and local assessments, and how to monitor a child's progress and work with educators to improve the performance of their children.
12. Provide materials and training to help parents work with their children to improve their children's achievement.
13. Inform parents of the overall progress (evaluation) of Title I.
14. Provide parents with timely responses to parents' recommendations.
15. Send student progress report cards to parents on a regular basis.
16. Arrange parent/teacher conferences during teachers' planning/conference periods.
17. Ask parents to give feedback on changes they would like to see made in the program, and to identify program priorities.
18. Involve parents in the joint development of all Title I policies, program activities, and the process of school review and improvement.

SCHOOL-PARENT/LEGAL GUARDIAN-STUDENT COMPACT

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

SCHOOL STAFF WILL -

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

PARENTS/LEGAL GUARDIANS WILL -

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

STUDENTS WILL -

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

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

ESSA – Every Student Succeeds ACTS

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

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

McKinney-Vento Homeless Assistance Act

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

1. Students who are homeless may attend their school of origin or the school where they are temporarily residing.
2. Parents or guardians of homeless students must be informed of educational and related opportunities.
3. Students who are homeless may enroll without school, medical, or similar records.
4. Students who are homeless and their families receive referrals to health, dental, mental health, substance abuse, housing, and other needed services.

5. Students who are homeless have a right to transportation to school.
6. Students must be provided with a statement explaining why they are denied any service or enrollment.
7. Students must be enrolled in school and receive services, such as transportation, while disputes are being settled.
8. Students are automatically eligible for Title I services.
9. School districts must reserve a portion of Title IA funds to serve homeless students.
10. School districts must review and revise policies that serve as barriers to homeless students.
11. Schools must post information in the community regarding the rights of homeless students and unaccompanied youth in schools and other places where homeless families may frequent and written in a language they can understand.
12. School districts must identify a McKinney-Vento Liaison to assist students and their families.

For More Information - Contact

Dr. Nehru Brown, Federal Programs Director

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

Federal Programs Department

Leland School District

RIGHTS OF ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES

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

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

IDENTIFICATION AND PLACEMENT

Guidelines for Registration:

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

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

Grade Level Placement:

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

**SCHOOL WELLNESS POLICY
LELAND SCHOOL DISTRICT**

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

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

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

PROMOTION, RETENTION AND GRADUATION KINDERGARTEN THROUGH EIGHTH GRADE:

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

LITERACY BASED PROMOTION

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

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

3rd Grade Reading Summative Assessment

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

Social Promotion

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

Public School Requirements

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

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

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

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

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

Good Cause Exemptions

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

- a) Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program.
- b) Students with disabilities whose Individualized Education Program (IEP) Indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten or First, Second or Third grade.
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
- e) Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

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

Student Handbook

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

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

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

Remediation Plan:

Once identified, any student failing or having the potential of failing to achieve the academic goals and objectives outlined in each course and tested on the District screener(s) will be required to participate in remediation activities. These activities may be in the form of tutorial services, extended day or year programs, or some other additional assistance provided by the school. It will be the parent's responsibility to support the school with remediation efforts.

Leland High School:

A student, in order to be classified as a sophomore, must have passed 6 units of work, one of which must be English I. However, a student who has been assigned to a ninth-grade homeroom for a minimum of two years may be assigned to a tenth-grade homeroom at the discretion of the principal. A student, in order to be classified as a junior, must have passed 12 units of work, including English I and II. A student, in order to be classified as a senior, must have passed 20 units of work, including English I, II, and III, and be eligible for graduation at the end of the year.

English I, II, III, and IV must be taken in sequence. Students may not enroll in more than one of these specified courses during a school term without permission.

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

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

Required Courses:

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

Graduation Honors:

A student must have attended Leland High School for at least two years to be eligible for valedictorian or salutatorian honors. Students will be ranked in their respective grades on the basis of their weighted GPA (grade point average is the sum of all course grades throughout high school divided by the total number).

LELAND SCHOOL DISTRICT STANDARDS OF EXCELLENCE:

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

Leland School District

Edna M. Scott Elementary School & Leland School Park – Standards of Excellence Grades K-8

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

Student must:

1. Meet district established minimum performance requirements on completion of course work.
2. Meet minimum cursive writing requirements as described in the appendices.
3. Meet the minimum of books read for accelerated readers (4 books a month)

Standards of Excellence work is considered a “major grade”. Students not meeting the standards assigned will be added to the Multi-Tiered System of Support. The Multi-Tiered System of Support team will work collectively to develop an individual success plan for each student.

Leland High School – Standards of Excellence Grades 9-12

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

Students must:

1. Meet the district established minimum performance requirements on completion of course work.
2. Meet minimum writing requirements in all of the following areas as described in the appendices.
3. Meet the minimum of books read for accelerated readers (4 books a month)

See Appendix—1 for additional information on Standards of Excellence Requirements

MISSISSIPPI GRADUATION REQUIREMENTS

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

1. Students must pass the Subject Area Tests in English II (with a writing component), Biology I, and Algebra I. This group of students must pass all four Subject Area Tests even if they take the course(s) prior to their 9th grade year.
2. A student must meet Leland School District’s requirement of 25½ Carnegie units to graduate.
3. Leland School District adopted a credit recovery program as a part of the district’s dropout prevention plan. Guidelines for the program allows eligible students to recover credits to graduate according to policy IHF B. See Policy and Appendices of IHF – B.

See Appendices for Additional Requirements.

REMEDIATION REQUIREMENTS: SUBJECT AREA TESTING PROGRAM

If a student passes a course that is a component of the Mississippi Subject-Area Testing Program – Algebra I, Biology I, English II – but fails the required corresponding subject- area test by less than one standard deviation (1SD)*, she/he will be recommended to attend a series of after-school and/or weekend tutorial seminars for remediation purposes.

LELAND SCHOOL DISTRICT GRADUATION REQUIREMENTS

Subject	Units
English	4
Mathematics – Algebra I or Integrated Math I	4
Social Studies - to include Miss. Studies, Geography, World History, U.S. History, U.S. Govt. and Economics	3.5
Science - to include Biology	3
The Arts - to include Band, Choral Music, or General Music	1
Contemporary Health	½
Physical Health	½
** Computer Courses	1
College Career Readiness	1/2
Electives	5 ½
Total	24

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

Algebra II is required.

** ICT or Technology Foundation may be taken in the eighth grade for 1 Carnegie unit.

One unit in ICT or Technology Foundation may be accepted to meet the state computer Technology Requirement.

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

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

Notes

SUGGESTED COURSE SEQUENCES

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

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

GRADUATING CLASSES OF 2003 AND THEREAFTER

See Appendices for additional requirements

MISSISSIPPI PUBLIC UNIVERSITIES ENTRANCE REQUIREMENTS College Preparatory Curriculum

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

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

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

The minimum **REQUIRED** CPC for full admission into a Mississippi public university. The minimum **RECOMMENDED** CPC for full admission into a Mississippi public university is as follows: Mississippi public university is as follows:

English: 4 Carnegie units • All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.	English: 4 Carnegie units • All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 3 Carnegie units • Algebra I or its equivalent • Math higher than Algebra I (2 units)	Mathematics: 4 Carnegie units • Algebra I or its equivalent • Math higher than Algebra I (3 units)

Science: 3 Carnegie units • Biology I or its equivalent • Science higher than Biology I (2 units)	Science: 4 Carnegie units • Biology I or its equivalent • Science higher than Biology I (3 units)
Social Studies: 3 Carnegie units • U.S. History • World History • U.S. Government (1/2 unit) • Economics (1/2 unit) or Introduction to World Geography (1/2 unit)	Social Studies: 4 Carnegie units • U.S. History • World History • U.S. Government (1/2 unit) • Economics (1/2 unit) • Introduction to World Geography (1/2 unit) • Mississippi Studies (or state/ local government course in any other state)
Arts: 1 Carnegie unit • Includes any one Carnegie unit (or two 1/2 units) of visual and performing arts course(s) meeting the requirements for high school graduation.	Arts: 1 Carnegie unit • Includes any one Carnegie unit (or two 1/2 units) of visual and performing arts course(s) meeting the requirements for high school graduation.

Advanced Electives: 2 Carnegie units • Option 1: Foreign Language I and Foreign Language II • Option 2: Foreign Language I and Advanced World Geography • Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course	Advanced Electives: 2 Carnegie units • Option 1: Foreign Language I and Foreign Language II • Option 2: Foreign Language I and Advanced World Geography • Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course
Technology: 1/2 Carnegie unit • A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.	Technology: 1/2 Carnegie unit • A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.

Total Carnegie units: 16 ½

Total Carnegie units: 19 ½

Notes:

- Pre-High School units: Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- Substitutions: Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.
- Course Acceptance: A course may not be used to satisfy more than one requirement.
- The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, and the IHL Office of Academic and Student Affairs maintains a complete list of courses that can be used to satisfy the CPC requirements.

See www.mississippi.edu/admissions/.

The Mississippi Department of Education also maintains an online course catalog with CPC classifications for each course.

See <http://www.rcu.msstate.edu/Curriculum/MDECourseCode.aspx.aspx>

IHL Board Policy §602.B. FULL ADMISSION

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

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; OR
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); OR
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT*(Composite); OR
4. NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

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

Notes

IHL Board Policy §608. INTERMEDIATE COURSES

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

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

Mississippi Institutions of Higher Learning Admissions Standards

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

- » Complete the [College Preparatory Curriculum](#) (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; or
- » Complete the College Preparatory Curriculum (CPC) with a minimum 2.50 high school GPA on the CPC or a class rank in the top 50%, and a score of 16 or higher on the ACT* (Composite); or
- » Complete the College Preparatory Curriculum (CPC) with a minimum 2.00 high school

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

GPA on the CPC and a score of 18 or higher on the ACT* (Composite); or

- » All students satisfying the NCAA Division I Standards for student athletes who are “full- qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.
- » Students who do not meet the above criteria are nonetheless eligible for admission. Such students must participate, however, in an on-campus placement process at the University of their Choice.

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

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

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

Traditional Diploma Options

Curriculum Area	Carnegie	Required Subjects Units
English	4	- English I - English II
Mathematics	4	Algebra I
Science	3	Biology
Social Studies	3½	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	5½	
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.	Alternately, a student must meet ALL of the following: - Have a 2.5 GPA - Passed or meet ALL MAAP assessment
For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a silver level on ACT WorkKeys or SAT equivalency sub scores).	Requirements for graduation - On track to meet diploma requirements - Concurrently enrolled in Essentials for College - Math or Essentials for College Literacy; OR SREB Math Ready or SREB Literacy Ready; or currently Enrolled/earned credit for Comp. I and/or College Algebra
Requirements	
Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.	Alternately, a student must meet ALL of the following: - Have a 2.5 GPA - Passed or meet ALL MAAP assessment
For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a silver level on ACT WorkKeys or SAT equivalency sub scores).	Requirements for graduation - On track to meet diploma requirements - Concurrently enrolled in Essentials for College - Math or Essentials for College Literacy; OR SREB Math Ready or SREB Literacy Ready; or currently Enrolled/earned credit for Comp. I and/or College Algebra

Alternate Diploma Option

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English I-IV
Mathematics	4	• Alternate Math I-III • Alternate Algebra
Science	2	• Alternate Biology • Alternate Science II
Social Studies	2	• Alternate History • Alternate Social Studies
Physical Education	½	
Health	½	• Alternate Health
The Arts	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV
Electives	2	
Total Units Required	24	

Requirements

- Students who have met the criteria of having a Significant Cognitive Disabilities (SCD) may participate in a program of study to earn the Alternate Diploma.
- Students are required to participate in the Mississippi Assessment (MAAP-A) and achieve a level of Passing or Proficient.
- The state defined Alternate Diploma is included in graduation rates in the same manner as a traditional diploma.
- For additional guidance see The Mississippi Public School Accountability Standards Appendix A 10.

Traditional Diploma Endorsement Options

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

Career & Technical Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for Implementation Options.
Technology or Computer Science	1	
CTE & Technical	4	• Must Complete a Four-Course Sequential Program of Study
Electives	3 ½	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT Work Keys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One CTE dual credit or earn articulated credit in the high school CTE course
 - Work-Based Learning experience or Career Pathway Experience
 - Earn a State Board of Education - approved national credential
 - One (1) AP, Diploma Program IB, or Cambridge (AICE) course aligned to their career pathway
 - Students must earn a C or high and take the appropriate exam.

Academic Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	- English I - English II + two (2) Additional Above English II
Mathematics	4	Algebra I + two (2) Additional Math Courses Above Algebra I
Science	3	Biology + two (2) Additional Science Courses Above Biology
Social Studies	3½	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	See the Mississippi Public School Accountability Standards for Implementation Options.
Technology or Computer Science	1	
Electives	7 ½	Must meet two (2) Advanced Electives of the College Preparatory Curriculum (CPC) Requirements for MS IHLs
Total Units Required	26	

- Earn an overall GPA of 2.5
- Two (2) elective courses must meet MS IHL CPC requirements
- Earn Mississippi IHL community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community college or IHL college-ready courses in senior year, or the SAT equivalence sub score)
- Earn two additional Carnegie Units for a total of 26
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program – IB course with a C or higher and take the appropriate 13 exams
 - One dual credit course with a C or higher in the course

Distinguished Academic Endorsement

Curriculum Area	Units	Carnegie	Required Subjects
English	4	• English I • English II + two (2) Additional Above English II	
Mathematics	4	• Algebra I +two (2) Additional Math Courses Above Algebra I	
Science	4	• Biology +two(2) Additional Science Courses Above Biology	
Social Studies	4	• 1 World History • 1 U.S. History • ½ U.S. Government	• ½Economics • ½ Mississippi Studies
Physical Education	½		
Health	½		
The Arts	1		
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for Implementation Options.	
Technology or Computer Science	1		
Electives	8	• Must Meet two (2) Advanced Electives of the College Preparatory Curriculum (CPC) Requirements for MS IHLs	
Total Units Required	28		

Additional Requirements

- Earn an overall GPA OF 3.0
- Two (2) elective courses must meet MS IHL CPC recommended requirements.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT Equivalency sub score as defined by IHL.
- Earn four additional Carnegie units for a total of 28.
- Must successfully complete one of the following:
 - One AP course math with a B or higher and take the appropriate AP exam
 - One Diploma Program IB course with a B or higher and take the appropriate IB exams
 - One dual credit course with a B or higher in the course

EXTENDED SCHOOL YEAR PROGRAM GUIDELINES

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

1. Grades K-3 coursework requirements
 - a. If a student is passing reading but has failed either math or language arts with at least a **64** average (but not both), he/she may attend the ESY program. A student with an average of **60 - 64** must attend at least two hours per class.
 - b. A student in grades K-3 who is passing, but whose reading level/score is below grade level (minimum or basic), will be recommended for attendance to the ESY program. This does not retain a child who is passing.
 - c. Kindergarten students who fail to master assigned competencies will be retained. These students may enroll in the summer transition program for kindergarten. If a student demonstrates required mastery on the district competency test at the end of the summer program, he/she may be promoted to first grade.
 - d. A student may only be enrolled in two (2) ESY courses.
2. Grades 4-12 coursework requirements
 - a. If a student in grades 4-12 has a yearly average that is at least **68** or above, but less than **70**, he/she may be eligible to attend the district's ESY program.
 - b. A student may only be enrolled in two (2) ESY courses. A student with an average of **60-64** must attend at least two hours per class.
 - c. Students cannot be enrolled in an ESY program and summer school program at the same time.
 - d. A student will be considered as having been **retained** until such time that specified deficiencies from the regular term are removed through successful completion of all prescribed coursework in an ESY program.
 - e. Successful completion of academic work in an ESY program will permit a student **who meets all other promotion requirements** to be promoted to the next grade.
3. Students who have passed a course are recommended for ESY enrichment because the course grade falls between **70 and 74**.

Successful completion is defined as mastery of 70% of the student's core skills, as identified on the student's academic profile record, and acquiring a final grade of 70 for the course.

STANDARDS OF EXCELLENCE (Extended School Year)

I. Students who are not Passing Coursework

- A. If the student has failed more than two courses, she/he will be retained in the same grade and will repeat the standards/coursework the following school term.
- B. If the student is enrolled in the extended school year program due to failure of coursework she/he will complete those requirements within the extended school year course(s).

PARENTAL RESPONSIBILITY FOR STUDENT ACHIEVEMENT AND PROGRESS

The schools will be diligent in monitoring student achievement and progress. However, because of the comprehensive and ever-changing nature of these tasks; this responsibility must be shared by parents and guardians. Therefore, each parent or guardian will be called upon by the school district to verify his/her child's progress status throughout each school year.

Parents/guardians are requested to meet with the principal or his/her designee at the beginning of the school year and at least once during each nine-week term to determine his/her child's status and progress.

EXPECTATIONS FOR STUDENT BEHAVIOR

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

See Policy JCDA – School Search

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

DISCIPLINE PROGRAM

Each school may adopt a set of school rules that may be approved by the superintendent. Each teacher may adopt class rules that may be approved by the principal, sent to the parents, and placed on display in each classroom. Each violation of these rules should result in various consequences adopted by the teacher and approved by the principal.

CORPORAL PUNISHMENT - MISSISSIPPI CODE 37-11-57

- (1) Except in the case of excessive force or cruel and unusual punishment, a teacher, assistant teacher, principal, or an assistant principal acting within the course and scope of his employment...shall not be...liable for any action carried out in conformity with state or federal law or rules or regulations of the State Board of Education or the local school board... regarding the control, discipline, suspension and expulsion of students. The local school board shall provide any necessary legal defense to a teacher, assistant teacher, principal, or assistant principal...acting within the course and scope of his employment in any action which may be filed against such school personnel...**
- (2) Corporal Punishment is permitted in the Leland School District**
- (3) District Corporal Punishment Guidelines**

GENERAL GUIDELINES

Corporal Punishment will be permitted District-Wide, with consent of Parent/Legal Guardian; Administered by an Administrator; and witnessed by a Licensed Staff/Employee. Student(s) will receive a paddling of a maximum of (3) three paddles.

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

Teachers must not carry paddles, or any other instruments used for punishment either in the classroom, in the hall, or on the playground. Students must not be placed behind doors, in the hall outside the classroom door, or under boxes as a means of punishment.

Teachers will be required to complete disciplinary logs for students with behavior problems. The log will provide a description of inappropriate behavior, actions taken, consequences, and results.

The use of appropriate classroom management procedures and activities are required of all staff. Classroom management plans and procedures must be approved by the principal.

DISTRICT UNIFORM POLICY

Effective immediately, all school bags (including book bags, backpacks, satchel, etc.) are subject to search/inspection whenever on school property or at a school related activity. This policy is part of the district's overall effort to prevent school violence and to provide safe schools for our students, staff, and community. See Policy Code: **JCDBB**

EDNA M. SCOTT ELEMENTARY SCHOOL/LELAND EARLY LEARNING INITIATIVE

- | | |
|----------------|--|
| • Blouses | White, Light Pink, Burgundy |
| • Shirts | White, Light Pink, Gray, Burgundy |
| • Skirts | Burgundy, Burgundy Plaid, Khaki |
| • Skorts | Burgundy, Burgundy Plaid, Khaki |
| • Jumper | Burgundy, Burgundy Plaid, Khaki |
| • Pants | Burgundy, Khaki, Navy Blue |
| • Sweaters | White, Light Pink, Burgundy, Khaki Tan |
| • Windbreakers | White, Light Pink, Burgundy, Khaki Tan |
| • Cardigan | White, Light Pink, Burgundy, Khaki Tan |

LELAND SCHOOL PARK

- | | |
|-----------|--|
| • Blouses | White, Light Blue, Light Yellow, Navy Blue |
| • Shirts | White, Light Blue, Light Yellow, Navy Blue |
| • Skirts | Navy Blue, Navy Blue Plaid, Khaki |
| • Skorts | Navy Blue, Navy Blue Plaid, Khaki |

- Jumper Navy Blue, Navy Blue Plaid, Khaki
- Pants Navy Blue, Khaki
- Sweaters White, Light Blue, Navy Blue, Khaki Tan
- Windbreakers White, Light Blue, Navy Blue, Khaki Tan
- Cardigan White, Light Blue, Navy Blue, Khaki Tan

LELAND HIGH SCHOOL

- Blouses White, Burgundy, Gray
- Shirts White, Burgundy, Gray
- Skirts Khaki, Navy Blue, Maroon
- Jumpers Khaki, Navy Blue, Maroon
- Pants Khaki, Navy Blue, Maroon
- Sweaters White, Burgundy, Khaki Tan
- Windbreakers White, Burgundy, Khaki Tan
- Cardigans White, Burgundy, Khaki Tan

GENERAL RULES/REGULATIONS

1. Articles of clothing should not contain any symbols or logos not approved by the school district.
2. Clothing may be worn in any combination of complementary colors.
3. Socks and opaque stockings must be in one of the school colors.
4. Outer garments that are of a different color, or colors, than the school uniform colors may not be worn for the purpose of concealing a uniform. White or gray t-shirts are the only allowable color under shirts undershirts, if the undershirt is visible.
5. Students in the Alternative Program will be required to wear uniforms every day of the week.
6. Pants with belt loops must be worn with a belt. Shirts and sweaters must be worn inside skirts /pants, etc. Belts should be brown, black, or blue.
7. Sagging pants will not be allowed. Strings may be used to prevent pants from sagging if necessary.
8. **Students not in uniform will be required to contact parents or legal guardians. If a parent or legal guardian is not available – SRO will escort the student home to obtain proper attire. Upon returning, the student will be issued a tardy for that day. If students do not return, the absence will be regarded as an unexcused absence.**
9. Uniform days will be Monday-Friday for all schools, unless otherwise changed by the principal and approved by the superintendent.
10. The **Superintendent** has the authority to modify clothing specifications and/or requirements.
11. It is highly recommended that enclosed shoes are worn. In addition, sandals, if worn, must have with a strap around the back of the ankle for the purpose of safety to avoid foot injury.

Staff members are encouraged to show support of the student uniform policy by dressing in the same manner.

Footwear Disclaimer: If the students should wear open shoes or shoes with/without straps: the Leland School District will not be liable for any injuries this includes crocs

STUDENT DRESS CODE – GENERAL GUIDELINES

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

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

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

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

USE OF PRIVATE VEHICLES See Policy Code: **JGFF**

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

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

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

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

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

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

NO SMOKING POLICY See Policy Code: **GBRM/GBRM-2**

(UNANNOUNCED DRUG TESTING WILL BE CONDUCTED THROUGHOUT THE SCHOOL YEAR FOR BOTH STAFF AND STUDENTS)

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

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

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

MISSISSIPPI ADULT TOBACCO USE ON EDUCATIONAL PROPERTY ACT OF 2000

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

Adult violators ("adult" identified by law as any person at least eighteen years old, excluding students) shall be subject to a warning for the first conviction, \$75 for a second conviction and a fine not to exceed \$150 shall be imposed for subsequent violations.

School property means any:	
.	public school building
.	Bus
.	campus or grounds
.	recreational area or athletic field
.	or other property owned, used, or operated by a local school board

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

USE OF SCHOOL PHONES

Students will not be allowed to contact parents/legal guardians on office phones except in extreme emergencies. Office staff, not students, will place phone calls. Barring exceptions based on roles and responsibilities that require the use of cell phones, staff members should not openly wear phones during the school day or use phones during an instructional period.

AUDIO INSTRUMENTS See Policy Code: **JCDAF**

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

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

1st Offense

Parent Contact is required

2nd Offense

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

3rd Offense

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

4th Offense

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

5th Offense

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

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

- ❖ **1st Offense – May be given up to 3 days suspension and the above 1st time offense consequences will also be imposed.**
- ❖ **2nd Offense – May be given up to 5 days suspension and the above 2nd time offense will be imposed.**
- ❖ **3rd Offense – Student may be required to appear before a disciplinary committee to determine appropriate disciplinary actions.**

SEXUAL HARASSMENT See Policy Code: **JB**

In accordance with Title VII of the 1964 Civil Rights Act, as amended in 1972, Section 703, no student or a staff member. **This policy applies to all forms of sexual harassment: Student- student, student-staff, and/or staff-staff.**

It is the intent of the school board to maintain an environment free from sexual harassment of any kind. Therefore, un-welcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Complaints of violation of this policy may be made to the appropriate building administrator or the Title IX coordinator without fear of reprisal. Refer to the Procedures for Title IX in this staff handbook. Should violations prove to be legitimate, the offending employee/student shall be subject to severe disciplinary action, and the student shall be subject to alternative placement.

