Grenada School District

EDUCATION, TRAINING, DREAMS

GHS
Student Handbook
(9-12)

2025-2026

Grenada School District

PO Box 1940
Grenada, MS 38902

253 South Main Street
Grenada, MS 38901
www.grenadak12.com

662-226-1606 (Phone)
662-226-7994 (Fax)

6/10/2025

PLEDGE OF ALLEGIANCE

United States

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

State of Mississippi

I salute the flag of Mississippi and the sovereign state for which it stands, with pride in her history and achievements, and with confidence in her future under the guidance of Almighty God.

ALMA MATER

Hail, Alma Mater
Hats off to you,

Ever you'll find us
Loyal and true;

Firm and undaunted
Ever we'll be.

Hail to the school we love,
*Here's a toast to thee**

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BOARD OF TRUSTEES

Mr. Kevin Carnathan ..... District 1
Dr. David Braswell ..... District 2
Mrs. Arlene Conley-White ..... District 3
Dr. Phil Turner ..... District 4
Mr. Haley Biddy ..... District 5

ADMINISTRATION

Dr. David Daigneault ..... Superintendent
Ms. Lynne Russell ..... Administrative Operations Officer
Dr. Lyle Williams ..... Administrative Academics Officer
Dr. Tina Herrington ..... Administrative Programs Officer
Dr. Becky Terry ..... Administrative Academics Officer
Mr. Tim Wilder ..... Administrative Secondary Academics Officer
Mr. Cole Surrell ..... Administrative Elementary Academic Coordinator

GRENADA ELEMENTARY SCHOOL Pre K-5

GRENADA ELEMENTARY SCHOOL Pre K-2

250 Pender Drive, Grenada
Phone: 662-226-8900 or 662-226-2584
Mrs. Dawn Terry, Principal: PreK-K
Dr. Reginald Herrington, Principal: 1-2
Mrs. Penny Walton, Assistant Principal: PreK-2

GRENADA ELEMENTARY SCHOOL 3-5

500 Pender Drive, Grenada
Phone: 662-226-2818
Mrs. Kasey Lott, Principal
Ms. Laigan Conley, Assistant Principal
Carol Tharpe-Admin.

GRENADA MIDDLE SCHOOL 6-8

GRENADA MIDDLE SCHOOL 6-8

28 Jones Road, Grenada
Phone: 662-226-5135
Mr. James Harrison, Principal
Mrs. Rebecca Bloodworth, Principal (6th Grade)
Mrs. Lindsey Leggett, Assistant Principal
Mr. Jamal Brock, Assistant Principal

GRENADA HIGH SCHOOL 9-12

GRENADA HIGH SCHOOL 9-12

1875 Fairground Road, Grenada
Phone: 662-226-8844
Mrs. Emily Tindall, Principal
Mr. Kelby Surrell, Principal (9th Grade) - Phone: 662-226-6138
Mr. Joey Cooley, Assistant Principal

GRENADA CAREER & TECHNICAL CENTER (9-12)

2035 Jackson Avenue, Grenada
Phone: 662-226-5969
Dr. Ezzard Beane, Director

GRENADA ENRICHMENT & TRANSITION CENTER

GED/Grenada Enrichment & Transition Center
809 Tie Plant Road, Grenada
Phone: 662-226-3311
Mr. Royce "Chip" Foster, Director

Grenada School District Vision Statement

Education, Training, Dreams

Grenada School District Mission Statement

Grenada School District is dedicated to excellence so that each child reaches their maximum potential within a safe learning environment while providing a comprehensive educational program that fosters the academic, physical, social, and emotional growth of all students.

GHS MISSION STATEMENT

The mission of Grenada High School is to provide a safe, challenging, well-disciplined environment that promotes a variety of nurturing and positive educational opportunities for all students to enable them to become productive citizens who are prepared mentally, socially, and physically to make responsible decisions and significant contributions in our constantly changing society.

FOREWORD

The purpose of this student handbook is to acquaint students, parents and teachers with general information necessary to a successful school year. However, this handbook is not the school policy manual. If you have questions concerning any subject, please seek further information from your principal or the sources referenced throughout.

This handbook is dedicated to giving students, parents and teachers a better understanding and appreciation of our education program.

EDUCATIONAL PHILOSOPHY

The primary purpose of the Grenada School District shall be to produce an environment in which students will become independent, self-motivated and can function effectively in society. The schools furnish materials and guidance that will incite the student's curiosity; for the school launches the student on a lifetime journey of exploring, probing and learning about himself/herself and the world. To help prepare the student for this journey, the school provides a wide, solid base of knowledge and skills, which will feed and sustain him as he searches for knowledge about himself and the community in which he lives.

Our school offers two unique services to the community. First, it offers a broad range of concentrated academic instruction and guidance to all the youth of the community. Second, it offers a practical learning environment for students who wish to acquire immediate vocational skills.

The faculty shares responsibility with the community and home for producing young adults who possess poise, grace and moral integrity. Therefore, the school helps provide an environment and opportunities that will enable every student to develop and mature physically. The administration and staff encourage classroom and extracurricular activities that promote student interaction. Also, students are encouraged to take an active part in events both in and out of the classroom. Finally, through this continuous physical, social and academic interaction, the school encourages each student to develop a sound moral philosophy that will promote his building a useful life.

SUPERINTENDENT'S MESSAGE

Dear Students:

It is my hope that each Grenada High School student will have a pleasant and successful school year. Your high school years are among the most important years of your life. Your success in school and in your adult life will be directly proportional to your daily efforts. I would like to challenge each of you to strive to become a student and citizen of whom your parents, community, and school can be proud.

Sincerely,
Dr. David Daigneault
Superintendent

PRINCIPAL'S MESSAGE

Welcome. The policies and procedures contained in this handbook are the result of a cooperative effort on the part of the faculty, administration and student representatives. This information has been carefully prepared and presented so that it will be of value in helping you to adjust to our school and to become an integral part of it.

The ultimate purpose of education is to help each student become an effective citizen in a democratic society. Our goal is to develop and to enable you to accept responsibilities and obligations of good citizenship, which will help you to participate successfully in the world of tomorrow. Remember that your success in this school will be directly proportional to your efforts.

May this year be one of the most rewarding in your school career.

Sincerely,
Emily Tindall
Principal

PRINCIPAL'S MESSAGE

Welcome.

Today's students are the future leaders of our community, state, and nation. Therefore, our students deserve the best schools we can provide.

This handbook has been prepared as a means of providing a uniform source of specific information concerning school policies, rules, and regulations. The handbook is filled with pertinent information that will assist you as you move through the school year. If you have any questions, please contact an administrator at your earliest convenience.

Thank you in advance for the part you play in helping all of our students learn and grow to their fullest potential.

Sincerely,
Dr. Ezzard Beane
9th Grade Principal

CONTACTS LISTED BY AREAS/DEPARTMENT

Administrative Operations Officer Personnel/Human Resources Director Drop Out Prevention Coordinator Purchasing Agent District Activities Calendar Donated Leave Dress Code Residency O-Policies Facility Campus Rentals Cohort Data Collection Extended School Year / Credit Recovery Program 21st Century Grant Coordinator Energy Education Specialist GSD Wellness Coordinator Handbooks	Lynne Russell	226-1606
Administrative Academic Officer 504 Coordinator (*Dr. Carla Rogers/Pam Keys*) Purchasing Agent District AdancED Coordinator (SACS) Accountability/Accreditation Instructional Management Plan Highly Qualified Plan Curriculum Instruction ADA (Americans With Disabilities Act) Coord. Licensure (Alt. Route Cert., CEU's, Highly Qual.) Professional/Staff Development Occupational Safety & Crisis Management Coord. Asbestos LEA Athletic/Activities Director	Dr. Lyle Williams	226-1606
Administrative Academic Officer Gifted Coordinator K-12 Innovative (Melanie Hopper-Asst.)	Dr. Becky Terry	226-1606
Administrative Programs Officer Federal Programs Director District Test Coordinator Purchasing Agent Teacher Scholarships/Bank Hours Discipline Coordinator Foster Care / Homeless Contact ELL / Immigrant Coordinator Infectious Disease Coordinator Title IX Coordinator	Dr. Tina Herrington	226-1606
Data Analyst/Interventionist/ School Status Coordinator PreK Coordinator K-12 Innovative Director (Melanie Hopper-Asst.) Grant Writer	Kimberly Ezelle	226-1606

Special Education Director Child Find SPED Extended School Year SPED Licensure	Aletha Simpson	226-3045 or 226-1606
Administrative Secondary Academics Officer Secondary Academics Accountability Curriculum	Tim Wider	226-1606
Administrative Elementary Academic Coordinator	Cole Surrell	226-8900
Business Manager/Accounting Insurance-Property and Liability 16th Section Land	Julie Crouch	226-1606
Technology Coordinator MSIS Primary E-Rate	Chris Corbett	226-1606
Technology Facilitator MasteryConnect District Coordinator MSIS Secondary SAMS District Coordinator Textbook Coordinator Accreditation & Accountability	Mary Bailey	226-1606
Technology Technicians	John Fortier – GES PreK-2 Austin Brown-GES 3-5 Grayson Morrow-GMS, GLAD Joseph Liberto - GHS, GETC, & GCTC	226-1606
Assistant Director of Athletics	Chip Foster	226-3311
Assistant Coordinator of Athletics	Michael Fair	227-6117
Activities Administrator	Joey Cooley	226-8844
Director of Bands	Joe Presley	226-4355
Choral Music	Jenni Winter-GHS Visions Jenni Winter-GMS Choirs/Entertainers Amy Killebrew -4-5 Music/Pizzazz Dianna Burt-2-3-Music Meg Wood- K-1-Music	226-8844 226-5135 226-2818 226-8900 226-8900
Communications	Robbie Buchanan-Grades PreK-12 Michael Sanford-Videographer Ben Leatherman-Reporter	226-1575
Secretary to the Superintendent Licensure MSIS Personnel Coordinator School Board Clerk	Kelly McNamee	226-1606
Payroll Employee Insurance	Melissa Neely	226-1606
Purchase Orders Fixed Assets Bank Deposits	Regina Benson	226-1606
Accounts Payable / Purchase Orders	Debra Conley	226-1606

Accountant		226-1606
Food Services	Myra Tims-Director Dianne Morgan-Secretary	226-1606
Receptionist (C.O.)/Office Manager/Residency	Vicki Crockett	226-1606
Academic Intervention Specialist Behavioral Specialist 504	Pam Keys	226-8900
Middle College and Graduation Coordinator	Dr. Katheryn Cox	226-8844
Director of Maintenance/Buildings/Property	Joe Ward	226-0156
Director of New Programs Entrepreneurial and Innovation Center Grants and Partnerships	Sherry Worsham	226-1606
Work Force/Job Placement Administrator	Dr. Angela Cooley	226-1606
Parent Resource Center Coordinator 21st Century Grant Secretary	Kaitlyn Legge	227-3370
Transportation Director Security Director Occupational Safety & Crisis Management Dir.	Benji Britt	226-3771
Reading Fair	Pam Briscoe-Coordinator Librarians at each school	226-8844
Printing	Myra Muirhead	226-2108
Kidzeum/STEAM Director Grades PreK-3	Melanie Williams	226-8900
Science Discovery Lab Grades 4-5	David (Devon) Tipton	226-2818
Balloon Quest	Tammie Cavanaugh	307-4546
Janitorial Services	Ronnie Shipp	226-6645
Director of Mississippi Tobacco-Free Coalition of Grenada, Yalobusha, & Calhoun Counties	Sue Mashburne	226-2589
Secretary-Central Office Personnel/Human Resources Fingerprinting/E-Verify/Background Checks District Vacancy Reports FMLA Workers' Compensation ADA Info AIM Notifications Residency Secretary Discipline/Hearings Secretary Sub List Data Reporting Calendar	Emily Legge	226-1606
Special Education Director Child Find SPED Extended School Year	Aletha Simpson	226-3045 or 226-1606

SPED Licensure		

iReady Coordinators	Andrea Cohen K-2 Chasity Johnson - GES 4-5	226-8900 226-8900 226-2818
Instructional Specialists (K-12)	Pam Briscoe-ELA (6-12) Penelope Walton K-2 Jessica Kirk (SPED)	226-8844 226-2818 226-2818 226-8900 226-3045
Lead Teachers (PreK-12)	Angie Johnson-Math 6th grade Brooke Foster-ELA 6th grade Katie Malone-ELA 7th grade Emily Hatcher-Math 7th grade Gail Smith-ELA 8th grade Leigh Ann Melton-Math 8th grade Erica Conley-Math 3-5 Haley Surrell-ELA 3-5 _____-Math 3-5 Tracy Armstrong-Math 2nd grade Ricki Hardin-Reading/ELA 2nd grade Lauren Carpenter-Reading/ELA K-1 Kin Hayward-Math K-1 Julie Cummings-Math K-1	 226-8844 226-5135 226-5135 226-5135 226-5135 226-5135 226-8900 226-8900 226-8900 226-8900

GRENADA HIGH SCHOOL REGULAR SCHEDULE		
Block	**Time**	**Minutes**
1st Block	7:50-9:28	98 Instructional Minutes
Transition	9:28-9:33	5 Minutes
2nd Block	9:33-11:26 ➢ 1st Break 9:33-9:48 (15 Minutes) ➢ 2nd Break 10:15-10:30 (15 Minutes)	113 Total Minutes 98 Instructional Minutes
Transition	11:26-11:31	5 Minutes
3rd Block	11:31-1:35 ➢ Lunch A: 11:31-11:56 ➢ Lunch B: 12:04-12:29 ➢ Lunch C: 12:37-1:02 ➢ Lunch D: 1:10-1:35	124 Total Minutes 99 Instructional Minutes
Transition	1:35-1:40	5 Minutes
4th Block	1:40-3:20	100 Instructional Minutes

GRENADA HIGH SCHOOL EARLY RELEASE SCHEDULE (63%)		
Block	**Time**	**Minutes**
1st Block	7:50-9:00	70 minutes
Transition	9:00-9:05	5 Minutes
2nd Block	9:05-10:15	70 minutes
Transition	10:15-10:20	5 Minutes
3rd Block	10:20-12:00 ➢ Lunch A: 10:20-10:45 ➢ Lunch B: 10:45-11:10 ➢ Lunch C: 11:10-11:35 ➢ Lunch D: 11:35-12:00	100 minutes
Transition	12:00-12:05	5 Minutes
4th Block	12:05-1:15	70 minutes

WEATHER DELAY SCHEDULE (For Severe Weather)

*School may begin at 10:00am during severe weather. Parents and students will be notified by TV/Radio announcements and Notifications. **Assigned teachers/asst. teachers will be on duty 2 hours after their regular duty time for students who are early arrivals.**

AUTOMATED MESSAGING NOTIFICATION SYSTEM

Notify is our Automated Messaging Notification System. Texts are generated to parents and guardians of students, teachers, and other staff members, notifying them of holidays, early releases, or severe weather situations. You may receive a text from Grenada School District notifying you regarding one of these situations.

RIGHTS AND RESPONSIBILITIES

DISTRICT RESPONSIBILITIES

The District accepts its responsibility for insuring certain rights upon which there can be no compromise:

1. The student's right to quality education, differentiated, individualized and free from disruption.
2. The educator's right to teach or administer free from verbal intimidation and physical assault.
3. The parents' right to expect quality education and the protection of students, educators and their investment in school property.

STUDENTS' RIGHTS

All students have basic rights and responsibilities as afforded by the U.S. Constitution, the Constitution of the State of Mississippi and Mississippi law.

1. Right to Learn: Students have a right to a public education and to a non-disruptive education environment in which to learn.
2. Equal Opportunity: Students have a right to an equal opportunity to participate in school programs and activities. However, participation in extracurricular activities is a privilege, which may be lost by misconduct, academic standing or other reason provided by policy and/or law.
3. Freedom of Expression: Students have the right to express their opinions verbally or written as long as it does not disrupt the educational environment. This right includes student publications to the extent provided by law.
4. Privacy: Students' academic and other personal school records are confidential and can be inspected only by eligible students, parents/guardians, school officials and others as permitted by law.
5. Due Process: Students have a right to due process as outlined by District policy and provided by law.
6. Search and Seizure: Students have the right to be free from an unreasonable search and/or seizure, but anything on school property is subject to search if reasonable suspicion exists.

STUDENTS' RESPONSIBILITIES

A student attends school so that his/her individual capacities can be developed to the fullest. Student conduct is expected to reflect respect and consideration of personal property and rights of others, as well as, an understanding of the need for cooperation with all members of the school community. Students are expected to fulfill certain responsibilities including, but are not limited to:

1. Respect for authority, including obedience to school rules and regulations and to the law.
2. Respect for the rights of other persons and for school and community property.
3. Regular attendance and meeting of school obligations.
4. Develop standards of personal conduct, which are reflected in socially approved behavior.
5. Accept responsibility for his/her own work and behavior.

PARENTS' RESPONSIBILITIES

In addition to general encouragement and support of the student, teachers and school, a parent/guardian/custodian's responsibilities include, but are not limited to:

1. Ensure the attendance of his/her child.
2. Encourage his/her child to succeed by interest and involvement in the child's school, work and activities.
3. Cooperate with the teachers and administration with regard to school requested conferences. Failure to attend a disciplinary conference may result in a misdemeanor fine of up to $3,000. Failure to attend other school conferences when requested to do so may result in a misdemeanor fine of up to $250.
4. Encourage his/her child's good behavior and compliance with school rules and the law. A parent/guardian/ custodian may be liable for payment of damages resulting from his/her minor child's destructive acts against school property or person and of criminal fines brought against his/her child for unlawful activity upon school grounds.
5. Encourage proper nutrition by refraining from bringing fast-food to the school.
6. **Current telephone numbers and addresses are essential for emergency purposes. Whenever there is a change of address or phone number, PLEASE notify the office with the new information.**

GENERAL INFORMATION

ABSTINENCE-ONLY EDUCATION

BELIEF

The Grenada School Board believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. The Grenada School Board is committed to fostering community partnerships that educate both students and parents about this important topic.

The Grenada School District seeks to affirm its commitment to creating healthy and responsible teens in this School District by fully complying with the Mississippi Code of 1972, Annotated, Section 37-13-171, and by:

- Adopting educational programs designed to help students and parents take action to reduce rates of teen birth and sexually transmitted infections and integrating such programs into already established classes, and
- Establishing principles, guidelines, and strategies for implementing effective sex education programs, referred to in state law as "Abstinence-Only" education programs.

The district shall utilize an age-appropriate, evidenced based, medically accurate, Abstinence-Only curriculum from the list of curricula approved and recommended by the Mississippi Department of Education (MDE), including as one choice the curricula of Abstinence-Only developed by the Mississippi Department of Human Services and the Mississippi Department of Health, if such curricula are on the MDE's approved curriculum list.

ABSTINENCE-ONLY EDUCATION

The Grenada School Board adopts a Mississippi Department of Education approved "Abstinence-Only Education Curriculum" and

1. Requires the implementation of such program and curriculum in the Grenada School District effective at the beginning of the 2012-2018 school year,
2. Requires boys and girls to be separated into different classes when sex-related education is discussed or taught,
3. Prohibits any teaching that abortion can be used to prevent the birth of a baby, and
4. Prohibits instruction and demonstrations on the application and use of condoms and contraceptives.

DEFINITION

Abstinence-Only education includes any type of instruction (on a grade and age appropriate basis) that teaches some or all of the following:

- the social, psychological, and health gains to be realized by abstaining from sexual activity, and the likely negative psychological, health and physical effects of not abstaining;
- the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;
- that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;
- that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually-transmitted diseases and related health problems;
- the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and
- that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.

No program of instruction under this Abstinence-Only curriculum may include anything that contradicts excluded components specified in state law. The instruction program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates of those contraceptives.

PARENT'S RIGHTS

Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice must also inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

PROCEDURES

The superintendent, or his/her designee, shall establish procedures to support this policy. The Superintendent will provide the Grenada School Board with an annual report on the outcomes of the Abstinence-Only education program. If funding is available, this report shall include quantitative as well as qualitative analysis of the program and shall include the perspective of students, teachers, and parents/guardians.

REVIEW OF POLICY

This policy will be reviewed on an on-going basis in accordance with the Board's policy review process. This policy shall comply with all applicable provisions of the Mississippi Code of 1972, Annotated, including but not limited to 37-13-171, 37-13-173, 37-13-175, as amended and with all other applicable federal and state laws.

NO CHILD LEFT BEHIND REQUIREMENT

No Child Left Behind prohibits the use of funds authorized under this Act to be used to:

1. Develop or distribute material, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual,

2. Provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence, and

3. Operate a program of contraceptive distribution in schools.

LEGAL REF: MS Code 37-13-171, 37-13-173, 37-13-175

-

****

(CUT ALONG DOTTED LINE)

*** Please sign, date, and return the bottom of this sheet to your child's 1st Period/Homeroom teacher. ***

This form is for student taking Health Class this school year. I choose NOT to participate in Abstinence Only Education for my child.

_____

Student Name

_____ _____

Parent or Guardian *Date*

****

-

ACCESS TO STUDENT RECORDS

A parent of a child enrolled in the district has access to school records and information pertaining to the child, whether or not the parent is the custodial parent. The non-custodial parent may demonstrate that he/she is the parent of the child and have access to the child's records, including any forwarding information. The district will follow this policy unless a court orders the District not to provide access to such records.

Under Mississippi law, the parent having legal custody of the child is responsible for making educational decisions for the child. Under state law, if parents are awarded joint legal custody, the parents are obligated to exchange information concerning the health, education, and welfare of a minor child and to confer with one another in the exercise of decision-making rights, responsibilities and authority. If parents have been awarded joint custody and they have differences in opinion as to the education of their child, parents are required by statue to confer with one another and make a decision. The District cannot serve as an arbiter between parents of a child enrolled in the District.

As to notices, report cards, and other school-related information, the school will send all of this information to the address listed for proof of residency when the child is enrolled in school. Some information is sent home with the child and some information may be mailed to the residence. Custody agreements may require the parent receiving the information to communicate it to the non-resident parent. The District is not responsible under state law for providing both parents with copies of this information, but will make any of the child's records available for review, pursuant to paragraph 1 of this policy.
Policy JR-1 Adopted 2/15/2000

ACTIVITIES

The Board of Trustees of the Grenada School District recognizes that for the development of a well-rounded individual, academics and extracurricular activities are very important. However, activities related to academic achievement take precedence over all other activities in the District.

In the event of **two (2)** activities taking place at the same time, (only after all scheduling attempts have failed), then:

(a) National takes precedence over regional
(b) Regional takes precedence over state
(c) State takes precedence over district
(d) District takes precedence over conference
(e) All of the above take precedence over practice/rehearsal.

The Board of Trustees of the Grenada School District feels very strongly that parental involvement is important to the educational development of a child. The precedence established in the above statements (a-e) gives clear guidelines for the scheduling and arrangement of extracurricular activities in the Grenada School District. After all attempts by District personnel in charge of extracurricular activities to schedule and avoid conflicts, and conflicts do indeed exist (whether it be the fault of the District or some unavoidable circumstance) then the precedence rule as stated in (a-e) above will be in effect. However, if a parent/guardian feels strongly that the conflict that was created by the District concerning the two scheduled events is not in the best interest of his/her child, then the parent/guardian may do the following:

The parent/guardian, upon personally contacting the Superintendent of the Grenada School District may indicate to the superintendent that parent/guardian(s) choice regarding his/her child's participation in the scheduled events. That request by the parent/guardian will be honored by the superintendent and all District personnel involved in these particular activities with the child. If the parent/guardian has ambivalent feelings regarding the conflict that the District has created, or does not choose to personally contact the superintendent of the School District, then the precedence rule as established in (a-e) above remains in effect.

An extracurricular activity in the Grenada School District that has historically had available certain dates in the past for participation will have precedence in scheduling over a new activity that is formed or that is beginning its involvement in the Grenada School District when scheduling conflicts arise regarding the dates in question.

****If a student DOES NOT attend 63% of their school day, they MAY NOT attend ANY after school activities.**

ADMISSION-SCHOOL

The term a minor when used in any statute, shall include any person, male or female, under twenty-one years of age. MS Code 1-3-27

ENROLLMENT AGE

Except as provided in subsection (2) and subject to the provisions of subsection (3) of MS Code 37-15-9, no child shall be enrolled or admitted to any kindergarten which is a part of the free public school system during any school year unless such child will reach his fifth birthday on or before September 1 of said school year, and no child shall be enrolled or admitted to the first grade in any school which is a part of the free public school system during any school year unless such child will reach his sixth birthday on or before September 1 of said school year. No pupil shall be permanently enrolled in a school in the State of Mississippi who formerly was enrolled in another public or private school within the state until the cumulative record of the pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record. 37-15-9 (1) (2003)

EVIDENCE OF AGE

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

(a) A certified birth certificate or proof of evidence of age as stated in Miss. Code 37-5-1;
(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by a parent, grandparent or custodian;
(c) An insurance policy on the child's life which has been in force for at least two (2) years;
(d) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent, grandparent or custodian;
(e) A passport or certificate of arrival in the United States showing the age of the child;
(f) A transcript of record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth; or
(g) If none of these evidences can be produced, an affidavit of age sworn to by a parent, grandparent or custodian. Any child enrolling in Kindergarten or Grade 1 shall present the required evidence of age upon enrollment. Any child in Grades 2 through 12 not in compliance at the end of sixty (60) days from enrollment shall be suspended until in compliance. 37-15-1 (2002)

PARENT, LEGAL GUARDIAN OR LEGAL CUSTODIAN

Whenever any minor child seeks or applies to enroll or gain entrance to any public school in this state, and the child is not accompanied by an adult or is accompanied by an adult who is not the child's parent, guardian, if a legal guardian has been appointed for the child, or legal custodian, the school official or officials or teacher to whom the child applies or reports for enrollment or admission may delay consideration of the enrollment or enlistment of the minor child and require the child's parent, legal guardian or legal custodian to accompany the child and apply for enrollment and admission into the school for and on behalf of the minor child. 37-15-11 (2002)

GENERAL ELIGIBILITY

1. This school district shall admit into its free public schools all minor-age children (MS Code 1-3-27) and all compulsory school age children as defined by in MS Code 37-13-91 (2) (f).
2. Each minor child shall attend school in the school district of his/her residence unless legally transferred to another school district by the school board pursuant to MS Code 37-15-29.
3. Except for those students who have been legally transferred, each minor child seeking to enroll in this school district shall be a school district resident. All students shall register at the school they are assigned to attend. 37-15-29; 37-15-13
4. Any new student enrolling in this school district or any continuing student whose residence has changed shall be accompanied to enrollment by a parent, guardian, adult custodian or adult agent of a social service agency of the district who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall

be required to verify his/her residence as herein provided as part of the registration process. 37-15-11

5. The person in charge of each school shall require any child enrolling in kindergarten or grade 1 to present a certified birth certificate (or proof of evidence of age as stated in Miss. Code 37-5-1) and valid immunization certificate upon enrollment. No child will be allowed to enroll in or attend any school without a certified birth certificate or valid immunization certificate. 37-15-1

6. Subject to the provisions of MS Code 37-15-9, subsection (3), [see item 7 below] any child who transfers from an out-of-state public or private school in which that state's law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in this school district at the same grade level as their prior out-of-state enrollment, if:

a. The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
b. The out-of-state school from which the child is transferring is duly accredited by that states appropriate accrediting authority;
c. Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
d. The superintendent of schools of this school district has determined that the child was making satisfactory educational progress in the previous state. 37-15-9

7. When any child applies for admission or enrollment in any public school in the state, the parent, guardian or child, in the absence of an accompanying parent or guardian, shall indicate on the school registration form if the enrolling child has been expelled from any public or private school or is currently a party to an expulsion proceeding. If it is determined from the child's cumulative record or application for admission or enrollment that the child has been expelled, the school district may deny the student admission and enrollment until the superintendent of the school or his designee has reviewed the child's cumulative record and determined that the child has participated in successful rehabilitative efforts including, but not limited to, progress in an Grenada Enrichment & Transition Center or similar program. If the child is a party to an expulsion proceeding, the child may be admitted to a public school pending final disposition of the expulsion proceeding. If the expulsion proceeding results in the expulsion of the child, the public school may revoke such admission to school. If the child was expelled or is a party to an expulsion proceeding for an act involving violence, weapons, alcohol, illegal drugs or other activity that may result in expulsion, the school district shall not be required to grant admission or enrollment to the child before one (1) calendar year after the date of the expulsion.
37-15-9 (3)

8. No child in grades PreK through 12 shall be allowed to enroll in or attend any school without a valid immunization certificate. 37-15-1
Valid certificates include:
1. Form 121 -- Certificate of Compliance
2. Form 121-A -- Medical Exemption Certificate
3. Form 121-T -- Temporary Compliance Certificate

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

RESIDENCE VERIFICATION PROCEDURE

Definition of residence for school attendance purposes: The student physically resides full time weekdays/nights and weekends, at a place of abode located within the limits of this school district.