DEFACEMENT/DESTRUCTION OF SCHOOL PROPERTY

Students may not bring permanent markers or liquid paper on campus without being requested to do so. If these items are brought on campus, the student may receive an overnight suspension, and the parent must meet with the Principal before the student is readmitted to school. Continuous violation will result in other penalties or consequences.

Any student who damages property will be required to clean up damaged property at the parent's/guardian's expense.

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

DRUGS, ALCOHOL, AND NARCOTICS

(UNANNOUNCED DRUG TESTING WILL BE CONDUCTED THROUGHOUT THE SCHOOL YEAR FOR BOTH STAFF AND STUDENTS)

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

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

A student may not attend any school, school-related or board of education sponsored activity, whether held on school property or at locations off school property, after having used or consumed any alcoholic beverage, controlled dangerous substance, counterfeit controlled dangerous substance, non-controlled substance as defined by the laws of Mississippi, or other intoxicants. Violation of this policy shall result in suspension or expulsion from school in accordance with regulations promulgated by the Board of Trustees/Superintendent of schools.

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

See: Code JCDAC- Drugs and Alcohol

DRUGS AND ALCOHOL

Students are absolutely prohibited from carrying, possessing in any manner, using or selling alcoholic beverages, morphine, marijuana, cocaine, opium, heroin or their derivatives or compounds, drugs commonly called LSD, “pep” pills, tranquilizers, “Mollies,” Xtacy, or any other narcotic drug, barbiturate, substance ingredient or compound which, when taken orally, intravenously, inhaled or in any other manner, may cause

the person to be under the influence thereof or any other controlled substance regulated by law.

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

The provisions of this policy shall apply to all students during all of the period of time that they are under and subject to the jurisdiction of this school district, while participating in or going to or from any school-related activity, while under the supervision and direction of any teacher, principal or other authority of this school district or when such conduct does or may threaten to interfere with or disrupt the educational process or pose a threat to the safety of the student or others.

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

**(UNANNOUNCED DRUG TESTING WILL BE CONDUCTED THROUGHOUT
THE SCHOOL YEAR FOR BOTH STAFF AND STUDENTS)**

A random drug testing program for students will also be applied to students participating in extra-curricular activities, and school officials may set up a random drug testing program in response to evidence of student drug use affecting students' health or safety in school extracurricular activities.

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

TOBACCO USE PROHIBITED

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

DEFINITIONS

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

PENALTY FOR VIOLATION

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

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

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

1. For the first conviction, students shall be suspended for five (5) days pending a hearing.
2. For all subsequent convictions, students will be given a disciplinary hearing with the Principal or Superintendent and could be subject to expulsion.

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

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

ISSUANCE OF CITATION

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

ACTS OF VIOLENCE See Policy Code: **JCBE**

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

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

The local School Board has the authority to expel a pupil or to change placement to an alternative school or a home-bound program for misconduct:

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

Authority exists when the Superintendent or Principal determines that such misconduct renders the pupil's presence in the classroom a disruption to the educational environment or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole. (House Bill 776, Effective July 1, 2000). Any serious acts of school violence, as defined by Board Policy or by state/federal law, shall be reported to the Youth Court.

WEAPONS See Policy Code: **JCDAE/JCDAE (2)**

Any student found to have any instrument in his/her possession at school which could inflict bodily harm on another student will be immediately suspended until such time that a disciplinary hearing can be held to review the evidence and render a decision on the appropriate action to take. This includes such items as pocketknives, regular kitchen knives, box cutters, guns, brass knuckles, metal pipes, etc. Expulsion may be expected to be virtually automatic in the case of deadly weapons. All weapons should be confiscated.

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

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

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

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

GANG ACTIVITY See Policy Code: **JCBB**

This school district is committed to maintaining a safe school environment for its students and staff. Students are expected to adhere to school and district standards of conduct that promote well-being and support the learning process. Gang activity will not be tolerated in any form. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the "Mississippi Street Gang Act" (MS Code 97-44-1 etseq.).

RULES AND REGULATIONS GOVERNING SCHOOL SEARCHES

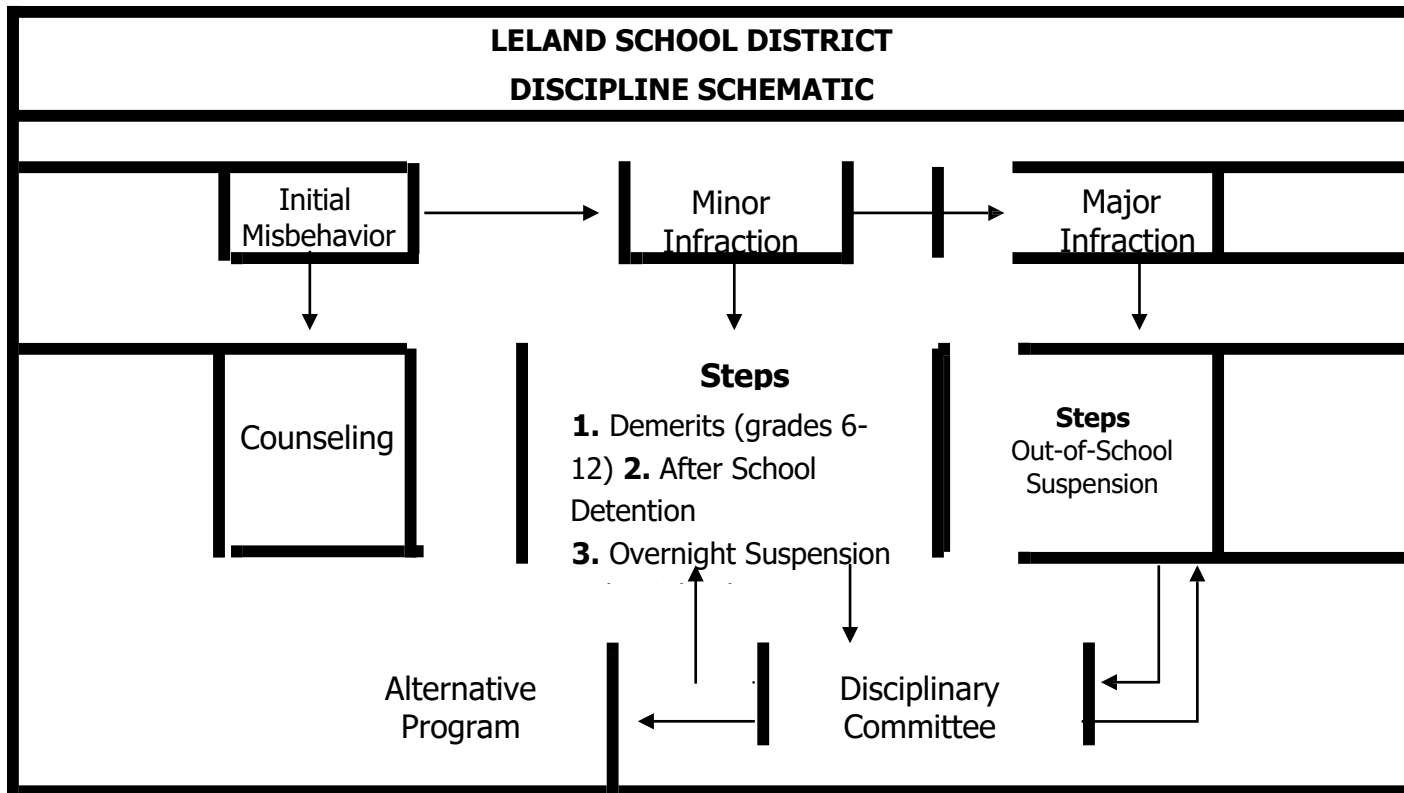
1. **Desks and Lockers:** Desks and lockers are school property and remain at all times under the control of the school. However, students are responsible for whatever is contained in desks and lockers issued to them by the school. School authorities may conduct periodic general inspections at any time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

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

Seizure of Illegal Materials: If a search yields illegal or contraband materials covered by this policy statement, they shall be turned over to proper legal authorities for ultimate disposition.

STUDENT ARRESTS BY LOCAL LAW ENFORCEMENT

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



SUSPENSIONS, EXPULSIONS, OR ALTERNATE PLACEMENTS

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

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

Exceptional Education Students:

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

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

- Who carries a weapon to or possesses a weapon at school, on school premises or at a school function.
- Who knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, at school-on-school premises, or at a school function; or

- Who inflicts serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the local educational agency?

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

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

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

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

The child may remain in the IAES for up to forty-five days (45), unless the IEP Committee reconvenes before the term expires and determines that the IAES is the child's appropriate placement for another forty-five (45) days.

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

Policy JCD - ALTERNATIVE SCHOOL PROGRAM

Alternative School Program – Follow Leland High School Schedule

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

1. The alternative school program should serve compulsory school-age children:

- a. Who has been suspended for more than ten (10) days or expelled from school, except that such placement may be denied when the expulsion was for possession of a weapon or other felonious conduct.
 - b. Those who are referred for placement based upon a documented need by the parent, legal guardian, or custodian because of disciplinary problems.
 - c. Who are referred by order of a chancellor or youth court judge, but only with the consent of the principal; and
 - d. Whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teachers of such class as a whole.
2. Before placement in the alternative school program, the principal or program administrator of the alternative school program shall obtain verification of the child's suitability for the program from the appropriate guidance counselor. Before a student can be removed to an alternative school education program, the superintendent shall determine that the written and distributed disciplinary policy of this district is followed and that the policy includes standards for:
- a. The removal of a student to an alternative education program will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or other appropriate professional personnel, as defined by district policy, to ensure a continuing program for the removed student.
 - b. The duration of the alternative placement; and
 - c. The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy.
3. The superintendent shall provide for the continuing education of a student who has been removed to an alternative school program. Students placed in the alternative school program are subject to the policies and rules of conduct and discipline as well as any other rules of conduct and discipline deemed appropriate by the superintendent and/or principal.
4. This district shall ensure the following components are included in the alternative school program:
- a. Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for discipline and (if available) general educational development (GED) placement.
 - b. Clear and consistent goals for students and parents.
 - c. Curricula addressing cultural and learning style differences.
 - d. Direct supervision of all activities on a closed campus.
 - e. Attendance requirements that allow for education and workforce development opportunities
 - f. Selection of program from options provided by the local school district, Division of Youth Services, or the youth court, including transfer to a community-based alternative school.

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

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

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

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

- 1. Bullying (continuous) **See Policies JDDA; JDDA –P**
- 2. Threatening: statement or motion that makes someone else afraid
- 3. Intimidation: influence by fear
- 4. Teasing in a derogatory manner
- 5. Instigating, provoking, or encouraging conflict; starting or passing rumors
- 6. Sexual harassment: inappropriate sexual comments or gestures
- 7. Profanity (directed), derogatory or disrespectful remarks, etc.

8. Stealing
9. Fighting or class disturbances (serious)
10. Gang/Group Fighting/Multiple Participants
11. Gambling
12. Insubordination, refusal to obey reasonable requests
13. Destruction of school property
14. Firecrackers and other explosives
15. Visiting other school campuses or attending school activities that have been declared off limits, without permission
16. Forgery of signature
17. Use of Social Media during school day
18. Intimidation, bullying or extortion on Social Media

EXCEPTIONAL SERVICES STUDENTS

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

STUDENT CONDUCT AND GRADES

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

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

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

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

Policy JCAA – DUE PROCESS

DUE PROCESS

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

STEP ONE: INITIAL INFORMAL HEARING

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

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

recommendation of expulsion.

4. IMMEDIATE SUSPENSION AND RECOMMENDATION OF SUSPENSION OF 11 DAYS OR MORE/EXPULSION:

The principal or the superintendent may immediately suspend a student for 10 days or less and recommend a suspension of 11 days or more or expulsion, as appropriate under the circumstances. The suspension shall be effective immediately, pending the conclusion of due process on the recommendation of long-term suspension or expulsion.

5. DENIAL OF ADMISSION:

The principal or superintendent may recommend a denial of admission which shall be effective immediately, pending the conclusion of due process.

STEP TWO: APPEAL

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

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

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

[School Appeals Committee OR insert appropriate body or designee] may be held at any appropriate time without application of the 10-day limitation.

3. The hearing will be before the [School Appeals Committee OR insert appropriate body or designee:]
 1. [The Committee shall be composed of three or more school administrators, none of whom may be on the staff of the school from which the student is enrolled.
 2. The superintendent's designee will serve as the investigator, convener and administrative officer of the Committee but shall not vote.]
4. The [Committee OR insert appropriate body or designee] shall hear and consider all cases presented and is authorized to:
 1. To concur or not concur in the suspension, expulsion, or non-admission recommendation.
 2. To confirm or specify the duration of a suspension of eleven days or more, to remove the suspension or expulsion or to recommend admission: and
 3. Subject to review and approval of the superintendent, to recommend limited or unlimited expulsion or non-admission to the board.
 4. The [Committee OR insert appropriate body or designee] shall prepare a written summary of each case.
5. All expulsion and non-admission recommendations shall be subject to review by the superintendent and by the board.
6. After completing this appeal step, a parent, legal guardian, or custodian aggrieved by a decision to suspend his child may request review of the decision by the board. A request for review must be submitted to the board within 2 days after receiving a decision at this appeal step.

[OPTIONAL] STEP THREE: REVIEW BY THE SUPERINTENDENT

Applies to: Expulsions

Denials of admission

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

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

STEP FOUR: REVIEW BY THE BOARD

Applies to: Suspensions (only upon request by parents)

Expulsions

Denials of admission

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

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

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

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

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

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

1. Bullying (continuous) **See Policies JDDA; JDDA-P**
2. Threatening: statement or motion that makes someone else afraid
3. Intimidation: influence by fear
4. Teasing in a derogatory manner
5. Instigating, provoking, or encouraging conflict; starting or passing rumors
6. Sexual harassment: inappropriate sexual comments or gestures
7. Profanity (directed), derogatory or disrespectful remarks, etc.
8. Stealing
9. Fighting or class disturbances (serious)
10. Gang/Group Fighting/Multiple Participants
11. Gambling

12. Insubordination, refusal to obey reasonable requests
13. Destruction of school property
14. Firecrackers and other explosives
15. Visiting other school campuses or attending school activities that have been declared off limits, without permission
16. Forgery of signature
17. Use of Social Media during school day
18. Intimidation, bullying or extortion on Social Media

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

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

Constant demonstration of the negative behaviors listed above will result in a disciplinary hearing. The Disciplinary Hearing Committee will make recommendations to the Superintendent/Board of Trustees as to expulsion, length of suspension or alternate placement of a student sent before a Disciplinary Hearing Committee for a disciplinary infraction. The Superintendent/Board of Trustees will either approve or override the recommendations of the Disciplinary Hearing Committee.

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

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

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

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

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

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

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

MISSISSIPPI SCHOOL SAFETY ACT OF 2001

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

may be obtained from the Principal's office.

CUTTING CLASS

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

- 1st Offense.....Parent Conference** 1 day In-School Tutorial
2nd Offense..... 3 days of In-School Tutorial
3rd/Successive Offenses..... 10 days of In-School Tutorial

The Principal may require a student to complete an alternate disciplinary program, such as the After-School Detention on Tuesday's and/or Thursday's Program.

GENERAL STATEMENTS OF GOOD BEHAVIOR, GRADES K-12

1.	Follow school and classroom rules.			
2.	Always get a hall pass before leaving class.			
3.	Keep to the right when walking in the hall.			
4.	Avoid acts which are considered poor behavior and for which disciplinary action may result:			
	•	Using profanity	•	Screaming/yelling
	•	Fighting	•	Whistling
	•	Littering	•	Horse playing/pushing/shoving
	•	Running in the halls	•	Defacing school property
	•	Throwing objects	•	Tampering with fire alarms or fire extinguishers
	•	Stealing	•	Loitering
	•	Committing acts of violence	•	Not obeying reasonable requests
	•	Instigating fights/violence	•	Leaving the classroom without permission
	•	Calling names/ridiculing	•	Spitting
	•	Bullying		

PLAYGROUND RULES (Grades Pre- K -5)

- Teachers must be required to do a safety sweep prior to allowing students play time on the
- Follow directions of the staff.
- Use equipment properly.
 - Sit in swings. Do not swing too high.
 - Do not push another child on swings or slides.
 - Use steps only to climb slides. Only one person slides
 - Only one person on top of monkey
- Do not throw rocks or other harmful
- Do not curse or tease.
- Play in assigned areas only. Do not run
- Actively monitoring students

DISCIPLINARY PROCEDURES

Minor problems will be handled by the classroom teacher in a routine manner through discussions with the student and other appropriate preventive infractions.

SATURDAY DETENTION PROGRAM (If Operational) See Policy Code: JDC

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

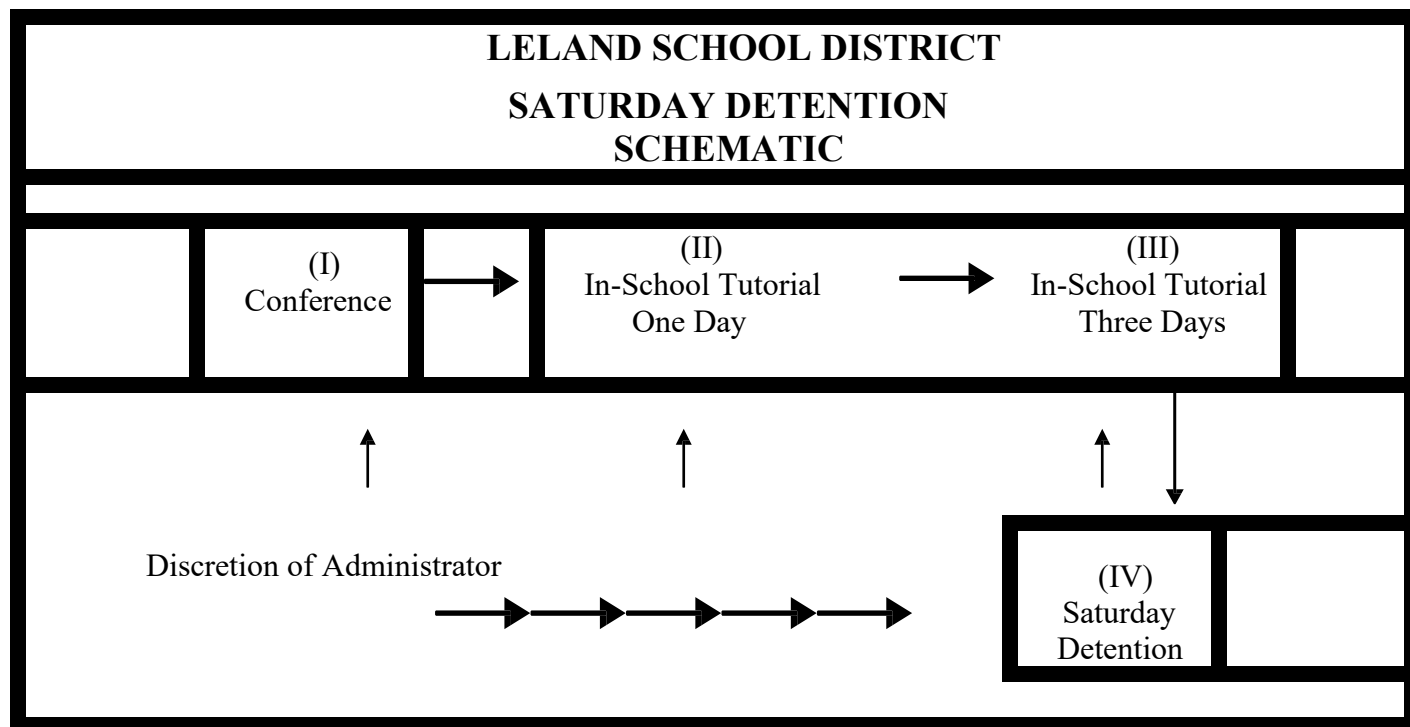
- I. The Principal and staff may use a variety of resources to modify student behaviors that disrupts the learning process -
 - A. The special abilities of local school personnel
 - B. The assistance of parents or guardians
 - C. The legal and rehabilitative agencies of the city, county, and state
- II. Behavior that may result in a student's being assigned to Saturday Detention includes any behavior which interferes with the teaching and learning process or interferes with the safe management of students in or about the school building or school property, or during any school-sponsored activity. Inappropriate behaviors that will be targeted for priority attention are-
 - A. Spitting, pushing (shoving), horse playing
 1. Spitting: anything ejected from the mouth with the intent of landing on a person or property
 2. Pushing: to move another person by force with any part of the body
 3. Horse playing: scuffling, playing aggression which may lead to serious confrontation
 - B. Invading or damaging personal or school property
 1. Invading: violating personal space and property, i.e., desk, coat, locker, backpack, snatching notes, hats, personal property (including but not limited to the items listed)
 2. Damaging: marking, tearing, ripping, or breaking that results in minor damage (including but not limited to items listed)
 - C. Taunting, ridicule, implied hostility
 1. Taunting: sarcastic challenge, insult, jeer, mock (including but not limited to the items listed)

2. Ridicule: act of exposing to laughter, name calling; to make fun of; belittle; mock; scorn; jeering; provoke; insult; challenge (including but not limited to the items listed)

D. Profanity: inappropriate offensive and profane language (without intent to harm)

The Principal shall determine if a behavior should be treated as a nuisance or a severe infraction of rules, policies, law.

- III. When a student is referred to the office, at a minimum, the student will have a conference with an Administrator, and the Administrator will take prompt and reasonable steps to notify parent of the referral, and the action that was taken by the Administrator and the possible consequence of future misconduct.
- IV. A student referred to the office for causing school disruptions three times within the same marking period will be subject to assignment to **Saturday Detention**, after which suspension, and/or placement in the alternative program will be the next options available. Behaviors for which a referral may be made are described in Section II of this document, the student handbook, district policies and procedures, and state statutes.
 - A. Unless a referral requires invoking other disciplinary sanctions, the **first referral to the office** for inappropriate behavior may be handled with a **conference**.
 - B. Unless a referral requires invoking other disciplinary sanctions, the **second referral to the office** for inappropriate behavior may result in the student being placed in **in- school tutorial for one day**.
 - C. Unless a referral requires invoking other disciplinary sanctions, the **third referral to the office** for inappropriate behavior may result in the student being placed in **in- school tutorial for three days**.
 - D. An Administrator has the discretion of placing a student in Saturday **Detention** with an initial referral based on the severity of the referral, previous behavior, or other extenuating circumstances.
 - E. Nothing in this section is intended to limit the authority of an Administrator to suspend or request the expulsion of a student pursuant to state law or district policy.
- V. Saturday Detention Program
 - A. The Saturday Detention program is designed to get parents to share in the accountability for their children's behavior, and to accept some of the responsibility for reforming student behavior that is disruptive to the teaching and learning process.
 - B. A **fourth referral to the office** for inappropriate behavior will result in an assignment to **Saturday Detention** unless other disciplinary measures are more appropriate. On the day the student is referred to Saturday Detention, she/he will be placed in in-school tutorial until completion of Saturday Detention.