Residency may be determined in the following manner:

Students must physically reside full time (weekdays/nights and weekends) at a place of abode located within the limits of the district. With the exception of students who are lawfully transferred into the district, all students must meet the residency and verification requirements.

1. Verification

Acceptable Proofs of Residency provided to Grenada School District by Parent, Guardian or Other Adult:
(The State Auditor's Office expects all school districts to check residency once a year.)
(Minimum of Two required for all Students)

□	1.	911 Civil Defense Notification Card
□	2.	Filed Homestead Exemption Application Form
□	3.	Mortgage Documents/ Property Deed/Home Insurance
□	4.	Apartment/Home Lease (Handwritten receipts will not be accepted.)
□	5.	Utility Bills (Electric/Water/Gas)
□	6.	Household Bills (Phone/Cable/Internet-No Cell Phone Bills will accepted)
□	7.	Financial Info (Work Check Stub/Bank Statement)
□	8.	Driver's License/Mississippi ID/Passport
□	9.	Voter Precinct Identification
□	10.	Automobile Registration/Insurance
□	11.	Dated Official Government Documents (SSI/SNAP/DHS)
□	12.	Affidavit of Residency/Representative Personal Visit
□	13.	Verification of 30 Mile Rule Exemption

***Current telephone numbers and addresses are essential for emergency purposes. Whenever there is a change of address or phone number, PLEASE notify the office with the new information.**

2. Homeless Children

When a child is determined to be homeless as defined by the Stewart B. McKinney Act, the District shall consider and take enrollment action that is in the best interest of the child.

3. Legal Guardians

A Mississippi law that will go into effect during the middle of the 2021-2023 school year, specifically January 1, 2023 is Senate Bill (#2828, Article 2, Section 201) states that persons with **temporary guardianship** will **no longer be allowed** to enroll minor children in a school district.

****This law requires that a guardian of a minor child be declared by appointment of the court.****

Be advised, this law will end our ability to enroll students using temporary guardianship documentation. Due to the new state law, the school district has no flexibility and cannot register a child who does not have court appointed guardianship documents. Please make sure to acquire the necessary court documents **by January 1, 2023**, if you have not done so already.

4. Students Living with Adults Other Than Parents or Legal Guardians

A student residing with a non-parent must meet the same requirements stated above for residency verification.
The non-parent resident must provide the District with an affidavit stating his or her relationship to the student and that the student will be living at his/her abode full-time, and providing documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement.
The Board of Trustees or its designee will make the factual findings necessary to determine whether the residency of a student with a non-parent is appropriate for school attendance purposes.

5. Transfer Students/TUITION

The Grenada School District Board of Trustees shall charge an annual tuition at the rate of $900 per student. If however, a family has two or more students transferring into the Grenada School District, the tuition charged shall be $600 for the second child and $400 for each child in excess of two.

6. Further Information

For further information regarding residency, please contact your principal.

TRANSFER STUDENTS
(See also Policy JBCD- Transfers and Withdrawals of Students)

1. No student is to be enrolled in this school district until any and all questions regarding residence or immunizations have been resolved.
2. Students suspended or expelled from another school or school district may not be allowed to enroll. 37-15-9 (3)

3. No pupil shall be permanently enrolled in a school in this school district who formerly was enrolled in another school within the state or outside the state until the cumulative record of said pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record. 37-15-9 (1)

4. Unless a transfer student is tested in the manner provided in paragraph 5 below, the student will be permanently enrolled and

placed in a grade or class on the basis of an official transcript of credits from the last school attended. 37-15-33

5. All students seeking to transfer from any school, public or private, within or outside of the boundaries of the State of Mississippi, to this school district shall be required to take a standardized test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer. The administrative head of the school shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given the applicant not less than five days prior to the date of the administration of such test.

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

If any student is transferred or reassigned within this school district by an order of the board of trustees of this school district as designated by law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived. 37-15-33

6. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by this school board. 37-15-31 (1) (d)

The Mississippi Public School Accountability Process Standard for this policy is standard 13. -
NOTE: See following page for sample Affidavit of Residency.

LEGAL REF.: MS CODE 37-15-1; 37-15-3; 37-15-9; 37-15-11; 37-15-13; 37-15-29;
37-15-31; 37-13-33; and 41-23-37;
42 United States Code Sections 11431 - 11434
State Board of Education: Residency Verification Process
CROSS REF.: Policy JQN Education for Homeless Children and Youth

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

Parents, Students, and School Personnel:

The Grenada School District continues to fulfill all the requirements given by AHERA. Included in our efforts:

Initial Inspection of all Facilities	July, 1988
Management Plans	October, 1988
Three-year re-inspection	March 7, 1991
Three-year re-inspection	May 4, 1994
Three-year re-inspection	March 5, 1997
Three-year re-inspection	June, 2000
Three-year re-inspection	June, 2003
Three-year re-inspection	June, 2006
Three-year re-inspection	May, 2009
Three-year re-inspection	May, 2012
Three-year re-inspection	May, 2015
Three-year re-inspection	May, 2018
Three-year re-inspection	July, 2021

The Grenada School District wishes to inform its staff, students, parents and the general public as to the status of its Asbestos Management Program. The district has on file with the Mississippi Department of Education an approved Asbestos

Management Plan and has conducted the three-year asbestos inspection of all school facilities. Asbestos materials remain in district facilities and do not present a health risk to our students, staff or the general public. Asbestos Management Plans are available for public review at the Central Office and each school location. For additional information, you may contact the Grenada School District Central Office at (662) 226-1606.

ATTENDANCE (GRADES Pre K-12)

The District Administration recognizes school attendance as one of the most important responsibilities of the students, parents/guardian/custodian and staff. Students who attend school regularly have fewer discipline problems and a better opportunity to achieve. Additionally, school attendance affects the District's receipt of state funding and the teachers' ability to effectively control make-up work. **The student database shall be used to record daily or class period student absentees depending on grade level.

Students who maintain perfect attendance during the school year will be recognized and rewarded. Students who do not comply with the attendance policy will be subject to disciplinary action. **The student database shall be used to record daily or class period student absentees depending on grade level.

PERFECT ATTENDANCE DEFINITION: Students with no absences and no unexcused checkouts (including lunch) are considered to have perfect attendance for that grading period. For the purpose of defining perfect attendance, the term "absence" refers to both excused and unexcused unless such absence is for attendance at an authorized school activity with the prior approval of the principal.

*Students in grades 6-12 do not have to attend school during the testing period for an exam from which they are exempt. Such absences will be excused.

A. Absences

- Absences

Prompt and regular student attendance is necessary for a student to obtain the greatest benefit from his/her educational experiences; therefore, a student should be **in attendance every day!!** Absences must be substantiated by a written excuse from the parent/guardian preferably on the day the student returns or within 2 days. After **5 unexcused absences and the following 10, 12, 15, 20 unexcused absences,** the student has failed to comply with this policy and as a result, the child will be referred to the Compulsory School Attendance Officer. (The absences being unexcused and the student being truant.)

Note: Any student absent for **15 consecutive days will be dropped from the roll unless the legal guardian advises the school administrator that the student has a legitimate reason for the extended absence. The principal will determine the course of action to be followed concerning a student's progress and placement following an extended absence.

9-12 Only:

The attendance clerk will review the excuses/notes from parents and give the child an admittance slip to class. Students must have an admit slip the day following an absence to return to class. Absences are recorded daily and/or by period. Period absences are recorded for exemption and make-up work purposes. The principal may grant exceptions for extended absences or special circumstances.

Up to **6 parental notes** for each individual day missed will be accepted, or the student will be considered truant. Medical excuses may be excused with principal approval.

- Excused Absences

Each of the following shall constitute a valid excuse for temporary non-attendance of a compulsory school-age child enrolled in public school, provided satisfactory evidence of the excuse is given to the superintendent of the school district or his designee within 2 days of returning to school.
An absence is excused ONLY if it results from:

- Attendance at an authorized school activity with the prior approval of the principal
- Illness or injury that prevents the child from being physically able to attend
- Isolation of the student is ordered by the County Health Officer or the State Board of Health (i.e. communicable diseases)

 Death or serious illness of an immediate family member, which would include child, spouse, grandparent, parent, brother, sister, stepbrother, or stepsister

 Medical or dental appointment where approval is gained prior to absence, except in case of emergency. (Students are encouraged to attend orthodontist and doctor appointments during non-academic classes. Non-academic classes include band, physical education, music, art, and athletics.)

 Attendance at court or administrative proceedings if the student is required to attend or under subpoena as a witness

 Attendance at the observation of a religious event with the prior approval of the superintendent or his designee unless the observance is of such duration as to interfere with the education of the child

 Out of town travel to take advantage of a valid educational opportunity provided the approval for the absence is gained from the superintendent or his designee prior to the absence.

 Demonstrated conditions sufficient to warrant nonattendance, at the discretion of the principal or his/her designee

(Absences above are defined according to the Mississippi Compulsory School Attendance Law 37-13-91)

Absences from school may be excused for any of the above reasons provided the parent or legal guardian provides the school with a written note or Doctor's excuse within two (2) school days of returning to school. If a note is not received within two (2) school days of returning to school, the absence will be considered unexcused.

The Parent/Guardian excuse should contain:

- **Student's name**
- **Date of the absence**
- **Reason for absence**
- **Parent signature**

The Medical excuse should contain:

- **Student's name**
- **Date of the absence**

(Does **NOT** require a parent signature, but random verifications of medical excuses will be left to the discretion of the principals.)

*****Grenada School District Nurse excuses <u>are considered</u> an excused absence that day only and do not need a parent signature.**

*Upon reaching five (5) unexcused absences the student will be immediately referred to the school attendance officer. Each day attendance personnel will email the school district attendance officer a current list of all students who have accumulated 5 unexcused absences (including out of school suspensions). Out of school suspensions will be reported to the school attendance officer as they occur.

Tardies and checkouts will be excused for the same reasons mentioned above. Parents must come to the principal's office and complete a tardy/check-out form on each occurrence for the tardy and/or checkout to be considered excused.

(A note for the tardy or early checkout must be received within 2 days of the tardy or early checkout to be excused.)

<u>B. Official Absences – School Activities</u>

An official absence is an absence by a student participating in events and activities authorized by a principal and placed on the school calendar when grades are affected by participation or performance.

 Students must attend school for 63% of the school day to participate in school activities.

 Students suspended from school (OSS) may not participate in school-related activities throughout the day or days of the suspension.

 Students serving in school suspension (ISS) will be allowed to participate in activities occurring after the school day.

 Students who have been assigned to the Grenada Enrichment & Transition Center may not participate in school related activities until they return to their respective school.

 Students will not be officially recorded or unofficially counted as absent from school or individual classes when they are on any school-sponsored activity. Such students will be allowed to make up any work missed.

 Field trips must be of an educational nature and must have prior approval of the school administration and the superintendent's office.

Make-up Work

The student is responsible for making sure that all make-up work is completed. If the absence is excused, he/she is expected to make up work/tests within 3 days. The principal may grant exceptions for extended absence.

C. Homebound

A student may enroll in the homebound instruction program for the following reasons:

- Chronic illness
- Accident
- Surgery
- Contagious disease
- Other medical emergencies/conditions

The student will be marked with a present code from the date approved for homebound services or the date the medical condition occurred.

- o The parent/guardian provides a written Physician's/Nurse Practitioner's note to school prior to returning to school or within 2 days after returning to school,

  OR

- o The Physician's/Nurse Practitioner's note may verify a recurring or ongoing illness, which will allow the student to be placed on homebound as needed.

- The principal or the superintendent's designee must approve the homebound instruction request. The principal or the district superintendent's designee may or may not approve the student's participation in a program for homebound instruction based on the documentation provided.
- The amount of instructional and supportive services provided through the homebound program will be determined in relation to each student's educational needs and the student's physical and mental health.
- To re-enter school, a homebound student must report to the principal, superintendent's designee, or counselor for readmission.
- Homebound students will not be exempt from tests.
- Homebound assignments must be turned in each week.
- Homebound students MUST be present at school to participate in school activities.
- For students with an individual education plan (IEP), IEP meeting may be required.

Responsibilities

Successful homebound instruction depends on the cooperation of a number of individuals. The responsibilities of each of these individuals are summarized below:

Parent:

- Present a physician's note and medical records documenting surgery, chronic illness, an accident, contagious disease or other medical emergencies/conditions. The signed physician's note should include the term of recuperations if possible. This request should be given to the principal or the district superintendent's designee.
- Assist the principal with completing the homebound request form.
- Communicate with the counselor and/or homebound teacher.
- Obtain assignments as needed.
- Keep the school updated with medical situation.
- Assist and support the student's efforts with completing assignments.

Principal:

- Complete Grenada School District Homebound Request Form.
- Review medical documentation and notify CO Admin. of request.
- Approve or decline request for homebound instruction.
- Inform the counselor of homebound approval for student.
- Contact parent or inform principal's designee of homebound request status.
- Coordinate/approve homebound instructional services for students.
- Assist with readmission of student.

Counselor:

- Receive referral from the principal for homebound services.
- Notify appropriate school personnel to input status into SAM/MSIS.
- Communicate status of the request to all concerned parties (parent or guardian, homebound teacher, school staff members) when homebound instruction has been approved.
- Coordinate overall provision of services in a timely manner.
- Assign homeroom teacher/support appropriate to the student's educational needs to provide homebound

instruction.
- With the school homebound teacher, encourage communication between classroom teachers and homebound teachers, including supporting instruction and facilitating the exchange of assignments and materials between the homebound teacher, counselor, and the classroom teacher, as needed.
- Determine a designated location or method for all homebound materials and/or assignments to be delivered to the homebound teacher or parent.
- Inform all school personnel if medical situation changes.
- Participate in school readmission process.

SAM/MSIS Reporter:
- Add homebound status to schedule.
- Enter homebound attendance status for appropriate days.
- Remove homebound status to schedule upon student's readmission, as notified by counselor.

Homebound Teacher:
- Collaborate with the classroom teachers to exchange information, strategies, materials, assignments, assessment tools, etc., needed to provide instruction.
- Communicate with the parent the schedule for assignment distribution and completion.
- Return all completed work to the classroom teacher, as the teacher determines the term, semester, and final grades.
- Participate in school readmission process.

Student:
- Complete all assignments.
- Maintain an organizational system for assignments, as necessary.
- Return completed assignments as scheduled.

D. Tardiness-Grades 6-12 Only (Attendance Policy- Tardy-January 16, 2006)

Students are expected to be in class on time each period of the day. Students are given a reasonable period of time to pass from class to class. A record of tardies will be maintained in the principal's office.

1. Total tardy counts will start over at the beginning of each semester.
2. A student is tardy for school or class if he/she arrives in the classroom after the tardy bell has rung.
3. Tardy to school (1st Period/Homeroom) will be excused if:
   - A school bus is late
   - The student is in an accident (with verification)
   - Any other emergency or circumstance approved by the school's administration, such as natural disasters, weather, etc.

E. Checking Out of School-Grades K-12 Only

No student is permitted to leave school grounds at any time during the school day without permission from the principal or his designee. For safety of the students, parents are urged to cooperate with the school's policy of preventing unauthorized removal of students from school. The following rules apply:

- Only the legal guardian or other adult designated by the legal guardian may check a student out of school.
- An adult designee must be registered with the principal by the parent/guardian to check out a student.
- The person checking a student out must **physically** report to the office to sign out the student. Please bring an I.D., as it will be required by the attendance clerk.
- A student may be allowed to check out only at the discretion and with the permission of the principal or his/her designee.
- All rules governing absences will apply to the time missed from school as a result of checking out.
- For any checkout to be excused, it must have prior approval from the principal.
- All "check-in" and "check-out" of school for grades 9-12 will be done in the main office of the "A" building.

*Students will not be allowed to check out after 3:00pm.

F. Attendance Rewards-Grades 6-12 Only

There will be no exemptions for 1st and 3rd nine weeks tests.

- There will be no exemptions during 1st semester in subjects that state tests are given.
- Students in grades 6-11 with 3 absences or less per class per semester and a 90 or above average may be exempt from

2 exams.

- Students in grade 12 with 3 absences or less per class per semester and a 90 or above average may be exempt from 4 exams.

G. STUDENT ATTENDANCE, REPORTING OF STUDENT ATTENDANCE, TARDINESS & EXCUSES

The school board believes that good attendance, with a minimum of tardiness and absenteeism, is essential if students are to gain maximum benefit from the school district's instructional program. The superintendent has developed administrative regulations governing tardiness and absences (excused and non-excused).

The administrative regulations shall be based on all applicable state laws governing absenteeism and tardiness and shall include (but not limited to) the counting and reporting of students to the Mississippi Department of Education for attendance purposes, expectations for good student attendance, parent responsibility, excused and unexcused absences, and tardiness. Initial administration regulations and any future changes to such administrative regulations shall be approved by the school board before implementation.

Make-up Assignments: The administrative regulations shall specify that no absence will be excused when it is due to suspension, expulsion or other disciplinary action. However, to avoid adopting a policy or administrative rule that would ensure a student's failure, the district may adopt a provision that permits or requires suspended students who are not immediately placed in an Grenada Enrichment & Transition Center program to make up work within specified deadlines.

Attendance Reporting: In order for a student to be considered as having attended school for a full day, the school board specifies that each student must be present for 63% of his or her individual instructional day as fixed by the local school board for each individual school. For purposes of reporting absenteeism, a student who has an absence that is more than thirty-seven percent (37%) of the student's instructional day, as fixed by the school board for the school at which the student is enrolled, shall be considered absent the entire school day.

The superintendent has developed the following policy which includes:

- a definition of the instructional day for each individual school so that the 63% of the instructional day can be computed for each student within the school district's individual schools, and
- a process for computing 63% of the instructional day for each student within the school district's individual schools.

SCHEDULES

GES PreK-3 (Red Top)

7:40 A.M. - 2:45 P.M. (425 minutes)

*__Kindergarten__ - 425 min.-30 min. (Nap)-20 min. (Recess)-20 min. (Lunch)=355 minutes>>>63% = 224 minutes (minimum) **[11:24am]**

*__Grades 1-3__ - 425 min.-20 min. (Recess)-20 min. (Lunch)=385 minutes>>>63% = 243 minutes (minimum) **[11:43am]**

GES 4-5 (Green Top)

7:35 A.M. - 2:40 P.M. (425 minutes) - 20 min. (Lunch)=405 min.>>>63% = 255 minutes (minimum) **[11:50am]**

Grenada Middle School (6-8)

7:40 A.M. - 3:20 P.M. - 436 min.- 20 min. (Lunch)=416 minutes>>>63% = 262 minutes (minimum) **[12:02pm]**

Grenada High School (9-12)

- 4-Block Schedule: 7:50 A.M. – 3:20 P.M. (435 minutes) – 15 min (Break) – 25 min (Lunch) = 395 minutes x 63% = 249 minutes (minimum) **[11:59]**
- 3-Block Schedule: 7:50 A.M. – 1:35 P.M. (295 minutes)>>>63% = 186 minutes (minimum) **[11:21]**
- 2-Block Schedule: 7:50 A.M. – 11:26 P.M. (196 minutes)>>>63% = 124 minutes (minimum) **[10:09]**
- 1-Block Schedule: 7:50 A.M. – 9:28 P.M. (98 minutes)>>>63% = 62 minutes (minimum) **[8:52]**

Definitions

Full Day Attendance: When a student is present for 63% of his or her individual instructional day as fixed by the local school board for each individual school. (The Federal Gov. will use 50% of the student day for their data.)

Unlawful Absence: An absence for an entire school day or during part of a school day when such absence is not due to a valid excuse.
Attorney General Opinion: 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 students who are otherwise passing, the district must afford the student procedural due process. (Attorney Gen. Opinion, *Carter*, 1-9-98) (#183) (97-0817)

LEGAL REF.: Mississippi Compulsory School Attendance Law, MS CODE 37-13-91
Mississippi Public School Accountability Standard 16 and 17
CROSS REF.: Policies CED Duties of Superintendent
JBA Compulsory School Attendance
JBAC Truancy
MDE Memo on Implementation of House Bill 1530, Kent 5/17/13)

H. Further Information
For further information on the District's attendance rules, see your principal.

AUTOMATED INFORMATION MESSAGING NOTIFICATION SYSTEM

AIMS is our Automated Information Messaging Notification System. Telephone calls are generated to parents and guardians of students, teachers, and other staff members, notifying them of holidays, early releases, or severe weather situations. You may receive a telephone call from Grenada School District notifying you regarding one of these situations.

CAMERAS (Video)

Cameras have been installed at the High School for safety purposes. Cameras are located inside and outside of the facility. Due to privacy issues, videos may not be viewed with administrative permission.

CODE OF CONDUCT

Positive Behavioral Interventions and Supports (PBIS)
PBIS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments.

PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors and by treating much minor misbehavior as "teaching moments" rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

The Grenada School District has implemented the *PBIS* program across the entire district. The Student Code of Conduct compliments and supports the district-wide implementation of *PBIS* to foster student academic and behavioral success. The program is a three stage model focusing on prevention, early intervention, and intensive services to address the behavioral or academic problems of students:

I. Primary prevention – school-wide strategies designed to reduce the development and occurrences of problem behavior by teaching and encouraging expected pro-social behavior among all students, across all school settings and by all staff members. Rather than assuming that all students enter school with the knowledge and skills necessary to meet expectations for behavioral decorum, educators must directly teach and acknowledge those behavioral expectations that lead to social success in classrooms and all other school settings.

II. Secondary prevention - targets students who are considered at risk for problem behavior skill deficits who are not responding to primary level prevention efforts. Strategies are implemented to reduce repeated episodes of problem behavior through the use of more intensive interventions, especially for the relatively small proportion of for whom primary prevention strategies are not sufficient to support their behavioral success. The purpose of the secondary level is to reduce current cases of problem behavior and academic failure by using specialized group interventions that provide more support. Some common

secondary prevention practices include: 1) behavioral contracts, 2) conflict resolution training, 3) pre-correction strategies, and 4) self-management strategies.

III. Tertiary prevention - the most individualized and intense level. Interventions are developed specifically to address the behavior support needs of the smallest proportion of students who display chronic academic and/or behavioral difficulties. These behaviors impede learning, are dangerous or disruptive behavior, and/or result in social or educational exclusion.

PURPOSE OF THE STUDENT CODE OF CONDUCT

- Create a consistent set of expectations for student behavior in the Grenada Public Schools that reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights of students with disabilities including procedural protections when disciplinary action is taken
- Describe the rights and responsibilities of all members of the school community
- Engage students in a safe, positive, and supportive learning environment

DEFINITION OF DISCIPLINE

"*Discipline*" is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success.

SCOPE OF THE STUDENT CODE OF CONDUCT

The Student Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- **The Student Code of Conduct applies to actions of students at school, at school-sponsored and school-related activities, including school-sponsored travel, and for school-related misconduct.**

BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES

Responsibilities of Grenada School District:

- **G**enuine Admiration for Rules and Consequences
- **S**how Respect for Self and Others
- **D**uty to practice Self-control

<u>Responsibilities of District Administrators</u>

- Provide appropriate training and resources to implement positive behavioral interventions and supports at each school
- Assist parents who are unable to resolve issues at the school-level
- Review and revise (if needed) the district Student Code of Conduct annually
- Conduct *expulsion* hearings
- Review *suspension* appeals

<u>Responsibilities of School Administrators</u>

- Define, teach, model and support appropriate student behaviors to create positive school environments
- Distribute the Student Code of Conduct to students, parents, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence in regards to State Codes and the Grenada School District Code of Conduct.
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *positive behavioral interventions and supports*
- Implement the Grenada School District Board policy in a fair and consistent manner
- Maintain accurate personal discipline data of students

- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance
- Monitors, supports, and sustains the effective implementation and maintenance of PBIS

Responsibilities of Teachers

- Define, supervise, teach, model, and support appropriate student behaviors to create positive school environments
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Provide corrective instruction to students who demonstrate challenging behavior
- Address infractions through a variety of interventions including *positive behavioral interventions and supports* as well as the use of alternatives to suspension and expulsion
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed

Responsibilities of Students

- Attend school and all classes daily as scheduled
- Follow the Student Code of Conduct
- Respect the rights of other parents, students, faculty, staff, school visitors, school property, and the property of others
- Work hard and do your best
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

Responsibilities of Parents/Guardians

- Read the Student Code of Conduct
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to support your child within the school and the community
- Make sure your child comes to school every day on time and ready to learn
- Be committed and available to visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress

CLASSIFYING INFRACTIONS

Violations of the Code of Conduct are grouped into five levels. Before determining a classification, the principal or designee will conference with the involved students and school personnel. Once the classification of the violation is determined, the principal or designee will implement the disciplinary procedure according to the written policy.

Each teacher will deal with general classroom disruption through effective classroom management and involvement of parents, and/or school counselors. Only when the action taken by the teacher is ineffective, or the disruption is severe, should the student be referred to the principal or designee.

Level 1 Infractions –
Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 infractions. Teachers shall manage Level 1 infractions by using a range of corrective strategies. Students shall not receive exclusionary discipline for Level 1 infractions.
Level 2 Infractions –
Misbehaviors that are moderate in intensity and non-threatening in nature shall be classified as Level 2 infractions. Teachers, in collaboration with the school discipline administrative team as appropriate, shall manage Level 2 infractions by using a range of corrective strategies. Students shall not receive exclusionary discipline for Level 2 infractions.
Level 3 Infractions –
Misbehaviors that are more serious in intensity and non-threatening in nature shall be classified as Level 3 infractions. The principal (or designee) in conjunction with counseling staff shall manage Level 3 infractions by using a range of intensive in-school corrective strategies. The principal or designee may assign in-school suspension (ISS) for a Level 3 infraction.
Level 4 Infractions –
Misbehaviors that significantly interfere with others' safety and learning and/or are threatening or harmful in nature shall be

classified as Level 4 infractions. The District may, but is not required to, assign an out-of-school suspension for a Level 4 infraction. The principal (or designee) in conjunction with counseling staff shall utilize other corrective strategies as appropriate, except in emergency situations involving serious and immediate threats to safety. The principal shall ensure that a behavior plan is developed for students after a Level 4 infraction, if appropriate.

Level 5 Infractions –

The most serious misbehaviors that require immediate response from the school district from the principal (or designee) and/or Central Office shall be classified as Level 5 infractions. The District may, but is not required to, assign an expulsion for a Level 5 infraction. The principal shall ensure that a behavior plans are developed for students after a Level 5 infraction, if appropriate.

***CORRECTIVE STRATEGIES*: ALTERNATIVES TO SUSPENSION AND EXPULSION**

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement *School-Wide Positive Behavioral Interventions and Supports, R.T.I.(Response to Intervention)* and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the Grenada Public School System will utilize a wide variety of *corrective strategies* that do not remove children from valuable instructional time. These strategies are designed to prevent the occurrence of student infractions, teach alternative or replacement behaviors, or motivate students to demonstrate compliance with established school expectations outlined in the Code of Conduct. Corrective Strategies must be implemented by educational personnel with appropriate amounts of integrity for Level 1 and Level 2 Infractions prior to administration utilizing out-of-school consequences. As such, these strategies serve as a first line of remediation in the successful management of student behaviors.

Corrective Strategies, also known as alternatives to suspension and expulsion, include but are not limited to:

- After-school detention in conjunction with instruction designed to teach replacement behaviors when appropriate
- Behavioral contracts and/or Behavior Support Plans
- Bus – Assigned Seat
- Bus – Probation
- Bus Suspension (see School Bus Conduct)
- Check-in/Check-out (CICO) See definition in glossary for further information
- Conflict Resolution/Appropriate Communication/Social Skills
- Contact and/or conference with parent/guardian
- Corporal Punishment (see District Policy)
- Effective de-escalation strategies designed to prevent the occurrence of behavioral infractions
- Home/school communication system
- In School Detention (Lunch Detention, Recess Detention, etc.) in conjunction with instruction designed to teach replacement behaviors when appropriate
- In School Suspension (ISS) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Loss of privilege
- Mentoring with specific focus on the remediation of behavioral infractions and plans to teach replacement behaviors
- Pre-correction and effective limit-setting strategies designed to prevent the occurrence of behavioral infractions
- Refer the student to the Response to Intervention Team
- Referral to the school counselor
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution
- Schedule adjustment
- Schedule re-teaching of school-wide behavioral expectations during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Scheduled mandatory social skills instruction aimed at specific repeated behavioral infractions during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Seat change
- Self-charting of behavior in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel
- Short-term Behavioral Progress Reports (Daily/Weekly) in conjunction with corrective and reinforcing feedback

from educational and/or administrative personnel and communication with home environment when appropriate

- Supervised work assignment (before; during; and/or after school) at student's level or designed to address specific behavioral infractions
- Teaching, Modeling of expectations and skills using effective instruction strategies
- Temporary classroom change
- Temporary removal from classroom (not more than one hour) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Written apology with appropriate model and/or guidance from school personnel

GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide Expectations	**Examples of Expected Behaviors**	**LEVEL 1 INFRACTIONS STAFF-MANAGED** Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Level 1 Infractions. Teachers shall manage Level 1 Infractions by using a range of corrective strategies.	**Possible Corrective Strategies:** Multiple strategies may be used depending on individual student's needs.
Be Safe	Obey all bus rules	**Bus Disturbance** Student performs any behavior that interrupts the daily routine(s) of school bus operations that do not compromise the safety of others (e.g., violation of school bus rules).	**Bus Disturbance:** • Student Conference • Parental Contact
	Walk in hallways; Stay to the right and keep moving.	**Inappropriate Conduct in Hallways** Students transitioning in an inappropriate manner in the hallway or creating congestion.	**First Infraction:** Redirect the student using effective instructions, choice provisions, or appropriate warning statements.
	Keep all objects to yourself.	**Throwing objects** Tossing item(s) without intent to harm (i.e., throwing paper, spitballs, etc. in the classroom, during transitions, and/or in commons areas on campus).	
Be Responsible	Use computers responsibly	**Computer Abuse/Non Internet Appropriate Use Agreement Violations (Off Task)** Student engages in inappropriate use of computer that does not violate IAUP. Example: Accessing sites not assigned by instructor.	
	Promptly and politely follow adult requests.	**Noncompliance** Student fails to follow explicit adult directions and/or requests. (e.g., student engages in passive/noncompliance or refuses to participate in a non-confrontational manner).	

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 1 CONTINUED

Be Responsible (Continued)	Participate in class. Stay in your assigned seat. Follow the teacher's directions and use positive language with peers Dress Appropriately	**Disrespect for Authority (Non-Verbal)** After being redirected by an adult, student continues to engage in minor (nonverbal) disrespectful behavior such as "eye-rolling", sighing, etc. **Dress Code Violation** Student wears clothing and/or dresses in a manner that is not consistent with the policy which can be corrected by the teacher (i.e. tuck in shirt).	**Repeated Infractions:** • Hold a student conference privately to address the specific problem behavior and direct them to engage in the expected behaviors using teacher-based strategies. • Make a parent contact (e.g., phone call, email) to inform the parent of the performance of problem behavior, describe strategies that have been used to address the problem behavior, and request assistance in addressing the problem behavior.
Be Respectful	Use appropriate voice	**Disrespect for Authority-(Verbal)**: After being redirected by an adult, student engages in verbal disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc.).	**Other teacher-based strategies:** • Require the student to complete a written assignment related to the problem behavior (e.g., reflective writing activity, problem solving activity, letter of apology, etc.). • Direct teacher feedback. • Change student's seat or placement in room. • Refer student to school counselor. • Other research-based classroom management strategies. • Re-teach school-wide rules and expectations (e.g. using direct instruction, modeling, and corrective feedback). • Upon the 3rd Level 1 infraction, student will receive an office disciplinary referral. (Complete Tier I Behavioral Documentation form).

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 1 CONTINUED

Be Respectful (Continued)	Use good manners Always use appropriate language Respect personal space of others Keep hands to self Arrive to school on time	**Inappropriate Language (Not directed at)** Language used in conversation but is not used as a form of intentional disrespect toward school personnel and/or peers. **Inappropriate Communication** Put downs, making fun of, or talking negatively about a person or his or her family. **Inappropriate Physical Contact** Student engages in mild, physical contact that does not result in serious bodily harm. (e.g., horseplay, pushing, shoving, tripping, etc.) **Mutual Display of Affection** Students engage in inappropriate actions on the school campus (e.g., kissing, arms around shoulder, hugging, etc.) **Unexcused Late Arrival to School/Tardy to Class/Truant** Habitual failure to be present at the beginning of school or the class period prior to sounding of the tardy bell.	**GRENADA ENRICHMENT & TRANSITION CENTER ONLY:** • Request a schedule change • Re-teach school-wide rules and expectations (e.g. using direct instruction, modeling, and corrective feedback) • Temporary removal from classroom (e.g. de-escalation.) **Unexcused Late Arrival to School/Tardy to Class/Truant** • 1st tardy during a semester: Warning • 2nd tardy during a semester: Warning • 3rd tardy during a semester: Warning, loss of privilege OR 1 day of ISD • More than 3 tardies: LEVEL II

GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide l Expectations	**Examples of Expected Behaviors**	**LEVEL 2 INFRACTIONS ADMINISTRATOR MANAGED** Misbehaviors which are moderate in intensity and non-threatening in nature.	**Possible Corrective Strategies:** Multiple teacher and/or administrative strategies may be used depending on individual student's needs.
Be Safe	Obey all bus rules	**Bus Disturbance** Student performs any **repeated** behavior that interrupts the daily routine(s) of school bus operations that do not compromise the safety of others (e.g., violation of school bus rules).	**Bus Disturbances** • Student Conference • Parent Conference • Loss of bus riding privileges
	Obey all school rules	**Campus Disturbance** Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations such as loud noises in the halls, distracting items (i.e. Spinners), or bringing any item that **resembles** a weapon (**without** intent to intimidate others). **Use of NON-APPROVED Book Bag(s)/Fanny Packs** Student brings a book bag or fanny pack that is neither plastic, nor clear in color, nor mesh, with or without wheels. ***(This includes bags used for any activity.)***	**If the school Administrator determines that disciplinary action(s) and/or behavioral support is warranted:** 1. Student Conference and Parental Conference, in addition to one of the following strategies: • Corporal Punishment • In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavioral packet o ISD should not be assigned during a core instructional period **unless** the infraction occurred during that particular class. o Any classwork missed due to placement in ISD must be completed outside of class and turned in the following school day.
	Solve problems peacefully	**Initiating or Instigating a Fight** Student prompting, encouraging or attempting to bring about a fight **(but fight does not occur)**.	

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED

Be Responsible (Continued)	Take care of school property	**Computer Abuse (Account/Access Issues)** Student engages in inappropriate use of computer that violates Appropriate User Agreement. (e.g., User accounts and downloading issues)	• In School Detention (ISD) 1-3 days, with assignment of related problem solving activity and/or behavioral packet: o ISD should not be assigned during a core instructional period unless the infraction occurred during that particular class. (Behavioral instruction/behavioral packet should be completed.) o Any classwork missed due to placement in ISD must be completed outside of class and turned in the following school day. • In School Suspension (ISS) 1 day, with assignment of related problem solving activity and/or behavioral instruction/ behavioral packet.
	Ask before borrowing other people's property	**Forged Note** Student signs another person's name on a note and/or other written document without the other person's permission or knowledge	
	Dress Appropriately	**Dress Code Violation** Student wears clothing and/or dresses in a manner that is not consistent with the policy which cannot be corrected by the teacher.	

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED

Be Responsible (Continued)	Attend school daily Arrive to school on time Attend all classes on time Obey all school rules Always be honest	**Skipping Class** Student fails to attend regular scheduled class within 10 minutes after the tardy bell rings without an excuse on days when present at school. **Unexcused Late Arrival to School/Tardy to Class/Truant** Habitual failure to be present at the beginning of school or the class period prior to sounding of the tardy bell. **Leaving Class without Permission** Student leaves the classroom without permission from the instructor and it is not deemed an emergency. **Leaving Campus without Permission** Student leaves the school campus during the school day without permission from an administrator. **Skipping School/Truancy** Student fails to attend school on regular school day(s) without a valid excuse and written permission from administration. **Selling items without principal's approval** Student sells items such as candy, food, or any other unapproved item. **Unauthorized Areas** Student is in unauthorized areas/off limit zones without permission. Students must go directly to the buses after school, unless otherwise directed **Vehicle Parking/Violations** Student is in violation of vehicle/driving rules. (See "**Vehicles**" in Handbook.) **Cheating on Tests/Exams** Student takes dishonest measures while testing.	**Unexcused Late Arrival to School/Tardy to Class/Truant** • 3rd tardy during a semester: Warning or removal of privileges • 4th tardy during a semester: 1 day ASD or ISD • 5th tardy during a semester: 2 days ASD or ISD • More than 5 tardies: Parent/guardian meeting **Other potential strategies:** • Schedule adjustment or class change • Referral to school or behavior counselor • Possible bus suspension **Breaking Rules** Student and Parental Conference, in addition to one of the following: • Corporal Punishment • In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction packet o ISD should not be assigned during a core instructional period **unless** the infraction occurred during that particular class. o Any classwork missed due to placement in ISD must be completed outside of class &turned in the next school day. **In the case of Cheating** Possible Consequences for Cheating/Academic Dishonesty: * 1-3 day(s) in ISS or Alt. ISS * Retest-Maximum grade of 65 * 0 on that work or test

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED

Be Responsible (Continued)	Keep cell phones stowed away during school day	**Electronic Telecommunication Device –Prohibited Use** Student uses an electronic device, cell phone rings in class, or the device is visible on the student's person (e.g. cell phone, IPOD, MP3 player, earbuds, headphones, etc.) on campus in areas where use is prohibited. (Administrators/Teachers may require students to turn in cell phones, smart watches, etc. during tests.) Student uses electronic device in class and refuses to turn over cell phone when asked is considered defiance/non-compliance.	**Electronic Telecommunication Device** • First Offense-School will take possession of the device for 10 school days or the parent/ guardian will pay an admin./handling fee of $25. • Second Offense-School will take possession of the device for 20 school days or the parent/ guardian will pay an admin./handling fee of $25. • Third Offense-School will take possession of the device for 30 school days or the parent/guardian will pay an admin./handling fee of $25. • Fourth Offense-School will take possession of the device for the remainder of the school year. • A parent/guardian must pick up the device between the hours of 3:20 pm- 4:00 pm. • On the 4th offense, the device is taken for the remainder of the school year, and must be picked up by the parent within 30 days after the end of the school year. • The District is not responsible for the devices lost/ misplaced while in its possession due to confiscation from a student. • If the device is not picked up in a timely manner, i.e., after the expiration of the days that the school will be in possession of the device, or, in the case of the device being confiscated for the remainder of the school year, within 30 days after the last day of school, the school will donate the device to charity.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED

Be Respectful	Use respectful language with adults and peers Politely follow adult request Keep hands to self; respect personal space of others	**Repeated Profane/Obscene Communication (Not Directed At)** Student continues to use inappropriate language in conversation that has been proactively addressed using PBIS strategies by teaching staff at Level 1. The profane/obscene communication is not used as a form of intentional disrespect toward school personnel and/or peers. **Profane/Obscene Communication (Directed At)** Student uses inappropriate language as a form of intentional disrespect toward peers, teachers or administration. **Disrespect for Authority-(Verbal)**: After being redirected by an adult, student continues to engage in verbally disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc.) that has been proactively addressed using PBIS strategies by teaching staff at Level 1. **Defiance/Continued Noncompliance** Student fails to follow explicit adult requests or directives that have been proactively addressed using PBIS strategies by teaching staff at Level 1. **Indecent Behavior/Exposure** Student verbalizes, displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms.(e.g. note with profanity, exposure of personal body parts, pornography, gang related drawings-illustration, signs or symbols in personal notebooks/items, etc.) **Continued Inappropriate Physical Contact** Student continues to engage in mild, physical contact that does not result in serious bodily harm (e.g., horseplay, pushing, shoving, tripping, etc.) and has been proactively addressed using PBIS strategies by teaching staff at Level 1.	**GRENADA ENRICHMENT & TRANSITION CENTER ONLY:** • Restorative Justice continuum of practices (e.g.affective statements, affective questions, impromptu restorative conferences, etc.) • Review/Revise Individual Instructional Plan and/or Behavior Intervention Plan • Re-teach school-wide rules and expectations (e.g. using direct instruction, modeling, and corrective feedback) • Refer to wraparound services (e.g. Life Help, etc.) • Temporary removal from classroom (e.g. De-escalation).

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 2 CONTINUED

Be Respectful (Continue)		**<u>Threatening Peers</u>** Student delivers disrespectful messages to peers (e.g., becoming angry and threatening to hurt him/ her) with no intent of follow-through as determined by an investigation by administrator. **<u>Harassing or Intimidating Communications</u>** Use of words, gestures, photographs, drawings or any other form of communication to intimidate or harass another student (e.g., verbal or written put downs). **<u>Continued Mutual Display of Affection (PDA):</u>** Students continue to engage in inappropriate actions on the school campus (e.g., kissing, arms around shoulder, hugging, etc.) that have been addressed by teaching staff using proactive PBIS strategies. **<u>Providing False Information/Lying to an Authority Figure</u>** Student provides False information to school authority.	

GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide Expectations	**Examples of Expected Behaviors**	**LEVEL 3 INFRACTIONS ADMINISTRATOR-MANAGED** Misbehaviors that are more serious in intensity but non-threatening in nature shall be classified as Level 3 infractions.	**Possible Corrective Strategies:** Multiple strategies may be used depending on individual student's needs.
Be Safe	Obey all school rules Stay tobacco free Make healthy choices Solve problems peacefully	**Bus Disturbance** Student performs any behavior that interrupts the daily routine(s) of school bus operations that compromises the safety of others (e.g., violation of school bus rules). **Vehicle Parking/Violations** Student is repeatedly in violation of vehicle/driving rules. (See "**Vehicles**" in Handbook.) **Possessing or Using Nonprescription or Non-Controlled Substance** Student is in possession of or is using an unauthorized substance. **Uses, Possesses, Distributes, Shares, or Sells Tobacco products/Lighter** Student uses, possesses, distributes, shares, or sells any tobacco products (i.e., cigarettes, chewing tobacco) on school grounds, at school-sponsored events, and/or when on school district transportation. **Campus/Classroom Disturbance** Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations (e.g., actions that draw a crowd) after the behavior has been addressed by school faculty member(s) using proactive PBIS strategies. **Initiating or Instigating a Fight** Student prompting, encouraging or attempting to bring about a fight **(but fight does not occur)** after the behavior has been addressed by school faculty member(s) using proactive PBIS strategies. **Repeated Unexcused Late Arrivals to School/Tardy to Class/Truant** Unexcused accumulation of 6 or more failures to be present at the beginning of school or the class period prior to sounding of the tardy bell. **Gambling** Student engages in such activity on a school campus or school sponsored event.	**Bus Disturbance:** • Student Conference • Parental Contact • Loss of bus riding privileges • Bus Suspension **MANDATORY** • Student conference and/or Parent contact in addition to one of the following strategies: o Corporal Punishment. o After School Detention (1-5 days) with assignment of related problem solving activity and/or behavioral instruction/behavioral packet o In-School Suspension (ISS) (1-10 days) with assignment of related problem solving activity and/or behavioral instruction/behavior packet. o ALT ISS (1- 10 days) with assignment of related problem solving activity and/or behavioral instruction/behavior packet.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 3 CONTINUED

Be Responsible	Arrive to school on time Attend all classes on time Use computers responsibly Always be honest Ask before borrowing other people's property Take care of school property	**<u>Skipping Class</u>** Student fails to attend regular scheduled class within 10 minutes after the tardy bell rings without an excuse on days when present at school. **<u>Leaving Campus without Permission</u>** Student leaves the school campus during the school day without permission from an administrator. **<u>Computer Abuse (Illegal Accessing Activity)</u>** Student engages in inappropriate use of computer that violates Appropriate User Agreement. (e.g. Inappropriate sites, materials, YouTube videos, etc.) **<u>Academic Dishonesty</u>** Student engages in an act of academic dishonesty (other than cheating on a test or exam). ***A zero will be given by the classroom teacher, and other corrective consequences will be administered.*** **<u>Stealing</u>** Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property valued up to $100.00 without the property owner's permission. **<u>Vandalism</u>** Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve up to $100.00 in damages.	Six or more unexcused tardies are considered a Level 3 offense. Unexcused tardies shall not result in an alternative placement. **<u>Dishonesty</u>** Possible Consequences for Academic Dishonesty: * 1-3 day(s) in ISS or Alt. ISS * Retest-Maximum grade of 65 * 0 on that work or test **<u>In the case of Vandalism/ Stealing</u>** Administration may require restitution activity and may offer participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions. (Additionally, see Level 3 consequences.) **If the school administrator determines that discipline action and/or behavioral support(s) is warranted:** • For repeated infractions from Level 2 and behaviors with established patterns (e.g., first ODR for Level 3 Defiance/ Continued Noncompliance; Disrespect for Authority-Verbal), the school administrator may refer student to a school counselor to evaluate the need for behavioral supports.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 3 CONTINUED

Be Respectful	Consider other	**Excessive Inappropriate Physical Contact**	**Response to Intervention**

	people's feelings and respect personal space of others Politely follow adult requests. Keep your hands, feet and objects to yourself at all times.	Student engages in physical contact. (e.g., slapping, punching, and scratching). The physical contact does not result in an altercation. **Harassment (other than sexual) / Inappropriate Communication to Peers** Student repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters. **Verbal Altercation** An intense argument between two or more students that actively disrupts the learning environment. No physical contact is made, however, the verbal altercation continues after the behavior has been addressed by school faculty member(s) using proactive PBIS strategies. **Defiance/Continued Noncompliance** Student fails to follow explicit adult requests or directives that have been addressed using PBIS strategies by teaching staff at Level 1 and/or administrative staff at Level 2 using proactive PBIS strategies (e.g. fails to attend ISD (In School Detention, failure to turn over electronic device as requested by school authority) or ASD (After School Detention). **Indecent Behavior/Exposure** Student verbalizes, displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms.(e.g. note with profanity, exposure of personal body parts, pornography, gang related drawings-illustration, signs or symbols in personal notebooks/items, etc.) **Repeated Disrespect for Authority-(Verbal)**: After being redirected by an adult, student continues to engage in verbally disrespectful behavior (e.g. talking back in protest, making non-threatening comments to staff, etc)	**(RtI) Procedures:** • Upon the first ODR the school may issue a verbal or written penalty • Upon the 2nd ODR for Level 3 offenses within a 9 week period, the school will validate that Tier I strategies have been documented within the behavior RTI process and the need to evaluate the type of behavioral supports. • Upon the 4th ODR for other Level 3 offenses within a semester, the school administrative team will refer the student to the school behavior counselor to evaluate the need for Tier l supports (e.g. Tier 2). Upon the 7th ODR for other Level 3 offenses within a school year, the school administrative team will refer the student to the Teacher Support Team (TST) or INDIVIDUALIZED EDUCATION PLAN Committee to evaluate the need for tiered l supports (e.g., Tier 3). • Pathways (MS) based on student's failure to respond to interventions implemented within the district RtI process is described within the alternative site policies and procedures.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 3 CONTINUED

Be Respectful (Continued)	Be respectful with adults and peers	**<u>Profanity in Communication with Staff</u>** Student uses profanity in direct communication with staff **but is not directly threatening or intimidating to staff.** **<u>Inappropriate Use of Electronic Devices</u>** Student habitually violates any provision of the Internet Appropriate Use Agreement (IAUP), Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), bring Your own Device Policy (BYOD) or by using an electronic device on campus, a school related event or on the school bus (i.e. taking inappropriate pictures, visiting inappropriate websites, or listening to explicit lyrics/inappropriate music). **<u>Sexual Harassment</u>** Student engages in verbal, written or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: spreading sexual rumors, repeatedly pressuring others for dates or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcomed touching or grabbing.	**<u>GRENADA ENRICHMENT & TRANSITION CENTER INTERVENTIONS ONLY:</u>** • Administrative Team will determine next steps in RTI process. (e.g. Wraparound services) • Restorative Justice continuum of practices (e.g. structured conference with all primary stakeholders, groups and circles, etc.) • Review/Revise Individual Instructional Plan and/or Behavior Intervention Plan • Temporary removal from classroom (e.g., de-escalation) • OSS **<u>Harassment:</u>** • Parent Conference • 1-10 days ISS • Repeated LEVEL IV

GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District-Wide l Expectations	**Examples of Expected Behaviors**	**LEVEL 4 INFRACTIONS ADMINISTRATOR-MANAGED** Misbehaviors that significantly interfere with other's safety and learning and/or are threatening or harmful in nature.	**Possible Corrective Strategies:** Multiple PBIS strategies may be used depending on individual student's needs.
Be Safe	Obey all school rules	**Bus Disturbance** Student performs any behavior that compromises the safety of others (e.g., Throwing objects that hit bus driver or any behavior that affects the driver's ability to maintain control and could require the bus driver to stop bus.). **Severe Campus Disturbance** Student performs any behavior that compromises the safety of others and disturbs or interrupts the daily routine(s) of school operations (e.g., unauthorized activation of the fire alarm, bringing any item that **resembles** a weapon **with** intent to intimidate others or any major disruption that could result in physical injury). **Possession of Self Defensive Devices** Student is found to be in possession of any kind of Self Defensive Devices transportation such as Tasers, Pepper Spray, Stun Guns, or Sting Ring (or any device that may fall under this category) on school grounds, at school-sponsored events, and/or when on school district. **Indecent Behavior/Exposure** Student verbalizes, displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms **directed at staff or continuously toward peers**.(e.g. note with profanity, pornography, gang related drawings-illustration, signs or symbols in personal notebooks/items, etc.)	• Bus Suspension up to a year. **If the school administrator determines that discipline action and/or behavioral support is warranted:** • Conference with student, parent, and school administrator in addition to one of the following strategies. • Referral to the school's Teacher Support Team (TST) or INDIVIDUALIZED EDUCATION PLAN Committee to determine whether formal behavioral supports are necessary within the district RtI process. • Pathways for Grenada Middle School ONLY • 10-15 days Grenada Enrichment & Transition Center In School Susp. (Alt ISS) • Grenada Enrichment & Transition Center • Out-of-School

Be Responsible	Respect the property of others. Ask permission before using the property of others Make healthy choices	**<u>Stealing</u>** Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property valued greater than $100.00 without the property owner's permission. (Including counterfeit money and credit/gift cards.) **<u>Uses, Possesses, Distributes, Shares, or Sells Tobacco products/Lighter</u>** Student repeatedly uses, possesses, distributes, shares, or sells any tobacco products (i.e., cigarettes, chewing tobacco) on school grounds, at school-sponsored events, and/or when on school district transportation. **<u>Uses, Possesses, Distributes, Shares, or Sells Electronic Nicotine-Vaporizer delivery system</u>** – Student uses, possesses, distributes, shares, or sells Electronic Nicotine-Vaporizer delivery system on school grounds, at school-sponsored events, and/or when on school district transportation.	Suspension (OSS) • OSS with assignment to the Grenada Enrichment & Transition Center (15-45 days), report made to authorities as required by law.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 4 CONTINUED