C. Components -

1. **Time: 8:00 a.m. - 12:00 noon.** Students and parents **must be on time**, or they will not be allowed to enter the detention room.
 - **Failure to attend** Saturday Detention will result in a **three day out-of- school suspension, and a requirement to attend the next session of Saturday Detention.**
 - **Failure to attend subsequent** detentions will result in an **indefinite suspension and a hearing before the Board of Trustees.** A list of all students and parents refusing to attend Saturday Detention will be forwarded to the school attendance officer and Youth Court Judge.
2. **Place: School campus (library, classroom, etc.)**
3. **Activities**
 - a. **8:00 a.m. - 10:00 a.m.:** Parents and students will interact with each other
 - Assisting and checking homework, academic skills
 - Discussion groups: Alternatives to inappropriate behavior
 - b. **10:00 a.m. - 12:00 noon:** Students will complete work projects in and around the school/district. Projects will include, but are not limited to -
 - Cleaning
 - Weeding
 - Painting
 - Picking up litter
 - c. **10:00 a.m. - 12:00 noon:** Parents may leave but must return to pick up their children promptly at 12:00 noon.

4. Staff: The program will have a paid detention program director and, when necessary, the assistance of administrators and staff on an assignment basis (for which "comp" time may be acquired).
 5. Failure to successfully complete the program will result in an out-of-school suspension and re-assignment to Saturday Detention.
 6. Extenuating circumstances - Religious preference, death, illness, etc. - may be cause for rescheduling which may occur one weekday night from 6:00 p.m. - 10:00 p.m.
- D. Students receiving letters on a Friday will be assigned to Saturday Detention the following Saturday, rather than the Saturday immediately following the Friday on which the letter was given to the student. The student's parents/guardian must come to the conference the Monday following the Friday to allow the child to continue to go to class.
1. Failure of parent to come to the conference - The child will be placed in in-school tutorial until he/she and parent attend Saturday Detention. (A list of all students and parents refusing to attend Saturday Detention will be forwarded to the school attendance officer and Youth Court Judge.)
 2. Failure to attend Saturday Detention - Failure to successfully complete the program will result in an out-of-school suspension and re-assignment to Saturday Detention.

MERIT SYSTEM - GRADES 6-12

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

At the beginning of the school year each student will receive a total of 100 merits. Each student is responsible for checking on the status of these merits as the school year progresses and may receive no notice pertaining to them until his/her merit standing falls below 80. The first time a student's merit standing falls below 80, he/she will be given a Low Merit Letter to take home to his/her parent(s) about possible remedies for the misbehavior. At this time parents will also be notified of the student's merit standing by mail. A copy of the Low Merit Letter will be kept on file. Also, at this point, the counselor will be requested to counsel with the student and contact the parent/guardian about possible remedies for his/her child's behavior. Once a student's merit standing returns to 90, it will be his/her responsibility to keep track of merit standing. Further notices will be given to the students and/or parents in grades 6-8 when merit standing is approaching 79.

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

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

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

1 st Offense -----	Mandatory Suspension/Parent Conference
2 nd Offense-----	3 days In School Tutorial
3 rd Offense-----	Parent Conference and 3 days Out of School Suspension
4 th Offense-----	Behavioral Compact Agreement (Parent- Student-School)
5 th Offense -----	Disciplinary Committee Hearing

It is recommended (but not mandatory) that the Disciplinary Committee follows these steps:

1 st Hearing -----	One Week Alternative Program
2 nd Hearing -----	Four Weeks Alternative Program
3 rd Hearing -----	Eight/Nine Weeks Alternative Program

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

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

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

The parent(s) will be notified of the student's suspension each time his/her merit standing falls below 80. After each suspension the student will be given a merit standing of 90 (students may work off demerits that resulted in a suspension, but only up to 90).

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

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

Forms will be issued to each teacher and staff member that may be used for the reporting of demeritable behavior. It is, however, recommended that with the first offense the form be completed and turned in, but no demerits given; teachers are encouraged to talk with students about their misbehavior and encourage them to conform to more acceptable standards.

Thereafter, if students continue to misbehave, they should get demerits in the following manner:

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

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

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

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

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

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

Once a student returns from suspension and is given a merit standing of 90, he/she will be closely monitored and counseled by the counselor. A student must be very conscientious about his/her standing and try to work with his/her teachers and counselors to maintain a good rating.

RULES AND REGULATIONS GOVERNING SUSPENSION OR EXPULSION OF STUDENTS

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

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

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

Disciplinary hearings will be held at or after 3:45 p.m., unless otherwise notified.

BEHAVIORAL SUPPORT TEAMS

Behavioral support teams will be established for students with continuous disruptive behavior. Staff members who work directly with students for whom behavioral support plans must be written must participate in the development and implementation of these plans.

PARENTAL RESPONSIBILITY

Mississippi Law 97-37-13

Weapons Possession - A parent may be guilty of a misdemeanor and fined up to \$1000 and/or up to 6 months in county jail for knowingly allowing a child (under 18) to have, own or carry a concealed weapon.

Mississippi Law 37-11-53

General Responsibility for Child's Acts - A parent, guardian, or custodian of a compulsory-school- age child enrolled in a public school district shall be responsible for any criminal fines brought against such student for unlawful activity.

Any parent, guardian or custodian of a compulsory-school-age child who refuses or willfully fails to perform any of the duties imposed upon him or her under the provisions of the law shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed **Three Thousand Five Hundred Dollars (\$3,500.00)**.

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

Conference Attendance - A parent may be guilty of a misdemeanor and fined up to \$250.00 for failure to attend a noticed conference.

Mississippi School Safety Act of 2001

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

“CONNECTIONS” HOTLINE

The “Connections” Hotline is a toll-free number, answered 24 hours a day, at the Department of Public Safety. The purpose of the hotline is to furnish parents, students, staff, teachers, and Administrators with a place where they can report issues, situations, and information regarding school safety in an anonymous manner without fear of retribution. **The number is 1-888-827-4637.**

ACCIDENTS/SUDDEN ILLNESS

The school attempts to provide an environment in which the child will be safe from accidents. If a minor accident occurs, first aid will be administered.

No care beyond first aid, defined as the immediate and temporary care given in case of accidents or sudden illness, will be given. (See District General Guidelines).

School staff members faced with an emergency affecting the health and welfare of a student will exercise their best judgments as to the procedures for handling the emergency. If available, instructions on the emergency medical authorization form completed by the parent and district procedural guidelines will be followed in every case, in so far as possible, by staff members. Should there be a need to obtain emergency medical care, the parent will be liable for medical charges. Parents are encouraged to purchase school insurance.

PROCEDURAL GUIDELINES FOR ACCIDENTS/SUDDEN ILLNESS

1. Teachers must report all accidents to the office and make a written report. This includes accidents at school and at school activities.

Anytime an incident occurs on a trip outside the district, this needs to be reported to the Principal and the Superintendent as soon as possible. All accidents must be reported to parents.

2. The teacher should never send the victim of an accident or an ill student to the restroom or the office without assistance.
3. School personnel should not exceed the practice of first aid in dealing with a student's injury or sickness.
4. Each teacher should be aware of any medical problem that has been listed on the Medical Authorization Form.
5. If in doubt, the teacher should send for the building administrator.
6. If the injury has occurred as the result of a fall or there is possible internal injury, the teacher should not move the injured student.
7. If a student is sent to the hospital prior to the successful notification of a parent/guardian, a certified school employee will accompany the injured or ill student.

If the parent cannot be located, the school will call the ambulance; however, the school is not liable for any expenses incurred.

PROCEDURE FOR REQUESTING FIELD TRIPS

The Principal must get the Superintendent's approval by telephone before sending any "Field Trip Request" forms to the Superintendent. This must be done two weeks prior to submission of the request. Barring extenuating circumstances, a request submitted contrary to the two-week policy will not be honored.

A Teacher may request field trips by completing the district "Field Trip Request" form and submitting this form to the Principal. The sponsor of the field trip will bear the cost of the trip, not the School District.

The Superintendent must receive the form two weeks before the trip (Board Policy EDDA-A). There will be a limited number of field trips allotted to each teacher per year. Upon approval by the Superintendent, the Teacher or sponsor requesting the field trip must submit to the office a formal request and the office must do the following at least two weeks prior to the trip:

1. Send "Request to Use School Vehicle" form and send this form to bus yard coordinators.
2. Contact Ms. Stephanie Bush, Director of Food Services, to give her the date of the trip, the number of sack lunches required, and the time for pick-up. Sack lunches will be provided for each student who receives a free or reduced lunch, as well as for students who wish to pay for a sack lunch. (Refer to Guidelines for Sack Lunches.)

Parent permission forms shall not be secured until the field trip has been approved by the Superintendent.

Any further instructions concerning transportation and food services will be explained to the teacher making the request upon completion of the above requirements.

GUIDELINES FOR SACK LUNCHES

As soon as the Field Trip Request is approved, the teacher requesting the field trip must send a copy of the approved request to the Food Service Director. This request should be received **two weeks before the trip**.

All Field Trip Requests must have the number of sack lunches needed and the time that they are to be picked up.

If there is a change in the number of lunches needed, the Cafeteria Manager is to be notified.

Each student's name, lunch number and amount of money paid, if any, must be listed and turned in to the Cafeteria Manager along with all money collected when the lunches are picked up. (Forms are in Principal's office.)

Teachers must provide ice chests for milk and sandwiches. Each chest must be labeled with the teacher's name and must be sent to the cafeteria as soon as possible on the morning of the trip.

DISCRIMINATION/COMPLIANCE EQUAL OPPORTUNITY EMPLOYMENT

See Policy Code: **GAAA**

This District will not discriminate, in its operation, on the basis of race, color, creed, national origin, sex, marital status, age, religion or lack thereof, or handicapping conditions, in accordance with federal and state laws.

COMPLIANCE POLICIES

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

The Vocational Department encourages males and females to enroll in nontraditional classes and to train for nontraditional jobs.

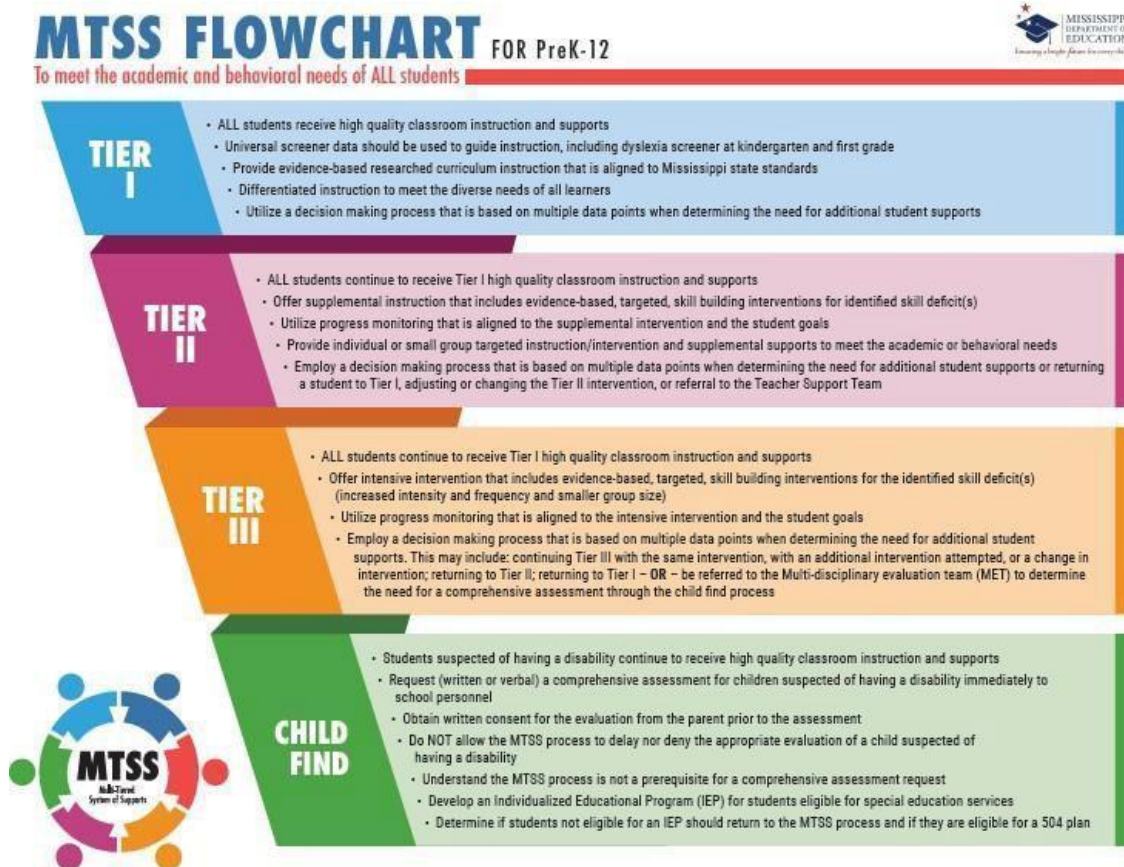
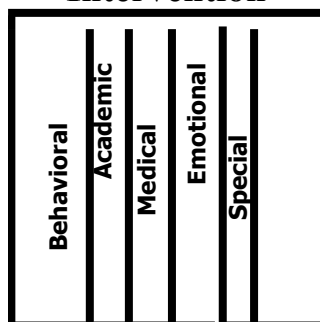
Copies of the federal regulations for Section 504 of the Vocational Rehabilitation Act of 1973 are available in the Principal's office in each school building, upon request. The local coordinator of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act is Mrs. Mary Faith Austin, Special Education Director 200 Milam Street, Leland, MS 38756; Mrs. Austin's office is located in the LELI building located at the Leland School Park campus, telephone number – (662) 686.5032.

TEACHER SUPPORT TEAM

Each school will form a Multiple Tiers Support System (MTSS) as mandated by State Board Policy 4300 composed of the following members:

- | | |
|--------------------------|-----------------------------------|
| 1. Principal or Designee | 5. Special Education Case Manager |
| 2. Counselor | 6. Regular Education Teachers |
| 3. Lead Teacher | 7. Other |
| 4. Support Staff | |
| 5. Speech Pathologist | |

Intervention



The MTSS Committee Team Members should be inclusive of a representative from each content area: English, Math, Science, Social Studies, Exceptional Education, Counselor and Principal.

PROCEDURE FOR TITLE IX

Step One: Any student or employee who has a complaint of sex discrimination prohibited by federal law contained in Title IX of the educational amendments of 1972 shall attempt promptly to resolve the complaint by discussion with his/her principal, in the case of a student, or his/her supervisor, in the case of an employee. The complaint should be clearly stated with factual details. The Principal/Supervisor shall keep a written record of the discussion and provide a copy to the student/employee involved.

Step Two: If the complaint is not resolved in step one, the complainant may file the complaint in writing with the Title IX office for the school. The Title IX office shall keep a written record of the discussion and provide a copy to the student/employee involved. The school system's office responsible for Title IX is Dr. Nehru Brown, Federal Programs @ 662-686-5000.

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

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

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

The same procedures shall be followed if a student or employee has a grievance with any one of the compliance policies listed in the student/teacher handbooks.

REQUIRED INSTRUCTIONAL PRACTICES

The **Leland School District** requires that, at a minimum, the delivery of instruction in the school district includes use of and adherence to the following teaching principles, concepts, strategies and/or pedagogy:

1. Implementation of a structured writing process/program across the curriculum;
2. Implementation of a fully, articulated, and integrated Tech Prep program;
3. Utilization of large/small group instructional activities, to include (but not be limited to) cooperative learning/peer learning/multi-age learning/direct instruction/learning contracts;
4. Utilization of both phonetic and whole language approaches in teaching reading/language arts;
5. Utilization of both selected/constructed-response assessments (to include comprehensive performance-based assessments each semester) for evaluation of student progress;
6. Implementation of laboratory-based science activities on a regular and routine basis;
7. Implementation of a broad-based, in depth library utilization program;
8. Implementation of a structured, test preparedness program to strengthen students' test-taking skills;
9. Utilization of computer technology as an instructional tool;
10. Demonstration of sensitivity to the emotional, social and developmental needs of students;
11. Implementation of activities that strengthen communication/listening/speaking skills; and
12. Utilization of teaching methods that recognize the need to modify instruction because of a variety of learning styles/learning rates/capabilities.

See Policy Code: **ID**

Each teacher in the **Leland School District** is required to use the district instructional management plan (IMP) or assigned benchmarks/competencies for each course to deliver the core curriculum. The Principal will provide each teacher a copy of the IMP at the beginning of the school year. **It is the teacher's responsibility to contact the Principal if he/she does not have a copy of the IMP or benchmarks/competencies for each course by the first day of school.** Teachers are required to teach the core objectives (benchmarks) outlined in the IMP/Mississippi Curriculum Frameworks. These objectives are the minimum requirement and must be taught and assessed. Teachers may also teach other objectives that enrich or enhance their curriculum.

In the delivery of instruction, teachers should employ activities based on the various instructional domains found in Bloom's Taxonomy, learning styles of students, and other effective pedagogical principles. Teachers must not limit students to knowledge and comprehension levels of instruction; application, analysis, synthesis, and evaluation must be a vital part of instruction. Teachers must design and use questions to promote different levels of thinking

Teachers are required to use a variety of teaching strategies. A teacher must plan to effectively meet the needs of students with different rates of learning, learning styles, and capabilities. Students must be active participants in the classroom, and cooperative learning is strongly encouraged.

In selecting materials and resources, teachers must keep in mind that **the textbook is a resource, not the district's curriculum**. The **Leland School District** is very fortunate to have extensive materials and resources and is making progress in implementing technology for classroom instruction. Teachers must take advantage of all these avenues to meet the needs of students.

Teachers must assess students in a manner that requires them to think and solve problems, rather than simply memorize facts. Teachers may assess mastery of objectives in a variety of ways, with teacher-made tests being one mode of assessment. Performance assessments are a required assessment method in the **Leland School District**. Other suggested assessments include anecdotal records, checklists, demonstrations, exhibitions, logs/journals, oral presentations, peer responses, portfolios, reflections, self-evaluations, video tapes, writing assignments, etc.

Teachers are required to keep individual progress charts for each student. A copy of the progress chart for each subject area is included in the IMP, or as a separate instrument. Principals are responsible for sending copies of progress charts to be used by two parents at the beginning of the school year, in order for parents to have a list of required objectives (benchmarks) for each subject area.

JOB DESCRIPTION – CERTIFIED INSTRUCTIONAL

STAFF QUALIFICATIONS

REPORTS DIRECTLY TO:

Principal or building administrator

SUPERVISORS:

Staff members/students designated by the principal, and/or Superintendent, and/or Board of Trustees.

JOB GOAL:

To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women and enable them to master assigned learning outcomes.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and at the same times designated.
2. Develop lesson plans and instructional materials as required.
3. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
4. Provides written evidence of lesson preparation upon request of immediate superior.
5. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
6. Plans and implements instruction that meets the individual needs, interests, learning styles, rates of learning, and abilities of the students.
7. Guides the learning process towards the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students.
8. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
9. Works cooperatively with special needs teachers to provide for the learning needs of students who have been identified as educable mentally retarded, 504 eligible, handicapped, etc.
10. Assists in resolving the unique psychological or disciplinary problems of special needs students.
11. Assists in screening, evaluating and/or recommending placement of applicants in the school's special services program.
12. Meets the needs of students with a variety of interests.
13. Establishes and maintains standards of pupil behavior needed to achieve a functioning learning atmosphere in the classroom, as required by law, policy, regulation, and procedure.
14. Employs a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
15. Implements prescribed curricula for assigned teaching areas as required.
16. Assesses the readiness, progress, and accomplishments of students on a regular and timely basis and provides reports as required.
17. Instructs students in the rights and responsibilities of American citizenship.
18. Diagnoses the learning disabilities of students on a regular basis, seeking assistance of specialists when necessary.
19. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
20. Completes and maintains accurate, complete, and correct records as required by law, district policy and administrative regulation and procedure.

21. Maintains professional competence through professional development activities provided by the district and through self-selected professional growth activities.
22. Maintains accurate inventory records for assigned equipment, supplies and materials.
23. Supervises students in in-school and out-of-school settings, as required.
24. Administers standardized tests in accordance with state and district testing program.
25. Participates in curriculum development activities and curriculum collaboration activities.
26. Participate in faculty committees and the sponsorship of pupil activities.
27. Communicate with parents and school counselors regarding the educational, social and personal problems of students, as required by law, policy, regulation and procedure.
28. Identifies pupil needs and cooperates with other professional staff members in helping students solve health, attitude and learning problems.
29. Attends after-school/extracurricular activities as required.
30. Reads teacher and student handbooks and documents in their entirety at the beginning of the school term, or as disseminated.
31. Performs other assignments and duties deemed necessary and appropriate for the performance of job assignment.

TERMS OF EMPLOYMENT:

Nine, ten, or eleven-month year. Salary and work year to be established by law or Board policy

EVALUATION:

The performance of this job will be evaluated in accordance with provisions of the Board's policies on supervision and evaluation of certified staff.

LELAND SCHOOL DISTRICT PERSONNEL APPRAISAL SYSTEM

CERTIFIED STAFF See Policy Code: **GBI**

The Leland Board of Trustees has adopted formal personnel appraisal procedures for the purpose of assessing staff job performance throughout the year. The cornerstone of the appraisal system is the on-going use of sound supervision and evaluation guidelines, processes and procedures.

The purpose of this section of the staff handbook is to provide staff members with a review of the statutes, processes and/or procedures to be used in the evaluation of on-the-job-performance of certified staff members.

The major reference points for this section are found in the Mississippi Code (37-19-7; 37- 3-2[12][13][14] and 37-3-46[b]) and District policy.

District Personnel appraisal system instruments will be used in conjunction to the Professional Growth System

- **Walk-through (multiple) – 10% - Average**
- **(2 per yr.) Job I – 15%**
- **(2 per yr.) Job II – 25%**
- **Teacher Growth Rubric – 50% - State guidelines implemented**

What is: Professional Growth System – Teacher Growth Rubric

The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement. A well-designed and well implemented educator effectiveness system will provide critical information to the Mississippi Department of Education (MDE), local districts, and schools to inform professional learning and improve student outcomes.

Goals:

- All Students Proficient and Showing Growth in All Assessed Areas
- Every Student Graduates from High School and is Ready for College and Career
- Every Child Has Access to a High-Quality Early Childhood Program
- Every school has effective teachers and leaders
- Every Community Effectively Using a World-Class Data System to Improve Student Outcome
- Every School District is Rated “C” or Higher

Multiple Measures:

Teacher Growth Rubric includes multiple methods of evaluation in order to appraise every teacher on all standards.

Measures include:

- Formal classroom observations
- Pre-observation and post-observation conferences
- Informal “walkthrough” observations

Mississippi Statewide Teacher Appraisal

Teacher Growth Rubric – Mississippi Professional Growth System

Mississippi Professional Growth System

The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement

The Teacher Growth Rubric is divided into four domains. Each domain includes standards directly related to that domain.

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning
2. Lessons have high levels of learning for all students

Domain II: Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning
4. Provides multiple ways for students to make meaning of content

Domain III: Culture and Learning Environment

5. Manages a learning-focused classroom community
6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
7. Creates and maintains a classroom of respect for all students

Domain IV: Professional Responsibilities

8. Engages in professional learning
9. Establishes and maintains effective communication with families/guardians

KEY BOARD POLICIES

School board policy manuals for each school will be found in the Principal's office, and/or the school library, and/or the teachers' lounge or workroom. However, for your convenience relevant policies have been included

Teacher Growth Rubric

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

Lessons:

4

Include student learning outcomes and instructional activities that

- are fully aligned to current Mississippi College and Career Ready Standards or Framework
- are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
- reflect collaboration with other school staff within and across disciplines to enrich learning

3

Include student learning outcomes and instructional activities that

- are fully aligned to current Mississippi College and Career Ready Standards or Framework
- are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning

2

Include student learning outcomes and instructional activities that

- are partially aligned to current Mississippi College and Career Ready Standards or Framework
- are part of an ineffective sequence of learning with few connections made to previous and future learning

1

Include student learning outcomes and instructional activities that

- are not aligned to current Mississippi College and Career Ready Standards or Framework
- are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

4

Provide assignments and activities that contain the following components:

- appropriate scaffolding that effectively builds student understanding
- ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
- differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning
- opportunities for students to choose challenging tasks and instructional materials

3

Provide assignments and activities that contain the following components:

- appropriate scaffolding that effectively builds student understanding
- ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
- differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning

2

Provide assignments and activities that contain the following components:

- minimal scaffolding that builds student understanding
- limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery
- some differentiation based on students' abilities and learning styles
- limited student-centered learning
- adequate connections to students' prior experiences¹ or learning

1

Provide assignments and activities that contain the following components:

- no scaffolding that builds student understanding
- little or no evidence that the teacher knows each student's level
- little or no differentiation based on students' abilities and learning styles
- little or no evidence of student-centered learning
- few connections to students' prior experiences¹ or learning

¹ Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.