Be Respectful	Respect school property	**Computer Abuse (Illegal Accessing Activity)** Student engages in inappropriate use of computer that violates Appropriate User Agreement. (e.g. Inappropriate sites, pornography, sexually explicit material, etc.) **Vandalism** Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve greater than $100.00 in damages.	**In the case of Vandalism/ Stealing** Administration may require restitution activity and may offer participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions. (Additionally, see Level 4 consequences.)
Be Respectful	Consider other people's feelings Keep your hands, feet and objects to yourself at all times	**Bullying/Cyberbullying (Coercion/Extortion)** Bullying is defined as a pattern of behavior that is directly or indirectly focused towards another student to alter or control the student's behavior in a detrimental manner through actions which are emotional, verbal, written, sexual, racist, electronic or physical. Repeatedly forcing an individual over time to act in a directed unwilling way either by physical force or intimidation; repeatedly over time attempting to obtain or obtaining a person's money or property by physical force or intimidation. **Harassment** Unwelcome conduct that is based on race, color, religion, national origin, sex, sexual orientation, or disability. Harassing conduct may take different forms, including, but not limited to, verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language and intimidation; unwanted physical violence; and the use of derogatory language and images related to a person's membership in a protected class. **Initiating or Instigating a Fight** Student prompting, encouraging, or attempting to bring about a fight or a fight does occur. (Includes videoing, sharing on social media, etc.) **Fighting/Inflicting Bodily Injury** Involvement in any form of physical aggression that results in bodily harm or injury to another person(s),and/or is a serious physical altercation. (Includes videoing, sharing on social media, etc.)	**GRENADA ENRICHMENT & TRANSITION CENTER ONLY:** • May be recommended for expulsion OR May be recommended to other educational options. Middle & High School (6-12) • 1-Fight: 15 Days Alternative ISS • 2-Fights: 45 Days Grenada Enrichment & Transition Center placement • 3-Fights or more: Expulsion (Discipline Hearing) Elem. Schools (PreK-5) • 1-Fight: 15 Days ISS • 2-Fights: 45 Days ISS • 3-Fights or more: Expulsion (Discipline Hearing)

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 4 CONTINUED

Be Respectful	Keep your hands, feet and objects to yourself at all times Respect the personal space of others Use respectful language with adults and peers	**Sexual Harassment** Student engages in verbal, written or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: spreading sexual rumors, repeatedly pressuring others for dates or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcomed touching or grabbing. **Threatening/Intimidation** Student delivers disrespectful and/or intimidating messages (verbal, gestural, or written) that convey an explicit or implied threat and/or harm directed toward another student and/or adult, and which convey the intent to carry out such or threat of harm, as well as, the knowledge and capacity to do so. **Profanity Directed toward Staff** Student uses profanity directed at staff that is threatening (e.g., cursing the teacher in a threatening manner). **Indecent Behavior/Exposure** Student verbalizes, displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally appropriate social norms.(e.g. note with profanity, exposure of personal body parts, pornography, gang related drawings-illustration, signs or symbols in personal notebooks/items, etc.)	**GRENADA ENRICHMENT & TRANSITION CENTER ONLY:** • May be recommended for expulsion OR May be recommended to other educational options. Middle & High School (6-12) • 1-Fight: 15 Days Alternative ISS • 2-Fights: 45 Days Grenada Enrichment & Transition Center placement • 3-Fights or more: Expulsion (Discipline Hearing) Elem. Schools (PreK-5) • 1-Fight: 15 Days ISS • 2-Fights: 45 Days ISS • 3-Fights or more: Expulsion (Discipline Hearing)

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 4 CONTINUED

Be Respectful (Continued)		**Harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult** Student delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to adult. Disrespectful messages may include but are not limited to comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or messages intended to harass or intimidate an adult. **Unfounded Charge Against Authority** Student accuses any staff member of any act that is unlawful and/or a violation of school policy that is determined to be unfounded and not supported by any evidence.	**GRENADA ENRICHMENT & TRANSITION CENTER ONLY:** • May be recommended for expulsion OR May be recommended to other educational options. Middle & High School (6-12) • 1-Fight: 15 Days Alternative ISS • 2-Fights: 45 Days Grenada Enrichment & Transition Center placement • 3-Fights or more: Expulsion (Discipline Hearing) Elem. Schools (PreK-5) • 1-Fight: 15 Days ISS • 2-Fights: 45 Days ISS • 3-Fights or more: Expulsion (Discipline Hearing)
	Enter school property with proper authorization Always follow school rules	**Trespassing** Being on school property without permission, including breaking and entering, when such trespassing significantly interferes with others' safety and learning and/or is of threatening or harmful nature. **Defiance/Continued Noncompliance** Student continues to fail to follow explicit adult requests or directives that have been addressed by teaching staff and/or administrative staff. **Disorderly Conduct** Performing deliberate and inappropriate behaviors to significantly disturb or interrupt the daily routine of school operations and significantly interfere with others' safety and learning and/or is of a threatening or harmful nature. (Any student that requires an ankle {or other} monitor will receive Grenada Enrichment & Transition Center placement for the duration of the time they have the monitor.)	

GRENADA SCHOOL DISTRICT CODE OF CONDUCT

District- wide l Expectations	**Examples of Expected Behaviors**	**LEVEL 5 INFRACTIONS ADMINISTRATOR-MANAGED** The most serious misbehaviors that require immediate response from the school discipline administrative team and/or Central Office.	**Possible Corrective Strategies:** Multiple strategies will be used depending on individual student's needs.
Be Safe	Ask for help if you are not safe.	**Alcohol Possession and/or Use** The possession, sale, purchase, or use of alcoholic beverages is prohibited. Use should be reported only if the person is caught in the act of using or is discovered to have used in the course of the investigation.	1. Investigation by school administrator. 2. Parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference after investigation is completed. 3. Student conference. **If the school administrator determines that discipline action and/or behavioral support is warranted:** • School level conference with student, parent, and administrator. • Referral to the school's Teacher Support Team (TST) or IEP Committee to determine whether additional supports are necessary within the district RtI process. • Referral to law enforcement for weapons, explosives, alcohol, illegal drugs, serious bodily injury, and assault and/ or battery.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED

Be Safe (Continue)	Refrain from accepting alcohol and drugs; report alcohol or drugs to appropriate staff or administrator. Report gang-related activity to appropriate staff or administrator.	**Drugs (Use, possession and/or distribution)** Student is found to be under the influence or possesses uses, cultivates, manufactures, distributes, or purchases any illegal drug, narcotic, controlled substance, or substance represented to be an illegal drug, narcotic, or controlled substance. See district drug/alcohol policy to address this behavior. **Possession of Drug Paraphernalia** Student is found to be in possession of any kind of drug paraphernalia on school grounds, at school-sponsored events, and/or when on school district transportation. **Severe Disorderly Conduct** Any action that causes any harm to another individual. **Group and/or Gang Fights** Students participate in a two or more on one fight with another student or groups of students. **Participation in Gang-Related Activity** Students participate in activities related to gangs on school campus or a school sponsored activities. **Explosives/Incendiary Device** Student is in possession of substances/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosive device, etc.) **Possession of Self Defensive Devices** Student is found using or threatening students or adults with any kind of Self Defensive Devices such as Tasers, Pepper Spray, Stun Guns, or Sting Rings (or any device that may fall under this category) on school grounds, at school-sponsored events, and/or when on school district transportation..	**Implement other appropriate corrective strategies:** • Arrange linkage with a counseling service or appropriate agency. • Out-of-School Suspension (OSS) • OSS with assignment to the Grenada Enrichment & Transition Center, report made to authorities as required by law or Expulsion (to be determined by the school admin.) • Recommendation for Grenada Enrichment & Transition Center placement at the discretion of the principal, taking into consideration the results of the school-level investigation and any other unique circumstances. Student's progress is reviewed every 30 days by administrators of the Grenada Enrichment & Transition Center and home school, referred student, and the student's parent/guardian. • Recommendation for expulsion at the discretion of the principal, taking into consideration the results of the school-level investigation and any other unique circumstances.

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED

Be Responsible	Be cooperative in the event of an emergency. Follow school safety plan.	**<u>Possessing a Weapon Prohibited by Federal and State Law</u>** Any firearm (handgun or rifle/shotgun), ammunition, explosive device, knife, primitive weapon, or other object as defined by federal or state law that can place a person in reasonable fear or apprehension of serious harm that is on the student's person and/or in the student's belongings, locker, and/or any other personal storage space. **<u>Stealing</u>** Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property valued greater than $500.00 without the property owner's permission. (Including counterfeit money and credit/gift cards.) **<u>Vandalism</u>** Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve greater than $500.00 in damages.	*(Continued)* **<u>In the case of Vandalism/ Stealing</u>** Administration may require restitution activity and may offer participation in remediation or instruction/counseling for vandalizing and/or stealing. If student or parent refuses, then administrator may take additional actions. (Additionally, see Level 5 consequences.)

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED

Be Respectful	Attempt to solve problems in a non-confrontational manner.	**Serious Bodily Injury** Student commits physical assault that results in serious bodily harm on another person. This is a very serious infraction that requires law enforcement and/or medical intervention(s). **Engaging in Serious Retaliation Against School Employee** Student engages in act(s) of retaliation against any school employee, on or off campus. **Battery of a Staff or Faculty Member** A severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher. **Assault of a Staff or Faculty Member** An unprovoked attempt to commit on a school teacher a battery or the intentional placing of a school teacher on reasonable apprehension of receiving battery or making statements threatening physical harm to a school teacher which includes using profane or obscene language to an adult with intent to directly threaten or intimidate the adult. **Repeated harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult or Student** Student repeatedly delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to an adult. Disrespectful messages may include, but not limited to, comments based on race, religion, age, gender, personal appearance and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters or message used to harass or intimidate an adult or student.	

GRENADA SCHOOL DISTRICT CODE OF CONDUCT
LEVEL 5 CONTINUED

Be Respectful (Continue)	Be cooperative in the event of an emergency	**Public Indecency, Lewdness, or Exposure** Student engages or attempts to engage in actions that include, but are not limited to, exposing of body parts in public view with the intent to shock or intimidate others, etc. that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational program. **Repeated Sexual Harassment** Student engages in repeated verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: continuing to spread sexual rumors, repeatedly pressuring others for dates, or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcomed touching or grabbing. **Sexual Acts** Student engages or attempts to engage in behavior of a sexual nature on campus or at school-sponsored or related events including district transportation. **Sexual Misconduct** Any student who looks through a window, hole or opening, or otherwise views by means of any instrumentality, including, but not limited to, a periscope, telescope, binoculars, drones, camera, motion-picture camera, camcorder or mobile phone, into the interior of a bathroom, changing room, fitting room, locker room, dressing room, spa, massage room or therapy room or the interior of any other area in which the occupant has a reasonable expectation of privacy, with the intent to invade the privacy of a person or persons inside and without the consent or knowledge of every person present, for the lewd, licentious and indecent purpose of spying upon the occupant	**GRENADA ENRICHMENT & TRANSITION CENTER ONLY** May be recommended for expulsion or other educational options (Wraparound services). **Repeated Sexual Harassment** • 1-45 days at Grenada Enrichment & Transition Center • Suspension • May be recommended for expulsion other educational options.

		or occupants thereof, shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent subject to all other penalties provided by law and District policies. **Continuous Sexual Harassment** Student continues, even after previous attempts to stop the behavior, to engage in verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. **Computer Abuse (Illegal Accessing Activity)** Student engages in inappropriate use of computer that violates Appropriate User Agreement. (e.g. Inappropriate sites, pornography, sexually explicit material, lewd, licentious and indecent searches and views, cyber stalking, searching threatening behavior, etc.) **Other State Statutory Discipline Infractions** Bomb Threat, Extortion, Kidnapping, Poisoning (placing a hazardous material in any substance normally ingested), Robbery, Trespassing, Disorderly Conduct, Homicide, Mayhem (slicing, cutting with a razor, lancet, needle, (or similar items) or the intentional disfigurement of a person), Rape, Sexual Battery, and Stalking.	

CORPORAL PUNISHMENT

The Board of Education of the Grenada School District views corporal punishment as a form of discipline. However, if a parent chooses not to participate in corporal punishment, the enclosed form must be signed, and an alternative means of discipline will be enforced by the principal.

Corporal punishment must be administered in accordance with the following guidelines:

1. School personnel and administrators are **prohibited** from using corporal punishment on any student with a disability. This includes any student with an **IEP, Section 504, or is in the Child Find Process**.

2. Corporal punishment shall be administered only after less stringent measures such as counseling, parental conferences, and other forms of discipline have failed to produce the desired results.

3. Corporal punishment shall be reasonable and moderate and may not be administered maliciously, in anger, or for the purpose of revenge.
4. Corporal punishment may be administered only by the school principal, assistant principal, or principal designee with the approval and in the presence of the principal or assistant principal.
5. When corporal punishment is administered, it shall be done only in the presence of another certified employee and never in the presence of another student.
6. The student should be informed in the presence of the principal or another teacher of the reason for the punishment.
7. All corporal punishment must be administered to the buttocks only and must not be excessive.
8. All paddles used in the District must be approved by the principal.
9. When corporal punishment is administered, the administering personnel must complete a discipline form. The original discipline form must be filed in the principal's office, a copy sent to the parent and a copy retained by the teacher by teacher.

CORPORAL PUNISHMENT PROCEDURES When corporal punishment is being considered as a disciplinary measure, the following steps must be taken:

a. Check SAMS for a SPED indicator, a 504 indicator or a DO NOT PADDLE indicator.

b. Should a child NOT have one of the indicators listed above, a call must be made to: • the SPED office: (Aletha Simpson - 226-3045) • and/or the 504 Coordinator (Dr. Lyle Williams - 226-1606 or Dr. Carla Rogers, 226-8900) to ensure that the student is not a child with a disability or is being referred as a child with a possible disability.

c. If the child is not a SPED student or 504 student and is not being referred for either, the parent must be called.

d. If steps a, b, and c have been followed, then corporal punishment may be considered as a disciplinary option.

e. No parent should be given the option of coming to the school to administer corporal punishment to any child.

LEGAL REF.: MS Code §37-11-57 and §11-46-9 (1) (x)
CROSS REF.: Policy JCA Student Conduct

****

(CUT ALONG DOTTED LINE)

***** Please sign, date, and return the bottom of this sheet to your child's 1st Period/Homeroom teacher. *****

I choose NOT to participate in corporal punishment for my child. I understand an alternate means of discipline will be used.

_____

Student Name

_____ _____

Parent or Guardian **Date**

****

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SUSPENSION AND EXPULSION

Suspension

When unacceptable behavior cannot be corrected by the resources of the teacher or school administration, the board hereby authorizes the school principal or his designee to suspend any student for levels 4 and 5 misbehaviors described in the district's code of contact.

Definitions

"Suspension" is the denial of the privilege of attending school in the district imposed after due process upon any student of the district at the direction of the principal of the school in which the student is enrolled. A suspended student may return to school following the expiration of the suspension period without application for readmission but may be required to be accompanied, on return to school, by a parent, legal guardian or custodian.

A "suspension" includes the denial of the privilege of participating in or attending any school-related activity for the period of the suspension. Furthermore, suspended students shall not trespass upon any other school campus or enter into any other school building except for a pre-arranged conference with a principal.

Students suspended during an examination period shall be afforded an opportunity to take any examinations missed as a result of such suspension at such time and under such conditions as may be determined by the principal and teacher(s).

NOTICE: The student handbook provides specific grounds for disciplinary action and procedures to be followed for acts requiring discipline. Students and legal guardians shall be required to provide the school with a written statement verifying that they have received notice of the discipline plan, in accordance with Policy JDA. If a student is to be sent home during normal school hours, a parent or guardian shall be notified before the student is dismissed. No student shall be sent home during normal school hours unless a parent, guardian, or custodian has first been notified. (Except for extreme situations or safety concerns.)

Authority To Suspend
MS Code 37-9-71 – As provided by the statute, the superintendent has the power, authority, and duty to delegate student disciplinary matters to appropriate school personnel. There are two levels of allowed suspensions:

1. The superintendent, principal, or his/her designee may immediately suspend a student for misconduct for no longer than 10 consecutive school days.

2. The superintendent, principal, or his/her designee may recommend suspensions for eleven days or more or expulsion for more serious disciplinary offenses. In such cases, the superintendent, principal, or his/her designee may immediately suspend the student for no longer than 10 consecutive school days and recommend a long-term suspension (Alternative Placement) or expulsion, subject to an informal hearing and pending the conclusion of formal due process proceedings.

The superintendent of schools and the principal of a school shall have the power to suspend or expel a pupil for good cause, including misconduct in the school or on school property, as defined in Section 37-11-29, on the road to and from school, or at any school-related activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be suspended, dismissed or expelled by the school board under state or federal law or any rule, regulation or policy of the local school district. For any suspension of more than ten (10) days or expulsions, a student shall have the right to a due process hearing, be represented by legal counsel, to present evidence and cross-examine witnesses presented by the district. The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence. The parent or guardian of the child shall be advised of this right to a hearing by the appropriate superintendent or principal and the proper form shall be provided for requesting such a hearing.

Reports

The superintendent, or his designee, shall report any student suspensions or student expulsions to the school attendance officer when they occur. ' 37-13-91 (6)

Principals shall make a written report of each suspension to the superintendent or designee to include:

1. Name of student, grade and school.

2. Statement of the reasons for the suspension including the date, time and place.

Return To School

NOTE: 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)

IDEA Students (§ 300.520 Authority of School Personnel)

1. *Case-by-case determination.* School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

2. School personnel under this section, may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. for not more than *ten (*10*)* consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than *ten (*10*)* consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

    (1) School personnel may order the removal of a student for not more than ten (10) consecutive school days to the extent that such removals would be applied to children without a disability for the same offense or when the student's behavior is deemed to be dangerous behavior.

    (2) After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal, the public agency must provide services to the extent required under paragraph (d) below.

3. *Additional authority* ***for disciplinary changes of placement****.* For disciplinary changes in placement that would exceed ***ten (***10***)*** consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) ***below***, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) ***below***.

4. *Services.*

    (1) A child with a disability who is removed from the child's current placement, pursuant to paragraphs (c) ***above*** or (g) ***below*** must—

        i. Continue to receive educational services, as provided in §300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's Individualized Education Plan; and

        ii. Receive, as appropriate, a functional behavioral assessment ***(FBA)***, and behavioral intervention services, and modifications that are designed to address the behavior violation ***to prevent said behavior from recurring***.

DUE PROCESS
A student who is suspended out-of-school ("OSS"), expelled, or otherwise denied admission to attend school has the right to due process as set out in this policy.

A student who is given in-school detention ("ISD") has due process rights to the Initial Informal Hearing (Step One) but shall have no further due process or appeal.
As used in this policy, "principal" includes any school administrator, central office administrator, or any designee of the school principal. "Superintendent" includes any designee of the superintendent. "Student" includes both male and female students.
A student's "parent" includes his legal guardian or legal custodian.
In calculating "school days" for purposes of this policy, Saturdays, Sundays, and school district holidays shall not be counted as school days. In calculating days, the date of a written notice shall not be counted.

All circumstances and records of a student's case shall be confidential and available only to authorized school employees and school district officials and attorneys dealing with the student and his case, and to the student's parents, legal guardian, legal custodian, and attorneys.

STEP ONE: INITIAL INFORMAL HEARING
Applies to: Suspensions of 10 school days or less
Suspensions of 11 school days or more
Recommendations of expulsions
Denials of admission

A. The principal shall conduct an informal hearing in each case where disciplinary action may be taken against a student or where a previously expelled student makes application for readmission following conclusion of his expulsion period.
After an initial informal investigation appropriate under the circumstances of each case, the principal shall:

1. Inform the student orally of the charges against him or the reasons for non-admission:

2. Give the student an opportunity to respond by explaining his side and his actions; and

3. If the student denies the charges or contests the reasons for non-admission, the principal shall orally summarize to the student the evidence in support of the charges or reasons.

B. After the informal hearing, the principal may take the following actions:
1. SUSPENSION OF 10 SCHOOL DAYS OR LESS (SHORT TERM SUPSENSION): The principal may suspend a student for 10 consecutive school days or less. The suspension is effective immediately, and the principal may immediately remove the student from class and school activities and dismiss the student from school. The principal shall give the student a copy of his school discipline referral form. The principal shall attempt to contact the student's parent to arrange for the student to be removed from school and tell the parent of the suspension. If the principal is not able to contact the parent, the principal shall orally instruct the student to give his parent the copy of the discipline referral form and to have the parent call the principal.

No further due process is required unless the student's parent appeals the suspension to the superintendent by giving written notice of such appeal to the superintendent within two school days from the date the student was suspended. See Step Three below.

2. IMMEDIATE SUSPENSION AND RECOMMENDATION OF EITHER SUSPENSION OF 11 SCHOOL DAYS OR MORE (LONG TERM SUSPENSION) OR EXPULSION: In addition to a short term suspension, the principal may also recommend a suspension of 11 school days or more or recommend expulsion, as the principal deems appropriate under the circumstances.

The principal may immediately suspend a student pending an investigation while the principal determines whether or not to recommend a long term suspension or expulsion. The suspension is effective immediately, and the principal may immediately remove the student from class and school activities and dismiss the student from school. The principal shall give the student a copy of his school discipline referral form. The principal shall attempt to contact the student's parent to arrange for the student to be removed from school and tell the parent of the suspension and pending investigation for further

disciplinary action. If the principal is not able to contact the parent, the principal shall orally instruct the student to give his parent the copy of the discipline referral form and to have the parent call the principal.

The principal shall immediately suspend and dismiss a student and recommend expulsion when there is reason to believe the student committed an unlawful or violent act as defined or otherwise provided by Mississippi statute or by District policy or school code of conduct.
The student subject to a recommendation of a suspension of 11 school days or more or expulsions shall be afforded due process regarding such recommendation.
3. DENIAL OF ADMISSION: The principal may recommend a denial of admission which shall be effective immediately but subject to due process for the applicant for admission.

STEP TWO: HEARING BEFORE DISCIPLINARY HEARING COMMITTEE ("DHC")
Applies to: Recommendation of Suspension of 11 school days or more
Recommendation of Expulsion
Recommendation of Denial of Admission
After the initial informal hearing (Step One) and after completing his investigation, if the principal recommends suspension for 11 school days or more, expulsion, or denial of admission, then the principal shall take the following actions:

1. The principal shall give the student a written notice of suspension, expulsion, or non-admission, as the case may be. A copy of the notice will be hand-delivered or mailed to the student, and the original notice will be hand-delivered or mailed to the student's parent.
2. The notice shall state the date, time, and place for the hearing. The notice shall contain a statement of the charges/reasons, advise the student of his right to legal counsel at his expense, and his right to present witnesses and evidence at the hearing. The principal is under no obligation to give to the student or his parent a list of witnesses who may testify at the hearing or copies of any written statements, documents, or other evidence that may be presented at the hearing.
3. A hearing before the DHC shall be scheduled no later than the tenth school day following the date of the written notice of the principal's recommendation.
4. Pending a hearing before the DHC:
    a. The student may be offered temporary placement in the Grenada Enrichment & Transition Center program if his/her school counselor verifies the student's suitability for such program; in such case, the hearing before the DHC may be held at any appropriate time without application of the 10-school-day limitation period. The principal may not offer temporary placement at the Grenada Enrichment & Transition Center when the offense upon which the recommendation is based is gang- or group-related fighting, a violation of a prohibition against weapons or controlled substances, assault of a school district employee, or other unlawful or violent act as defined by Mississippi statute or District policy.
    b. The student may be allowed to remain in his home school if the principal determines that the student's continued presence is not detrimental to order or to the safety of the student, other students, or any employee of the school district, or will not cause disruption of the learning environment of any class or the school; in such case, the hearing before the DHC may be held at any appropriate time without application of the 10-school-day limitation.
    c. The hearing will be before the DHC.
        i. If practicable, the DHC may be composed of three school administrators, central office administrators, or school counselors, none of whom may be on the faculty or staff of the student's school in which he is enrolled. One of the administrators on the DHC shall be the superintendent's designee who will serve as the investigator, convener, and administrative officer of the DHC.
        ii. Formal rules of evidence do not apply to the procedures of the hearing. Hearsay is admissible. The DHC does not have the authority to issue subpoenas. The student's parent or his attorney may question the principal and any witness who appears before the DHC. Likewise, the principal may question any other witness, including the

student. The DHC may question the principal, the student, and all witnesses. If the student's parent or attorney wishes to call witnesses, it is their responsibility to arrange for such witnesses to voluntarily attend the hearing. The school district is under no obligation to make students available for hearings unless in advance of the hearing the student's parent has contacted the principal or superintendent to state that the parent has approved of the student testifying at the hearing and to state if the parent wishes to be present when the student testifies.

d. The DHC shall hear all cases presented and is authorized to:

   i. Concur with the recommendation of the principal for suspension, expulsion, or non-admission;

   ii. Not concur with the principal's recommendation by deciding against suspension or expulsion, by increasing or decreasing the duration of the suspension, by recommending expulsion, or by recommending admission with or without conditions; and

   iii. The DHC shall prepare a written summary of each case with its decision and the reasons in support of its decision.

e. Within three school days after the conclusion of its hearing, the DHC shall notify the student's parent or attorney by mailing a written copy of its decision.

f. After the conclusion of Step Two, any student's parent aggrieved by a decision of the DHC may submit a written request for review to the superintendent with four school days after the date of the written decision of the DHC. If the student's parent does not submit a written request for appeal to the superintendent within the deadline period, the decision of the DHC shall be final.

STEP THREE: APPEAL TO THE SUPERINTENDENT

Applies to: Appeals of suspensions of 10 school days or less
Appeals of suspensions of 11 school days or more
Appeals of expulsions
Appeals of denials of admission

The superintendent shall review decisions of the DHC that are timely appealed. The superintendent shall conduct his review of the DHC decision and notify the student's parent within five school days or as soon as possible from his receipt of the parent's written notice of appeal. Student will receive OSS OR Alternative ISS until appeal process is concluded.

With respect to suspensions of more than 10 school days, expulsions, and denials of admission:

1. If the superintendent concurs in the decision of the DHC, he shall notify the student's parent in writing of his affirmance of the DHC's decision and mail a copy of his decision to the student's parent.

2. If the superintendent does not concur with the decision of the DHC, he may modify the decision by either reducing the severity of the DHC's disciplinary recommendation or increasing its severity, assign an appropriate duration of suspension, recommend expulsion or, in the case of denial of admission, recommend admission or admission upon conditions. If the superintendent modifies the DHC's recommendation, he shall submit a copy of his written decision to the student's parent.

With respect to suspensions of ten school days or less, the superintendent shall review the oral recommendation of the principal. The superintendent may talk with the principal and with the student before making his decision, and he may conduct any further investigation he believes reasonable under the circumstances. The superintendent may modify the suspension in any way he determines, including reducing or increasing its severity and duration or recommending a long term suspension or expulsion.

If a student's parent is aggrieved by the decision of the superintendent, the parent shall submit a written notice of appeal to the school board within three (3) school days of the date of the superintendent's decision. If no written notice of appeal is received by the superintendent within the time deadline, the superintendent's decision is final.

The superintendent shall report in executive session to the school board on all expulsions which are final and not appealed to the school board.