Domain II: Student Understanding

Evidence includes classroom observations.

3. ASSISTS STUDENTS IN TAKING RESPONSIBILITY FOR LEARNING AND MONITORS STUDENT LEARNING

Teacher:

- | | |
|----------|---|
| 4 | <ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is accessible for every student at his/her level Uses formative assessments to effectively monitor student progress Provides ample and effective opportunities for students to self-assess and correct their own errors Provides students with clear, specific, actionable, and timely feedback Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests |
| 3 | <ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is accessible for every student at his/her level Uses formative assessments to effectively monitor student progress Provides effective opportunities for students to self-assess and correct their own errors Provides students with clear, specific, actionable, and timely feedback Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning |
| 2 | <ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is accessible for most students Uses formative assessments to adequately monitor student progress Provides adequate opportunities for students to self-assess and correct their own errors Provides students with adequate feedback |
| 1 | <ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is not accessible to most students Inadequately monitors student progress Provides inadequate opportunities for students to self-assess and correct their own errors Provides students with little or no feedback |

4. PROVIDES MULTIPLE WAYS FOR STUDENTS TO MAKE MEANING OF CONTENT

Teacher:

- | | |
|----------|---|
| 4 | <p>Moves all students to deeper understanding of content through various techniques including</p> <ul style="list-style-type: none"> a variety of explanations and multiple representations of concepts extended productive discussion effective questioning to support students' attainment of the learning goals making connections to other content across disciplines independently connecting lesson content to real-world application |
| 3 | <p>Moves almost all students to deeper understanding of content through various techniques including</p> <ul style="list-style-type: none"> a variety of explanations and multiple representations of concepts extended productive discussion effective questioning to support students' attainment of the learning goals making connections to other content across disciplines independently connecting lesson content to real-world application |
| 2 | <p>Moves most students to deeper understanding of content through various techniques including</p> <ul style="list-style-type: none"> a variety of explanations and multiple representations of concepts extended productive discussion effective questioning to support students' attainment of the learning goals making connections to other content across disciplines independently connecting lesson content to real-world application |
| 1 | <p>Does not move or moves few students to deeper understanding of content through various techniques including</p> <ul style="list-style-type: none"> a variety of explanations and multiple representations of concepts extended productive discussion effective questioning to support students' attainment of the learning goals making connections to other content across disciplines independently connecting lesson content to real-world application |

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

5. MANAGES A LEARNING-FOCUSED CLASSROOM COMMUNITY

Teacher:

- 4**
 - Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
 - Proactively monitors student behavior and redirects when necessary to maximize instructional time
 - Provides effective collaborative learning opportunities whenever appropriate
 - Ensures students take ownership of their work and are active participants in their learning
 - Provides opportunities for students to take on academic leadership roles that promote learning
- 3**
 - Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
 - Proactively monitors student behavior and redirects when necessary to maximize instructional time
 - Provides effective collaborative learning opportunities whenever appropriate
 - Ensures all or almost all students are active participants in their learning
- 2**
 - Creates adequate routines and expectations for students to safely voice opinions and ask and answer questions
 - Adequately monitors student behavior
 - Provides adequate collaborative learning opportunities for students
 - Ensures most students are active participants in their learning
- 1**
 - Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions
 - Inadequately monitors student behavior
 - Provides inadequate collaborative learning opportunities for students
 - Ensures some or few students are active participants in their learning

6. MANAGES CLASSROOM SPACE, TIME, AND RESOURCES (INCLUDING TECHNOLOGY WHEN APPROPRIATE) EFFECTIVELY FOR STUDENT LEARNING

Teacher:

- 4**
 - Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
 - Maximizes time such that students always have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher
 - Provides opportunities for students to share responsibility for leading classroom routines and/or procedures
- 3**
 - Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
 - Maximizes time such that students always have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher
- 2**
 - Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows brief periods of time when students do not have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and require substantial direction from the teacher
- 1**
 - Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows significant periods of time when students do not have something meaningful to do
 - Creates an environment where students do not execute transitions, routines, and procedures in an orderly and efficient manner

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

7. CREATES AND MAINTAINS A CLASSROOM OF RESPECT FOR ALL STUDENTS

Teacher:

4

- Communicates respectfully to all students
- Effectively fosters respectful relationships among all students
- Demonstrates a strong positive relationship with all students
- Fosters a classroom culture where students give unsolicited praise or encouragement to their peers

3

- Communicates respectfully to all students
- Effectively fosters respectful relationships among all students
- Demonstrates a strong positive relationship with all students

2

- Communicates respectfully to students with rare exceptions
- Fosters respectful relationships among some students but not others
- Demonstrates a strong positive relationship with some students but not others

1

- Often communicates disrespectfully with students
- Does not foster respectful relationships among students
- Does not demonstrate a strong positive relationship with students

Domain IV: Professional Responsibilities

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

8. ENGAGES IN PROFESSIONAL LEARNING

Teacher:

4

- Proactively seeks out and participates in professional learning activities
- Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
- Strengthens teaching practice based on observer feedback and other types of performance data
- Shares new information and lessons learned with colleagues
- Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction

3

- Proactively seeks out and participates in professional learning activities
- Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
- Strengthens teaching practice based on observer feedback and other types of performance data
- Shares new information and lessons learned with colleagues

2

- Participates in required professional learning activities
- Applies knowledge gained from professional learning but does not fully integrate the new information
- Applies some observer feedback to improve teaching practice

1

- Participates in required professional learning activities
- Does not apply knowledge gained from professional learning
- Applies little or no observer feedback to improve teaching practice

School Counselor Growth Rubric Domains and Standards

The School Counselor Growth Rubric has four domains and 9 standards.

Domain I: Comprehensive School Counseling Program Planning

- 1:** Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.
- 2:** Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.

Domain II: Delivery of Direct and Indirect Services

- 3:** Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.
- 4:** Collaborates and consults with stakeholders in order to provide referrals on behalf of students' academic achievement, college/career and social/emotional development.
- 5:** Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes.

Domain III: Culture and Learning Environment

- 6:** Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning, and social/emotional well-being.
- 7:** Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Domain IV: Professional Responsibilities

- 8:** Adheres to the American School Counselor Association's ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective self-reflection.
- 9:** Demonstrate the scope of school counseling practice in the educational setting and participate in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

COUNSELOR GROWTH RUBRIC STANDARDS

1. Certificate, license, or other legal credential required (must meet all requirements of NCLB).
2. Required degrees(s) in area(s) of teaching.
3. Such additional qualifications as the Board may find appropriate and acceptable.

Counselor Growth Rubric

Domain I: Comprehensive School Counseling Program Planning

1. Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.

Evidence:

- Annual Administrative Conference
- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Stakeholder Presentations
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)

4

- Fully implements all components of a comprehensive school counseling program and frequently reflects on future program needs
- Consistently partners with multiple stakeholders to ensure the comprehensive program is based on needs
- Consistently establishes goals, plans, and strategies that align with the school's goals and mission

3

- Implements most of the components of a comprehensive school counseling program, reflects on future program needs
- Frequently partners with stakeholders to ensure the comprehensive program is based on needs
- Frequently establishes goals, plans, and strategies that align with the school's goals and mission

2

- Plans the implementation of a few components of a comprehensive school counseling program
- Sometimes partners with stakeholders to ensure the comprehensive program is based on needs
- Establishes few goals, plans, and strategies that align with the school's goals and mission

1

- Does not plan the implementation of the components of a comprehensive school counseling program
- Does not partner with stakeholders to ensure the comprehensive program is based on needs
- Does not establish goals, plans, and strategies that align with the school's goals and mission

2. Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.

Evidence:

- Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)
- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)
- Annual Student Outcome Goals
- Participation, Mindsets & Behaviors, and Outcome data

4

- Consistently collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of all students
- Consistently uses data to identify and develop student outcome goals and collaborate with stakeholders to design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- Consistently plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

3

- Frequently collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of all students
- Frequently uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- Frequently plans a school counseling program in the three domains of academic, college/ career, and social/emotional development to promote and enhance student achievement

2

- Rarely uses data to plan and implement a comprehensive school counseling program that meets the needs of few students
- Rarely uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- Rarely plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

1

- Does not use data to plan and implement a comprehensive school counseling program that to meet the needs of the students
- Does not use data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- Does not plan a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

Domain II: Delivery of Direct and Indirect Services

3. Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional.

Evidence:

- Direct Observation
- Student Sign-In Sheets/Logs
- Detailed Calendar (weekly, monthly, annually)
- Direct services (classroom instruction, counseling (individual or group) appraisal and advisement)
- Indirect services (consultation, collaboration, referrals)

- 4**
- Clearly and effectively provides instruction aligned to the American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students and provides a school counseling curriculum focused through the lens of the ASCA Mindsets & Behaviors
 - Clearly and effectively provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - Clearly and effectively provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

- 3**
- Effectively provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - Effectively provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - Effectively provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

- 2**
- Rarely provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - Rarely provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - Rarely provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

- 1**
- Does not provide instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - Does not provide individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - Does not provide appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

4. Collaborates and consults with stakeholders in order to provide referrals on behalf of students academic achievement, college/career, and social/emotional development.

Evidence:

- Direct Observation
- Referral Source
- Parent/guardian, school, and community communication (emails, call logs, school letters, etc.)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent-Teacher Conferences, Parent Nights, etc.)
-
- Collaborate and consult with stakeholders

4

- Provides relevant information continually and initiates collaboration with stakeholders for student success
- Effectively coordinates and influences the types of services provided by school and community partners to support and promote the success of all students
- Effectively provides referrals to all students in need of additional resources and follows up regularly

3

- Provides relevant information appropriately and frequently collaborates with stakeholders for student success
- Effectively coordinates the types of services provided by school and community partners to support and promote the success of all students
- Effectively provides referrals to most students in need of additional resources and follows up intermittently

2

- Provides limited information and occasionally collaborates with stakeholders for student success
- Adequately coordinates the types of services provided by school and community partners to support and promote the success of most students
- Sometimes provides referrals to students in need of additional resources

1

- Does not provide information or collaborate with stakeholders to impact student success
-
- Does not coordinate the types of services provided by school and community partners to support and promote the success of few students
- Does not provide referrals to students in need of additional resources

5. Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, and school climate data and feedback from stakeholders in order to continually improve student outcomes.

Evidence:

- School Counselor Program Assessment/ Self-Reflection Tool
- Pre-/Post tests and surveys
- School Improvement Data
- Classroom and Group Mindsets & Behaviors Action Plans/ Result Reports
- Data (attendance, discipline, achievement, Needs Assessments, school performance reports, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)

4

- Effectively and proactively utilizes multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements
- Effectively utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and effectively develops proactive action plans to enhance or improve student success
- Effective impact on students' academics, discipline, and/or attendance evidenced by data

3

- Effectively uses multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements
- Effectively utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops appropriate action plans to enhance or improve student success
- Effective impact on students' academics, discipline, and/or attendance

2

- Adequately uses data for program monitoring, assessing effectiveness, and collaborating to make improvements
- Adequately utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success
- Limited impact on student academics, discipline, and /or attendance

1

- Does not use data for program monitoring, assessing effectiveness, and collaborating to make improvements
- Does not utilize participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success
- Does not have an impact on student academics, discipline, and /or attendance

Domain III: Culture and Learning Environment

6. Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.

Evidence:

- Detailed Calendar (weekly, monthly, annually)
- Advisory Council Meeting Documents (agenda, minutes, handouts, and sign-in/ sign-out sheet)
- Annual Administrative Conference
- Data (i.e., attendance, discipline, achievement, needs assessment, etc.)
- Early Warning System, Multi-Tiered System of Supports, and/or Positive Behavior Intervention System learning opportunities for stakeholders (i.e. faculty meeting agenda, meeting minutes, professional learning communities, school letters, sign-in, etc)

4

- Effectively collaborates with stakeholders to foster a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
- Actively engages stakeholders in the implementation of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
- Consistently and effectively removes barriers and closes achievement, opportunity, and/or information gaps; creates a variety of educational opportunities accessible to all

3

- Effectively promotes a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
- Effectively facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
- Effectively removes barriers and closes achievement, opportunity, and/or information gap

2

- **Minimally** recognizes the importance of a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
- **Adequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions **matched** to student needs
- **Limited** demonstration of effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps

1

- **Does not** recognize the importance of school climate, equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
- **Inadequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
- **Does not** demonstrate effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps

7. Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Evidence:

- Advisory Council Meeting Documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Annual Administrative Conference
- Action Plan(s) and Result(s) Report (i.e. Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Stakeholders Survey and/or Needs Assessment
- Documentation of Multilingual Communication

4

- Effectively leads and advocates for systematic change by consistently facilitating learning opportunities with key stakeholders
- **Consistently and** effectively identify systemic factors impacting student success through the use of data and **successfully** advocates for creating an equitable and inclusive learning environment
- Effectively **and proactively** advocates for a safe and respectful learning environment for **all** students

3

- **Effectively** leads systematic change by **frequently** facilitating learning opportunities with key stakeholders
- **Effectively** identifies systemic factors impacting student success through the use of data and advocates for creating an equitable and inclusive learning environment
- **Effectively** advocates for a safe and respectful learning environment for **all** students

2

- **Minimally** leads for systematic change through **limited** facilitation of learning opportunities with key stakeholders
- **Minimally** identifies systemic factors impacting student success through the use of data and **adequately** advocates for creating an equitable and inclusive learning environment
- **Adequately** advocates for a safe and respectful learning environment for **most** students

1

- **Does not** advocate for systemic change by facilitating learning opportunities with key stakeholders
- **Does not** identify systemic factors impacting student success through the use of data or **inadequately** advocates for creating an equitable and inclusive learning environment
- **Inadequately** advocates for a safe and respectful learning environment for students

8. Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines their work through self-reflection.

Evidence:

- School counseling ethics training completed each school year (agenda, certificate, records of completion, webinar, etc.)
- Professional Development documents (requests, agendas, handouts, etc.)
- Professional Organization Memberships (certificate or membership card)
- Self-Reflection Tool
- Annual Administrative Conference

4

- **Champions** American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- **Proactively seeks out** and facilitates professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession
- **Effectively** engages in self-reflection of practice by **consistently** reviewing data to set and monitor goals for improvement

3

- **Appropriately** applies American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- Participates in **and facilitates** professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession
- **Effectively** engages in self-reflection of practice by **frequently** reviewing data to set **and monitor** goals for improvement

2

- **Adequately** adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- Participates in professional learning opportunities
- **Adequately** engages in self-reflection of practice by reviewing data to set goals for improvement

1

- **Inadequately** adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- **Does not** participate in professional learning opportunities
- **Inadequately** engages in self-reflection of practice **by ineffectively or not** reviewing data to set goals for improvement

Domain IV: Professional Responsibilities

9. Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

Evidence:

- Programs, brochures, or agendas for professional development sessions for training related to theories of practice as defined in the Counselor Growth Rubric Guidebook
- Evidence of professional advocacy activities at district, state, or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
- Leadership roles in school, district, or community committees focused on student success
- Credentials and Qualifications (degree, state licenses, National Board Certified Counselor)

4

- **Consistently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Consistently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Consistently** acts as a system change agent in creating an environment advocating and supporting student success with **evidence of data to support the systemic change**

3

- **Frequently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Frequently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Frequently** acts as a system change agent in creating an environment advocating and supporting student success

2

- **Rarely** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Rarely** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Rarely** acts as a system change agent in creating an environment advocating and supporting student success

1

- **Does not** demonstrate competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Does not** demonstrate leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Does not** act as a system change agent in creating an environment advocating and supporting student success

LIBRARIAN GROWTH RUBRIC

Librarian Growth Rubric

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain I: Planning	1. Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school's instructional program	- Professional Growth Goals - Short-and Long-Term Library Goals	Consistently consults with teachers and administrators to make long-range and short-range plans for the library, fully supporting the school's instructional program	Frequently consults with teachers and administrators to make long-range and short-range plans for the library, adequately supporting the school's instructional program	Sometimes consults with teachers and administrators to make long-range and short-range plans for the library, inadequately supporting the school's instructional program	Rarely consults with teachers and administrators to make long-range and short-range plans for the library resources, with almost no support for the school's instructional program
	2. Develops and implements library policies and procedures for effective library use	- Policy and Procedure Manual (updated and implemented) - See current School Library Guide	Successfully develops and implements library policies and procedures for effective library use for all students	Adequately develops and implements library policies and procedures for effective library for most students	Inadequately develops and implements library policies and procedures for effective library use for few students	Develops and implements almost no library policies and procedures for effective library use for any students
	3. Plans for and provides necessary resources, technology, and instructional services that align with MS library standards and curriculum goals	Student Learning Outcomes	Effectively plans for, and consistently provides, necessary resources, technology, and instructional services that fully align with MS library standards and curriculum goals	Adequately plans for, and frequently provides, necessary resources, technology, and instructional services with adequate alignment with MS library standards and curriculum goals	Inadequately plans for, and sometimes provides, necessary resources, technology, and instructional services with limited alignment with MS library standards and curriculum goals	Rarely plans for, and rarely provides, necessary resources, technology, and instructional services with almost no alignment with MS library standards and curriculum goals
	4. Plans instruction that meets the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	- Student and/or Teacher Surveys - Documentation of provision (ELL/SPED/504): - High Interest-Low level, Large Print, World Languages or other resources for diverse learners	Effectively plans instruction that consistently meets the diversity of all students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	Adequately plans instruction that frequently meets the diversity of most students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	Inadequately plans instruction that sometimes meets the diversity of few students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	Rarely plans instruction that meets the diversity of any students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs
	5. Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration	Budget Report	Successfully develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for all students and teachers	Adequately develops and implements and monitors library budget, in consultation with school/district administration, for effective library for most students and teachers	Inadequately develops and implements library budget, in consultation with school/district administration for effective library use for few students and teachers	Develops and implements almost no library budget, in consultation with school/district administration, for effective library use for any students or teachers

Librarian Growth Rubric

September 2016

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain II: Management	6. Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program within district resources	Collection Analysis Reports	<i>Effectively</i> provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for all students	<i>Adequately</i> provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for most students	<i>Inadequately</i> provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for few students	<i>Rarely/does not</i> provide a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for any students
	7. Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility	- Observation: - Automated System (updated/web-based) - Library layout	<i>Effectively</i> classifies and organizes materials for easy access by all students and teachers	<i>Adequately</i> classifies and organizes materials for easy access by most students and teachers	<i>Inadequately</i> classifies and organizes materials for limited access by most student and teachers	<i>Rarely/does not</i> classify and organize materials for easy access by any students and teachers
	8. Maintains accurate library records and statistics on the use of materials	- Library Holdings - Circulation Report	<i>Effectively</i> maintains accurate library records and statistics on the use of materials	<i>Adequately</i> maintains accurate library records and statistics on the use of materials	<i>Inadequately</i> maintains accurate library records and statistics on the use of materials	Maintains almost no accurate library records and statistics on the use of materials
	9. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items	- Weeding reports/disposal of weeded books - Inventory Report - Loss Items Report	<i>Effectively</i> maintains accurate library inventory and removal of discarded books	<i>Adequately</i> maintains accurate library inventory and removal of discarded books	<i>Inadequately</i> maintains accurate library inventory and removal of discarded books	Maintains almost no accurate library inventory and removal of discarded books

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain III: Collaboration and Services	10. Encourages reading of various forms of literature by maintaining an awareness of students' reading interests and providing guidance in the selection of appropriate materials	• Observation: – Literacy promoting displays – Collaborative Library Project/ Program	Consistently maintains awareness of all students' reading interests and provides effective guidance on appropriate reading selection to encourage all students' reading	Frequently maintains awareness of most students' reading interests and provides adequate guidance on appropriate reading selection to encourage most students' reading	Sometimes maintains awareness of few students' reading interests and provides inadequate guidance on appropriate reading selection to encourage few students' reading	Rarely maintains awareness of any students' reading interests and provides almost no guidance on appropriate reading selection to encourage any students' reading
	11. Maintains effective communication with staff and students informing them of new acquisitions and library services	• Observation (select one): – Promotional Display – Library web page – Newsletter/Flyers/ Handouts – Use of safe online communication tools	Consistently communicates clearly to all students and teachers about new acquisitions and library services	Frequently communicates clearly to most students and teachers about new acquisitions and library services	Sometimes communicates clearly to few students and teachers about new acquisitions and library services	Does not communicate clearly to any students or teachers about new acquisitions and library services
	12. Determines instructional needs within the library program by consulting with library advocacy committee	• Student Learning Outcomes	Consistently determines instructional needs within the library program by consulting with library advocacy committee	Frequently determines instructional needs within the library program by consulting with library advocacy committee	Sometimes determines instructional needs within the library program by consulting with library advocacy committee	Rarely determines instructional needs within the library program by consulting with library advocacy committee
	13. Collaboratively teaches information and digital literacy as an integral part of the curriculum	• Library Schedule (fixed/ flexible) which includes either Collaborative Lesson Plans or Grade-appropriate library lessons	Consistently collaborates and effectively teaches information and digital literacy as an integral part of the curriculum	Frequently collaborates and adequately teaches information and digital literacy as an integral part of the curriculum	Sometimes collaborates and inadequately teaches information and digital literacy as an integral part of the curriculum	Rarely collaborates and ineffectively teaches information and digital literacy as an integral part of the curriculum
	14. Provides training to students and teachers in the use of resources, technology, and equipment	• Observation: – Librarian training or assisting students and/or teachers	Provides appropriate training and assistance to all students and teachers in the use of resources, technology and equipment	Provides adequate training and assistance to most students and teachers in the use of resources, technology and equipment	Provides limited training and assistance to most students and teachers in the use of resources, technology and equipment	Provides almost no training and assistance to any students and teachers in the use of resources, technology and equipment
	15. Assists students and teachers in locating information and resources for research	• Observation: – Librarian training or assisting students and/or teachers	Effectively assists all students and teachers in locating information and resources for research	Adequately assists most students and teachers in locating information and resources for research	Inadequately assists most students and teachers in locating information and resources for research	Rarely assists any students and teachers in locating information and resources for research

Librarian Growth Rubric

September 2016

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain IV: Library Environment and Facilities	16. Organizes the library for optimal use by students and faculty	- Observation: - Meets "Minimum" on facilities standards listed on the current Library Monitoring Rubric (If not, document budget request) - Appropriate permanent signage or labels	Effectively organizes materials for easy access by all students and teachers	Appropriately organizes materials for easy access by most students and teachers	Inadequately organizes materials for limited access by most student and teachers	Rarely/does not organize materials for any access by any students and teachers
	17. Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff	- Observation: - Rules posted and implemented - Safety information posted	Effectively demonstrates high expectations for all students and effectively maintains positive library environment, producing learning opportunities for all students and staff	Adequately demonstrates high expectations for most students and adequately maintains positive library environment, producing learning opportunities for most students and staff	Inadequately demonstrates high expectations for most students and inadequately maintains positive library environment, producing learning opportunities for few students and staff	Rarely/does not demonstrate high expectations for most students and rarely/does not maintain positive library environment, producing learning opportunities for almost no students and staff
Domain V: Professional Responsibilities	18. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers	Professional Development Plan	Consistently engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional program. Effectively applies professional learning to benefit all students and teachers	Frequently engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional program. Adequately applies professional learning to benefit most students and teachers	Sometimes engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional programs. Inadequately applies professional learning to benefit most students and teachers	Rarely engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional program. Rarely applies professional learning to benefit any students and teachers
	19. Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community	- Active Library Advocacy Committee: - Committee recommendations - Implementation of goals and objectives - other supporting documents	Consistently communicates effectively with teachers, students and family about the library program and available resources. Consistently advocates for the library program in the school and community	Frequently communicates effectively with teachers, students and family about the library program and available resources. Frequently advocates for the library program in the school and community	Sometimes communicates effectively with teachers, students and family about the library program and available resources. Sometimes advocates for the library program in the school and community	Almost never communicates effectively with teachers, students and family about the library program and available resources. Almost never advocates for the library program in the school and community
	20. Promotes the Library Bill of Rights and Intellectual Freedom	- Observation: - Implementation of the Library Bill of Rights - Access to balanced collection that reflects student interest and needs	Consistently promotes the Library Bill of Rights and Intellectual Freedom	Frequently promotes the Library Bill of Rights and Intellectual Freedom	Sometimes promotes the Library Bill of Rights and Intellectual Freedom	Rarely/does not promotes the Library Bill of Rights and Intellectual Freedom

MISSISSIPPI EDUCATOR & ADMINISTRATOR

STUDENT TRANSPORTATION IN PRIVATE VEHICLES See Policy Code: **EDAE**

THE SCHOOL DISTRICT DISCOURAGES THE USE OF PRIVATELY-OWNED VEHICLES FOR TRANSPORTING STUDENTS ON BEHALF OF THE SCHOOL. SHOULD OCCASION ARISE WHEN A PRIVATELY OWNED VEHICLE IS USED TO TRANSPORT STUDENTS, THE PROVISIONS LISTED BELOW MUST BE MET.