STEP FOUR: APPEAL TO SCHOOL BOARD

Applies to: Appeals of Suspensions
Appeals of Expulsions
Appeals of Denials of Admission

The school board shall, at its next regular or special meeting following submission of a written notice of appeal by a student's parent of a suspension, expulsion or denial of admission, hear the appeal. The school board may determine to go into executive session to hear all such appeals. The school board will make its final decision based upon the evidence presented at the DHC hearing or the evidence considered by the principal and superintendent (in the case of short term suspensions of 10 school days or less). The school board may establish the procedures for presentation of appeals to the school board. The student's parent or representative should be prepared to explain to the board the reasons the disciplinary decision should not be affirmed or should be modified. The school board shall also hear from the principal or superintendent as to the reasons the disciplinary action should be affirmed.

The school board may affirm the decision below, modify it by either increasing or reducing the severity of the disciplinary action, or overturn the decision. The school board shall communicate its written decision to the student's parent within three school days of its hearing of the appeal.

Wavier

At any point in the process described in this policy, the student's parent may waive any further due process to the DHC and appeal to the superintendent or school board by signing a written waiver of such rights and agreeing to a disciplinary recommendation.

FEDERAL AND STATE STATUTES

Weapons/Violent Acts

Expulsion of student possessing controlled substance or weapon or committing violent act on school property (MS Code - 37-11-18 & Gun-Free Schools Act of 1994)

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, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

Possession of weapons by students; aiding or encouraging (MS Code - 97-37-17)

(1) The following definitions apply to this section:

a. "Educational property" shall mean any public or private school building or bus, public or private school campus, grounds, recreational area, athletic field, or other property owned, used or operated by any local school board, school, college or university board of trustees, or directors for the administration of any public or private educational institution or during a school-related activity, and shall include the facility and property of the Oakley Youth Development Center, operated by the Department of Human Services; provided, however, that the term "educational property" shall not include any sixteenth section school land or lieu land on which is not located a school building, school campus, recreational area or athletic field.

b. "Student" shall mean a person enrolled in a public or private school, college or university, or a person who has been suspended or expelled within the last five (5) years from a public or private school, college or university, or a person in the custody of the Oakley Youth Development Center, operated by the Department of Human Services, whether the person is an adult or a minor.

c. "Switchblade knife" shall mean a knife containing a blade or blades which open automatically by the release of a spring or a similar contrivance.

d. "Weapon" shall mean any device enumerated in subsection (2) or (4) of this section.

(2) It shall be a felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not apply to a BB gun, air rifle or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars ($ 5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years, or both.

(3) It shall be a felony for any person to cause, encourage, or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property. However, this subsection does not apply to a BB gun, air rifle or air pistol. Any person violating this subsection shall be guilty of a felony and, upon conviction thereof, shall be fined not more than Five Thousand Dollars ($ 5,000.00), or committed to the custody of the State Department of Corrections for not more than three (3) years, or both.

(4) It shall be a misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than One Thousand Dollars ($ 1,000.00), or be imprisoned not exceeding six (6) months, or both.

(5) It shall be a misdemeanor for any person to cause, encourage or aid a minor who is less than eighteen (18) years old to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade, knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving) and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance on educational property. Any person violating this subsection shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than One Thousand Dollars ($ 1,000.00), or be imprisoned not exceeding six (6) months, or both.

(6) It shall not be a violation of this section for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol or other firearm of any kind on educational property if:

a) The person is not a student attending school on any educational property;

b) The firearm is within a motor vehicle; and

c) The person does not brandish, exhibit, or display the firearm in any careless, angry, or threatening manner.

(7) This section shall not apply to:

a) A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;

b) Armed Forces personnel of the United States, officers, and soldiers of the militia and National Guard, law enforcement personnel, any private police employed by an educational institution, State Militia or Emergency Management Corps and any guard or patrolman in a state or municipal institution, and any law enforcement personnel or guard at a state juvenile training school, when acting in the discharge of their official duties;

c) Home schools as defined in the compulsory school attendance law, Section 37-13-91;

d) Competitors while participating in organized shooting events;

e) Any person as authorized in Section 97-37-7 while in the performance of his official duties;

f) Any mail carrier while in the performance of his official duties; or

g) Any weapon not prescribed by Section 97-37-1 which is in a motor vehicle under the control of a parent, guardian or custodian, as defined in Section 43-21-105, which is used to bring or pick up a student at a school building, school property or school function.

(8) All schools shall post in public view a copy of the provisions of this section.

DRUG POLICY

The use, possession, or sale of any narcotic drug on or around school grounds, at school-related activities or going to or from school is strictly prohibited. Such misconduct may be grounds for immediate expulsions. A narcotic drug is any drug identified in Schedules I through V of Controlled Substances, Miss. Code Ann. “41-29-113 through 121.”

The use of prescription drugs at school or school-related activities is permitted only when the drug is prescribed for medical purposes only to the person taking the medication and only with written permission of the legal guardian.

For further information relevant to the District’s drug policy, contact the principal and/or see the Search and Seizure section in this handbook.

TOBACCO & ALCOHOL PRODUCTS

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

Use of tobacco by adults on certain educational property prohibited; penalties for violation (SEC. 97-32-29)
No person shall use any tobacco product on any educational property as defined in Section 2 of this act. Any adult who violates this section shall be subject to a fine and shall be liable as follows: (a) for a first conviction, a warning; (b) for a second conviction, a fine of Seventy-five Dollars ($75.00); and (c) for all subsequent convictions, a fine not to exceed One Hundred Fifty Dollars ($150.00) shall be imposed.
Any adult found in violation of this section shall be issued a citation by a law enforcement officer, which citation shall include notice of the date, time and location for hearing before the justice court having jurisdiction where the violation is alleged to have occurred. For the purposes of this section, "subsequent convictions" are for violations committed on any educational property within the State of Mississippi. Anyone convicted under this act shall be recorded as being fined for a civil violation of the act and not for violating a criminal statute. It is the responsibility of all law enforcement officers and law enforcement agencies of this state to ensure that the provisions of this act are enforced.

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

1. REQUIREMENTS

Except as to searches expressly permitted by this policy, all searches must be approved by the superintendent, principal, assistant principal, superintendent's designee or principal's designee. No other District employee may authorize a search except where an emergency situation exists.

At least two District employees must be present while a search is conducted. If, in the discretion of the administrator or employee conducting the search, the search is particularly intrusive, the person conducting the search and the witnesses, or at least one of them, should be the same sex as the student.

No student other than the student who is the subject of the search may be present during the search. All searches must be reasonable in scope.

2. SEARCHES PERMITTED

Searches are permitted as follows:

a. PERSON, POSSESSIONS, LOCKERS: Except as authorized in 2(d) of this Policy, searches of a student's person, possessions or lockers may be conducted if a District employee has prior individualized reasonable suspicion that a student has violated or is violating a District policy, school rules or regulations or the law and that the search will result in discovery of evidence of such violation. Exceptions to an individualized search conducted pursuant to reasonable suspicion are identified in section 3 of this policy.

b. DESKS, OTHER SCHOOL PROPERTY: Searches of desks and other school property (except lockers) may be conducted at any time, with or without reasonable suspicion of a violation.

c. VEHICLES: Searches of vehicles driven to school by or for students may be searched by visual inspection with or without reasonable suspicion of a violation. If a visual search results in individualized reasonable suspicion of a violation, a more intrusive search of the vehicle may be conducted at the direction of the principal.

d. CANINE SEARCHES: The District may at any time use dogs to search vehicles, possessions not on the student's person, desks, lockers and other school property, with or without reasonable suspicion of a violation. A canine response indicating the presence of contraband constitutes reasonable suspicion and a more intrusive search may be conducted at the direction of the principal or the principal's designee.

e. GROUP SEARCHES: Caution shall be exercised when a search involving a number of students is conducted. In most instances, in order to justify a search, the District's reasonable suspicion must be particularized to an individual student. Exceptions to this requirement are appropriate only where the intrusiveness of the search is minimal, such as canine searches of lockers, desks, bookbags, or automobiles, etc. Further exceptions to an individualized search conducted pursuant to reasonable suspicion are identified in section 3 of this policy.

f. STRIP SEARCHES: No student shall be subjected to a strip search except where an emergency situation exists and with pre-approval by the principal or the principal's designee. Only the rarest of incidents, such as the potential for the student's immediate use of a weapon concealed in the student's clothing, would be an exception to this requirement for pre-approval. No student shall be asked to remove any article of clothing in the presence of a member of the opposite sex or of other students. Because of the legal issues surrounding a strip search, the Board recommends contacting the police once the need for a full strip search becomes apparent, though the Board recognizes that there may be circumstances that necessitate continuing the strip search under this Policy.

3. The District authorizes the use of metal detectors, both hand-held and walk-through units. Each school in the District may utilize metal detection devices. The purpose of the metal detectors is to conduct random, suspicionless searches of students, though the metal detection devices may also be utilized when District personnel have a reasonable suspicion that a student is violating a District policy, school rules or regulations, or the law and the use of the metal detector may aid in discovery of evidence of a violation. This Board directs District personnel to develop guidelines/procedures to conduct these searches in accordance with law.

4. DEFINITIONS

a. "Reasonable in scope" means that the degree of the intrusion must be consistent with the objective of the search. Factors to be considered in whether the scope of a search is reasonable include, but are not limited to, the following:

i. The student's age, maturity, and sex;

ii. The nature or level of seriousness of the suspected violation; and

iii. The intrusiveness of the search, e.g. a canine search is less intrusive than a locker search; a locker search is less intrusive than a "pat down;" etc.

b. "Reasonable suspicion" refers to a flexible concept requiring the application of experience and common sense. Determinations of whether reasonable suspicion to support a search exists shall be made on a case-by-case basis with due consideration of all circumstances. In all cases, "reasonable suspicion" must be supported by articulable facts.

Factors to be considered in making this determination include, but are not limited to, the following:

i. The reliability of the information indicating that evidence of a violation may be discovered;
ii. The existence of reasonable suspicion that such evidence will be discovered;
iii. The individualization of the suspicion toward the person to be the subject of the search;
iv. The prevalence or seriousness of the problem to which the search is directed;
v. The exigency of the circumstances; and
vi. In some circumstances, the student's history and record in school.

c. An "emergency situation" exists if destruction of evidence, use of contraband, or use of a weapon is an immediate possibility. When District personnel have had to conduct a search due to the immediate possibility of the destruction of evidence, use of contraband, or use of a weapon and did not have time to obtain approval prior to conducting the search, an administrator must be notified immediately. Only in very rare instances, such as indicated in 2(f) above, should a strip search be undertaken without the principal or the principal's designee's approval. However, if an emergency situation does not exist, employees should take steps to prevent the possible destruction of evidence, use of contraband, or use of a weapon while securing approval for a search.

5. DISCIPLINARY ACTION If a search reveals grounds for a reasonable belief that a violation of a District policy, school rules or regulations or the law, the student will be subject to disciplinary action as provided by District policy.
6. POLICE SEARCHES School officials are obligated to cooperate with law enforcement authorities who are validly carrying out their official duties. In such cases involving a student, the District shall make an immediate attempt to notify the student's parent, guardian, or custodian. The principal or principal's designee shall attend the search if conducted on or about the school premises and shall take any disciplinary action necessary as a result of the search.

LEGAL REF.: New Jersey v. T.L.O., 469 U.S. 325 (1985) ; Horton v. Goose Creek Independent School Dist., 690 F.2d 470 (5th Cir. 1982), cert.denied, 103 S.Ct. 35 (1983); Tarter v. Raybuck, 742 F.2d 977 (6th Cir. 1984), cert.denied, 105 S.Ct. 1749 (1985) CROSS REF.: Policy JCDBB C School Bookbags

Metal Detectors- Procedures

The Grenada School District's goal is to maintain a safe environment that encourages learning. Unless expressly allowed by state law, the possession, use, or sale of weapons on school grounds is illegal, dangerous, and disrupts an orderly learning environment.
The reasonable use of metal detectors by school officials to keep weapons off school grounds is not a violation of Fourth Amendment rights. These procedures are designed to provide a safe learning environment. Though the District cannot anticipate every scenario under which searches utilizing metal detectors may be implemented, the District guidelines to conduct these searches in accordance with law are below.

1. Each school in the Grenada School District may use hand-held and/or walk-through units metal detection devices.

2. Each person operating an electronic search device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Adjustments in the settings of the device shall only be made by personnel trained in adjusting the settings and shall be overseen and approved by designated members of the administration or the superintendent or principal's designee.

3. All students, staff members, and/or visitors entering the school or school-related function are subject to search. All visitors may be searched utilizing the metal detectors, including those visitors attending extracurricular functions Random, suspicionless searches may be conducted of students and staff, in addition to individualized searches based on reasonable suspicion.

4. A "random" search is one which utilizes a specific methodology. One example of a random search is previously determining that every 10th (or 15th or 20th) student to enter the building will be searched. There are many types of random searches. No person will be selected for a random search on the basis of race, color, national origin, sex, disability, or age.

5. The search is directed to search for weapons; however, other contraband discovered in the search shall be removed from any student other person.

6. All property removed from the student as a result of the above procedures which may be legitimately brought on school premises or to a school function will be returned to the student. All other property or contraband that may not be legitimately brought on to school premises or a to a school function will not be returned to the student. The District will follow procedures already in place with regard to students' possession of cell phones.

7. If property or contraband (including a weapon) is removed from the student or the student's bags or parcels, possession of which is a violation of school rules, District policy, and/or administrative guidelines, and/or the law, the student shall be disciplined in accordance with the discipline procedures of the District. Students may be subject to criminal prosecution and/or juvenile proceedings for violations of law.

8. Only designated school personnel and security personnel will conduct hand-held metal detector searches. These personnel will be trained to ensure that the scanning is done correctly.

9. Persons entering through the walk-through metal detection device will be asked to remove all metal objects from his/her person and to place the metal objects on a table. Purses, briefcases, bags, or parcels must go through the device.

10. When a student's, staff member's, and/or visitor's bag or parcel activates the scanning device, the security personnel/administrator is to request him/her to open the container in question so that they can look for weapons.

11. The person will then be asked to walk through the metal detector. If the metal detector activates, he/she will be asked a second time to remove metal objects from his/her person and to walk through a second time.

12. If the walk-through metal detector activates a second time, the Security Personnel/Administrator is to approach the person and explain the hand-held scanning device process, and then conduct a scanning beginning at the toes and continuing up to the head without intentionally touching the body. The bags and parcels will also be scanned.

13. Should the subsequent hand-held scan activate the device, a further search should be conducted. District personnel conducting the scan will notify a school administrator and a school resource officer (SRO) or security officer so that they may escort the individual to a separate and private area, such as an office, to conduct a search in accordance with the following procedure:

    a. The search must be conducted in the presence and under the supervision of the principal or designee.

    b. The search must be conducted by a person of the same sex as the individual being searched.

    c. Prior to conducting the search, the principal or designee will once again ask the individual to remove any remaining metal objects from his/her person. If the individual declines to remove the objects, the individual will be searched as follows:

        1) The search will be conducted only in the area of the body which activated the metal detector.

        2) The search shall commence with the patting of the individual's external clothing in the vicinity of the pockets, belts, shoulders, or other specific areas, for the limited purpose of discovering items which may have activated the metal detector.

        3) If the school official conducting the search feels an object which may have activated the metal detecting device, the school official shall ask the individual to remove the object. If the individual declines to remove the object, it may then be removed by the school official or appropriate law enforcement may be called.

        4) (d.) If the object voluntarily provided by the individual or removed from the individual could have activated the detector, the administrator and security personnel must cease performing the search.

        5) The administrator/security personnel will then again scan the person and the search will continue only if the metal detector is activated again during this scan of the individual.

        6) Students who fail to cooperate with school personnel performing their duties under these guidelines may be subject to discipline for insubordination.

7) Visitors who fail to cooperate with school personnel performing their duties under these guidelines will be escorted from the school.

8) A weapon or any other illegal material that is discovered shall be turned over to the proper authorities for ultimate disposition.

14. Nothing in the procedures set forth above shall limit the authority of the District and District staff to remove other contraband from a student, and to otherwise search a student when there is reasonable suspicion to believe that a particular student is in possession of an article or thing, the possession of which constitutes inappropriate behavior under the School Discipline Policy.

15. A copy of the Metal Detector Search Procedures shall be available to each person and staff member who will in any way be involved with the conduction and/or monitoring of searches. The District will conduct training for those personnel who are responsible for conducting searches utilizing metal detectors.

16. Signs notifying students and visitors that they are subject to search utilizing a metal detector shall be posted in prominent locations where searches take place.

WEAPONS SEARCH

No student, employee or visitor may possess a weapon in, on or about school buildings, grounds, athletic fields or any other property used for school-related purposes, except as permitted by MISS Code Ann. Section 97-37-17.

1. DEFINITION OF PROHIBITED WEAPONS

Prohibited weapons include, but may not be limited to, the following:

a. Gun, rifle, pistol, other firearm
b. Dynamite cartridge, bomb, grenade, mine or other explosive
c. BB gun, air rifle, air pistol
d. Bowie knife, dirk, dagger, switchblade, pocketknife or other knife
e. Slingshot
f. Leaded cane, blackjack
g. Metallic or other artificial knuckles
h. Razors, razor blades
i. Any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files and nail clips, and tools used only to prepare food or for instruction and maintenance of school property)
j. Any instrument having the effect or appearance of a weapon (including utensils, imitation firearms or knives, etc.)

2. PERMITTED USES

The superintendent or principal, as appropriate and in his discretion, may give prior approval for weapons to be on or about campus under the following circumstances:

a. Students and employees may possess weapons on school grounds only when the weapons are used for valid educational purposes or school-sanctioned ceremonies.
b. Law enforcement officers and other government officials may carry weapons onto school grounds as permitted by law.

3. PENALTIES FOR VIOLATIONS

Any student who violates this policy will be suspended and may be recommended for expulsion in accordance with Policy JDE.

Any employee who violates this policy will be subject to disciplinary action in accordance with Policy GBK.
Any visitor who violates this policy will be asked to leave school property immediately and further action, including but not limited to, filing criminal charges may be taken as necessary.

Any person violating this policy may be subject to criminal action and penalties as provided in Miss. Code Ann. ' 97-37-17.

4. REPORTING VIOLATIONS

Violations of this policy shall be reported to the appropriate law enforcement in accordance with Policies JCBF/JCBF-P.

5. NOTICE
A copy of Miss. Code Ann. §97-37-17 shall be posted in public view at each school in the district.
NOTE: Please refer to MS Code §37-3-83 for information on how school districts may apply for grant funds under the ASchool Violence Prevention Grant Program.LEGAL REF.: MS CODE §97-37-17 (1995) CROSS REF.: Policies JCBE C Unlawful or Violent Acts

USE OF ELECTRONIC DEVICES

The Grenada County School District Board of Trustees has determined that student use of cell phones or other electronic/communication devices is disruptive to the educational process limiting disruptive behavior, including disruptions caused by students' cell phones/electronic devices, maximizes the ability of the District to follow curriculum educational objectives and to maintain an environment conducive to learning.
The Grenada School District reserves the right to define the educational value of any new electronic wireless devices and cell phones that may become available to the general public in the future and to prohibit their use if they have little or no educational value or if such use creates learner distraction or disruption. Cell phones in the Grenada School District are subject to the following rules and regulations; each school in the Grenada School District prohibits the use of all personal communication devices during the school day including two-way radios, pagers, PDA's, laptops, and cell phones except within the rules of the BYOD (Bring your own Device) Policy.

A student may possess a cellular telephone, on school property, at after school activities, on the bus, and at school-related functions, provided that during school hours (7:00am-3:20pm) the cell phone remains off, not on vibrate, and is concealed. Students at GETC with repeated electronic devices referrals, may be asked to leave their device in the office during school hours. **Students who receive ISS or ISD for disciplinary actions must turn in phone to teacher upon entering the ISS or ISD room.**

A parent/guardian will have to pick up the device between the hours of 3:20 pm – 4:00 pm. On the 4th offense, the device is taken for the remainder of the year, and must be picked up by the parent within 30 days after the end of the year. The District is not responsible for the cell phones/communication devices lost or misplaced while in its possession due to confiscation from a student.

If the device is not picked up in a timely manner, i.e., after the expiration of the days that the school will be in possession of the device, or, in the case of the device being confiscated for the remainder of the year, within 30 days after the last day of school, the school will donate the device to charity.

BULLYING/CYBER BULLYING

The Grenada School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

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

reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official.

Cyber-Bullying
"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 / images, or Web site postings, including blogs through the District's computer network and the Internet, whether access on campus or off campus, during or after school hours. In the situation that cyber-bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be disruptive of the educational environment or a detriment to students and staff. Administration may, in its discretion, contact law enforcement or other appropriate authorities.

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 School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors.

The following actions will be taken when bullying is reported:

1. **Investigation**

Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The initiation of an investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.

2. **Notification**

Parents or legal guardians of the victim and accused student will be notified of the investigation procedure.

3. **Discipline**

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. **Follow Up**

Complainants will be promptly notified of the findings of the investigation.

5. **Documentation**

Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the alleged victim and alleged perpetrator.

All reports received shall be properly and adequately investigated.

SEXUAL HARASSMENT

Title IX prohibits sex discrimination, including sexual harassment, against students in academic institutions. It is the intent of the Board of Trustees to maintain an environment free from sexual harassment of any kind.

Sexual Harassment is defined as "unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Examples of this type of conduct include:

- Requiring submission to sexual conduct, either implicitly or explicitly, as a term or condition for grades, promotion, or other benefit.
- Using submission to or rejection of sexual conduct as the basis for decisions affecting the student.
- Using, whether intentionally or not, sexual conduct to unreasonably interfere with the student's work performance or create an intimidating, hostile, or offensive teaching or learning environment.

Complaints: Complaints may be made to the appropriate administrator or directly to the Title IX Coordinator without fear of reprisal. If a complaint is substantiated, the offending employee/student shall be subject to disciplinary action. The District specifically prohibits inappropriate relationships between staff and students. The administration will investigate any such relationship when it becomes aware that a situation might exist between one of its employees and a student and will document the investigation. Evidence supporting that an inappropriate relationship exists include, but is not limited to, the presence of personal emails, telephone calls, instant messages, and text messages between an employee and a student, particularly when such exchanges are not school-related or are only tangentially school related. Personal emails, telephone calls, instant messages, and text messages are not appropriate and are grounds for discipline or employee dismissal. A student must report inappropriate behavior by a staff member or harassing behavior by another student.

Formal Procedures for Student-To-Student Sexual Harassment Complaints
Upon receipt of a complaint of harassment, the school principal or his/her designee will:
Step 1: Within three (3) school days: thoroughly investigate the complaint; apply appropriate disciplinary action; and provide notice of the disposition of the complaint and appeal process to the involved students and their guardians.
Step 2: In the event any party is not satisfied with the disposition of the complainant Step 1, that party may appeal to the appropriate Assistant Superintendent/Administrative Director. The appeal shall be in writing on the designated appeal form and delivered to the appropriate Assistant Superintendent/Administrative Director within five (5) school days following notice of disposition.
Step 3: the Assistant Superintendent/Administrative Director shall within the (10) days, investigate and meet with the concerned parties. Disposition shall be made no later than five (5) school days following conclusion of the investigation. Notice of the disposition shall be furnished to the appropriate parties.
Step 4: In the event the concerned parties are not satisfied with the disposition of the appeal at Step 3, they may appeal in writing within five (5) school days to the Superintendent. Within ten (10) school days of receipt of the appeal, the Superintendent or his/her designee shall conduct a review and provide a written disposition to the appropriate parties.
Step 5: In the event the parties concerned are not satisfied with the disposition of the appeal at Step 4, or if no disposition has been made in Step 4, the concerned parties may appeal to the Grenada School District Board of Education within five (5) school days. The appeal shall be in writing and shall request that the Superintendent place the concern on the agenda of the next regularly scheduled Board meeting.

To make a complaint, specific steps must be followed in accordance with strict time lines. To start the complaint process, a complaint must be made within 5 days after the occurrence of the alleged sexual harassment by contacting your principal or Title IX Coordinator, P.O. Box 1940, Grenada, MS 38902-1940 or 662-226-1606.

More detailed information concerning the Sexual Harassment Policy and Complaint Procedure may be found in the Board Policies.

INTERENT USE APPROPRIATE POLICES

Children's Internet Protection Act (CIPA)
The following measures are in place in the Grenada School District to comply with the Children's Internet Protection Act (CIPA).

- Filtering - Supplied by the Mississippi State Department of Education via the Office of Educational Technology.
- Internet Safety Policy - Appropriate Use Policy which follows
- Teacher Supervision - Teachers currently monitor Internet surfing in their classrooms

Grenada School District will adhere to the Child Internet Protection Act, the Children's Online Privacy Protection Act and to No Child Left Behind Legislation.
Overview of CIPA http://www.sl.universalservice.org/whatsnew/MISC/CIPA051801.asp

The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000. Under CIPA, no school or library may receive discounts unless it certifies that it is enforcing a policy of Internet safety that includes the use of filtering or blocking technology (see below). This Internet Safety Policy must protect against access, through computers with Internet access, to visual depictions that are obscene, child pornography, or (in the case of use by minors) harmful to minors. The school or library must also certify that it is enforcing the operation of such filtering or blocking technology during any use of such computers by minors. The law is effective for Funding Year 4 (07/01/2001 to 06/30/2002) and for all future years. Schools and libraries receiving only Telecommunications Services are excluded from the requirements of CIPA.
http://www.ftc.gov/ogc/coppa1.htm

The Grenada School District will revise the current AUP to incorporate the following wording/phrases:

- The education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms
- Cyberbullying awareness and response

Overview of COPPA

Children's Online Privacy Protection Act (COPPA), enforced by the Federal Trade Commission, requires commercial website operators to get parental consent before collecting any personal information from kids under 13. COPPA allows teachers to act on behalf of a parent during school activities online, but does not require them to do so.

Technology Plan Implementation

The Grenada School District recognizes that technology is a driving force for change in how people communicate and acquire knowledge in a rapidly changing world. Currently, technology is an essential tool that allows our students and staff opportunities to communicate, collaborate and create content as a community of learners to ensure that all students graduate with the knowledge and skills necessary to live, learn and work in the 21st Century. In our vision to support student learning, students, staff, parents, and the community work together to provide the tools and experiences every student needs to create an individual, viable and valued path to lifelong personal success.

Technology Goals

Equip all stakeholders to use technology to positively impact and interact with the world around them.

- Teach digital citizenship.
- Integrate technology seamlessly in the teaching and learning process while ensuring that the use of technology adds value to learning.
- Develop a new set of knowledge and skills for the 21st century learner.
- Provide greater access to educational opportunities and differentiated instruction by utilizing access to technology for anytime, anywhere learning.
- Improve communication and widen our sense of community by expanding the way teachers, students, and parents are able to interact with each other.
- Integrate digital tools for students to develop products demonstrating their understanding.
- Provide greater access to digital content in a variety of formats and modes.