- The parent must give written permission for private transportation and assume responsibility for any and all liability.
- The School District employee must provide the District with proof of liability insurance to cover all risks associated with driving an automobile and transporting passengers and a copy of a valid driver's license.
- Each use of a private vehicle for attendance at a school related activity must be approved in writing by the building/program administrator and/or the Superintendent.
- Upon request, parents will be provided with insurance and license information of drivers of private vehicles, in order to be able to make sound transportation decisions.

In an **extreme emergency**, and only after other attempts have failed to secure other means of transportation, a personal vehicle may be used to transport a student. Should such a decision have to be made, the Principal and Superintendent shall be immediately notified.

Cross Reference: **JGFB** - Off Campus Educational Activity

JGFF - Automobile Use

ACQUISITION OF PERSONAL MOTOR VEHICLE RECORDS

Operators of District Vehicles – Other Than Buses

The motor vehicle record of all persons operating school district vehicles on school district business, other than a school bus, will be evaluated by management on an annual or pre-drive basis. Drivers must submit a copy of a current driver's license and (when applicable) a copy of personal vehicle insurance. These evaluations will be documented, and a copy of the driving record maintained.

Operators of Personal, Leased or Rented Vehicles on School Business

To reduce the potential for the School District being held either completely or disproportionately liable, financially, for automobile accidents involving district employees operating their personally owned, leased, or rented vehicles while on school district business, the following measures will be followed annually:

- a. Drivers must submit a copy of a current driver's license and (when applicable) a copy of personal vehicle insurance. These evaluations will be documented, and a copy of the driving record maintained.
- b. Drivers must secure and maintain the minimum insurance liability limits on their vehicles, as required by state law.

- c. Quarterly random reviews will be held to determine if employees who fall under this policy remain insured, and/or possess a current driver's license. Failure of an employee to respond appropriately to a review **will result in the employee removal from** the privilege of using a personal vehicle for school district business.
- d. Once drivers are given permission to use personal vehicles, a written agreement between the driver of personal vehicles and the district will be utilized that **will not hold the district liable**.

It will be considered a violation of district policy for individuals to operate personal vehicles in violation of items a-d and the district will be held harmless in the event claims for injuries and/or damages are presented by violators. Additional consequences may be awarded to an individual who fails to submit required documentation for operating a personal vehicle.

USE OF VEHICLES/ ACQUISITION OF PERSONAL MOTOR VEHICLE RECORDS

When a School District employee drives a district vehicle, the employee shall be required to have a valid driver's license and shall qualify for vehicle insurability. When an employee is denied insurance coverage by the district's insurance carrier and the employee provides his/her own coverage, the insurance coverage the employee provides must meet district approved standards. If the employee's driver's license is revoked and/or insurability is removed, the employee will not be allowed to drive a district vehicle until such time his/her license and insurance make him/her eligible.

Students and non-district employees are not authorized to drive district vehicles. Vehicles may be used for meetings, school related activities, athletic events, repair and maintenance routines, trips to secure/transport supplies from various businesses, agencies, homes, etc.

The district shall annually update the list of individuals eligible to drive district vehicles.

STAFF COMPLAINTS AND GRIEVANCES See Policy Code: **GAE/GAEP/GAER**

PURPOSE

The purpose of this procedure is to secure at the first possible administrative level, an equitable solution to any grievance.

DEFINITIONS

The following definitions shall apply in this grievance procedure:

1. A "grievance" is a complaint by an individual based upon an alleged violation of a person's rights under state or federal law or board policy.
2. A "grievant" is a person or people making the complaint.
3. The term "days" shall mean working school days and shall exclude weekends or vacation days.

PROCEDURE FOR PROCESSING GRIEVANCES

Grievances shall be processed in accordance with the following procedures:

LEVEL ONE

1. All grievances, as defined in No. 1 above, must be presented orally to the principal or immediate Supervisor of the grievant within five (5) days of the act or omission complained of, and the Principal or immediate Supervisor and the grievant will attempt to resolve the matter informally.
2. If the grievant is not satisfied with the action taken or the explanation given by his Principal or immediate Supervisor, the grievant shall, within five (5) days after meeting with his Principal or immediate Supervisor, file a written statement with his Principal or immediate Supervisor setting forth in detail how the grievant claims to have been discriminated against. This written statement shall contain, in addition to the above, the state or federal law or board policy allegedly violated. The statement must be signed by the grievant.
3. Within five (5) days of the receipt of this written statement, the principal or immediate Supervisor will hold a hearing and submit a written decision to the grievance.

In the event the grievant does not submit to his Principal or immediate Supervisor a written statement as required, his failure to do so shall be deemed as an acceptance of the informal decision rendered by his Principal or immediate Supervisor.

LEVEL TWO

1. If the written decision is not acceptable to the grievant, the grievant must submit a written notice of appeal to the Superintendent within five (5) days of the written decision. Upon receipt by the Superintendent of the written notice that the grievant intends to appeal the decision of his Principal or immediate Supervisor, the Superintendent shall notify the grievant in writing within five (5) days and shall advise the grievant of the date and time upon which the matter will be considered by the Superintendent. The Superintendent shall schedule a hearing on the matter no later than ten (10) days from the date of receipt of the grievant written notice of intention to appeal the written decision of his Principal or immediate Supervisor.
2. The written statement submitted by the grievant to his Principal or immediate Supervisor in Level One shall form the basis of the grievance before the Superintendent. The grievant shall submit any and all additional information on his behalf which he desires to the Superintendent in writing no later than five (5) days prior to the date upon which the matter is scheduled for hearing by the Superintendent.
3. In the event the grievant does not personally attend the hearing scheduled by the Superintendent, his failure to attend shall be deemed as an acceptance of the written decision rendered by his Principal or immediate Supervisor at Level One.
4. The Superintendent shall render a written decision to the grievant within five (5) days of the date upon which the matter was heard.

LEVEL THREE

1. If the grievance is not resolved to the satisfaction of the grievant at Level Two, or if the superintendent does not render a decision within five (5) days, the grievant may file the grievance with the secretary of the board.
2. If the grievance is not filed with the secretary of the board within five (5) days of the hearing at Level Two, the grievance shall be considered resolved.
3. Within five (5) days after receipt of the grievance, the board secretary, in concert with the President and Superintendent, shall schedule a hearing before the board on the grievance.
4. The board shall render its decision within seven (7) days of the hearing.

SEXUAL HARASSMENT See Policy Code: GACN **(For Staff)** **STUDENTS - Staff**

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

SECTION I

No employee in the **Leland School District** shall be subject to sexual harassment. It is the intent of the School Board to maintain an environment free from sexual harassment of any kind. Therefore, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited.

SECTION II

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when certain criteria are met:

CRITERIA I: Submission to such conduct is made, either implicitly or explicitly, a term, or condition of employment.

CRITERIA II: Submission to or rejection of such conduct by an individual if used as the basis for employment decisions affecting such individuals.

CRITERIA III: Such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

Criteria I and II are examples of quid pro quo or conditional sexual harassment.

The third criterion is an example of a hostile work environment.

SECTION III

Complaints of violation of this policy may be made to the appropriate administrative officer or the Title IX Coordinator without the fear of reprisal. Should violations prove to be legitimate, the offending employee shall be subject to disciplinary action, including involuntary termination of employment.

SECTION IV

Beginning with implementation of this policy, every employee shall include in his/her Professional Development Training, the Sexual Harassment Training session. Thereafter, new employees, with the first year of employment shall include the Sexual Harassment Training in their schedule.

CROSS REF: Procedures for Title IX; GBEBA; GBEBC seq.

LEGAL REF: Title VII Civil Rights Act 1964, as amended in 1972, Section 703, 42 USC 2000e, et.

STAFF PROTECTION See Policy Code: **GAEA**

It is the policy of **Leland School District** that every employee is entitled to work under the safest possible conditions because our employees are our most important asset, and their overall safety and health are our top priority. **It is a basic responsibility** of each employee to make safety realization a part of his/her daily concern. Employees are obligated to observe the rules of conduct, safety, and to properly use the safety equipment provided.

Therefore, every reasonable effort will be made to provide and maintain a safe and healthy workplace, safe equipment, proper materials, and to establish and insist upon safe methods and work practices at all times.

In order to prevent accidents that injure people, damage equipment, destroy materials, cause needless suffering, destroy property, and change lives, our safety program has been developed for your protection. All safety rules and regulations are to be considered directive in nature and applicable to all school employees.

All employees of the Board are covered by **Workmen's Compensation** insurance paid for and provided by the Board. This insurance coverage is provided for all employees regardless of assignment, length of assignment, and/or hours worked per day. Benefits afforded are for personal injuries or illness arising from accident or industrial diseases suffered or contracted as a result of employment.

Any employee who has suffered injury in connection with employment will immediately report the episode, in writing to the Principal or Supervisor and will make such supplemental written reports as needed.

To determine the length of time during which an employee is temporarily unable to perform duties and in determining that a disability is attributable to the specific injury involved, the Board will have the right to have an employee examined by a physician of its own designation. In the event that there is an adjudication of the period of temporary disability in the appropriate workmen's compensation proceeding, the Board may adopt such adjudication.

Cross Reference: See Policy Code: **EBBA – School Safety Plan**
GAAA – Equal Opportunity Employment
GACN – Sexual Harassment
JCD-2 – Student Conduct – Discipline Plan
KBB – Media Access to School Campuses, Staff and Students

LEAVE POLICY/GUIDELINES See Policy Code: **GADGB**

The Board of Trustees of **Leland School District** has adopted the following policy/guidelines for leave requests by employees –

CERTIFIED STAFF

1. Each full-time certified employee, at the beginning of each school year, shall be credited with a sick leave allowance, with pay, of seven (7) days for absences caused by illness or physical disability of the employee during the school year. Sick leave may be used for employee illness only, **provided, however, that three (3) days of sick leave may be used for illness or death of an immediate family member, defined as child, spouse, or parent.**
***If the certified employee will miss 4 consecutive workdays, please see if FMLA is applicable through the Leland School District Business Office immediately.**
2. Any unused portion of the total sick leave allowance shall be carried over to the next school year and credited to the employee. If the employee remains employed in the district, all unused sick leave days credited to the employee shall accumulate unlimited. In the event that any public-school employee transfers from one public school to another public school in Mississippi, any unused portion of the total sick leave allowance credited to such employee shall be credited to such employee in the computation of unused leave for retirement purposes only.
3. Upon retirement from employment, each certificated employee shall be paid, at the option of the employee, for all unused accumulated leave earned while employed up to but not exceeding thirty (30) days. Such payment shall be made by the school district at a rate equal to the amount paid to substitute teachers the last day of the employee's employment, and of said payment an amount equal to the regular rate of pay for up to thirty (30) days leave shall be treated in the same manner for retirement purposes as a lump sum payment for personal leave as provided in Section 25-11-103(e). Any remaining lawfully credited unused leave, for which payment has not been made, shall be certified to the Public Employees' Retirement System in the same manner and subject to the same limitations as otherwise provided by law for unused leave. Such unused leave may be retroactively claimed or credited, at the option of the employee, by any employee who has retired subsequent to January 1, 1994. If the employee chooses to claim such unused leave as compensation, then the School District may pay such claim. (MS Code 37-7-307)
4. No deduction from the pay of an employee may be made because of absence of such employee caused by illness or physical disability until after all sick leave allowance credited to the employee has been used.

5. For the first ten (10) days of absence of an employee because of illness or physical disability in any school year, in excess of the sick leave allowance credited to such employee, there shall be deducted from the pay of such employee an amount to be established annually by the Board of Trustees. The deducted amount will be the amount paid for the cost of a substitute teacher. In order to be eligible for this deduction, a doctor's statement or proof of extenuating circumstances must be submitted at the time of the leave request. Otherwise, the full daily rate of pay will be deducted. Following these two allowances, the regular pay of such absent employees shall be suspended and withheld in its entirety.
6. Each full-time certified employee, at the beginning of each school year, shall be credited with a personal leave allowance, with pay, of two (2) days for absences caused by personal reasons during that school year. Such personal leave shall not be taken on the first day of the school term, the last day of the school term, or on a day previous to a holiday or a day following a holiday.

New MS Code information from the Legislative Update House Bill 949

Licensed school employees; use of personal leave near holiday 37-7-307 (3) (b) (i-iii)

- **Creates an exception to the prohibition against licensed employees of a school district using personal leave the day before or after a holiday for educators having 10 years or more in experience or 30 days of unused accumulated leave earned in that district**
- **Authorizes a licensed school employee to use personal leave on the first and last day of the school term and the day before and after a holiday if the employee is summoned to appear for jury duty or as a witness in court on those days.**

Personal leave must be pre-approved by the Superintendent. Personal leave may be used for professional purposes, including absences caused by attendance of the employee at seminars, a class, training program, professional association, or other functions designated for educators. No deduction from the pay of an employee may be made because of the absence of such employee caused by personal reasons until after all personal leave allowance credited to the employee has been used. Unused personal leave credited to the employee shall be converted to sick leave and added to the accumulated total of unused sick leave at the end of each school year.

SENATE BILL 2313 – provides sick leave allowance for teacher assistants that is consistent with the allowances for licensed employees (seven days per year with unlimited accumulation). It also allows teachers to accumulate personal leave from year to year up to five days.

7. The District Superintendent may, in his/her discretion, allow an employee two (2) personal leave days in addition to the above personal leave allowance, on condition that there shall be deducted from the salary of the employee the actual amount of any compensation paid to any person employed as a substitute, necessitated because of the absence of the employee. In the event there is no substitute expense, the employee will have the lowest substitute teacher pay rate deducted from his/her salary. The Superintendent shall honor only requests that are based on extenuating circumstances.
8. When an employee is absent for three (3) or more consecutive school days or for one (1) day (or any portion of a day) immediately preceding and/or following a holiday, or a Friday AND Monday before and after a weekend, or the last day of any school term, semester, or grading period, the absent employee is required to furnish the Principal or Supervisor a written statement of facts verifying the reasons for the absence. If the reason for absence is illness, the statement must be substantiated by a physician's statement (signed, not stamped) that the employee could/should not report for duty.
9. In the event of any false statement by the employee as to the cause of an absence, the Superintendent may assess penalties by way of full deduction from salary, reprimand on the work record of the employee, or other appropriate penalties.
10. If the absence of the employee is caused by optional dental or medical treatment or surgery which could, without medical risk, have been provided, furnished, or performed at a time when school is not in session, in the discretion of the Superintendent, such employee shall forfeit accumulated or future sick leave.
11. Full-time certified employees on 10-11 months contracts shall be granted one (1) additional sick leave day for a total of eight (8) days. Those employees on 12-month contracts shall be granted two (2) additional days for a total of nine (9) days.
12. Employees may be excused from work without forfeiture of pay or leave for jury duty. However, the staff member may be requested to provide documentation showing the daily time of dismissal.
13. Employees may be excused for up to 15 days military leave annually without loss of pay, leave or other benefits. Legal reference MS Code 33-1-21, 1974.
14. Maternity leave will be granted upon request of the pregnant employee under the provisions of this policy, provided that the attending physician must verify when the employee's maternity leave is to begin and when the employee can return to full time duty after the delivery. Provided, however, that no provision of this leave policy shall be construed to be in conflict with any applicable federal or state statute.
15. Professional leave requires prior approval of the immediate Supervisor and the Superintendent.
16. Twelve (12) months employees will be granted 10 days paid vacation annually, to be scheduled with the Superintendent's approval. Employees who have worked less than one (1) calendar year prior to July 1 of a given year may be allotted vacation on a pro rata basis, provided they have been employed a minimum of ninety (90) calendar days. Staff members who leave the district before using accrued leave time can have this time forwarded to the retirement system.
17. Absences not authorized herein or in excess of those authorized will result in a loss of full pay.

18. All leave taken under the provisions of this policy shall be deducted in a minimum of 1/2 day increments, not hourly. 11:30 a.m. shall be considered the midpoint of a school workday.
19. The School District leave request form must be submitted for **all** absences. Failure to submit a leave request form and all necessary documentation may result in a full deduction of salary for the time absent.
20. "Comp" time may be accrued with prior approval of the Superintendent and/or the Board of Trustees.
21. Excessive absenteeism (absenteeism beyond ten days) may result in termination if documentation does not substantiate a valid need to be absent and/or the rate of absenteeism has a negative effect on student achievement.
22. **Staff members are expected to be present during "make-up" days. Staff members should contact the Superintendent as to when a make-up day will be held before making arrangements that may keep him or her away from work; otherwise, if absent, the staff member may be docked pay for an entire day.**
23. **Beginning with the 2006-2007 school term, a "retired" employee will not be awarded sick or personal leave.**

SICK AND PERSONAL LEAVE ALLOWANCES – CERTIFIED STAFF					
POSITION	NUMBER OF MONTHS EMPLOYED	NUMBER OF SICK LEAVE DAYS ALLOWED	NUMBER OF SICK LEAVE DAYS ALLOWED TO ACCUMULATE	NUMBER OF PERSONAL LEAVE DAYS ALLOWED	NUMBER OF PERSONAL LEAVE DAYS ALLOWED TO ACCUMULATE
CERTIFIED STAFF	9	7	UNLIMITED	2	UP TO FIVE (5)
CERTIFIED STAFF	10-11	8	UNLIMITED	2	UP TO FIVE (5)
CERTIFIED STAFF	12	9	UNLIMITED	2	UP TO FIVE (5)
VACATION LEAVE ALLOWANCE					
POSITION	NUMBER OF MONTHS EMPLOYED	NUMBER OF VACATION DAYS ALLOWED	NUMBER OF VACATION DAYS ALLOWED TO ACCUMULATE		
CERTIFIED STAFF	12	10	* Up to five (5) All over five will convert to sick leave days.		

***Board Approved: 8/15/11**

CLASSIFIED STAFF

1. Classified employees include: all cafeteria workers, managers, and supervisors; maids, janitors, and custodians; maintenance workers; aides; secretaries; clerks and bookkeepers. Provided however, that the benefits outlined herein shall apply to those employees who regularly work twenty-five (25) or more hours per week.
2. Each classified employee, at the beginning of each school year, shall be credited with a sick leave allowance, with pay, of seven (7) days for absences caused by illness or physical disability of the employee during the school year. Sick leave may be used for employee illness only, provided, however, that two (2) days of sick leave may be used for illness or death of an immediate family member, defined as child, spouse, or parent.
***If the classified employee will miss 4 consecutive workdays, please see if FMLA is applicable through the Leland School District Business Office immediately.**
3. Any unused portion of the total sick leave allowance shall be carried forward to the next school year and credited to the employee.
4. No deduction from the pay of an employee may be made because of the absence of such employee caused by illness or physical disability until after all sick leave allowance credited to the employee has been used.
5. Each employee, at the beginning of each school year, shall be credited with a personal leave allowance, with pay, of one (1) day for absences caused by personal reasons during that school year. Twelve-month employees shall be credited with two days for personal leave. Such personal leave shall not be taken on the first day of the school term, the last day of the school term, or on a day preceding or following a holiday. Personal leave must be pre- approved by the Superintendent. No deduction from the pay of an employee caused by personal reasons will be made until after all personal leave allowance credited to the employee has been used. Unused personal leave credited to the employee shall be converted to sick leave and added to the accumulated total of unused sick leave at the end of each school year.
6. The District Superintendent may, in his/her discretion, allow an employee two (2) personal days in addition to the above personal leave allowance, on condition that there shall be deducted from the salary of the employee the actual amount of any compensation paid to any person employed as a substitute, necessitated by the absence of the employee. The Superintendent shall honor only requests that are based on extenuating circumstances.
7. When an employee is absent for three (3) or more consecutive school days or for one (1) day (or any portion of a day) immediately preceding and/or following a holiday, or a Friday AND Monday before and after a weekend, or the last day of any school term, semester, or grading period, the absent employee is required to furnish the Principal or Supervisor a written statement of facts verifying the reasons for the absence. If the reason for absence is illness, the statement must be substantiated by a physician's statement (signed, not stamped) that the employee could/should not report for duty.
8. In the event of any false statement by the employee as to the cause of an absence, the Superintendent may assess penalties by way of full deduction from salary, reprimand on the work record of the employee, or other appropriate penalties.

9. If the absence of the employee is caused by optional dental or medical treatment or surgery which could, without medical risk, have been provided, furnished or performed at a time when school is not in session, in the discretion of the Superintendent, such employee shall forfeit accumulated or future sick leave.
10. Employees on 10-11 months contracts shall be granted eight (8) days of sick leave. Those employees on 12 months' contracts shall be granted nine (9) days of sick leave.
11. Employees may be excused from work without forfeiture of pay or leave for jury duty.
12. Employees may be excused for up to 15 days military leave annually without loss of pay, leave or other benefits. Legal reference MS Code 33-1-21, 1974.
13. Maternity leave will be granted upon request of the pregnant employee under the provisions of this policy, provided that the attending physician must verify when the employee's maternity leave is to begin and when the employee can return to full time duty after the delivery. Provided, however, that no provision of this leave policy shall be construed to be in conflict with any applicable federal or state statute.
14. Twelve (12) months employees will be granted 10 days paid vacation annually, to be scheduled with the Superintendent's approval. Employees who have worked less than one (1) calendar year prior to July 1 of a given year may be allotted vacation on a pro rata basis, provided they have been employed a minimum of ninety (90) calendar days. Staff members who leave the district before using accrued leave can have this time forwarded to the retirement system.
15. Absences not authorized herein or in excess of those authorized will result in a loss of full pay.
16. All leave taken under the provisions of this policy shall be deducted in a minimum of 1/2 day increments, not hourly. 11:30 a.m. will be considered the mid-point of a school workday.
17. The school district leave request form must be submitted for all absences. Failure to submit a leave request form and all necessary documentation may result in a full deduction of salary for the time absent.
18. Excessive absenteeism (absenteeism beyond ten days) may result in termination if documentation does not substantiate a valid need to be absent and the rate of absenteeism has a negative effect on student achievement.

SICK AND PERSONAL LEAVE ALLOWANCES – CLASSIFIED STAFF					
POSITION	NUMBER OF MONTHS EMPLOYED	NUMBER OF SICK LEAVE DAYS ALLOWED	NUMBER OF SICK LEAVE DAYS ALLOWED TO ACCUMULATE	NUMBER OF PERSONAL LEAVE DAYS ALLOWED	NUMBER OF PERSONAL LEAVE DAYS ALLOWED TO ACCUMULATE
CLASSIFIED STAFF	9	7	UNLIMITED	1	UP TO FIVE (5)
CLASSIFIED STAFF	10-11	8	UNLIMITED	1	UP TO FIVE (5)
CLASSIFIED STAFF	12	9	UNLIMITED	2	UP TO FIVE (5)

VACATION LEAVE ALLOWANCE			
POSITION	NUMBER OF MONTHS EMPLOYED	NUMBER OF VACATION DAYS ALLOWED	NUMBER OF VACATION DAYS ALLOWED TO ACCUMULATE
CLASSIFIED STAFF	12	10	* Up to five (5) All over five will convert to sick leave days.

***Board Approved: 8/15/11**

YOUR RIGHTS UNDER THE FAMILY AND MEDICAL LEAVE ACT See Policy Code: **GBRIA**

FMLA requires covered employers to provide up to twelve (12) weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Eligible employees are defined as follows:

1. Must have worked twelve (12) months prior to leave (not necessarily 12 consecutive months),
2. Must have worked at least 1250 hours during the twelve (12) month period prior to leave, and
3. Must be employed at a worksite where 50 or more employees are employed within 75 miles.

Exception:

Highly compensated employees (the top 10% of employees at that worksite) have limited leave rights.

Types of Leave

1. Family Leave
 - a. Birth of a child
 - b. Adoption or foster care of a child

Family leave must be taken within twelve (12) months of birth or placement of adoption or foster care.

Foster care must be formal (State action is required).

2. Medical Leave
 - a. Care for the serious health condition of spouse, child, or parent of employee (in- laws are not included)
Child is defined as any child under eighteen (18), or age eighteen (18) and older if incapable of self-care because of a mental or physical disability, for whom the employee is acting as a parent (no legal relationship is required).
 - b. Serious health condition of employee that makes the employee unable to perform the functions of his/her position

Length of Leave

The maximum length of leave is twelve (12) work weeks for all types of leave annually - not per occurrence. If a holiday occurs during the leave, the holiday counts as part of the twelve (12) weeks unless the employer ceases activity for one or more weeks.

Annual year is defined as a "rolling" 12-month period measured forward from the date an employee begins using leave. For example, if an employee begins leave on November 25, 2016, the employee's annual leave for FMLA ends on November 25, 2017.

Any paid leave counts toward the twelve (12) week total required by FMLA, if the leave is designated as FMLA.

Spouses Employed by the Same Employer

1. Maximum of twelve (12) weeks total for birth, adoption, or care of a sick parent
2. Up to twelve (12) weeks each for medical leave for self or to take care of a child or spouse

Notice

If leave is "foreseeable," the employee must notify the employer at least thirty (30) days prior to first day of leave. If the employee does not give at least 30 days' notice, the employer can deny leave for thirty (30) days after the notice.

If thirty days' prior notice is not possible, then the employee must notify the employer "as is practicable."

The employer may require certification for medical leave from a health care provider. The employee has fifteen (15) days to produce certification.

The employee should notify the employer two (2) days before returning to work. This policy becomes effective July 1, 1996.

Cross Reference: Your Rights Under Family and Medical Leave Act

STAFF CONFLICT OF INTEREST See Policy Code: **GAG**

No public servant shall use his/her official position to obtain pecuniary benefit for himself other than that compensation provided for by law, or to obtain pecuniary benefit for any relative or any business with which he is associated.

SENATE BILL 2070 -- CHILD SUPPORT

Subject - Child Support; revoke licenses of persons not complying with order for payment.

- Revokes licenses of person not complying with court order for payment of child support including **teaching certificates**.
- Licenses are revoked by court order and school districts are not involved in the process.

PERSONNEL EXPENSES/TRAVEL REIMBURSEMENT See Policy Code: **GBRF**

Section I: Automobile Reimbursement

Employees who have prior authorization and are required to use their own automobiles in the performance of their duties shall be reimbursed for such travel at the rate designated by the state.

Section II: Travel Advances

A **Leland School District** employee may receive a travel advance for performing duties related to his/her job when such travel is at the request of the employee's immediate supervisor and is approved by the Superintendent or designee. Prior written approval must be obtained before any official travel expenses may be incurred. Officers of the district, that is board members and board attorney, may receive travel advances, also. The procedure to secure a travel advance and to account for actual expenses of a trip shall be uniform for all people regardless of position.

Section III: Guidelines

Only the Superintendent shall have the authority to issue a travel advance. All official travel must be pre-approved.

Section IV: Reimbursement for Travel

A. Travel Arrangements

1. Travel by air shall be Tourist Class. Tickets shall be purchased at Super Saver Rates whenever possible. Actual fare only is reimbursed/advanced.
2. If travel plans are other than by air, the reimbursement cannot exceed the cost of the lowest round-trip air rate between the district and point of destination.
3. If travel is by car, the actual mileage will be used to reimburse the individual and shall be at the rate designated by the state.
4. Employees, when feasible, are expected by the board to carpool where two (2) or more employees are traveling to the same destination. In such an event only one (1) travel expense allowance at the authorized rate per mile shall be allowed for anyone (1) trip.
5. Travel expenses must be submitted in a timely manner.

B. Meal Reimbursement

1. The State Fiscal Management Board has set a maximum daily expenditure for meals for all state, county, and municipal employees while on daily authorized official travel. The meal limitation has been adopted by the State Department of Audit. Meals incurred while traveling when there is not an overnight stay will not be reimbursed by this school district.
2. The meal rates are in effect each year according to the amount the State allows each year.

C. Lodging - Reimbursement for accommodation shall be at the single standard room rate and for individual.

D. Other

1. Reimbursement/Advance shall be for actual registration fees, expenses incurred in travel by public carrier and incidental expenses, that is, reasonable gratuities, parking, etc.
2. Expenditures over \$25.00 shall require a receipt for reimbursement
3. Personal telephone calls, laundry, dry cleaning, etc., shall be considered a personal expense.

Legal Ref.: Section 25-3-41, Mississippi Code of 1972; State Auditor's Memo dated April 16, 1985, and July 17, 1990

PROFESSIONAL PERSONNEL SUSPENSION/ DISMISSAL See Policy Code: **GBK**

If any certificated employee shall arbitrarily or willfully breach his/her contract and abandon his/her employment without being released there from as provided in Section 37-9-55, the contract of such certificated employee shall be null and void. In addition, to the license or certificate of such certificated employee shall be suspended for a period of one (1) year upon written recommendation of the majority of the members of this School Board. (S 37-9-57)

For incompetence, neglect of duty, immoral conduct, intemperance, brutal treatment of a pupil or other good cause the Superintendent of this School District may dismiss or suspend any certificated employee. Before being so removed or suspended any certificated employee shall be notified of the charges against him/her and shall be advised that he/she is entitled to a public hearing upon said charges.

In the event the continued presence of said employee on school premises poses a potential threat or danger to the health, safety or general welfare of the students, or in the discretion of the Superintendent, may interfere with or cause a disruption of normal school operations, the Superintendent may immediately release said employee of all duties pending a hearing if one is requested by the employee. In the event a certificated employee is arrested, indicted, or otherwise charged with a felony by a recognized law enforcement official, the continued presence of the certificated employee on school premises shall be deemed to constitute a disruption of normal school operations.

This School Board, upon a request for a hearing by the person suspended or removed shall set a date, time and place for such hearing which shall be not sooner than five (5) days nor later than thirty (30) days from the date of the request. The procedure for such hearing shall be as prescribed for hearing before this board or hearing officer in Section 37-9-111. From the decision made at said hearing, any certificated employee shall be allowed an appeal to the chancery court in the same manner as appeals are authorized in Section 37-9-113.

Any party aggrieved by action of the chancery court may appeal to the Mississippi Supreme Court as provided by law. In the event that a certificated employee is immediately relieved of duties pending a hearing, as provided in this section, said employee shall be entitled to compensation for a period up to and including the date that the initial hearing is set by this School Board, in the event that there is a request for such a hearing by the employee.

In the event that an employee does not request a hearing within five (5) calendar days of the date of the notice of discharge or suspension, it shall constitute a waiver of all rights by said employee and such discharge or suspension shall be effective on the date set out in the notice to the employee. (S 37-9-59)

The Mississippi Supreme Court has recognized insubordination as one of the "other good causes" for which one may be dismissed.

At a suspension or dismissal hearing before the School Board, the burden rests upon the Superintendent to prove by a preponderance of evidence that adequate grounds for dismissal exist.

Cross Reference: See Policy Code: **GBI C – Evaluation of Employees**

WORK GUIDELINES FOR CLASSIFIED STAFF See Policy Code: **GCRAA**

Work schedules shall be regulated to enable non-certified staff to keep within the boundaries of a 40-hour work week. This does not mean that the workday cannot be extended; non-certified employees may be required to work the same regular hours required of certified teachers, as well as attend called meetings.

Leland School District policies allow building Administrators to call or set meetings for all staff members after students are dismissed. Additionally, state law requires that assistant teachers and their supervising teachers be given the opportunity to meet at least once a week for thirty minutes, without students, to discuss class plans for the week. This will generally happen on Mondays (**but may happen on any day**).

Barring extenuating circumstances, short meetings of the nature described above should not cause any non-certified employee to exceed the maximum 40-hour work week. However, should that happen, overtime will be compensated with comp time, unless otherwise notified.

Finally, as a reminder, each non-certified employee must:

1. Sign in and out **at the assigned time** for morning, lunch and end-of-day.
2. Sign in and out for lunch, even if he/she does not leave the campus. If he/she leaves campus, he/she must sign in and out on time.
3. Not working beyond his/her assigned time, unless otherwise told to do so by an administrator or supervisor (Principal or Superintendent or any one of their designees) who may set a special meeting or revise the schedule (such as described in the first paragraph of the memorandum).
4. Not sign in or out for another employee.
5. Not changing his/her schedule without written permission of the Principal/Superintendent.

Failure to follow these rules can result in the following disciplinary action:

1. Verbal warning/conference and/or
2. Written warning and/or
3. Suspension (3 day) or
4. Termination

The severity of the problem will determine which action to be followed.

(NON-CERTIFIED) STAFF – DISMISSAL See Policy Code: **GCD**

The employment relationship of classified staff with the Board of Education is at-will and may be terminated by either party for any reason without prior notice or without further obligation on the part of either party. No statement made by District Personnel or information contained in handbooks or other documents will change the employment relationship.

ARTICULATING CREDIT FOR SECONDARY CAREER/TECHNICAL STUDENTS TO POST-SECONDARY COMMUNITY/ JUNIOR COLLEGES' CAREER & TECHNICAL PROGRAMS

Overview and Definition Mississippi Code of 1972: 37-15-38 established dual enrollment and dual credit programs for high school and postsecondary credit. The purpose of the Dual Enrollment and Credit Program is to offer structured opportunities for qualified high school students to simultaneously enroll in college courses at Mississippi (public) Institutions of Higher Learning (IHLs) or Mississippi Community or Junior Colleges (CJCs) that provide pathways leading to academic or career technical postsecondary credit.

What is a dual enrolled student?

A dual enrolled student is a student who is enrolled in a community college or junior college or state institution of higher learning while enrolled in high school. The student receives post-secondary credit for coursework.

What is a dual credit student?

A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

What is Middle College

Middle College Program is a school or district-level dual credit/dual enrollment program in which high school juniors or seniors attend a portion of the day at the high school and a portion at a postsecondary institution. The district provides counselors and closely monitors student progress.

What is articulation?

- Articulation is a process in which two or more educational institutions work together to allow successful transition of students from high school to college/postsecondary education.
- Leland Public School District is in articulation with MDCC; in which we are in their consortium.

Articulation Agreement A board approved Articulation Agreement between the LEA (Local Educational Agency) and Mississippi Delta Community College shall be established prior to student participation in a dual enrollment or dual credit program. A separate Articulation Agreement will be signed for any participating in the Leland Career & Technical Center program and will also include the Course Offerings Conditions and Information and the Course Offerings Agreement.

1. Postsecondary institutions may employ career and technical program instructors who meet the same credentials that MDCC Career and Technical instructors must meet. A Faculty Credentialing manual is posted on the MDCC web site under Human Resources.

How do I qualify for articulated credit?

- Be enrolled in a career/technical program of study.

Career and Technical Education Eligibility

- To be eligible for enrollment, a high school student must meet the following criteria:
- Have a minimum high school GPA of 2.0 on a 4.0 scale.
- Must have a semester average of at least 80 in your CTE course.
- You do not have to have an Act score to qualify.
- May be classified as a sophomore, junior and or senior; and
- Obtain an unconditional recommendation from school administrator/counselor or CTE instructor (MDCC's Counselor Verification Form) *Eligibility requirements were reviewed and affirmed by the Chief Academic Officers of the MS Institutions of Higher Learning and the MS Community and Junior Colleges and the Career-Technical Officers Association.

What are some other course descriptors?

- It will count as a 3 hour college level course.
- There is a minimum of 5 students to make a class.
- The course is taught during regular CTE class at this center by the CTE instructor.
- The objectives to be taught will be similar to those of the CTE program, which will be incorporated into the instructor's curriculum.
- Courses will be offered during the Fall and Spring semester of each academic year.
- A letter for parental consent will be needed for dual credit course.

How do I receive the articulated credit?

- Complete an application for articulated credit at a community/junior college.
- Enroll in a community/junior college after graduation.
- Successfully complete 12 non-developmental career/technical or academic credit hours in the corresponding articulated postsecondary career/technical program of study.

How much articulated credit will I receive?

- On an average, students receive up to 6 hours of college credit by completing an articulated career/technical program of study. (MDCC, only)

What are the benefits of articulated credit?

- Earn credit while in high school.
- Create a smooth transition to a community/junior college, 4-year university, or workforce.
- Create opportunities for higher level learning and advance training.
- Save money on tuition, fees, and books, as well as time.

How much will the articulated credit course cost?

COST- No cost will be assessed on credit to a student receiving articulated credit. FREE!!!

The Leland School District will pay the \$125.00 fee for each student.

- **The Feeder Schools' (Hollandale and Shaw) district will pay for the cost of the course for their students.**
- Students will be informed of any book requirements.

PROGRAMS TO BE ARTICULATED

Your High school MUST have an articulated Secondary Career and Technical Education (CTE) Pathway; for example, in order for you to offer the Welding course, your high school must offer a Welding program.

NOTE: 3 HOURS = 1 Carnegie Unit

- **Agricultural Technology**
AGT 1112- Survey of Agricultural Technology- 2 hrs.
- **Business Technology/Admin. Office Technology**
BOT 2183- Career Readiness- 3 hrs.
- **Construction Equipment Operations**
CEV 1212- Safety 1 – 2 hrs.
- **Welding Technology/Welder**
WLT1173- Intro to Weld & Safety- 3 hrs.

Assigning credit on college transcript

The student receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

COST- No cost will be assessed on credit to a student receiving articulated credit.

NOTE: The CTE dual enrollment credits earned can only be transferred to MDCC; in which there is an articulated agreement between the district and junior college.

National Certification scores may be accepted upon enrolling in a post-secondary college/4-year college/CTE/Technical program, after publication.

This articulation agreement is intended to support and enhance, not to supplant any existing

ACCEPTABLE USE POLICY FOR TECHNOLOGY See Policy Code: **IJ**

The introduction of computers, multimedia technology, and access to the Information Superhighway via the Internet has the potential for positively changing the way teachers teach, and students learn and for preparing students to operate with competence in the 21st Century. The **Leland School District** currently uses computers to support student learning and to enhance instruction. Now, under the state's technology initiative, students and staff will be able to access the Internet. This access allows students and staff to take advantage of a much wider range of information and to take electronic field trips to sites currently unavailable to them. The possibilities for providing greater educational opportunities are great.

Along with greater access to computers and information, come increased responsibilities. Ultimately, the school staff, parents and guardians of minors are responsible for setting and conveying the standards that students should follow when using media and information sources. Teachers are encouraged to structure research projects and lessons in such a way as to direct the locations of students' access, thus minimizing the probability of access to inappropriate sites. Students are cautioned against "browsing" without clear directions from teachers. In addition, pursuant to the Children's Protection Act (CIPA), the Leland School District will continue to participate in the state's filtering/blocking program in order to decrease the likelihood that students and staff are subjected to inappropriate Internet contact.

Since there is no way to guarantee that unacceptable sites may be accessed, good judgment and locally accepted standards of decency should prevail at all times. Therefore, the Leland School District has adopted the following use policy to govern access to and use of computer equipment and the Internet by students and staff.

PERSONAL SOCIAL MEDIA RELATIONSHIPS WITH STUDENTS (BOTH CURRENT AND FORMER) ARE PROHIBITED DURING EMPLOYMENT WITH LELAND SCHOOL DISTRICT.

“Cyber Bullying” Policy

“Cyber-bullying” includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs through the District’s computer network and the Internet, whether accessed on campus or off campus, during or after school hours. In the situation where cyber-bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be disruptive of the educational environment or a detriment to students and staff. Administration may, in its discretion, contact law enforcement or other appropriate authorities.

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

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

The Superintendent and District’s administrators shall develop the appropriate procedures dealing with student conduct and shall communicate this plan to students and parents/guardians. The plan may include the use of the district’s administrators, teachers, counselors, social workers, psychologists, and/or arrangement of such services with other units of state government.

All employees are responsible for the regulation of student conduct.

NETWORK USE

The Leland School District is pleased to provide staff and students with the best materials, supplies and equipment possible. However, staff and students are expected to be responsible for using these items appropriately. It is especially expected that materials/supplies, and equipment assigned to staff and students be handled properly and secure when not in use. Staff members or students will be required to repair, replace or pay for all assigned materials/supplies and/or equipment that are stolen, lost, or damaged while in their possession, barring extenuating (extreme) circumstances. Assessed fees will be taken from the employee’s payroll check, if not paid by other means in a timely manner.

RULES AND RESPONSIBILITIES

Each user of **Leland School District** computer equipment/software/peripherals/network agrees to:

1. Use equipment as intended in order to minimize the likelihood of damage to the equipment and related software. District policy governing vandalism of public/school property will apply. A student who maliciously, willfully, or negligently damages or destroys district property is responsible for payment of damages or replacement.
2. Exercise good judgment and follow the accepted standards of decency in communication. District policy regarding the use of abusive, vulgar, or profane language will apply.
3. Refrain from sending or receiving offensive pictures from any source. Violation of this policy will result in the immediate suspension of network privilege.
4. For the sake of safety, refrain from revealing personal information on the network, e.g., name, address, phone number, credit card or bank numbers, etc. This also applies to supplying such information about others.
5. Remember that electronic (e-mail) is not private and may be monitored by the system administrator. Improper messages will result in the suspension of privilege.
6. Apply courtesy in using the network so work and access of other users is not interrupted.
7. Refrain from malicious destruction of data of another user (vandalism).
8. Be aware of and abide by federal copyright laws as they apply to use of materials found on and downloaded from the Internet.
9. Refrain from use of district-provided access to the Internet for financial gain.
10. Refrain from sharing passwords or other methods of access to the district network services. The person to whom an account/password is given is responsible for its use.
11. Refrain from altering, forwarding e-mail messages without the permission of the author.
12. Refrain from installing, downloading, or otherwise accessing software applications not provided by the district/state without express authorization by the technology coordinator or his/her assistant.
13. Refrain from placing unauthorized passwords on district-owned equipment.
14. Remember that district computers and the network are provided to enhance teaching and learning and that any questionable actions may result in the cancellation of network Privilege.

Violation of any of the above rules and responsibilities will result in a loss of access and may result in other disciplinary or legal action.MSIS/STUDENT ADMINISTRATIVE PACKAGE INFORMATION PROCESSING

See Policy Code: **JRAC**

Data Entry for New and/or Transferring Students

Each school will designate personnel responsible within the school for entering necessary demographic data in the district's Student Administrative Package (SAP) for new and/or transferring students entering the district. This data entry will occur immediately upon entry of the student. Required information includes, but is not limited to, a birth certificate, verification of residency, immunization data, parent/guardian information, emergency contacts information, and a schedule of classes.

Individual schools will be responsible for making sure that any student new to the state is assigned an MSIS number by the MDE. Once acquired, this number will be entered into the SAP program, along with the required demographic data. A “request for transfer” will be initiated by the individual school for any student transferring from another school within the state and the already assigned MSIS number will be entered into the SAP upon entry of the demographic area.

Data Entry for Withdrawal of Students

When the parent/guardian of a student officially requests to withdraw from the Leland School District, designated school personnel will make the required data entry to indicate in the SAP that the student has been transferred, as well as post reason for the transfer.

Daily Attendance

Teachers will report absentees to designated personnel who enter the absentees into the SAP at each school. Initially, all absences will be indicated as “unexcused.” Student excuses will be turned in to the office, homeroom teacher, or first period teacher. If the excuses are turned in to a teacher, the teacher will forward the excuses to the school office where office personnel will date and determine if the excuse is “excused” or “unexcused.” Contact about excuses will be made with the parent/guardian, as necessary.

On a daily basis, Parent Center Aide will also make calls to homes where students are absent.

Excuses must be received within three days to be considered excused.

After attendance is entered into the SAP, a daily absentee report is distributed to each classroom teacher.

A student will be considered “present” if they are in attendance for at least 63% of the school day.

Once a student receives five, ten, or fifteen absences, his or her name will be reported to the School Attendance Officer and the parent/guardian, with a copy placed in the student’s school file.

MSIS Reporting

At the end of each month, designated personnel at each school will forward the required monthly file from the school SAP to the district SAP. The file will then be forwarded from the district contact personnel to the MDE. The progress of the file, until completion will be monitored by each school as well as by the district MSIS contact personnel. Corrections, as necessary, will be done by designated school personnel.

Upon successful completion of the monthly submission, school personnel will print out the attendance report from the SAP. The district contact will print out the attendance report from the SAP. The district contact will print out the attendance report from MSIS. School and district personnel will work together to verify information, make corrections, and approve data for forwarding to the MDE (MSIS).

Additional Requirements After Successful Monthly File

After completion of the monthly file, any excused absences not already changed from “unexcused” which are received for the approved month can still be changed in MSIS, as well as in the SAP in each individual school.

Approved MSIS monthly reports are printed at each individual school, as well as to other appropriate individuals as requested.

Hard copies of the MSIS monthly attendance reports are maintained in the district administrative office

indefinitely.

Retention/Back-up of Electronic School and District Administrative Package Data

The electronic file of the SAP is backed up daily by the vendor and district SAP personnel. Yearly data is maintained.

Training

MSIS and technology personnel within the district will attend all conferences and meetings relating to the collection of and/or changes in the MSIS system. Training will be conducted in the district as necessary.

Adopted: March 9, 2005

SOLICITATIONS BY STUDENTS See Policy Code: **JKB**

Organizations within schools may sell commercial products for related club or organization activities during non-instructional hours with the approval of the principal and superintendent. School fund-raising projects shall be limited to two (2) per year. Organizations and clubs may engage in only those fund-raising projects specifically approved by the principal.

EXCLUSIONS

Excluded from these regulations are fees collected from students as provided by the school board, PTA/PTSA approved projects, cafeteria operations, and faculty/staff projects not involving students, which are initiated by and for the members.

REPORTING CHILD ABUSE/NEGLECT See Policy Code: **JGF**

According to the provisions of the Mississippi Code relating to child abuse, any person who has reasonable causes to suspect that child abuse is occurring shall report such information to the Department of Public Welfare. Based on physical and behavioral indicators as well as other sources of knowledge, abuse information shall be reported. Under the Mississippi Code, the report and identity of the party and reporter are confidential except when the court in which the testimony is filed, in its discretion, determines the testimony of the person reporting to be material to judicial proceedings. Child abuse should be suspected when a youngster shows such physical signs as bruises, scars, burns, etc.; has injuries which might have resulted from being beaten; or shows other indications of cruel and abusive treatment.