Internet Acceptable Use Policy (IAUP)

Grenada School District is pleased to bring access to the Internet to students and teachers. Internet access is coordinated through a complex association of government agencies, and regional and state networks. The smooth operation of the network relies upon the proper conduct of the users, who must adhere to strict guidelines. These guidelines are outlined here so that you are aware of the responsibilities you acquire with usage of the Internet. In general, an Internet user accepts responsibility for efficient, ethical, and legal utilization of all network resources. If a user violates the provisions, Grenada School District will terminate or suspend access to the network and disciplinary action may be taken.
Transmission of any material in violation of any United States or state regulation is prohibited. This includes copyrighted material, threatening or obscene material, or material protected by trade secret.
Use for product advertisement, commercial activities, illegal action, or political lobbying is prohibited.
Appropriate use reflects academic honesty, ethical behavior, and demonstrates consideration of the consumption of shared resources. It shows respect for intellectual property, ownership of data, system security mechanisms, and the rights of others to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.

Use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The principal or his designee may deny, revoke, or suspend user privilege to any user determined to be using the system in an inappropriate manner and their decision is final.

Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to):

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number or the address or phone number of students or colleagues.
- Note that electronic mail (email) is not guaranteed to be private. Administrators who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

Reliability:

- Grenada School District makes no warranties of any kind, whether expressed or implied, for the service it is providing.
- Grenada School District will not be responsible for any damages suffered by the user, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions.
- Use of any information obtained via the Internet is at the risk of the user. Grenada School District denies responsibility for the accuracy or quality of information obtained through Internet services.
- Grenada School District is not responsible for student access to what may be deemed as inappropriate material available on the Internet.

Security:

- Security on any computer system is a high priority, especially when the system involves many users. If a user feels he/she has identified a security problem, the principal must be notified immediately. The problem is not to be demonstrated to any other users.

Vandalism:

- Vandalism will result in cancellation of privilege and disciplinary action in accordance with district policy. Vandalism is defined as any malicious attempt to harm or destroy data to another user, the Internet, or any of the networks that are connected to the GSD Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

Google Apps for Education runs on an Internet domain owned by the school and is intended for educational use. Google Apps for Education includes a @grenadak12.com email account, as well as Google applications such as Docs, Sheets, Slides, Drive, and Forms.
Google Apps for Education is available for selected GSD students whose teachers apply Google Apps to lessons, assignments and/or communication.
Students may access their Google Apps for Education accounts at home, the library, or anywhere with Internet access or offline. School staff will monitor student use of Apps when students are at school. Parents/Guardians are responsible for monitoring their student's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times. Student safety is our highest priority.

Google Apps for Education - Google Apps for Education is provided for educational use. Students may use Apps for personal use subject to the restrictions below and additional school rules and policies that may apply.

- Privacy - School staff, administrators, and parents all have access to student email for monitoring purposes. Students have no expectation of privacy on the Apps system.
- Limited personal use - Students may use Apps tools for personal projects but may not use them for:

- Unlawful activities
- Commercial purposes (running a business or trying to make money)
- Personal financial gain (running a web site to sell things)
- Inappropriate or offensive content
- Threatening another person
- Misrepresentation of Grenada School District, staff or students
- Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where student free speech rights may be limited.

- Students may not post personal contact information about themselves or other people. That includes addresses and phone numbers.
- Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
- Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

Google Apps for Education Parental Permission

Google Apps for Education (GAFE) is an important tool utilized by teachers and students. GAFE includes Google applications for creating, sharing, and storing documents, assignments, videos, and may include the use of a district student email account. The use of GAFE is at the discretion of the classroom teacher and will only be used when appropriate for the student's learning objectives. GSD encourages all parents to share in the GAFE experience by logging in with your child. School staff will monitor the use of technology while at school. Parents are responsible for monitoring their child's use of technology from home. Students are responsible for their behavior at all times. For students under the age of 18, GSD requires parental permission for the use of Google Apps for Education. Signature required in the Student/Parent/Guardian Technology Agreement.

Access Restriction - Due Process

- Access to Google Apps for Education is considered a privilege accorded at the discretion of Grenada School District. The District maintains the right to immediately withdraw access and use of Apps when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and account restoration, suspension, or termination.

ACCEPTABLE USE POLICY PROCEDURES

Grenada School District is pleased to bring access to the Internet to students and teachers. Internet access is coordinated through a complex association of government agencies, and regional and state networks. The smooth operation of the network relies upon the proper conduct of the users, who must adhere to strict guidelines. These guidelines are outlined here so that you are aware of the responsibilities you acquire with usage of the Internet. In general, an Internet user accepts responsibility for efficient, ethical, and legal utilization of all network resources. If a user violates the provisions, Grenada School District will terminate or suspend access to the network and disciplinary action may be taken.

Monitoring of Network Use

All data transferred and /or transmitted over the GSD network can be monitored and recorded at any time. All data transferred or transmitted over the network can be tracked and identified and originating users can be held liable if their use of the network violates any established policy, regulation, or law. Any data stored on District-owned equipment may be archived and preserved by the District for an indefinite period. Such data includes, but is not limited, to email, text documents, digital photographs, music and other digital or electronic files.

School District Ownership

All data transferred over the District network or stored on any District-owned equipment/media is the property of GSD.

Consequences of Policy Violation(s)

The use of the District Network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Any student or District employee, including contract services (outside parties), who violate any policy, regulation, or law regarding use of the District Network will be identified and corrective and /or punitive actions will be taken.

All users of the GSD network are charged with reporting violations or misconduct to their teachers, supervisors, or the Network administrator. Users who fail to report violations are subject to the same disciplinary actions as those who violate the policy.

Violations of these procedures may result in, but is not limited to, loss of access privileges, disciplinary action by the District, and / or involvement of law enforcement authorities.

Filtering

GSD uses an aggressive Content Filter and SPAM filter. GSD complies with the regulations of CIPA, the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)], to provide Internet content filtering services for staff and students. Filtering services are a means of protection from objectionable sites but cannot provide a 100% protection. Therefore, GSD provides no guarantees but will attempt to protect employees and students from accessing such objectionable Internet sites. In the event that inappropriate material is accessible, GSD will not be held liable.

Email and Electronic Document Retention

All District email will be archived for a period of 3 years.

All District employees and students in grades PK-12 will be issued a District email account. Students in grades 9-12 will be able to access their email account. Any official communications, e.g. teacher to parent, teacher to student, student to teacher, staff to staff, must be via the District's grenadak12.com email system. This includes, but is not limited to, teachers who guide extracurricular activities such as clubs, choirs, bands, athletic teams, etc.

District employees, who generate newsletters, memoranda, slide shows, graphics, etc. with their workstations, devices, or other district equipment, should organize their computer's workspace (storage) using folders to store electronic documentation.

Prohibited Actions

The following actions on the District Network are specifically prohibited, and this list is not all inclusive but by way of example:

- Installing software, software application, utility, plug-in or other such operations without the approval of the Technology office;
- Creating, downloading, storing, sending, or displaying offensive messages or pictures including but not limited to pornographic or other sexually explicit material;
- Using obscene, profane, or vulgar language;
- Harassing, insulting, intimidating, or attacking others;
- Giving out personal information about another person such as home address or phone number
- Engaging in any practice(s) that threaten the network and other technological tools;
- Violating copyright laws;
- Downloading entertainment/music/video/movie software or other files for transfer to a user's home computer, other personal computer, DVD, or any music/movie device. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly

related to the instructional and administrative purposes of the GSD. Software, files, and/or licenses owned by GSD cannot be transferred to staff or student personal or home computers without permission.

- Using the password of others to access the network or any other electronic information or telecommunication services;
- Accessing the documents, files, folders, or directories of others without permission from the owner of the files;
- Using the network and telecommunication services for commercial promotion, product endorsement, or advertisement not previously approved by the GSD School Board
- Using the network, electronic information, computer-driven software and telecommunication services for personal gain or convenience;
- Conducting business other than that deemed academic in nature over the network;
- Misusing the resources of the district's network, electronic information, computer-driven software, or telecommunications service equipment and supplies;
- Attempt to bypass network controls and/or filters.

STIPULATIONS FOR WEBSITE USE AS DISTRICT REPRESENTATIVES

Use of Non-District web sites to present information, classrooms, clubs, or any other officially sponsored activities of the GSD is prohibited. Any sanctioned activity must be hosted on the District website, (http://www.grenadak12.com). All web publications will abide by the Family Education Rights and Privacy Act (FERPA) for the dissemination of student information.

Current teacher or organization web sites operating outside the GSD's website as of July 1, 2021, will be granted exception from this new procedure. However, a statement of disclaimer must be posted at the school's website and a section under the name of each teacher or organization that has an external web site.

The disclaimer must read, "DISCLAIMER; you are now leaving the Grenada School District Web Site. The District does not endorse and assumes no responsibility for content or control of the web site(s) to which you are about to proceed. The link provided at this page is a courtesy service. Responsibility of external web site control and content rest solely on the author(s) or manager(s) or Webmaster(s) of such web site(s) and not with the District."

At the external teacher or organization web site, another disclaimer should be posted, "As (a) representative(s) of the Grenada School District, responsibility of external web site control and content rest solely on the author(s) or manager(s) or webmaster(s) of this web site(s) and not with the district. GSD does not endorse this web site for school, academic, business, or any other purposes."

Grenada School District Device Policy

Terms
Users will comply at all times with the GSD Student Technology Handbook policies. Any failure to comply may result in termination of user rights of possession effective immediately and the District may repossess the device.

Title
The District has legal title to the property at all times. The user's right of possession and use is limited to and conditioned upon full and complete compliance with this agreement, the GSD Student Technology Handbook policies, and all District policies and procedures.

Loss, Theft or Full Damage
If a device is damaged, lost, or stolen, the student or parent/guardian should immediately notify the school administration. At that time, the parent/ guardian must file a police report. If a device is lost, stolen, or damaged as a result of irresponsible behavior, the parent may be responsible for replacement cost.

In the event that a device is damaged, lost or stolen, the device user may be assessed a fee. Refer to Table of Estimated Repair Pricing for Deductibles on page 9 of Technology Handbook.

In the event of a lost or stolen device and once a police report is filed, the GSD, in conjunction and with police or sheriff, may deploy location software which may aid authorities in recovering the device. It is imperative that a lost or stolen device must be reported immediately. If stolen/lost device is not reported within 5 calendar days to GSD personnel, parent/guardian will be responsible replacement cost.

Students who withdraw from the District during the school year must return the device, along with any other issued accessories, at the time of their withdrawal. The device and all accessories should be returned to the school administrator.

Repossession
If the user does not fully comply with all terms of this Agreement and the GSD Student Technology Handbook, including the timely return of the property, GSD shall be entitled to declare the user in default and come to the user's place of residence, or other location of the property, to take possession of the property.

Terms of Agreement
The user's right to use and possession of the property terminates not later than the last day of the school year unless earlier terminated by GSD or upon withdrawal from GSD.

Unlawful Appropriation
Failure to timely return the property and the continued use of it for non-school purposes without the District's consent may be considered unlawful appropriation of the District's property.

Damaged Devices

Any damage must be reported to school authorities immediately. Power adapters and accessories must be returned or paid in full. If a device is damaged and needs repair, the student will be assigned a loaner until original device is returned. Once damaged device is repaired, the original device will be returned to student and any fees must be paid within (7) seven business days.

Table of Estimated Repair Pricing

Loss, Deliberate Damage or Neglect	HP G5, Lenovo N42 & 14E Chromebook Estimated Repair/Replacement	Lenovo 300e Gen 2 Estimated Repair/Replacement
Broken Screen	$50.00	$50.00
Broken Keyboard or Missing Keys	$50.00	$50.00
Power Adapter + Cord	$25.00	$30.00
Protective Outer Shell / Case	25.00	$30.00
Power Cord	NA	NA
Device Replacement Lost or Stolen	$100.00	$100.00
Trackpad Damage	$50.00	$50.00
Severe Damaged	$50.00	$50.00
Writing, Drawing, Stickers, and Labels Attached GSD Stickers or Labels Removed	$20.00	$20.00
Internet Hotspot Lost or Damaged	$100.00 for either device	$100.00 for either device

Handling and Care of the Device
- Keep the device in the district-issued or approved sleeve and case, if applicable.
- Keep devices and sleeve free of any writing, drawing, stickers, or labels that are not applied by GSD.
- Use the device on a flat, stable surface.
- Do not place books on the device.
- Do not have food or drinks around the device.
- Wipe surfaces with a clean, dry soft cloth.
- Avoid touching the screen with pens or pencils.

- Do not leave the device exposed to direct sunlight or near any heat or moisture sources for extended periods of time.

Power Management

- It is the user's responsibility to recharge the device's battery, so it is fully charged by the start of the next school day.
- Devices with no charged battery must be charged in the classroom. The student forfeits use of the device for the entire time it takes to charge the device
- All class work missed because of uncharged batteries must be made up on a student's own time.

Transport

- Do not leave the device in a vehicle for extended periods of time or overnight.
- Do not leave the device in visible sight when left in a vehicle.

Monitoring and Supervision

- Do not leave the device unattended in an unlocked classroom or during an extracurricular activity.
- Do not lend the device to a classmate, friend, or family member.
- Any attempt to "jailbreak" or remove the GSD profile could result in disciplinary action, including suspension.
- Students are responsible for the safety and security of the device and any activity on the device.

DRESS CODE EXPECTATIONS
MANDATORY DRESS CODE – Pre K-12

GENERAL CONSIDERATIONS
Each student has the responsibility to dress appropriately for the school environment. Clothing, hair, and general appearance shall be neat and clean, shall not disrupt the classroom atmosphere, shall not be unusually provocative, or shall not violate health and safety rules of the school. The guidelines for dress and grooming are provided to assist parents and shall apply to all students. The District's dress code is established to teach hygiene, instill discipline, and prevent and avoid safety hazards.

GENERAL GUIDELINES
Students are to be in compliance with the dress code policy including proper grooming and neatness before entering the building and at ALL times on campus and school buses. The principal will determine what constitutes distracting influences in the matter of dress and grooming and reserves the right to make modifications as needed. Altering the policy in any way is prohibited. If a style of dress or appearance is, in the opinion of the administration, disruptive to the educational process, constitutes a potential threat to the safety or health of the student or other persons, or contradicts the intent of the policy, it shall not be permitted.
-No head coverings of any type will be allowed including hats, caps, bandanas, and sunglasses.
-No fabric should have holes or be frayed.
-No leggings.
***Clothing, jewelry, or other ornamentation advertising or depicting drugs, alcohol, tobacco, gang symbols, profanity/obscenities, or that which is sexually suggestive is prohibited.**

**All questions relating to the mandatory dress code shall be determined by the principal at each school site.

CLOTHING CATEGORY	RED	WHITE	NAVY BLUE	KHAKI	BLUE JEANS	BLACK	BROWN
Pants or Capris			X	X	X		
Shirts	X	X	X				
Sweaters (Long Sleeve) or Sweater Vests	X	X	X				
Undershirt (T-Shirt)		X					
Skirts			X	X	X		
Shorts or Skorts			X	X	X		
Belts			X	X		X	X
Socks	X	X	X	X		X	X
Shoes	See	Next	Page				
Coats / Jackets / Raingear	See	Next	Page				

*Logos must be school approved, designed and be located over the heart (on the left side).

CLOTHING	STYLE	FABRIC	SPECIFICATIONS
Pants or Capri Pants	Dress or Casual	Cotton, Denim or Twill	-Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Styles should NOT include low riders (will allow modest hip huggers) -No corduroy, sweat suit, wind suit, baggy pants, cargo, or carpenter pants -No pockets on sides of legs - Back Pockets may be plain or with stitching (2 color limit-including color holding pocket to pant) -No sagging, oversized, or extremely tight fitting pants-NO Leggings -Must fit at the waist with a front waistband and belt loops (may be pleated or unpleated; cuffed or uncuffed and not frayed) -Length may not exceed the bottom of the shoe or be tucked into boots or socks -Rubber bands or rolling pant legs will not be allowed *EXCEPTION: Pre K-3 may or may not wear elastic with or without a belt or belt loops
Shirts	Pull Over/ Polo Type or Oxford Cloth (Button up)	Cotton or Poly Blend	-Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Must have collar and may be long or short sleeve (with or without pockets) -No more than 2 buttons may be unfastened -All students Pre K-12 must have shirts tucked in (belt must be seen) -Button up shirts with collars (with or without button down collars) -No Sweatshirts -Short sleeved shirts should never be worn over a long sleeved shirt
Sweaters	Pull Over (Long Sleeve Only)	Cotton, Wool or Poly Blend	-Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Must be a crew neck collar (round neck), Turtleneck, Mock Turtleneck, V-neck or cardigan (Cardigan and V-Neck must be worn over clothing.) -Long sleeve only with the exception of Sweater VESTS which must be worn over a long sleeve shirt in the appropriate colors (No Sweatshirts) -Must not fall more than 2" below belt -May not be worn tied around the neck, waist or any other part of the body
Undershirt	T-Shirt	Cotton	-Short sleeved and may be worn underneath and tucked in
Skirts, Shorts or Skorts	Dress or Casual	Cotton, Denim or Twill	-Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Styles should NOT include low riders (but will allow modest hip huggers) -No corduroy, sweat suit, wind suit, baggy pants, cargo, or carpenter shorts -No pockets on sides of legs -No sagging, oversized, or extremely tight fitting skirts/shorts/skorts -Must fit at waist with waistband & belt loops (may or may not be pleated; cuffed or not -Length shall come no higher than 2" from the top of the knee -Skirts must not have a slit higher than the top of the knee *EXCEPTION: Pre K-3 may wear elastic or no elastic with a belt or no belt, belt loops or not
Belts	Plain	Leather or Cloth	-Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Simple and plain belt and buckle style (holes in belt are allowed) -Length cannot exceed the buckle by more than 6 inches -Must be worn with pants, shorts or any bottoms *EXCEPTION: Pre K-1 require NO belts; 2-3 require a belt only if bottoms have belt loops; and 4-12 MUST have bottoms with belt loops and a belt
Socks	Plain	Cotton or Twill	-Solid color with no logos, emblems, pins, or patches unless G.S.D. approved logo -Both socks should be a matched pair
Shoes	Dress or Athletic	Leather, Cloth or Plastic	-Should not have heels higher than 2 inches - Must be worn at all times and laces and straps should be tied and attached to the shoes -No flip flops, house shoes, shower shoes or shoes with wheels -Slip on shoes (including sandals) must be enclosed in the back or have a strap to secure the shoe on the foot -Both shoes should be a matched pair -NO boots with shorts, skorts, or skirts
Coats / Jackets / Raingear	ANY	ANY	-Coats/Jackets must be no longer than mid-thigh, but must reach waist -Jackets must have sleeves that reach the wrist and may have hoods -**NO** pullover sweatshirts or windbreakers-MUST zip, snap, or button up the front -Hoods may be worn only on the bus and when changing classes outside -May not be worn tied around the neck, waist or any other part of the body
Jewelry	ANY	ANY	-No large (over 2") jewelry on necklaces or large (over 2") earrings -No embellishments in mouth or on teeth unless required by a doctor/dentist -No large/heavy chains, studded or spiked jewelry -Chains should not extend farther than 6" from the neck -No body piercings jewelry on the face -No Neck Ties or hats of any kind

>>>Clothing that is one or two sizes ABOVE or BELOW your normal size should not be worn.<<<

MANDATORY SCHOOL DRESS CODE
K-12 DURING CLASSES WITH PHYSICAL EXERTION

- Students will be allowed to change clothes during classes involving physical exertion or extreme movement. Sponsors/Principals will approve appropriate clothing for each class. Students will be allowed to wear this clothing ONLY in the approved classes.

- If any activity occurs during the last period of the day, students may not leave class area out of clothing that meets the dress code policy until all school buses have left campus. (If riding a bus home, clothing that meets the dress code policy must be worn before boarding bus.)

- Students will stay in clothing that meets the dress code policy until events begin such as performances, pep rallies, or games. If event ends during the school hours they will need to change back into clothing that meets the dress code policy. (For example, cheerleaders, football players and band members who wear something other than clothing that meets the dress code policy to a pep rally will change into their pep rally uniform 10 minutes prior to the scheduled event then change back into clothing that meets the dress code policy within 10 minutes of the conclusion of the event.)

- ROTC will be allowed to dress in military uniforms on prescribed "Uniform Days" according to curriculum and grading.

- GCTC students will purchase coveralls for approximately $10. Each of the 4 areas will have a different color of overalls. These coveralls will be slipped on over the clothing that meets the dress code policy and stored at the GCTC.

****Upon enrollment during the school year, a student will have 3 school days in which to comply with the dress code.**

SCHOOL BUS CONDUCT

SCHOOL BUS RULES
Riding the school bus is a privilege, which can be denied to a student who violates a bus rule. Students may be denied bus service and/or suspended or expelled from school for infractions.

1. Loading and Unloading

* Be at the assigned bus stop on time in the morning and at the assigned loading zone on time in the afternoon.
* Exercise extreme caution in getting to and from your assigned bus stop.
* Don't engage in unruly behavior at designated school bus loading/unloading locations.
* If you must cross the road to get on the bus or after getting off, don't cross until the bus arrives and gives the proper signal to cross. Always cross in front of the bus and look both ways for traffic.
* Wait until the bus comes to a complete stop before trying to load or unload.
Use the handrail while getting on and off the bus.
* When leaving the bus, move from the unloading zone to your assigned place as quickly as possible, but do not run.

2. While In the Bus

The bus driver is authorized to maintain discipline on the school bus. Students must be courteous and follow all instructions of the driver and safety patrol. All rules of student conduct are applicable on the school bus and will be enforced. Some special reminders are:

* Do not distract the driver's attention, except when necessary.
* Talking is permitted only in normal tones. Do not shout or make unnecessary noise at any time, but especially when the bus is approaching and crossing a railroad or an intersection.
* Keep your head, hands, and articles inside the bus.
* Do not bring unauthorized articles on the bus (pets, combustibles, large items, weapons, etc.).
* Do not smoke or use profane language.
* Do not fight or scuffle.

At any time students are riding on school buses, they may be filmed by use of a camcorder.

GRENADA ENRICHMENT & TRANSITION CENTER (GRENADA ENRICHMENT & TRANSITION CENTER) POLICIES

Purpose and Mission

The purpose of the Grenada Enrichment & Transition Center is to accommodate the unique needs of children and youth who present with behavioral, academic and/or emotional challenges who have failed to respond successfully to empirically-based tiered supports implemented in their home schools. The overall mission of Grenada Enrichment & Transition Center is to promote academic success, develop stable patterns of pro social behavior, facilitate student acquisition of employability and functional skills, as well as, support career and character education development for students in a safe, welcoming, and caring non-traditional school setting. Grenada Enrichment & Transition Center staff and administration are committed to providing quality instruction and academic remediation, guidance, provisions of empirically-based behavioral supports and related services, and frequent progress monitoring and feedback necessary for achieving the goal of providing students with a successful and lasting transition back to their traditional, home school environments.

Goals

The goals of Grenada Enrichment & Transition Center are to provide quality educational programming for academically, behaviorally, and/or emotionally at-risk students by:

- Providing each student with an appropriate and meaningful Individualized Instruction Plan and/or an Individualized Educational Plan necessary for enhancing progress toward promotion, graduation, and/or GED attainment;
- Ensuring that students receive individual and group counseling, social services, and quality behavioral supports and related services necessary for developing stable patterns of adaptive and pro-social behavior necessary for transition back to traditional school settings;
- Developing positive self-concepts and high motivation in students;
- Creating a safe, welcoming, and caring school climate.

Student Population Served

The Grenada Enrichment & Transition Center provides comprehensive educational, behavioral, and emotional support services for all middle and high school students enrolled in the Grenada School District who are found to be at risk and in need for a highly structured and supportive alternative educational environment. All students are afforded an opportunity to earn Mississippi Department of Education (MDE) units required for obtaining a standard high school diploma. In addition, comprehensive services will be provided for students who are pursuing other educational curricula.

A. Instructional Programs

1. Academic

All students enrolled in Grenada Enrichment & Transition Center are provided academic supports based on their identified level of need and current academic functioning levels. Specifically, students are offered academic supports across several tiers (i.e., core programs, supplemental programs, intensive programs). When appropriate, students are provided with special education and vocational programming as required by federal and state guidelines. In addition, all academic programs are periodically reviewed to ensure that instruction and supports are being provided with adequate levels of treatment fidelity.

2. Core Programs

All students enrolled in Grenada Enrichment & Transition Center are afforded traditional classroom instructional experiences in an effort to meet all students' individual learning needs. Student to teacher ratio is based on 15 students for each certified staff member.

3. Supplemental Programs (Tier II)

All students attending Grenada Enrichment & Transition Center will participate in an academic screening (e.g., curriculum-based measurement – Aimsweb) upon enrollment to determine their current functioning levels in Reading and Mathematics (unless the student has been recently screened at their home school prior to placement). Students who exhibit skill deficits shall be provided with scientifically-based remedial academic supports daily. These supports may include

small group instruction and/or individualized instruction (e.g., computer-based instruction).

4. Intensive Programs (Tier III)

All students who are found to be significantly at-risk academically are provided with intensive scientifically-based academic intervention(s) (i.e., one-on-one supports) in addition to supplemental supports (e.g., small group instruction, computer-based instruction) to address specific academic skill deficits.

5. Special Education Programs

All students who meet criteria for special education eligibility shall receive special education services as outlined on the Individualized Education Plan as determined by the Individualized Education Plan Committee.

6. Social/Behavioral/Emotional Programs and Supports

All students attending Grenada Enrichment & Transition Center are provided with behavioral supports based on their level of need and current functioning levels. Specifically, Grenada Enrichment & Transition Center offers behavioral supports across several tiers (i.e., core programs, supplemental programs, intensive programs). When appropriate, students with disabilities will be provided with specific supports (i.e. related services) as outlined in their Individualized Education Plan as required by federal and state guidelines. In addition, all behavioral programs will be periodically reviewed to ensure that instruction and supports are being provided with adequate levels of treatment fidelity.

B. Universal Primary Prevention Program

1. Positive Behavioral Interventions and Supports (PBIS)

School-wide PBIS implementation at Grenada Enrichment & Transition Center involves the active teaching of school wide expectations along with ongoing pre-corrections and coaching, direct adult supervision, and positive acknowledgement of students who are successful at performing these expectations on a daily basis. Grenada Enrichment & Transition Center school-wide behavioral expectations include the following:

Be Safe · Be Respectful · Be Responsible
These school wide behavioral expectations provide the basis for character development and daily student conduct and are tied to day-to-day student activities, including positive, as well as, corrective feedback.

2. Student Monitoring

All students enrolled in Grenada Enrichment & Transition Center have their demonstration of compliance with school-wide expectations monitored each class period using a Daily Behavior Progress Report (DBRP) form. Students are required to have parent(s) review and sign their DBPR form daily and return the form to their first period teacher each morning. This daily monitoring of school wide behavioral expectations is done to provide students with feedback regarding their behavioral performance and to allow for ongoing progress monitoring. In addition, student performance on their DBPR is used to determine when a student has successfully met criterion for exit from Grenada Enrichment & Transition Center (See exit criterion section of this document).