Child neglect exists when a child is discovered to be in any one or combination of these situations:

(1) abandoned; (2) poorly clothed; ill fed, ill without medical attention; (3) overworked or otherwise exploited; and (4) lacking love, care, guidance and protection. No reprimand or other adverse action shall be taken by the district against any employee or any person for reporting suspected child abuse in accordance with the provision of the Mississippi Code.

PROCEDURES - STUDENT WELFARE - Child Abuse/Neglect Reporting

1. Any employee of the **Leland School District** who has reasonable cause to suspect that a child has been subject to abuse/neglect shall immediately make an oral report with the knowledge of the immediate supervisor by telephone to the Department of Public Welfare.
2. The employee shall submit a written report (Report of Suspected Abuse/Neglected Child) that same day to the Department of Public Welfare and designee of the Superintendent.
3. Upon notification of a Protective Services Investigation of the child by a Social Worker from the Department of Public Welfare and/or a Detective from the Leland Police Department, the site Principal will make available to the child a private conference area and provide any needed cooperation and assistance necessary.
4. The Principal is to request and verify identification of the Social Worker and/or Detective prior to the Protective Services Investigation.
5. The Principal and/or reporting employee may be present at the Protective Services Investigation only at the discretion of the Protective Services Investigator.
6. All aspects of the Protective Services Investigation are to be held in the strictest confidence for the protection of the child. Under no circumstance is a child to be questioned by school employees concerning an investigation.

PROCEDURES - REPORT OF SUSPECTED ABUSED/NEGLECTED CHILD

TO: _____
Name of Local Welfare Department

Name of County Youth Court Designee

FROM: _____
Name of Person or Institution Making Report

* Case Number _____

Name of Child _____

Address (where child may be seen)

Birth Date _____ Age _____

Name of Person(s) Responsible for Child's Care _____

Address _____

Relationship _____

Name of Suspected Abuser/Neglector _____

Address _____

The nature and extent of the current (including any evidence of previous) injuries or neglect to the child in question.

COMMENTS: _____

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Signature of Person Making Report Date

NOTE: Complete one set. Please respond to each item even if reply is "unknown" or "none."

Copy to Department of Welfare, Designee of Superintendent and Principal

SOLICITATIONS FROM STUDENTS See Policy Code: **JKB**

No individual or group of individuals shall be permitted to solicit from students during the school day unless an exception is granted by the superintendent.

A list of students shall not be made available to salesmen or organizations for the purpose of solicitation. The superintendent may authorize the release of the list of senior class students to local schools and colleges which, in his opinion, offer educational opportunities of sufficient merit to interest high school graduates.

HOUSE BILL 527:

ESTABLISHES THE EDUCATION EMPLOYMENT PROCEDURE LAW OF 2001

Section 1

- It is the intent of the legislature to provide for accountability in the teaching profession and to provide for the nonrenewal of licensed education employees in a timely, cost-efficient and fair manner, to provide the employee with an opportunity for a hearing, and to require nonrenewal decisions to be based upon valid educational reasons or noncompliance with school district personnel policies.

Section 2

- This section clarifies that the protection under the Act applies only to licensed education personnel. In addition, it establishes a new probationary period where the notice and hearing requirements are not applicable for the first two years of Mississippi school employment, and at least one year in the current district. The language provides “grandfather” protection for existing employees meeting these conditions.

Section 3

- This section establishes February 1 as the date for a school board to give initial notice of its preliminary non-reemployment decision to the superintendent.

Section 4

- This section is revised to establish that the superintendent, without prior approval of the school board, shall give notice to any principals being non renewed no later than March 1 and for other educators no later than April 15.

Section 5

- New procedures are established for an employee receiving notice of nonrenewal:
 - ✧ A deadline of ten (10) days is given to employees to request a hearing, rather than seven (7).
 - ✧ If a request for a hearing is made, then the employee is entitled to:
 - ┌ Specific reasons for the nonrenewal,
 - ┌ A list of witnesses
 - ┌ A copy of all documentary evidence fourteen (14) days before the hearing.
 - ✧ The employee is required to provide, within five (5) days of the hearing, a list of witnesses and a copy of all documentary evidence.

Section 6

- New procedures are established for hearings:
 - ✧ A board designee can set the date and time of the hearing without requiring the board to have a special meeting just for that purpose.
 - ✧ Hearing officers are prohibited from having a conflict of interest.
 - ✧ Ex parte communications to hearing officers are prohibited.
 - ✧ Hearings shall be held in executive session unless the employee elects a public hearing. However, even if the hearing is public, the board or hearing officer may close any portion of the hearing where children testify or where the evidence relates to the reputation or moral character of another party.
 - ✧ The hearing officer may prepare a report for the board to consider; however, the board can only consider evidence presented at the hearing in making a conclusion whether the non-reemployment decision is proper and is based upon valid educational reasons or noncompliance with school district personnel policies.

Effective July 1, 2001

HOUSE BILL 641:

Prohibits Tobacco Use on School Property

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

Violators shall be subject to a warning for the first conviction, \$75 for a second conviction and a fine not to exceed \$150 shall be imposed for subsequent violations.

School property means any:

- o public school building
- o bus
- o campus or grounds
- o recreational area or athletic field
- o or other property owned, used, or operated by a local school board

Sixteenth section land or lieu land without school facilities or school related activities are exempt.

Effective July 1, 2000

See Policy Code: **GBRM**

SENATE BILL 2070

Subject - Child Support; revoke licenses of person not complying with order for payment.

- Revokes licenses of persons not complying with court order for payment of child support including **teaching certificates**.
- Licenses are revoked by court order and school districts are not involved in the process.

SENATE BILL 2308 **School Performance**

Removes the statutory references to “levels” of school performance in order to allow the statute to adapt to any future accountability the State Board of Education may choose to adopt. The bill also includes a requirement that districts receiving assistance from the State Department of Education implement training, programs and other requirements specified by the State Superintendent of Education. Local Superintendents at failing schools must attend the same additional training that board members must attend. The bill is also replacing the description of “underperforming” schools with “failing” schools.

Effective July 1, 2009

SENATE BILL 2488: **School Accountability Standards**

SECTION 1

- The State Board of Education shall identify, and reward Superior-Performing or Exemplary Schools based on students (1) exceeding an annual growth expectation, or (2) achieving a percentage of grade-level proficiency.
- School incentives may be provided for Superior-Performing and Exemplary Schools, and the State Board of Education shall provide special recognition for schools so designated.

SECTION 2

- No later than December 31, 2002, a program of development shall be established for schools not meeting accreditation standards.
- Schools not meeting established growth expectations and grade-level proficiency standards will be labeled Priority Schools.
- Within fifteen (15) days of designation, Priority Schools will be properly notified by the State Board of Education. Within fifteen (15) days after notification, the Priority School will be assigned a seven (7) member trained evaluation team appointed by the State Superintendent and approved by the State Board of Education.
- The evaluation team shall conduct an on-site audit, prepare a report, and submit the report to the State superintendent within forty-five (45) days for approval.
- The evaluation report shall identify personnel in need of professional development, and the evaluation instruments shall be validated for such purposes.
- The evaluation report shall be submitted to the school officials and shall also be presented to the community at a publicized meeting.

SECTION 3

- The Priority School shall prepare and approve an improvement plan in conjunction with the State Department of Education, school officials, the evaluation team, and parents. If the plan is not approved, the State Board of Education may approve and implement the plan.
- The evaluation team, with input from parents and the community, shall establish a local parents/citizens advisory council to assist in the development and evaluation of the improvement plan.
- The State Department of Education shall provide technical assistance and ensure that a monthly report is issued to the local board and local parents/citizens advisory council.

SECTION 4

- Principals, Teachers, and Superintendents identified by the evaluation team as needing improvement shall participate in a professional development plan.
- Principals and Teachers participating in a professional development plan shall be periodically and annually evaluated and given two (2) years to improve. If after (2) two years the school continues to be a Priority School, and the principal has been employed at the school for three (3) or more years, the principal shall be dismissed. If after two (2) years of participating in a professional development plan the teacher has not improved, the teacher shall be dismissed.
- If a Central Office deficiency exists in a school district having a Priority School, the Superintendent shall participate in professional development and be periodically and annually evaluated by the school board. If after three (3) years the school continues to be a Priority School, the State Board of Education shall ask the Governor to declare the office of that Superintendent be subject to recall. The State Board of Education may make such a request if more than 50% of the schools in the district are designated Priority Schools in any one year. Upon declaration by the Governor, an elected Superintendent shall stand for reelection, and an appointed superintendent shall stand for reappointment.
- After three (3) years of a district having a Priority School, the local school board members shall also be subject to recall or reappointment by a declaration of the Governor.
- The State Board of Education may also seek emergency declaration by the Governor to initiate the conservatorship provisions of Section 37-117-6.
- The State Department of Education shall make semiannual school accountability reports to the State Board of Education, Legislature, and the Governor.
- The State Board of Education shall provide professional development training to school administrators and teachers on the requirements of this act and any assessment instruments used shall be made available for review. Prior to staff evaluations, pre- and post- evaluation interviews should be conducted.
- By July 1 each year, the State Board of Education shall provide the Legislature and public a detailed accounting of the funding and assistance provided to Priority Schools and the impact of such assistance.

SECTION 5

- School board members selected after July 1, 2002, shall have a high school diploma or its equivalent.
- School board members selected after July 1, 2002, shall spend at least one (1) full day in a school they represent without compensation.
- Any school board member failing to certify completion of a basic or continuing course of training shall be removed from office by the Attorney General.

SECTION 6

The State Board of Education shall develop a comprehensive annual report on the progress of any district assigned a conservator.

SENATE BILL 2321

US Flag

Senate Bill 2321 enacted in 2002 provides for the following:

1. The U.S. flag shall be displayed in each classroom and in each principal room of the school building at all times while school is in session.
2. From and after July 1, 2002, the school boards of all public schools of this state shall require teachers to have all pupils repeat the oath of allegiance to the U.S. flag at the beginning of the first hour of class each day school is in session.
3. Additionally, whenever the flag of the United States is to be flown at half-staff by order or instructions of the President or pursuant to federal law, all public schools shall lower the United States flag in accordance with the executive order or instructions or pursuant to federal law.

SENATE BILL 2394

Compulsory School Attendance Law

This senate bill provides that the Compulsory School Attendance Law shall apply to five-year-old who have enrolled in full day public school kindergarten programs. A parent shall be allowed to withdraw a child from the program once without the child being deemed a compulsory school student until the child reaches the age of six.

Effective July 1, 2003

SENATE BILL 2587

School Buses Stopping at Railroad Crossing

Requires school bus drivers to open the service door and driver's window and listen for approaching trains when stopping at railroad crossings. Failure to follow these procedures may result in a fine of not less than \$100 no more than \$250.

Effective July 1, 2003

SECTION 2

SENATE BILL 2628

Children First Act of 2009

- Requires students in sixth grade or above to maintain a 2.0 grade point average on a 4.0 scale to participate in sports or extracurricular activities. Eligibility is to be monitored by the semester grade reporting period. The suspension will remain in effect until the student's grade point average in a succeeding semester is a 2.0 or higher on a 4.0 scale.

SECTION 3

- Defines a failing school district as a district that fails to meet both the absolute student achievement standards and the rate of annual growth expectations as set by the State Board of Education for two consecutive years. The State Board of Education may use such factors as student assessment data, graduation rate, dropout rate, and completion rate in setting benchmarks for absolute student achievement standards and the rate of annual growth expectations.
- Requires a school district to publish an annual report in a local newspaper and on its website by November 1. The State Board shall prescribe the contents of the report, a copy of which must also be made available at the district.
- Adds a districts underperformance for two consecutive full school years to the list of conditions when the State Board may declare an extreme emergency situation. This gives authority to the State Board to remove a superintendent and school board members and to abolish the district when the governor declares an extreme emergency (granted under Section 37-17-13).
- Established within MDE the Mississippi Recovery School District under the supervision of a Deputy Superintendent of Education to provide leadership, management, and oversight of all school districts under state conservatorship. The State Board shall develop policies for the operation of the Mississippi Recovery District. The Deputy Superintendent of Education shall supervise conservators assigned to a school district and her appeals from the districts under conservatorship that would normally be heard by the local school board.
- Removes the \$3 million cap on loans that may be made to the School District Emergency Assistance Fund in Section 37-17-6

SECTION 4

- Requires that, beginning with fiscal year 2010 activity, the state auditor shall either conduct audits on districts every 4 years or approve the CPA firms to conduct the audits.
- Requires that, beginning with audits of fiscal year 2010, no CPA firm that has audited a district for 3 or more consecutive years shall be selected to conduct that district's audit.
- Requires a district to pay for the audit including the review performed by the state auditor.
- Requires conservators appointed to oversee school districts that have been taken over by the state to provide a detailed corrective action plan to move the school district out of conservatorship to the local superintendent (if they have not been removed by the conservator), the local school board, the local governing authority and the State Board of Education.

SECTION 5

- Requires local superintendents to undergo training with school board members when they are serving in a district with one or more underperforming schools.
- Requires that, when a financial advisor is appointed to a school district, there is an automatic referral to the State Board of Public Accountancy if negligence has been suspected in an audit of that district.

SECTION 6

- Requires underperforming districts to implement such training, programs, and other requirements.
- Requires MDE to provide technical assistance to districts not meeting adequate performance, subject to appropriations.

SECTION 7

- Requires the auditing of districts to comply with Section 7-7-211(e).
- Requires the State Board of Public Accountancy to determine if disciplinary action needs to be taken cases of negligence in audits and report negligence to the State Auditor in certain cases.

SECTION 8

- Provides that the Education Employment Procedures Law shall not apply to employees in districts where the Governor has declared a state of emergency (per Section 37-17-6(11))

SECTION 9

- Requires a school district that has been designated underperforming as defined by the State Board to establish a community-based Pre-K through higher education council.
- Requires the council to include economic developers, elected officials, civic leaders, business leaders, faith-based leaders, parents, social services, nonprofit organizations, school attendance officers, law enforcement officials, health department officials, daycare providers, librarians, and others with knowledge and resources to build strong communities.
- Requires the State Board to develop a procedure for appointing members of such council which cannot be appointed solely by the local school board.

SECTION 10

- Repeals Section 37-9-16, which provides for the removal of elected and appointed superintendents in certain circumstances, upon passage.

Effective Date: Passage

SENATE BILL 2770
Suicide Prevention In-Service Training

Requires local school districts to provide in-service training on suicide prevention education for all licensed teachers and principals. Beginning in the 2010-11 school year, only those newly employed teachers and principals will be required to go through the training. The bill requires the Mississippi department of Mental Health to develop content of the training and determine the appropriate amount of time that should be allotted to the training. The bill also requires, beginning in the 2009-10 school year, that in-service training includes an emphasis on intensive, comprehensive and research-based reading methods for all licensed teachers in grades K-3.

Effective date July 1, 2009

ASBESTOS SURVEILLANCE OF ALL SCHOOL BUILDINGS

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

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

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

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

APPENDICES

APPENDIX A-6

GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA (Entering ninth graders in 2018-2019 and thereafter)

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

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

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Student may earn the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I, English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	5½	
TOTAL UNITS REQUIRED	24 ^{12, 13, 14}	

¹Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

APPENDIX A-7

GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL OR JROTC ENDORSEMENT (Entering ninth graders in 2018-2019 and thereafter)

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

To earn the Career and Technical or JROTC Endorsement, a student must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37 -16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- AND CAREER- READINESS	1 ¹¹	
CAREER and TECHNICAL/JROTC	4	
ELECTIVES	3½	
TOTAL UNITS REQUIRED	26 ^{12, 13, 14}	

GRADUATION REQUIREMENTS STANDARD 14
TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

Any student who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	3 ³	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER- READINESS	1 ¹¹	
ELECTIVES	7½	Must Include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning.)
TOTAL UNITS REQUIRED	26 ^{12, 13, 14}	

GRADUATION REQUIREMENTS STANDARD 14
TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing-course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	4 ³	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	4	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICALEDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	8	Must Include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning).
TOTAL UNITS REQUIRED	28 ^{12,13,14}	

APPENDIX A-10

GRADUATION REQUIREMENTS STANDARD 14 ALTERNATE DIPLOMA OPTION

NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the current edition of *Testing Students with Disabilities Regulations* and Miss. Admin Code 7-3: 78.1, State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each student graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*.

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a level of Passing or Proficient on the end-of-course alternate assessments, is eligible to receive an Alternate Diploma. Students must participate in the alternate assessments during the year the student is enrolled in the corresponding courses (Alternate Biology, Alternate English II, Alternate Algebra). The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

The Alternate Diploma meets the requirements for graduation rate in the same manner as a Traditional Diploma. Students with this diploma must contact the postsecondary institution to determine Ability to Benefit (ATB) and eligibility for enrollment.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
ENGLISH	4 ¹	Alternate English I	CCR English I
		Alternate English II	CCR English II
		Alternate English III Alternate English IV	CCR English III CCR English IV Broadcast Journalism Debate Foundations of Journalism Mississippi Writers Oral Communications Print Journalism Survey of African American Writing Technical and Workplace Writing World Literature
MATHEMATICS	4 ²	Alternate Math I	CCR Compacted Math 7 CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only)
		Alternate Math II	CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only) Advanced Technical Mathematics
		Alternate Math III	Advanced Technical Mathematics (must be taken prior to CCR Algebra I) CCR Geometry

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
SCIENCE	2		CCR Algebra II (contingent on passing CCR Algebra I)
		Alternate Algebra	CCR Algebra I
		Alternate Biology	Biology
		Alternate Science II	Courses worth 1 Carnegie Unit Physical Science Earth and Space Science Human Anatomy and Physiology Foundations of Biology OR Courses worth ½ Carnegie Unit Environmental Science Genetics Geology Zoology I Zoology II Astronomy Botany Foundations of Science Literacy
SOCIAL STUDIES	2	Alternate History	US History
		Alternate Social Studies	Courses worth 1 Carnegie Unit World History Courses worth ½ Carnegie Unit Economics US Government Mississippi Studies Psychology Sociology World Geography
HEALTH	½ ³	Alternate Health	Contemporary Health Healthcare & Clinical Services I Theory and Application of Health Sciences JROTC I and II
PHYSICAL EDUCATION	½ ⁴	Physical Education	Physical Education
CAREER READINESS	4 ⁵	Career Readiness I-IV	Career Readiness was designed specifically for the Alternate Diploma
LIFE SKILLS DEVELOPMENT	4 ⁵	Life Skills Development I-IV	Life Skills Development was designed specifically for the Alternate Diploma
THE ARTS	1 ⁶	The Arts	
ELECTIVES	2		Any Carnegie unit credit bearing courses or a combination of ½ Carnegie unit credit bearing courses
TOTAL UNITS REQUIRED	24		

¹Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year.

²Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective

GRADUATION REQUIREMENTS STANDARD 14

CERTIFICATE OF COMPLETION

Note: This option shall be offered by districts for incoming freshmen beginning in school year 2018-2019 and thereafter.

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). Students eligible to receive a Certificate of Completion should fall into one (1) of the following categories:

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
 - Are 16 years old or older; **AND**
 - At least three (3) or more grade levels below their peers in reading and math; **AND**
 - Have a signed statement from the parent acknowledging that the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma.
2. Students without a Significant Cognitive Disability who have not yet turned sixteen (16) by the end of the eighth grade should transition to the ninth grade on a diploma path.
3. Students with a Significant Cognitive Disability at the end of 8th grade who:
 - Have extremely limited or no receptive and expressive communication skills **AND**
 - Have a signed statement from the parent acknowledging that the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma.
4. Students with or without a Significant Cognitive Disability at the end of their third year of high school (6 semesters) who:
 - Have not earned at minimum of 3 English units, 3 math units, 2 science units, 2 social studies units, and 5 electives; **AND**
 - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma; **AND**
 - Have evidence of 3 or more years of intensive intervention implemented in middle and/or high school to earn Carnegie units. Evidence may include, but is not limited to:
 - Progress monitoring data from reading intervention programs or math intervention programs
 - Documentation of accommodations and modifications provided in the general education courses and assessments
 - Course schedules outlining dedicated time for intervention.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the unique needs of the individual student. Course work shall be appropriate for the student and may include:

- Intensive remediation in deficit area skills
- Career preparation courses
- Life skills courses

Students earning the Certificate of Completion should have completed at least four (4) years of high school and/or be at least 19 years of age at the time of graduation.

Students pursuing a Certificate of Completion are required to participate in the Mississippi statewide assessment program deemed appropriate by their Individualized Educational Plan (IEP) Committee.

Students working toward the Certificate of Completion who meet the criteria for a Significant Cognitive Disability are required to participate in the high school end-of-course alternate assessment during the school year the student is enrolled in the corresponding alternate course (Alternate Biology, Alternate English II, Alternate Algebra).

Students working toward the Certificate of Completion who do not meet the criteria for a Significant Cognitive Disability are required to participate in the regular high school end-of course subject area test(s) during the school year the student is enrolled in the corresponding course(s).

It is ultimately the responsibility and decision of the IEP Committee to determine the appropriate exit option for a student with disabilities based on the appropriate data.

APPENDIX 4 ACADEMIC RULES FOR ATHLETICS

JUNIOR HIGH (7th & 8th Grades)

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

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

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

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

*Core courses – any course required for graduation.

The “C” average will be required beginning with the 2005-06 school year.

SENIOR HIGH (9th -12th Grades)

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

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

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

NOTE: The Carnegie units will increase from 20 to 25 units by the State Department of Education in 2008-09. The students will then be required to pass 6 units of credit during the school year with a “C” average or better in order to maintain eligibility. Those students who opt out of the Mississippi school’s curriculum and need 21 credits to graduate will be required to pass five credits toward graduation to be eligible. However, they must pass six credits, one of those four years of eligibility.

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

QUESTIONS RELATED TO ELIGIBILITY LAW

APPENDIX - 4 cont.

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX - 4 cont

MHSAA – MIDDLE/JUNIOR HIGH SCHOOL ELIGIBILITY

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

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

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

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

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

APPENDIX - 4 cont.

MHSAA – Maximum Practice for Athletic

Football Weekday Practice - 4:00 p.m. - 6:30 p.m.

High School - 2½ Hours

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

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

Middle/Junior High School - 1½ Hours

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

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

Saturday Practice

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

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

Sunday Practice

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

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

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

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

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

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

APPENDIX - 5

ARTICULATING CREDIT FOR SECONDARY CAREER/ TECHNICAL STUDENTS TO POST-SECONDARY COMMUNITY/ JUNIOR COLLEGES' CAREER/TECHNICAL PROGRAMS

Overview and Definition Mississippi Code of 1972: 37-15-38 established dual enrollment and dual credit programs for high school and postsecondary credit. The purpose of the Dual Enrollment and Credit Program is to offer structured opportunities for qualified high school students to simultaneously enroll in college courses at Mississippi (public) Institutions of Higher Learning (IHLs) or Mississippi Community or Junior Colleges (CJCs) that provide pathways leading to academic or career technical postsecondary credit.

What is a dual enrolled student?

A dual enrolled student is a student who is enrolled in a community college or junior college or state institution of higher learning while enrolled in high school. The student receives post-secondary credit for coursework.

What is a dual credit student?

A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

What is articulation?

- Articulation is a process in which two or more educational institutions work together to allow successful transition of students from high school to college/postsecondary education.
- Leland Public School District is in articulation with MDCC; in which we are in their consortium.

Articulation Agreement A board approved Articulation Agreement between the LEA (Local Educational Agency) and Mississippi Delta Community College shall be established prior to student participation in a dual enrollment or dual credit program. A separate Articulation Agreement will be signed for any participating Leland Career & Technical Center program and will also include the Course Offerings Conditions and Information and the Course Offerings Agreement.

2. Postsecondary institutions may employ career and technical program instructors who meet the same credentials that MDCC Career and Technical instructors must meet. A Faculty Credentialing manual is posted on the MDCC web site under Human Resources.

How do I qualify for articulated credit?

- Be enrolled in a career/technical program of study.