3. Supplemental Programs

All students attending Grenada Enrichment & Transition Center who continue to demonstrate behavioral and/or emotional concerns are provided with group-based social skills instruction and remediation (i.e., anger management, conflict resolution, coping skills, etc.) on a daily basis using a scientifically-based or evidence-based curriculum.

4. Intensive Programs

Students experiencing more significant emotional or behavioral concerns are provided with counseling services by a licensed social worker, counselor, and/or school psychologist. In addition, when not developed at the students' home school, a function-based behavior intervention plan (BIP) based on a comprehensive functional behavior assessment (FBA) will also be developed for students in need of intensive behavioral support programming. If the student already has a function-based BIP, the existing BIP will be reviewed and modified to meet the current emotional and behavioral needs of the student(s). The BIP shall include preventative strategies, direct teaching strategies, and appropriate consequent strategies (e.g., reinforcement and corrective teaching strategies) that meet

MDE requirements.

5. **Special Education Programs**

   All students who meet criteria for special education eligibility shall receive special education services to address behavioral concerns as outlined on the Individualized Education Program as determined by the Individualized Education Plan committee.

6. **Student Discipline and Grenada School District Student Code of Conduct**

   All Grenada Enrichment & Transition Center personnel will strictly adhere to the current Grenada School District Code of Conduct. In order to support the academic and behavioral programming being offered to each student, corrective strategies aimed at teaching replacement skills shall be utilized by all Grenada Enrichment & Transition Center personnel. As such, disciplinary strategies designed to remove students from the instructional environment will only be utilized once remedial strategies have been exhausted. In addition, all federal and state requirements will be followed with regard to the discipline of students meeting criteria for special education eligibility and services.

Responsibilities
The Mississippi Department of Education (MDE) specifies numerous responsibilities for each school district establishing and maintaining an program of alternative education as outlined in MS Code, §37-13-92. These responsibilities for ensuring a quality Grenada Enrichment & Transition Center program are as follows:

1. **School Board Responsibilities**

The Grenada School District Board of Education directs the superintendent/designee to develop policies and procedures for the operation of. Grenada Enrichment & Transition Center Policies and procedures include, but are not limited to, ensuring the following:

- Goss vs. Lopez Due Process Procedures
- Appropriate Manifestation Determination Review (MDR) hearing for students receiving special education services
- Program goals
- Specific process and criterion for program entry and exit, including transition planning
- Continued provision of quality and appropriate education for students
- Involvement of parents and community agencies
- Length and time of the school day
- Plan for awarding course credits
- Discipline policies and procedures
- Specific criteria for exit from the alternative education program
- Performance measures and process for program evaluation.

2. **District Responsibilities**

The Grenada School District alternative education program and procedures as defined in Board Policy are designed to:

- Ensure accreditation standards are being met
- Ensure that the Discipline Policy has been followed prior to removal of a student.
- Provide a facility that is clean, safe and functional, and commensurate with facilities provided other students in the district
- Provide adequate, certified staff that is motivated and culturally diverse
- Provide an Grenada Enrichment & Transition Center program or behavior modification program that meets the requirements of MS Code, §37-13-92
- Provide for the continued education of students
- Provide for the safety of regular staff and students
- Provide transportation
- Provide written policies that meet *Goss vs. Lopez* due process procedures

3. Regular (General) Education Responsibilities

Administrators and staff in traditional school sites are required to:

- Determine suitability of student to be placed in the alternative education program
- Develop a process of educational review by teachers and other appropriate professional personnel to assist in the development of the Individualized Instruction Plan (Individualized Instruction Plan)
- Develop and implement consistent due process procedures
- Ensure student participation in the Mississippi Assessment System
- Ensure the written and distributed discipline policy has been followed
- Maintain cumulative (not original) records on alternative education students
- Notify parents or guardians regarding removal of student
- Provide Tier II and III efforts using research and evidenced based practices and positive behavioral interventions
- Provide data to demonstrate a student's failure to respond to Tier II and Tier III interventions

4. Alternative Education Responsibilities

State mandated programs of alternative education are required to:

- Assist in the development of an Individualized Instruction Plan that provides for courses required for graduation for each student with emphasis in academics, applied behavioral analysis (behavior modification), functional skills, and career education
- Complete annual program review and evaluation as directed by MDE
- Determine duration of placement
- Ensure student participation in the Mississippi Assessment System
- Ensure the safety of staff and students by referring any student involved in criminal or violent behavior on campus to the appropriate authorities
- Ensure that the maximum teacher/student ratio is 1:15
- Ensure that there are high expectations for student achievement
- Meet MDE accreditation standards
- Meet requirements of MS Code, §37-13-92 and SBP (901)
- Provide academic instruction that is tailored to meet the specific needs and learning style of students
- Provide adequate, certified staff
- Provide community involvement and support
- Provide continuous staff development that supports teachers in developing and enhancing classroom management skills
- Provide counseling for students
- Provide evaluation of student's progress at regular intervals and maintain records
- Provide for the continuing education of students
- Provide written rules addressing the unique needs of alternative education students to both parents and students (clearly stated mission and discipline code)

5. Administrator Responsibilities

Grenada Enrichment & Transition Center administrators are required to:

- Assist in the development of policies, procedures and programs
- Assist staff in the development of Individualized Instruction Plan
- Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs
- Identify resource needs
- Interpret, apply, and assure compliance with State law and policy, district policy and accreditation standards
- Maintain current knowledge of new trends and innovations
- Manage and oversee the day-to-day operations
- Plan, organize, control, and direct the provisions of services
- Provide staff development

- Recommend appropriate service and staff
- Research, analyze, and evaluate current and new service delivery models, procedures and techniques
- Resolve issues and conflict
- Supervise the performance of assigned personnel

6. Staff Responsibilities

Grenada Enrichment & Transition Center staff is required to:

- Assist general education staff in the development of an Individualized Instruction Plan for each student
- Choose to participate in the program
- Ensure that expectations are reviewed daily
- Identify additional intervention strategies
- Identify strengths and areas of need
- Realize that you are not just a teacher, but counselor, advisor and mentor
- Make clear to the students the behaviors that are expected of them in different environments
- Provide classroom interaction
- Provide frequent and detailed feedback for exhibiting appropriate behavior
- Provide instruction in all core subjects by appropriately certified instructors
- Review all records from the referring school
- Review and evaluate student progress or lack of progress
- Provide flexibility in designing strategies and methods that will work with students. For example: individual learning, cooperative learning, competency based learning, team teaching, peer tutoring and/or teaching multiple intelligences
- Understand strategies for creating an organized and productive learning environment and for managing student behavior

C. Grenada Enrichment & Transition Center **Referral and Placement Procedures**

Grenada Enrichment & Transition Center operates through written board-approved policies and procedures that define and mandate appropriate educational opportunities for the categories of at-risk students to be served. Further, Grenada Enrichment & Transition Center meets the requirements of Section 37-13-92 of the Mississippi Code, which delineates the required components of alternative education programs. The Grenada School District maintains and operates Grenada Enrichment & Transition Center in connection with the regular programs of the school district for, but not limited to, the following categories of at-risk compulsory-school-aged students:

- Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct, who has failed to respond to documented empirically-based tiered behavioral supports were implemented with adequate fidelity;

- Any compulsory-school-age child referred to Grenada Enrichment & Transition Center based upon a documented need for placement in the Grenada Enrichment & Transition Center program by the parent, legal guardian or custodian of such child due to disciplinary problems;

- Any compulsory-school-age child referred to the Grenada Enrichment & Transition Center by the dispositive order of a chancellor or youth court judge, with the consent of the Superintendent of Education of the child's school district.

- Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class as a whole. These “habitually disruptive” youth must have demonstrated a failure to respond to documented empirically-based tiered behavioral supports that were implemented with adequate fidelity.

- Students returning to the district from juvenile detention, residential treatment facilities or out of home placement. Note: Student placement in this category will be recommended only after a complete review of student information and other assessment data indicates that placement in Grenada Enrichment & Transition Center is appropriate.

1. **Interim Student Placement Prior to Due Process Hearing**

Students with Habitually Disruptive Patterns of Misconduct
Students who are considered for alternative placement as the result of non-threatening, habitually disruptive patterns of behavior shall remain in their home school environment to the fullest extent possible until such time a formal hearing is conducted and a decision has been rendered to determine whether placement in Grenada Enrichment & Transition Center is appropriate. If deemed necessary by the lead school administrator, students falling into this "habitually disruptive" category may be assigned to the school's In School Suspension (ISS) program until a Due Process Hearing is conducted and a formal decision is made regarding possible placement in Tie Plant Grenada Enrichment & Transition Center. Students assigned to the schools ISS program shall be afforded with instructional opportunities in keeping with the curriculum to the fullest extent possible.

Students with Serious/Threatening Patterns of Misconduct
In cases when a student commits a serious and threatening behavioral offense (i.e. Level 4 and 5 Infraction), the lead school administrator may suspend the student pending a Due Process Hearing. In cases when a serious and threatening behavioral concern is the primary reason for considering alternative placement students/parents are given the option of placement in the In- School Suspension (ISS) program located in Grenada Enrichment & Transition Center until such time a Due Process Hearing is held and a formal decision regarding Grenada Enrichment & Transition Center placement has been rendered. However, in cases when students/parents formally waive the right to a Due Process Hearing, students may begin the formal enrollment process at Grenada Enrichment & Transition Center (see Grenada Enrichment & Transition Center Enrollment Procedures later in this document).

2. **School-Level Committee Review**

When a student enrolled in the Grenada School District is considered for possible admittance to Grenada Enrichment & Transition Center a school-level committee shall meet to review numerous sources of data collected to evaluate whether a referral to Grenada Enrichment & Transition Center is warranted. This committee, at a minimum, shall be comprised of a school administrator, counselor, and staff who have directly taught and witnessed the student's behavioral concerns. When the student being considered for placement in Grenada Enrichment & Transition Center has a disability, the school-level committee shall be comprised, at a minimum, of the student's Individualized Education Plan committee, along with a school administrator and school counselor/behavior therapist/school psychologist.

A wide range of student data must be compiled before formally referring a student for possible Grenada Enrichment & Transition Center placement as the result of serious and threatening offenses (i.e. Level 4 and 5 Behavioral Infractions) and/or habitual violations of the current Grenada School District Code of Conduct. Regardless of the infraction prompting a referral for possible alternative placement, please note that students who demonstrate a pattern of habitual misconduct must have been afforded with and failed to respond to quality supplemental and/or intensive behavioral and/or academic supports that were implemented with adequate fidelity prior to being considered.
The following data shall be compiled and reviewed by the referring school site's Grenada Enrichment & Transition Center Review Committee:

a. Completed Referral Form

b. Completed Counselor Referral Form

c. Academic Assessments (universal screening, progress monitoring, district assessments)

d. Documentation of student's current course schedule

e. Documentation of student's current grades

f. Documentation of student's current attendance and tardies

g. Documentation of student's behavioral Offenses and Dispositions for previous three (3) years, when applicable

h. Detailed description of previous corrective strategies to address academic and/or behavioral concerns (students referred as the result of non-threatening/habitual disruptions). Note: This shall include all scientifically-based or evidence-based intervention attempts previously implemented to address the student's concerns including (a) Tier 1 corrective strategies to address academic/behavioral concerns, (b) written Tier 2 behavioral and/or academic intervention plans, (c) functional behavior assessment(s), (d) function-based behavioral intervention plan(s),

(e) graphic display of ongoing behavioral progress monitoring for academic and/or behavioral targets, and (f) documentation to validate that all intervention strategies were implemented with acceptable fidelity (i.e., appropriate duration of time to evaluate change, appropriate student attendance rates, acceptable intervention compliance and treatment integrity).

i. Current Functional Behavior Assessment (if applicable)

j. Current Behavior Intervention Plan (BIP) (if applicable)

k. Manifestation Determination Review (MDR) meeting minutes and required Individualized Education Plan Committee documentation for students who are eligible for special education services.

NOTE: In cases when the school-level alternative committee decides that an Grenada Enrichment & Transition Center placement is not warranted the committee should document the rationale for the decision and indicate specific recommendations to address the student's behavioral needs. These recommended strategies and supports should be discussed with the student's parents and school staff and a formal plan of intervention should be initiated.

3. District-Wide Hearing Committee

In cases when the school-based Grenada Enrichment & Transition Center review committee makes the determination to recommend student placement in Grenada Enrichment & Transition Center, the lead school administrator shall forward all documentation to the Grenada Superintendent's Office to request a Due Process Hearing. All referral documentation will reviewed by the Superintendent's staff to ensure that all required documentation has been accurately completed, including a verification that data validates that intervention efforts for students referred for less than felonious act(s) (i.e. habitual patterns of disruption) have been implemented with acceptable fidelity and have failed to lead to appreciable improvements in student academic or behavioral performance. In addition, all federal and state requirements are followed for students who meet criteria for special education eligibility and who are receiving special education services with regard to documentation of changes in placement (see Students with Disabilities section later in this document).

Once all data have been reviewed and determined to be consistent with Grenada School District and MDE policies, the Superintendent's Office will schedule a Due Process Hearing with all parties. In cases when there is insufficient evidence to warrant a Due Process Hearing the school-level review committee will be informed in writing of the reason(s) for denial, along with specific recommendations to address the student's behavioral or other concerns.

D. Non-Traditional Grenada Enrichment & Transition Center Placements

1. Court-Ordered Placements to The Grenada Enrichment & Transition Center

In some instances students may be ordered by a chancellor or youth court judge to attend Grenada Enrichment & Transition Center,. In such cases, the following procedures shall be followed:

a. Parents are required to present the official court order disposition for Grenada Enrichment & Transition Center placement to the Director of Grenada School District Student Assessment and Appeals for review.

b. Once a review is conducted and the court ordered placement in Grenada Enrichment & Transition Center is approved by the Grenada School District Superintendent of Education parents must contact the lead administrator at Grenada Enrichment & Transition Center to schedule an appointment to begin the orientation and enrollment process.

c. The student needs to enroll in their "home school" prior to enrollment at the Grenada Enrichment & Transition Center.

d. Previous school records will be obtained from the last school attended and maintained at the student's home school. Copies will be made upon request.

e. If a student has an Individualized Education Plan, the Individualized Education Plan will be implemented at the Grenada Enrichment & Transition Center.

2. Students Transferring from Other Grenada Enrichment & Transition Center Settings, Group Homes or Residential Treatment Facilities

There is no MDE requirement that a student transferring to Grenada School District from another Grenada Enrichment &

Transition Center program (including state operated reform schools), group home/foster care placement and/or residential treatment facility be placed in an interim alternative setting prior to enrolling in a traditional school setting. However, based on these previous placements, some students may continue to be at-risk for having potential difficulties in school and may likely require continued supports. As such, in an effort to prevent a negative transition and to ensure that students are afforded appropriate supports, all students transferring to the Grenada School District from another Grenada Enrichment & Transition Center, group home, or a residential treatment facility will undergo a formal case review to determine their most appropriate school placement and the specific academic, social and behavioral support needs required for a successful transition from their previous placement.

The following procedures shall be followed when making a determination for placement at the Grenada Enrichment & Transition Center or students transferring to Grenada School District from another Grenada Enrichment & Transition Center program, group home, residential treatment facility and/or students previously expelled from Grenada Enrichment & Transition Center,:

a. The parent(s) of students transferring to the Grenada School District from another Grenada Enrichment & Transition Center program, out of home setting, residential treatment facility and/or students who were previously expelled from Grenada Enrichment & Transition Center are required to contact the Grenada School District Superintendent's Office, arrange for an appointment to discuss the student's case, and to request records from the previous placement setting.

b. Once all student information is secured the student and his/her parents will meet with a Transition Team to review all available information and discuss transition needs. This team is comprised of the school administrator, school psychologist (or counselor), behavior specialist, and instructional support staff assigned to the school where the student is scheduled to enroll.

c. Based on the transition team's review, a recommendation will be made to the Grenada School District Superintendent of Education, or his designee, to allow regular school enrollment with specified supports in place or to recommend placement of the student in Grenada Enrichment & Transition Center only after staff at the student's home school and Grenada Enrichment & Transition Center staff have collaborated to develop an Individualized Instruction Plan or revised Individualized Education Plan and to complete a detailed plan of transition back to the student's home school from Grenada Enrichment & Transition Center,.

d. Parents who disagree with the recommendation for placement in Grenada Enrichment & Transition Center may contact the Grenada School District Superintendent's Office and request a formal hearing to appeal the Transition Team's recommendation.

3. Automatic 15 day alternative placement for students entering GSD from a long-term facility such as Cares, Youth Detention Center, Mill Creek etc (especially those are court ordered). This may also apply to students who leave these facilities against doctor's orders. This does not apply to students that were in a short-term facility such as Parkwood (for those parents that send their children voluntarily because of eating disorders, drug/alcohol addiction, minor behavioral issues etc - issues that may not be seen as an immediate threat to anyone else). Principal's' discretion may be used.

4. Students placed in Grenada Enrichment & Transition Center cannot be on GSD campuses unless authorized by principal. (This does not apply to those that enter at parent request).

E. Transition to Grenada Enrichment & Transition Center,

1. Students Failing to Enroll in Grenada Enrichment & Transition Center,

Students may be assigned to Grenada Enrichment & Transition Center as an alternative to traditional school expulsion. As such, compulsory school-aged students are required by Mississippi Compulsory School Attendance Act to attend their district-assigned school. Unless transferring to another school system, students failing to enroll within 2 school days after being assigned to Grenada Enrichment & Transition Center will be referred to truancy officer to begin an investigation.

2. **Development of an Individual Instruction Plan**

All students recommended for Grenada Enrichment & Transition Center placement are required to have a detailed

Individual Instructional Program while at the Grenada Enrichment & Transition Center,. They will collaborate with the staff at each student's Grenada Enrichment & Transition Center home school to develop an individually-tailored instructional plan, including specific academic/behavioral goals and objectives, teaching strategies, and academic/behavioral supports necessary for ensuring student success while enrolled in Grenada Enrichment & Transition Center,. Similarly, for students with disabilities, the Grenada Enrichment & Transition Center Exceptional Education staff will collaborate with the students Individualized Education Plan committee prior to placement in Grenada Enrichment & Transition Center to review and revise the student's Individualized Educational Program to include appropriate and meaningful goals/objectives and any accommodations and supports necessary for student success.

3. **Transitioning to** Grenada Enrichment & Transition Center,

Prior to official enrollment in Grenada Enrichment & Transition Center, staff in the student's home school must provide copies all of the documentation listed below:

a. Updated Discipline summary history from previous and current school years

b. Current class schedule, report cards, progress report and current course grades

c. Attendance report for current school year

d. Complete Teacher Support Team (TST) folder, including documented empirically-based tiered academic and/or behavioral supports, progress monitoring data (graphs) and results of assessments to evaluated the fidelity of intervention (s) implementation.

e. Updated/revised Individualized Educational Program, if applicable

f. Copy of Grenada Enrichment & Transition Center Referral Form, including the parent's waiver of due process (if applicable), discipline hearing letter(s), Individualized Education Plan committee recommendations for LRE, etc.

Note: The formal enrollment process in Grenada Enrichment & Transition Center will begin once all required documentation for placement has been verified by Grenada Enrichment & Transition Center staff.

4. Grenada Enrichment & Transition Center **Registration and Enrollment Procedures**

Once the District Hearing Committee recommends alternative placement and all pre-placement documentation is secured, parents will be contacted by Grenada Enrichment & Transition Center to arrange for an appointment with the lead administrator to schedule an orientation and to complete enrollment procedures.

a. Student Orientation

Parents and students will attend an orientation session upon student's assignment to the Grenada Enrichment & Transition Center.

b. Students with Disabilities

Intake Process for Students with Disabilities

Once the Individualized Education Plan committee determines that Grenada Enrichment & Transition Center will be the Interim Alternative Education Setting (IAES) for a student with a disability, the following procedures shall be followed:

1. Within 2 days after the Individualized Education Plan Committee makes the recommendation for placement in Grenada Enrichment & Transition Center, the student's Individualized Education Plan team will meet with Grenada Enrichment & Transition Center exceptional student staff to hold an Individualized Education Plan meeting to make revisions necessary for addressing student academic, behavioral and/or related service needs. Relevant members shall include, but are not limited to the following individuals: administrator, the student's home school exceptional education teacher, at least one (1) general education teacher from the student's home school, Grenada Enrichment & Transition Center exceptional education teacher(s), Grenada Enrichment & Transition Center general education staff members, Grenada Enrichment & Transition Center counselor, and the Grenada School District school psychologist.

2. The following information, at a minimum, must be available to make a determination about appropriate services for students with disabilities:

a. Written Prior Notice of Individualized Education Plan Committee Meeting (WPN)
b. Procedural Safeguards
c. Current Individualized Education Plan from the home school
d. Documentation of empirically-based tiered behavioral interventions, including progress monitoring data (graphs) and documented evaluations to assess fidelity of intervention implementation
e. Manifestation Determination Results and Minutes
f. MSIS information which includes: schedule, attendance (including sign-in/out), discipline infractions and grades
g. Updated behavioral/disciplinary reports
h. Current Behavior Intervention Plan (BIP) (if applicable)
i. Current Functional Behavior Assessment (FBA) (if applicable)
j. Documentation of Parental Input
k. Progress Monitoring for academics

3. The Individualized Education Plan team shall develop a written plan which includes academic courses, academic and behavioral goals/objectives, academic and behavioral support (including related services), criteria for exit from Grenada Enrichment & Transition Center and procedures for transitioning the student back to his/her home school and/or to another appropriate setting, and a timeline for periodic review of the student's progress.

Transitioning Students to Traditional (Home) School Setting

A student's exit from Grenada Enrichment & Transition Center should be contingent upon regular attendance, achieving and exhibiting appropriate behavior, and academic progress during Grenada Enrichment & Transition Center assignment. An evaluation of student behavior, attendance, and academic progress will be conducted by Grenada Enrichment & Transition Center administration and staff prior to recommending that a student begin the transition to return to their home school. When students fail to meet behavior, academic, or attendance expectations, they will continue placement in Grenada Enrichment & Transition Center until such time all expectations are successfully achieved.

Once a student demonstrates an acceptable pattern of attendance, academic progress, and an appropriate pattern of behavioral conduct, a Transition Team comprised of staff from the traditional setting and Grenada Enrichment & Transition Center will meet to begin the transition process. At this time, school personnel from the home school environment (i.e., school administrator, school counselor, and other appropriate administrative or instructional personnel) shall visit Grenada Enrichment & Transition Center (administrator and academic teacher) to thoroughly review the academic and behavioral programming being offered to the student that has led to successful educational and behavioral outcomes. Plans and procedures for replicating the required academic and behavioral supports with adequate levels of treatment fidelity should then be established prior to the students return to the home school environment. Some students may be able to transition completely back to the home school environment once their required placement time has been fulfilled a Grenada Enrichment & Transition Center t. It is also important to note that some students require a high level of academic and behavioral supports during their academic career that can only be provided in an Grenada Enrichment & Transition Center environment. As such, these students may complete their educational career in the Grenada Enrichment & Transition Center environment. Given the unique and individual educational needs of students being educated in an Grenada Enrichment & Transition Center environment, plans for transition shall be made on a student-by-student basis using documentation designed to address the exit criteria outlined above.

1. Student Exit Criteria

As noted previously, the purpose and mission of Grenada Enrichment & Transition Center is to afford students with the academic, social and behavioral/emotional supports necessary for leading to a successful and sustained transition back to their home school setting. As such, it is imperative that students are recommended for transition only when they have developed a stable pattern of pro-social behaviors that will predictably lead to a successful transition. Students must satisfy each of the following exit criteria before being recommended by the Grenada Enrichment & Transition Center lead administrator to begin transitioning back to their home school setting:

a. Maintain passing grades in all subject areas with an average GPA of 1.5 while attending Grenada Enrichment & Transition Center,. (Note: This does not include grades from home school)

b. Receive no major (i.e. level **3** Infractions or higher) Office Discipline Referrals (ODR's) and/or suspensions (i.e., ISS and/or OSS) with principal's discretion (up to 15 days at GETC).

c. Maintain an acceptable pattern of conduct as evidenced by an average cumulative rating of 85% on Daily Behavior Progress Report (DBPR).

d. Students will maintain a satisfactory attendance record while enrolled at the Grenada Enrichment & Transition Center, as evidenced by adhering to the district's attendance policy.

2. Early Exit Criteria

Students who have successfully achieved the above mentioned exit criterion after attending 75% of their assigned stay at Grenada Enrichment & Transition Center will be recommended for early transition back to their home school. The District's Hearing Committee will determine, on an individual basis, if students committing Level V offenses qualify for Early Exit.

3. Transitioning Students from Grenada Enrichment & Transition Center to the General Education Setting

Once Grenada Enrichment & Transition Center exit criterion is achieved the student will begin the transition process to return to his/her home school. Approximately two-weeks prior to transitioning, the Grenada Enrichment & Transition Center Director will meet and collaborate with the staff, including Individualized Education Plan teams, as applicable, in the student's home school to review data to support student exit and to develop an individual transition plan to include strategies and supports necessary to lead to positive and acceptable behavior for the student when he/she returns to their home school. The Director will maintain the lines of Grenada Enrichment & Transition Center communication with the home school during the student's transition period.
When recommending exit, Grenada Enrichment & Transition Center staff must provide data, with copies available to present to the student's home school transition team:

a. Written Prior Notice of Committee Meeting (Students with Disabilities)
b. Current Individualized Education Plan Folder (Students with Disabilities)
c. Current class schedule
d. Student discipline history, including OSS/ISS suspensions;
e. Academic and/or behavior progress monitoring data (graphs)
f. Current assessment data, if applicable
g. Student attendance, including Sign in/out documentation
h. Current grades
i. Medical Reports, if applicable;
j. FBA/BIP or Interventions if applicable, that supports if the student's was successful
k. Information provided by the parent(s)
l. Other relevant data to assist with transition planning

To maximize continued success, upon return to their home school, approximately one week before beginning the transition process, the Grenada Enrichment & Transition Center Director or designee will meet with the home school/LRE agency to review all data with the administrator (agency representative) or their designee to review the prescribed transition strategies.

Once the transition from Grenada Enrichment & Transition Center to the home school begins, students must be provided with a continuum of supports, including academic and behavioral supports, including related services (when applicable), to address student's adaptation back to the traditional school setting. Data to allow for academic and behavior progress monitoring must also be gathered and maintained at the student's home school and revised, as needed, during the period of transition.

4. Probationary Period

Prior to exiting from Grenada Enrichment & Transition Center, students and parents will be informed that a 90-day probationary period must be satisfied before exit from Grenada Enrichment & Transition Center is considered to be final. Upon return to their home school, students are required to demonstrate the following:

a. Students will maintain a satisfactory attendance record while enrolled at the home school, as evidenced by adhering to the district's attendance policy.

b. Demonstrate appropriate behavioral conduct as evidenced by receiving **NO** Office Discipline Referrals (ODRs) as the result of committing any major behavioral infraction (i.e. level 3 Infractions or higher).

c. Demonstrate no misconduct outside of school setting that results in an arrest that will, upon the student's return to his/her home school, likely result in a situation where the safety of the student and/or others be compromised.

d. Maintain an acceptable pattern of conduct as evidenced by an average cumulative rating of 90% on Daily Behavior Progress Report (DBPR).