APPENDIX - 5 cont.

Career and Technical Education Eligibility

- To be eligible for enrollment, a high school student must meet the following criteria:
- Have a minimum high school GPA of 2.0 on a 4.0 scale;
- Must have a semester average of at least 80 in your CTE course;
- You do not have to have an Act score to qualify;
- May be classified as a sophomore, junior and or senior; and
- Obtain an unconditional recommendation from school administrator/counselor or CTE instructor (MDCC's Counselor Verification Form) *Eligibility requirements were reviewed and affirmed by the Chief Academic Officers of the MS Institutions of Higher Learning and the MS Community and Junior Colleges and the Career-Technical Officers Association.

What are some other course descriptors?

- It will count as a 3 hour college level course.
- There is a minimum of 5 students to make a class.
- The course is taught during regular CTE class at this center by the CTE instructor.
- The objectives to be taught will be similar to those of the CTE program, which will be incorporated into the instructor's curriculum.
- Courses will be offered during the Fall and Spring semester of each academic year.
- A letter for parental consent will be needed for dual credit course.

How do I receive the articulated credit?

- Complete an application for articulated credit at a community/junior college.
- Enroll in a community/junior college after graduation.
- Successfully complete 12 non-developmental career/technical or academic credit hours in the corresponding articulated postsecondary career/technical program of study.

How much articulated credit will I receive?

- On an average, students receive up to 6 hours of college credit by completing an articulated career/technical program of study. (MDCC, only)

What are the benefits of articulated credit?

- Earn credit while in high school.
- Create a smooth transition to a community/junior college, 4-year university, or workforce.
- Create opportunities for higher level learning and advanced training.
- Save money on tuition, fees, and books, as well as time.

APPENDIX - 5 cont.

How much will the articulated credit course cost?

COST- No cost will be assessed on credit to a student receiving articulated credit. FREE!!!

The Leland School District will pay the \$125.00 fee for each student.

- **The Feeder schools' (Hollandale and Shaw) district will pay for the cost of the course for their students.**
- Students will be informed of any book requirements.

PROGRAMS TO BE ARTICULATED

Your High school MUST have an articulated Secondary Career and Technical Education (CTE) Pathway; for example, in order for you to offer the Welding course, your high school must offer a Welding program.

NOTE: 3 HOURS = 1 Carnegie Unit

- **Agricultural Technology**
AGT 1112- Survey of Agricultural Technology- 2 hrs.
- **Business Technology/Admin. Office Technology**
BOT 2183- Career Readiness- 3 hrs.
- **Construction Equipment Operations**
CEV 1212- Safety 1 – 2 hrs.
- **Welding Technology/Welder**
WLT1173- Intro to Weld & Safety- 3 hrs.

Assigning credit on college transcript

The student receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

COST- No cost will be assessed on credit to a student receiving articulated credit.

NOTE: The CTE dual enrollment credits earned can only be transferred to MDCC; in which there is an articulated agreement between the district and junior college.

National Certification scores may be accepted upon enrolling in a post-secondary college/4-year college/CTE/Technical program, after publication.

This articulation agreement is intended to support and enhance, not to supplant any existing Articulation Agreement already in the system.

APPENDIX - 6
VISITS BY PARENTS/LEGAL GUARDIANS, COMMUNITY MEMBERS
OR
MEDIA INTERVIEWING, FILMING, VIDEOTAPING OR RECORDING

See Policy Code: **KM**

It is the policy of the Board to balance the needs of the public and media to be informed about school programs and activities with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption. This policy is being enacted to prevent classroom interruptions that can be very detrimental to the learning process.

Parents/legal guardians and other visitors are welcome to visit in our facilities. When visiting, all parents/legal guardians and visitors must register in the main office upon entering the building. In order not to disrupt instructional time, all visitors/parents/legal guardians are required to stop in the office and let office personnel assist them. The main entrance door is generally the only door unlocked during school hours. Parents/legal guardians and visitors should enter through these doors and go straight ahead into the office area where office personnel will be of assistance. If plans involve the pickup of a child after school, parents/legal guardians should wait in the office or other designated areas, and have their child meet them there. Standing outside classroom areas or blocking hallways is prohibited.

Implementation

The Superintendent and/or Principal or his or her designee shall regulate visits to the school by parents, community members, or news media subject to the following guidelines:

Parental Visits

School staff value the concept of parents/legal guardians as partners in education and understand that the student's education extends beyond the school. If a parent/legal guardian wishes to visit a classroom during school hours, the appropriate grade level principal should be contacted prior to the visit.

In the absence of a court order denying unsupervised visitation rights to a parent/legal guardian, both custodial and non-custodial parents may schedule visits to their child(ren)'s classes - see following exceptions:

- **Non-custodial parents will not be allowed to check out a child without proper documentation (signed statement from custodial parent and/or court order).**
- **Non-custodial parents must be able to verify parental relationships with a child before the schools allow visiting rights.**

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Arrangements for classroom visits shall be made by contacting the Principal. The Principal will consult with the teacher involved and may grant the request or suggest a more convenient time for a visit. Requests by parents to visit classes may be denied by the Principal when the visit would result in disruption to the learning process in the classroom. Having parents/legal guardians visit the classroom is an important part of the elementary school experience. Parents/legal guardians will have the option of signing up to assist as a room parent/legal guardian for special projects and parties, joining parent groups, performing special school activities, helping with science fairs, and volunteering time to assist on fieldtrips (See volunteer policy).

It is up to the individual teacher to determine his/her classroom needs and to make any necessary arrangements for parent volunteer assistance.

Visits by Community Members

Persons who are not parents of school children may obtain permission to visit a school, while it is in session, from the Principal or his/her designee. A staff member should escort visitors touring the schools. Requests to visit specific classrooms may be granted or denied by a principal or his/her designee after consultation with the teacher or teachers involved and will be based on a consideration of the informational needs of the person making the request and the potential for disruption or invasion of the privacy of student.

Visits by News Media

Visits to the school by representatives of the news media or other people seeking to interview, photograph, record, videotape or film students, staff members or school activities may be arranged through consultation with the principal or his or her designee. If permission is given, media representatives must follow school guidelines for interviewing, photographing, recording, videotaping, or filming school staff and students.

Affected teachers will be consulted before permission for such activities in classrooms is granted. Custodial parents will be asked to sign general and specific permission slips to authorize interviewing, photographing, filming, or videotaping their children while at school or while participating in school activities. Written parental permission will be obtained before the release, photography or recording of any student information from a record.

Photographing, filming, or recording of special education students will be allowed only after specific parental permission is obtained in writing. All visitors to the school will be required to check in at the office when they enter the school building. The Principal or his or her designee will keep a log showing the names of visitors and the date, time, and purpose of each visit.

APPENDIX - 6 cont.

Visiting the School

Visitors must enter through the front door. All visitors are required to report to the office immediately upon entering the building to sign in and receive a visitor's badge, before going to meet with a teacher or other staff member.

Parents and/or visitors visiting in the schools or classrooms are not to take pictures, interact with students, or take notes about events in the classroom, unless they give prior permission.

Parents who desire conferences with teachers, counselors, or administrators, will receive an appointment by telephone or mail in advance to arrange the time most suitable for conferences.

At no time should a parent or visitor call a teacher from a class or request a conference with the teacher at the door of the classroom.

A visitor's pass is only to be used for the purpose given at the time the pass was issued. It is not to be used for multiple unauthorized visits. Failure to follow visiting guidelines may result in future denial of visiting rights.

Students May Not Bring Friends to School

Students may not bring friends or other students to visit in the classrooms or at lunchtime. Only enrolled Leland students are allowed into their specific classroom, unless given permission by the principal for extenuating circumstances. This rule is for the protection of all students and the instructional program.

Parent-Teacher Conferences

Parent-teacher conferences will be held during the teacher's conference period.

Barring extenuating circumstance, classes will not be interrupted for conference.

Family Educational Rights and Privacy Act (FERPA) Regulations

Parents who wish to visit the classroom to observe specific academic instruction need to visit with the building principal or his designee to obtain approval. Parents must provide 24-hour notice and state the purpose of the visit (identify what you wish to accomplish by the visit). The decision is entirely up to the building principal based on the purpose of the request. This rule is for the protection of all students, and the school's instructional program. Many children in the classroom setting receive special services (ELL, Exceptional Education, Title, Speech, etc.) during the school day due to their individual academic needs, and this information is extremely confidential. Due to FERPA (federal Law), requests will be closely scrutinized to ensure the safety and confidentiality of the student population, along with their individual programming needs. This type of request is different than volunteering time to help with a classroom project, party, or fieldtrip. If an individual is granted permission to visit a classroom to watch specific academic instruction, s/he must follow these rules:

APPENDIX - 6 cont.

- Sign in at the office to receive a nametag and be directed to the classroom.
- Refrain from engaging the attention of teachers or students through conversation or other means.
- Not record data that is considered confidential about how other children are learning or the services they are receiving based on IEP and other criteria.
- Remain inconspicuous and non-disruptive to the instructional process.
- Classroom visitors (parents/legal guardians) are not there to judge the teacher's ability to teach; they should be there to work with the teacher to best help his/her own child.
- Parent visitations are limited to only one class period during the school day.
- When leaving the classroom—you are bound by confidentiality and FERPA Law. The main purpose of a visit is for individual parents to gather information on their own child to better help the educational process.

The Principal, or his or her designee, will keep a log showing the names of visitors and the date, time and purpose of each visit.

Family Educational and Privacy Act (FERPA)

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

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

District Oversight / Responsibility: Everyone with access to education records

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

FERPA requires education institutions and agencies to **obtain written permission from the parent or eligible student in order to release any information from a student's education record**. Educational institutions and agencies are also required to notify parents and students over age 18 of their rights under FERPA on an annual basis and provide them with adequate time to request that the student's records not be shared. It also provides parents or students over the age of 18 with the following rights

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

APPENDIX - 6 cont.

Key Terms:

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

Term **does not include** the following:

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

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

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

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

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

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

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

APPENDIX - 6 cont.

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

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

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

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

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

Children's Internet Protection Act (CIPA)

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

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

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

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

CIPA requires the district to

- Use a "technology protection measure" (Internet filter) to filter all Internet-connected devices and block access to visual depictions deemed "obscene," "child pornography," or "harmful to minors"
- Filter can be disabled for adults for "bona fide research or other lawful purpose"
- Under the law, "minor" is defined as "individual who has not attained the age of 17"

APPENDIX - 6 cont.

- Adopt and enforce an Internet Safety Policy. Policy must address monitoring of Online Activities on Safety and security of all forms of direct electronic communication
- Unauthorized online access (hacking and other unlawful activities)
- Unauthorized disclosure or personal identification information
- Educate students about appropriate online behavior (Digital Citizenship)

Children's Online Privacy & Protection Act (COPPA)

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

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

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

Key Terms:

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

- First and last name
- Home or other physical address including street name and name of a city or town
- Online contact information (Screen name or username that functions in the same manner as online contact information)
- Telephone number
- Social Security Number
- Persistent identifier that can be used over time and across different Web sites or online services.

These include, but are not limited to,

- Customer number held in a cookie
- Internet Protocol (IP) address
- Processor or device serial number
- Unique device identifier
- Photo, video, or audio file where such file contains the child's image or voice
- Geolocation information sufficient to identify street name and city or town
- Information concerning the child or the parents that the operator collects online from the child and combines with an identifier described above

Data Collection:

- Active Data Collection – operator directly solicits information from children or enables children to make their personal information available

APPENDIX - 6 cont.

- Passive Data Collection – tracking or use of “any identifying code linked to an individual, such as a cookie,” as well as any other “identifiers” that can be used to identify, contact, or locate a child over time and across different websites or online services

COPPA requires operators (online service providers, website operators, etc.)

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

APPENDIX - 7

MISSISSIPPI EDUCATOR CODE of ETHICS and STANDARDS of CONDUCT

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

This code shall apply to all people licensed according to the rules established by the Mississippi Board of Education and protects the health, safety, welfare, discipline and morals of students and colleagues.

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

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

CODE OF ETHICS STANDARDS

Standard 1: Professional Conduct

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

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

- A.** Encouraging and supporting colleagues in developing and maintaining high standards
- B.** Respecting fellow educators and participating in the development of a professional teaching environment
- C.** Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
- D.** Providing professional education services in a nondiscriminatory manner
- E.** Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children
- F.** Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

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

- A.** Harassment of colleagues
- B.** Misuse or mismanagement of tests or materials
- C.** Inappropriate language on school grounds or any school-related activity
- D.** Physical altercations
- E.** Failure to provide appropriate supervision of students and reasonable disciplinary actions.

Standard 2: Trustworthiness

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

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

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

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

- A.** Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 - 1.** Employment history, professional qualifications, criminal history, certification/recertification
 - 2.** Information submitted to local, state, federal and/or other government agencies
 - 3.** Information regarding the evaluation of students and/or personnel

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- 4. Reasons for absences or leave
- 5. Information submitted in the course of an official inquiry or investigation
- B. Falsify records or direct or coerce others to do so.

Standard 3: Unlawful Acts

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

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense.

As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or situation where first offer treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Educator/Student Relationships

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

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

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

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

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

Examples of these acts may include but not limited to:

- 1. Sexual jokes
- 2. Sexual remarks
- 3. Sexual kidding or teasing
- 4. Sexual innuendo
- 5. Pressure for dates/sexual favors
- 6. Inappropriate touching, fondling, kissing, or grabbing
- 7. Rape
- 8. Threats or physical harm
- 9. Sexual assault
- 10. Electronic communication such as texting
- 11. Invitation to social networking
- 12. Remarks about a student's body
- 13. Consensual sex

Standard 5: Educator Collegial Relationships

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

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

- A. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law

APPENDIX - 7 cont.

- B.** Harming others knowingly making false statements about a colleague or the school system
- C.** Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
- D.** Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability, or family status
- E.** Using coercive means or promise of special treatment in order to influence professional decision of colleagues.

Standard 6: Alcohol, Drug and Tobacco Use or Possession

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

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

- A.** Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice

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

- A.** Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
- B.** Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the curriculum such as club trips, etc. which involve students.
- C.** Being on school premise or at a school-related activity involving students while documented using tobacco.

Standard 7: Public Funds and Property

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

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

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

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

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

Standard 8: Remunerative Conduct

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

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

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

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

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

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Standard 9: Maintenance of Confidentiality

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

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

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

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

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

Standard 10: Breach of Contract or Abandonment of Employment

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

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

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

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

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

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

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4).

Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

**STATE OF MISSISSIPPI AND PUBLIC-SCHOOL
EMPLOYEES' LIFE AND HEALTH INSURANCE
PLAN**

Steps to follow for Insurance

Information: Please see Website:

Knowyourbenefits.dfa.state.ms.us

Publications

2026 – 2027 SY

Plan Documents

**Insurance Questions :
Please call/see: Ms. LaQuitta Jones
(662) 686-5000 x 119
408 East 4th Street
Leland, MS 38756**

DISTRICT POLICIES

ABSTINENCE-PLUS EDUCATION POLICY See Policy Code: **ICG**

A. Purpose

By adopting this policy statement, the Leland School District seeks to

- Affirm our commitment to creating healthy and responsible teens in the Leland School District
- Adopt educational programs designed to help students and parents take action to reduce rates of teen birth and sexually transmitted infections.
- Establish principles, guidelines, and strategies for implementing effective sex education programs, referred to in state law as "abstinence-us" education programs.

B. Issue

Teen childbearing and sexually transmitted infections (STIs) are major public health issues in the state of Mississippi. With a statewide average of 64.1 births per thousand among 15-19 years-old in 2009, Mississippi leads the nation in the teen birth rate. Furthermore, Mississippi's young people lead the nation in rates of Chlamydia and gonorrhea, two sexually transmitted infections.

Becoming a teen parent or contracting a sexually transmitted infection has profound consequences for our youth. According to the National Campaign to Prevent Teen and Unplanned Pregnancy, adolescent girls who become mothers are less likely to complete high school. The Campaign also reports that children born to teen mothers are more likely to be poor, have lower academic achievement, and drop out of high school. The consequences of contracting a sexually transmitted infection such as Chlamydia or gonorrhea are equally harmful, as either infection increases a person's likelihood to contract HIV/AIDs, and if left untreated, can lead to infertility in women, according to the Centers for Disease Control.

Students need accurate information about pregnancy prevention and sexually transmitted infections in order to make responsible decisions and to maintain healthy lifestyles.

Unfortunately, many of our students lack access to this information and the opportunity to develop decision-making skills. Therefore, it is important that the **Leland School District** take immediate action to reduce these alarming statistics.

C. Position

The **Leland School District** Board of Trustees believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. According to research compiled by the U.S. Department of Health and Human Services, personal responsibility education--or "abstinence-plus"-- programs which provide age- appropriate, evidence-based, and medically accurate information can delay the onset of sex, reduce the frequency of sex, and/or reduced the number of sexual partners among teenagers. Furthermore, state law requires school districts to adopt a sex education policy by June 30 2012, and to implement a sex education curriculum by the start of 2012-2013 school year.

As a result, the **Leland School District's** Abstinence-Plus Education Policy is to reduce rates of teen birth and sexually transmitted infections.

D. Desired Outcome

The goal of the **Leland School District's** Abstinence-Plus Education Policy is to reduce rates of teen birth and sexually transmitted infections.

E. Implementation Principles and Guidelines and Strategies

1. Principles and Guidelines: The principles and guidelines detailed below should guide the implementation of this policy.
 - a. State statute - State statute requires school districts to adopt an abstinence-only-until- marriage policy or an "abstinence-plus" policy. On this authority, the Board chooses to adopt this "abstinence-plus" policy.
 - b. Definition of abstinence-us education - First and foremost, abstinence-plus education teaches the social, psychological, and health gains to be realized by abstaining from sexual activity. However, although this abstinence-plus education promotes abstinence, it acknowledges that some teenagers may become sexually active before marriage and that most Americans, whether they abstain until marriage or not, will become sexually active in their adulthood. Therefore, abstinence-plus education also provides instruction about effective methods of contraception, including rates of effectiveness and failure for "perfect use" and "typical use." Finally, abstinence-plus education teaches students how to behave more responsibly by emphasizing the development of skills such as goal- setting, negotiation, self-esteem, and decision-making.
 - c. Curriculum - The **Leland School District** shall adopt an age-appropriate, evidence- based, medically accurate abstinence-plus curriculum on the list of curricula recommended by the Mississippi State Department of Health, in accordance with the U.S. Department of Health and Human Services. This curriculum, which shall also be approved by the Mississippi Department of Education, will be implemented beginning in the 2011-2012 school year. The curriculum will further conform to state law as outlined below:
 - i) The curriculum should teach the definitional elements of abstinence-only-until-marriage programs which communicate
 1. The positive gains of abstaining from sexual activity, and the likely negative effects of not abstaining;
 2. The harmful consequences of out-of-wedlock children on the child, the parents, and the community;
 3. The irresponsible nature of unwanted sexual advance, how to reject them, and how drugs/alcohol increases vulnerability;

4. That abstinence-until-marriage, and fidelity within marriage, is the only certain way to avoid out-of- wedlock pregnancy and sexually transmitted infections;
 5. The current state laws on sexual conduct, forcible and statutory rape, paternity establishment, child support, and homosexual activity; and
 6. That "a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse."
- ii) The curriculum should not provide information or demonstrations on how condoms are correctly applied.
- iii) The **Leland School District** shall not adopt a curriculum which teaches that abortion may be used to prevent the birth of a baby.
- d. Grades taught--Abstinence-plus education will be offered in each grade required by the selected evidence-based program. Instruction must begin no later than the seventh grade. All students must be given the opportunity to receive instruction in abstinence- plus education.
 - e. Instructor or record--The curriculum will be taught by licensed health educators, family and consumer science educators, or educators with a health education and/or science endorsement presently employed by the **Leland School District**.
 - f. Training--All educators assigned to teach abstinence-plus education must receive training on the curriculum adopted by the district and approved by the Mississippi Department of Education. Teachers and other school staff attending training sessions provided by the Mississippi State Department of Health's Bureau of Community and School Health will receive continuing education (CEU) credits.
 - g. Parental consent--In compliance with Mississippi Law, students are not required to participate in abstinence-plus education. Moreover, the district shall provide to parents/guardians no less than one week's written notice of the abstinence-plus education program's commencement. This written notice must inform the parents/guardians of their right to request the inclusion of their child into the program and the manner by which parents/guardians may exercise this right. The notice must also inform the parents/guardians of the right and the process to review the approved curriculum and materials. A parent/guardian's refusal to allow their child to participate in the abstinence-plus education program shall be without detriment to the student. However, every effort shall be made to ensure parents understand their right to request that their child participate in the program.
 - 1) Nothing in this section shall be interpreted to allow parents/guardians to opt students out of instruction in traditional courses in biological science.

LEGAL REF: MS Code 37-13-171, 37-13-173, 37-13-175

Staff/Student Non-Fraternization See Policy Code: **GABB**

Adults who have contact with children and adolescents through school activities have the responsibility not to betray or misuse their privileged position and shall never take advantage of students' vulnerability or of their confidence.

It is the policy of the Board of Education to prohibit any sexual relationship, contact or sexually nuanced behavior or communication between a staff member and a student, while the student is enrolled in the school system. The prohibition extends to students of the opposite sex or the same sex as the staff member and applies regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

Staff Guidelines for Non-Fraternization

Staff members are expected to use good judgments in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines:

1. Staff members shall not make derogatory comments to students regarding the school and/or staff.
2. Staff members shall not exchange gifts with students.
3. Staff-sponsored parties, at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not text students nor participate in any student blogs.
6. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol, or drugs.
7. Staff members shall not date students. Sexual relations with students, regardless of age and/or consent, are prohibited and will result in dismissal and criminal prosecution.
8. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
9. Staff members shall maintain a reasonable standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities.
10. Staff members shall not send students on personal errands.
11. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
12. Staff members shall not attempt to counsel, assess, diagnose, or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but instead, should refer the student to appropriate school personnel or agency for assistance, pursuant to law and Board policy.
13. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

Social Networking

All employees, faculty and staff of this school district who participate in social networking websites such as, but not limited to, Tic Tok, Instagram, and /or Facebook, shall not post any data, documents, photos, or inappropriate information on any website that might result in a disruption of classroom activity. The determination of appropriateness will be made by the Superintendent.

Employees, faculty, and staff shall not give social networking website passwords to students. Fraternization via the internet between employees, faculty or staff and students is prohibited and violation of any of these policies may result in disciplinary action, up to and including termination.

Access of social networking websites for individual use during school hours is prohibited.

Nothing in this policy prohibits employees, faculty, staff, or students from the use of educational websites.

Annual Reminder to Staff

The Superintendent and the school principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

1. Improper fraternization with students using Face Book and similar internet sites or social networks
2. Inappropriateness of posting items with sexual content
3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
4. Examples of inappropriate behavior from other districts, as behavior to avoid
5. Monitoring and penalties for improper use of district computers and technology
6. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

Periodical Searches

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and/or websites is discovered, the school principals and/or Superintendent will download the offensive material and promptly take proper administrative action.

Social Networking Websites See Policy Code: **GABBA**

Access of social networking websites for individual use during school hours is prohibited. Employees, faculty and staff should not give social networking website passwords to students.

All employees, faculty and staff of this school district who participate in social networking websites (like Tic Tok, Instagram, or Facebook) shall not post any data, documents, photos or inappropriate information on any website that might result in a disruption of classroom activity. This determination will be made by the Superintendent.

Fraternization via the internet between employees, faculty or staff and students is prohibited and violation of any of these policies may result in disciplinary action, up to and including termination.

Nothing in this policy prohibits employees, faculty, staff, or students from the use of educational websites, like www.schoolnotes.com, since educational sites are used solely for educational purposes.

PERSONAL SOCIAL MEDIA RELATIONSHIPS WITH STUDENTS (BOTH CURRENT AND FORMER) ARE PROHIBITED DURING EMPLOYMENT WITH LELAND SCHOOL DISTRICT.