*****Students Failing to Comply with Terms and Conditions of Probation Agreement**
Students who fail to maintain acceptable patterns of attendance and conduct during the probationary period shall be referred by the student's principal to the Grenada School District Superintendent's Office to discuss transferring the student back to Grenada Enrichment & Transition Center. If the student's parent/guardian does not wish to exercise their due process rights, a waiver of placement may be signed.

For students who fail to maintain acceptable patterns of attendance and conduct during the probationary period, school officials must present the following documentation when recommending a student's return to Grenada Enrichment & Transition Center:

a. Updated Discipline summary since returning from Grenada Enrichment & Transition Center
b. Current class schedule, report cards, progress report and current course grades
c. Attendance report since returning from Grenada Enrichment & Transition Center
d. Complete Teacher Support Team (TST) folder, including documented empirically-base tiered academic and/or behavioral supports, progress monitoring data (graphs) and the results of assessments to evaluated the fidelity of intervention (s) implementation that are prescribed in the students transition plan and/or Individualized Education Plan.

In the event the Grenada School District Superintendent's Office renders a decision failing to confirm the student has failed to comply with the terms of his/her probation agreement the student will return to the home school where academic and behavioral supports must be implemented as prescribed in the transition plan and/or Individualized Education Plan. However, in cases when a review of data indicates the student has failed to comply with the terms of his/her probation, the Discipline Hearing Committee will inform the student and his/her parents of this decision in writing. All due process procedures will be afforded to the parent/guardian.

Note: Students returning to Grenada Enrichment & Transition Center as the result of the failure to comply with the probation guidelines will remain at Grenada Enrichment & Transition Center until such time exit criteria are satisfied.

5. Student Expulsion from Grenada Enrichment & Transition Center

As mentioned previously, Grenada Enrichment & Transition Center serves as an alternative to expulsion for students who significantly violate the Grenada School District Code of Student Conduct. Unfortunately, in rare situations, some students enrolled in Grenada Enrichment & Transition Center fail to respond successfully to the interventions and supports provided in Grenada Enrichment & Transition Center and continue to disrupt the school environment. In such cases, only after verifying that all prescribed interventions and supports have been implemented with measured and adequate fidelity, the Grenada Enrichment & Transition Center Director may recommend the student be expelled from to the student's home school administrator. In such cases, students will be afforded with Due Process as described above for initial referrals to Grenada Enrichment & Transition Center, including all procedural safeguards and federal and state mandates required for students with disabilities. Note: Students returning to Grenada School District after an expulsion are required to complete their original assignment to Grenada Enrichment & Transition Center, and successfully complete exit criterion before being recommended for transition back to their home school.

Waiver: At any point in the process described in this policy, the student's parent/guardian may waive any further due process to the DHC and any appeal to the superintendent or school board by signing a written waiver of such rights and agreeing to a disciplinary recommendation. If a parent/guardian signs a waiver then the student may start placement

immediately.

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CHANGING CLASSES

The bell is a reminder to the teacher that it is time to change classes. However, no class is dismissed until the teacher gives the students permission to leave the classroom. Adequate time is permitted for students to change classes. Students must maintain orderly behavior and always move to the right in the corridors.

CHANGING SCHEDULES

During registration, students are carefully counseled on their schedules for each year. In order to prevent conflicts and to assure that the needs of each student are met, all students are encouraged to discuss course selection with their parents before making final selections. Therefore, schedule changes will be determined and made by the principal.

CORRESPONDENCE COURSE

Correspondence course may be taken with the approval of the principal. Course will be approved based on individual circumstances. This must be a requirement for graduation. In order to participate in graduation exercises, the grade must be received by Grenada High School by May 1. **Only one correspondence course can be counted toward graduation.**

CREDIT RECOVERY (SUMMER)

Credit recovery is defined as a course specific, skill-based learning opportunity for students in grades 9-12 who have previously been unsuccessful (failed the course) in mastering content/skills required to receive course credit or promotion. Credit Recover may be offered during the school year or summer. After an assessment of the student's strengths and weaknesses in regard to the course content, the student completes instruction only in the course objectives that have not been mastered. Upon successful demonstration of mastery of the objectives, the student receives credit for the course. Credit Recovery will only be offered to Grenada School District Students.

Pre-requisition for Enrollment in Credit Recovery

1. All students applying for Credit Recovery must apply through the counselor's office on the proper form. All applications must contain a parent/guardian signature granting permission for the student to enroll in Credit Recovery.
2. Criteria for enrollment in Credit Recovery
    A. The student must have failed a course with at least a 55 yearly average.
    B. No student shall be enrolled in more than two (2) Credit Recovery courses simultaneously.
    C. Students shall not remain in Credit Recovery for more than a year.
    D. Students who have missed more than eight (8) absences in a half credit course or sixteen (16) in a full credit course are not eligible for Credit Recovery in that course.

Instruction:

A. Grenada High School shall provide instruction for Credit Recovery via online programs, Mississippi Virtual Public School, direct instruction similar to extended school year, and/or computer assisted instruction.
B. Teachers and facilitators shall receive professional development as deemed necessary.
C. The length of the Credit Recovery course shall depend on the number of skills and objectives a student must master and they will vary from student to student. Credit Recovery curriculum shall be based on the Mississippi Curriculum Frameworks competencies and objectives.
D. Grenada School District students are allowed to transfer one summer school credit from another accredited public school.

Grading

Upon successfully mastering the skills and objectives of the Credit Recovery course, the student shall receive a credit for the course.

Cost for Credit Recovery Courses

The District shall charge the students a fee of **$200.00** for each Credit Recovery course in which the student is enrolled. This fee is to offset the cost of providing the teacher/facilitator, the computer assistance, the on-line service, etc. No fees

shall be refunded.

Attendance

Students enrolled in Credit Recovery during the summer are allowed one (1) absence for every nine weeks of objectives needed to master to receive credit.

Discipline

The teacher handles discipline. If the teacher puts a student out of class for the day, it will count as a partial or whole day of absence.

Credit Recovery Courses: *Administration may add other courses.
English I, II, III, IV
Foundations of Algebra
Algebra I
Geometry
Algebra II
Geography
MS Studies
World History
U.S. History
Government
Economics
Physical Science
Biology I
*Also See Promotion & Retention

DISPLAY OF U.S. FLAG/ Pledge of Allegiance MS Code, Section 37-13-6 requires that 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. Each school district shall provide student instruction in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises. The instruction shall be a part of each fifth grade social studies curriculum or history curriculum. Teachers are required 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. Any student or teacher who objects to reciting the oath of allegiance shall be excused from participating without penalty.

DRILLS - FIRE AND SEVERE WEATHER

The following emergency drills will be conducted:

- Bus Evacuation Drills.....…… 2 times per year.
- Fire Evacuation Drills.....…… 10 times per year.
- Tornado Drills.....……. 3 times per year.
- Earthquake Drills.....…… 2 times per year.
- Bomb Search Drills.....……. 2 times per year.
- Lock Down Drills.....…….. 2 times per year.
- Intruder/Violent Incident……. Annually

EMERGENCY WEATHER PROCEDURES

In the event of severe weather or other emergencies, the Superintendent may be required to dismiss school early. Parents are strongly urged to have a plan for early dismissal in case a parent cannot be home. A student should know what to do and where to go. Announcements of early dismissal will be made by AIMS (phone call), TV and radio stations as soon as possible to notify parents that school is to be dismissed early or canceled.

School may begin at 10:00am during severe weather. Parents and students will be notified by AIMS (phone call), TV and radio announcements. Assigned teachers will be on duty at regular morning times for students who are early arrivals.

Severe Thunderstorms and Tornados are common in Mississippi and will normally have accompanying high winds, rain, lightning, and occasionally hail. In most cases the National Weather Service will issue a Severe Storm Watch or a Tornado Watch or Warning. When such watches or warnings are issued, or if conditions indicate the presence or potential for high winds and/or damaging conditions, the following actions should be taken – **AS LONG AS IT IS SAFE TO DO SO!**

- Secure items/furnishings that can become hazards in high winds.
- Close all open doors and windows.

- Advise all employees, students, and visitors to remain indoors until the storm passes.
- Secure outdoor facilities if open.
- Remain indoors until conditions are safe to exit.
- Be attentive to deteriorating weather conditions, waterspouts, funnel clouds, etc. in the immediate vicinity.
- Should a tornado warning be issued for the immediate vicinity of Grenada School District, each school/facility will notify all personnel in accordance with its supplementary plan.
- The Superintendent of Education and/or School Principal should utilize normal reporting procedures should the facilities or any employees, students, or visitors, be damaged or injured by the storm.
- If teachers and students are in the hall for safety reasons, parents should not expect to check out their child. This could endanger the life of the students, teachers, principals and parents.

EXTRACURRICULAR ACTIVITIES

No student will be permitted to participate in any extracurricular activity for more than 4 years after entering high school or if he/she has reached age 19 prior to August 1 of the school year. Students must have been enrolled as a student in the Grenada School District for the entire previous semester to be eligible to participate.

To be eligible for athletics, extracurricular activities, Who's Who, Beauty Revue, and any activity, students **MUST be on track to graduate, maintain an overall 70 average, and in compliance with the District Attendance Policy**. To obtain the overall average all courses the student takes during each semester will be averaged and must be at least a 70. These are the guidelines set forth by the MHSAA. Students MUST be in compliance with the attendance policy. Medical Homebound students and Home School students may NOT participate in any extracurricular activities.

***If a student DOES NOT attend 63% of their school day, they MAY NOT attend ANY after school activities that day.**

**** TRAVEL: All students must travel to and from performances and competitions in school-provided transportation.**

Exception:

- The parent or guardian must give written permission and communicate directly to the coach/sponsor/director or designee to release the student to another authorized adult who is already on the student's checkout list. Before leaving the school event with the student, the authorized adult must communicate with the coach/sponsor/director or designee and sign the student out.
- If the parent or guardian does not make arrangements with the athletic director/coach/sponsor/director or designee prior to the departure, the athletic director/coach/sponsor/director or designee may not be able to approve the travel request.

The following rules will govern the election of class officers:

1. **Class Officers**

Students at Grenada High School may be elected to any class office without discrimination and without regard to sex, race, color, religion or national origin. To be elected to any position, however, the principal must determine that the candidate meets the above requirements:

Any student who desires to run for a class office or Student Council and meets the three criteria above will pick up a petition form in the school office.

The front of the form will contain the following items:

- A space for the student to fill in the office for which he/she is running.
- A pledge for the potential candidate to read and sign, and
- Appropriate space for 15 classmates to sign.

The back of the form will contain the following items:

- A statement of grades and eligibility for a counselor to complete and sign,
- A parental consent statement, and

- Space for three teachers' signatures (those who have taught the potential candidate for at least one full semester).

*This form must be completed correctly and submitted to a student council sponsor by a specified date.

All qualified candidates will be notified during the week prior to voting. During the week prior to voting, candidates will be allowed to campaign. Class officers and Student Council members will be elected by poplar vote.

2. Club Officers

Students may hold only one club office and one class office each school year. Students may be members of a maximum of 2 clubs per school year. They must make applications to clubs of which they desire to be a member.

3. Homecoming and Court

- To be a candidate for the Homecoming Court, a female student must be a member of the grade she wishes to represent.
- Elections will be held at least 3 weeks prior to Homecoming and will be conducted by the Senior Sponsor during homeroom. Votes will not be tabulated by students. The winners will be selected by grades on a majority of votes. 9th, 10th and 11th grade shall have two (2) members of the court from each grade. The 12th grade shall have four (4) members of the court.
- Each member of the Homecoming Court will choose her escort. The escort must have a 75 overall average in his academic classes and a minimum C citizenship grade from the previous semester.
- HOMECOMING WEEK
  Monday: **None**
  Tuesday: **None**
  Wednesday: **Tacky Day** (Dress Tacky)
  Thursday: **College/Pro Jersey Day** (Wear Jerseys from your favorite college or pro team)
  Friday: **Spirit Day** (Wear Grenada School district/school shirt or t-shirts)
  **NO indecent clothing will be allowed on dress up day. Principal's decision is final.*

4. GHS Cheerleaders

Grenada High School will select three cheerleading squads Varsity Football Cheerleaders, Varsity Basketball Cheerleaders, Freshman Football Cheerleaders, who will participate in football and basketball games and activities.

Cheerleaders are student leaders and are expected to maintain high standards. Each cheerleader/candidate will be provided a handbook with a complete set of rules and guidelines, which will include but not be limited to the following.

SELECTION: To try-out, a candidate must meet the policy guidelines for extracurricular activities. A candidate may not be a working DECA student. Final selection will be based on:

100%.....Try-outs/floor judging (will include general appearance, enthusiasm, motions/form/technique, confidence, gymnastics/jumps)

*(*If a cheerleader does not complete any previous years' responsibilities, they may NOT re-audition without the GHS principal's approval.)*

- **Cheerleading Squad Selections**
  1. The GHS Varsity squad shall consist of sixteen to twenty-four members. The GHS Freshman squad shall consist of eight to sixteen members. The middle school squad shall consist of twelve to thirty members for each football and basketball cheerleader squad.
  2. In the spring, eight to twenty- four cheerleaders will be elected from the freshman, sophomore, and junior classes as varsity football and basketball cheerleaders for the following year. The score of individuals trying out will determine the number of cheerleaders selected for each squad.
  3. In the spring, eight to sixteen cheerleaders from the eighth grade class as freshmen cheerleaders for the following year. The score of the individuals trying out will determine the number of cheerleaders selected.
  4. In the spring, eight to thirty cheerleaders will be elected from the sixth and seventh grade class as middle as middle school football and basketball cheerleaders for the following year. The score of the individuals trying out will determine the number of cheerleaders selected for each squad.
  5. The selection procedure for varsity and middle school will be the following:
     - The applicant must have an overall C average in all academic classes for the first semester. Grades will be checked before tryouts.

- A committee of outside cheer coaches and college cheerleaders will evaluate the applicant's performance.
- In case of vacancy on any squad, the next eligible member on the list may fill the vacancy. With the approval of the coaches and administration, the vacancy may or may not be filled when the sport season is already underway.

- Each cheerleader is required to:
  - Attend every practice, including summer and after school, and provide his/her own transportation to/from practice
  - Mandatory camp attendance (held in the summer)
  - Attend, be on time to and stay until the end of all games
  - Meet the requirements of strength, agility, flexibility and coordination.
  - Maintain good moral behavior.
  - Obey all rules of conduct set by the school and the sponsor.
  - Keep uniforms neat and clean and be well-groomed and practice good hygiene.
  - Participate equally in all fund-raising activities sponsored by the squad.
  - Be responsible for all costs of uniforms, pompom, camp, camp outfits and other incidentals
  - Must attend **all** games unless approved by middle school principal

The privilege of being a cheerleader may be revoked for failure to abide by the rules of conduct and/or those rules set by the sponsor. Cheerleaders may not be employed except on a part-time basis. Work will not be an excusable reason for missing practices or games.

5. Showchoir (Visions)

PRACTICE: All Vision students are required to attend all scheduled practices and performances. A student who must be absent due to illness, church or serious family problems must notify the director prior to the rehearsal by verbal or written excuse. The student must set a make-up date before the next rehearsal. Failure to notify will result in:

First Offense - Alternate status until make-up rehearsal and written referral.
Second Offense - Alternate status until make-up rehearsal, written referral and parent conference.
Third Offense - Recommendation for dismissal

FUND-RAISING: The program operates on funds from the District, booster activities and fund-raising activities. Therefore, all products need to be sold, turned back in or paid for. Students will be held strictly accountable for payment for all products. All fundraisers must be approved by the principal.

DISCIPLINE: The director has the authority to place any student on alternate status and to impose disciplinary penalties, as he/she deems appropriate. All students are responsible for adhering to all rules of conduct as well as those rules specific to participation.

6. **Athletics**

Grenada High School is a member of the Mississippi High School Activities Association.

- 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 having a 70 average the first semester of the following year. This will be done in order to keep the student on track for graduation.
- A freshman must be promoted and have passed 8th grade level courses by achieving at least an average of 70.
- Athletes must obey all rules of conduct set by the school and coach. Students who have discipline problems in the classroom or otherwise may have the privilege of playing sports revoked.
- Athletes are required to attend scheduled practices and competitive events of the sports in which they participate. Athletes participating in 2 or more sports must make a choice when practices for both sports are being conducted simultaneously. However, the sport involved in actual competition takes priority regarding the athlete's time.
- An athlete who reports or displays any symptoms or signs of a concussion in a practice or game setting shall be removed immediately from the practice or game. The athlete shall not be allowed to return to the practice or game for the remainder of the day regardless of whether the athlete appears or states that he or she is normal.
- A student who has been injured and has had medical treatment cannot participate again until the date indicated by a physician, in writing.
- Only athletes who complete the entire season of a sport will be eligible for individual awards. The only exception is where injury or illness limits participation.
- No awards will be given to any student suspended from an athletic team.
- To be eligible to participate in athletics, a student have should attended class a minimum of 4 periods on the day they wish to participate
- In order to participate in Grenada High School Athletics, a student must meet the policy guidelines for extracurricular activities.

The awarding of letters, jackets, sweaters, stripes, trophies and special honors is left to the discretion of the school.

7. Band

All band students are required to attend all scheduled practices and performances. All band students are required to attend 1 after school section rehearsal per week. A student who must be absent due to illness, church or serious family problems must notify the band director prior to the rehearsal by verbal or written excuse. The student must set a make-up date before the next rehearsal. Failure to notify will result in:

First Offense - Alternate status until make-up rehearsal and written referral.
Second Offense - Alternate status until make-up rehearsal, written referral and parent conference.
Third Offense - Recommendation for dismissal from the band.

INSTRUMENTS: Except when section rehearsals are scheduled, band students are required to carry all instruments home each day, except tubas and percussion.

FUND-RAISING: The band program operates on funds from the District, band booster activities and fund-raising activities. Therefore, all products need to be sold, turned back in or paid for. Students will be held strictly accountable for payment for all products.

DISCIPLINE: The director has the authority to place any student on alternate status and to impose disciplinary penalties, as he/she deems appropriate. All band students are responsible for adhering to all rules of conduct as well as those rules specific to band participation.

8. Who's Who

Students must meet all criteria for activities.

STUDENT ACTIVITIES

The Board of Trustees of the Grenada School District recognizes that for the development of a well-rounded individual, academics and extracurricular activities are very important. However, activities related to academic achievement take precedence over all other activities in the District.

1. It is the responsibility of the Athletic Director, Director of Bands, and/or leader of organizations within the District to solve conflicts that may arise due to scheduling. A written or verbal agreement as how to resolve the conflict will be necessary to avoid any misunderstanding due to communication problems.
2. If it is not possible for the coordinator or the director of these activities to agree on a decision, the building administrator responsible for the students involved will make the decision based on the following guidelines:
3. In the event of two (2) activities taking place at the same time, (only after all scheduling attempts have failed), then:
   (a) National takes precedence over regional
   (b) Regional takes precedence over state
   (c) State takes precedence over district
   (d) District takes precedence over conference
   (e) All of the above take precedence over practice/rehearsal.

The Board of Trustees of the Grenada School District feels very strongly that parental involvement is important to the educational development of a child. The precedence established in the above statements (a-e) gives clear guidelines for the scheduling and arrangement of extracurricular activities in the Grenada School District. After all attempts by District personnel in charge of extracurricular activities to schedule and avoid conflicts, and conflicts do indeed exist (whether it be the fault of the District or some unavoidable circumstance) then the precedence rule as stated in (a-e) above will be in effect. However, if a parent/guardian feels strongly that the conflict that was created by the District concerning the two scheduled events is not in the best interest of his/her child, then the parent/guardian may do the following:

The parent/guardian, upon personally contacting the Superintendent of the Grenada School District may indicate to the superintendent that parent/guardian(s) choice regarding his/her child's participation in the scheduled events. That request by the parent/guardian will be honored by the superintendent and all District personnel involved in these particular activities with the child. If the parent/guardian has ambivalent feelings regarding the conflict that the District has created, or does not choose to personally contact the superintendent of the School District, then the precedence rule as established in (a-e) above remains in effect.

An extracurricular activity in the Grenada School District that has historically had available certain dates in the past for participation will have precedence in scheduling over a new activity that is formed or that is beginning its involvement in the Grenada School District when scheduling conflicts arise regarding the dates in question.

4. A sporting event/performance placed on the calendar takes precedence over a practice/rehearsal. However, all attempts shall be made by the Athletic Director, Director of Bands, or leader of other organizations to avoid scheduling performances on top of practices, rehearsals, or other performances.
5. In the event of conflict in scheduling simultaneous practices or rehearsals, all attempts shall be made to avoid practice/rehearsal conflicts by organizing a schedule, which permits students to participate in different activities.
6. ALL activities shall be placed on the master calendar at Central Office so as to avoid scheduling over another previously scheduled activity. Approved calendar dates by the Superintendent will take precedence over those events, which are not on the master calendar. Principals of the schools involved with the scheduled events will be notified concerning the scheduling of such events. An exception would be MHSAA or state sponsored events, which may be qualified for later. The master calendar is located in Central Office.
7. The Athletic Director, Director of Bands, or coordinator of each activity is responsible to insist that students follow the outlined regulations without an attempt to force, punish, penalize, or have the student's parents make the choice of participation in a practice/rehearsal/performance/game over another activity. Decisions will be made by the Athletic Director, Director of Bands, or leader of other organizations within the School District in a spirit of cooperativeness. Failure to follow the outlined regulations would result in disciplinary action by the Superintendent and/or School Board.
8. When rescheduling or rain dates conflict with any events, games, or performances already listed on the calendar, the AD, Asst, AD or music director should contact the person in charge of the activities calendar. ALL efforts will be made to resolve the conflicts. If a conflict cannot be resolved, ALL parties MUST be contacted and informed as soon as possible.
9. Because of scheduling conflicts, a student participating in a variety of activities is not necessarily required to devote an equal amount of time to each activity as compared to a student who is involved only in one individual activity. All District personnel in charge of programs in which multi-talented students are involved will make this accommodation for these students.

9. Senior Prom

Guidelines:

1. The Senior Class will have a Senior Prom held at the GSD Armory in Grenada. This is a school function sponsored by Grenada High School. Students are required to conduct themselves as if they were at Grenada High School.
2. Students may invite escorts who attend this school, another high school, or college. No escort over the age of 20 will be allowed to attend. No students from Junior High (Middle School) will be allowed to attend the prom. Students are only allowed to invite peers as escorts, no adults. A student that has been expelled from school may not attend the Prom.
3. The dress will be formal. If a student is dressed inappropriately the student will not be allowed to attend the Prom.
4. All students will be responsible for their escort.
5. No alcoholic beverages will be allowed inside the building or on the grounds.
6. No senior will be allowed to attend if he/she has not paid Senior Class dues of $40.00
7. Each student will be required to sign an attendance book as he/she enters the prom.
8. Admittance fee will be $10.00 for all guests unless the guest is a senior at this school.
9. Seniors will vote for King and Queen as they enter the Prom. Make sure you get a ballot and vote for the persons of your choice.
10. Class officers and sponsors have worked very hard to make this prom possible. Seniors are encouraged to stay at the prom until 10:30 or 11:00 p.m.
11. Because of traffic problems, please encourage parents or whomever you ride with, to drop you off and leave.

10. School Programs (Pep Rallies /Concerts / Special Programs)

Students must be counted present in daily attendance to be eligible to attend any school program during school hours.

FEE POLICY

1. The District has no enrollment fee or registration fee for students to attend any school in the District.

2. Beginning with school year 2007-2008, the District will not charge fees to any student for the costs of supplemental instructional materials and supplies. Supplemental instructional materials and supplies include subject workbooks, readers and magazines used in course work, computer laboratory and science laboratory materials and supplies, additional books used for course study, and materials for vocational classes. Except for the fees described in this

paragraph, the Board of Trustees does not designate any other fees charged by the District to be related to a valid curriculum educational objective.

3. The District will charge fees for the costs of supplemental instructional materials and supplies described above and will waive or refund fees paid for supplemental instructional materials described above by a student whose family qualifies for the National School Lunch Program, 42 U.S.C. Section 1751 *et seq*. or any other student. The fees for supplemental instructional materials and supplies above will be waived and future school years pursuant to the District's financial hardship waiver policy for any student whose family qualifies for the National School Lunch Program.

4. Pursuant to Miss. Code. Ann. Section 37-7-335(1)(c), the District will continue to charge fees related to extracurricular activities such as athletics, cheerleading, band, show choirs, ROTC, school clubs, and student organizations. These fees include, but are not limited to, costs for school annuals, student newspapers, beauty reviews, club dues and activities, class dues for prom and homecoming functions, field trips, parking decals, caps, gowns, and diploma covers for graduation exercises, and all trips, events, merchandise, or fundraisers associated with extracurricular activities.

5. Teachers may sometime request students to purchase certain personal items from a third-party vendor chosen by the student. The District does not sell these items and charges no fees for them. These items are optional and not required. They include but are not limited to notebook paper, compositions books, binders, file folders, dividers, pencils, pens, crayons, markers, erasers, book bags, planners and organizers, construction paper, paper cups and plates, index cards, and nap pads or towels.

6. Pursuant to the Mississippi Attorney General's Opinion dated August 3, 2007, to State Superintendent Hank M. Bounds, personal clothing purchased by a student from a third-party vendor selected by a student to comply with the District's dress code for students is not a fee of the District.

In compliance with Miss. Code Ann. Section 37-7-335, this policy shall be published in student handbooks for all schools in the District so that all students whose families qualify for the National School Lunch Program, 42 U.S.C. Section 1751 *et seq.* shall know that it is the District's intention not to charge fees for which a waiver must be granted under the statute. If however, any student seeks a hardship waiver, any information provided by the student will be maintained in strict confidence with all files and personal disclosures restricted from review by the general public and used solely for determining a student's eligibility for any such financial hardship waivers.

GRADES/CURRICULUM

The MS/Grenada K12 Curriculum Framework is the basic curriculum of the District. This plan includes minimum objectives, instructional processes and methods of evaluation. As a minimum, each student will be taught the basic, functional literacy and core battery skills at each grade level.

Teachers are to keep accurate and up-to-date records of student grades and/or levels of achievement. The parents/legal guardian, upon written request, will be permitted to review their own child's grades only. The review must be in the presence of the teacher or principal and will at no time include access to other students' grades or other records.

1. **Grading System**

- Daily work, including homework, daily tests, recitations, reports, etc., counts 1/4 of the total 9-weeks grade.
- Weekly tests or chapter tests will count 1/2 of the 9-weeks average.
- The 9-weeks test will count 1/4 of the 9 weeks grade.
- Semester exams will count 1/5 of the semester average. (No 9-weeks test will be given the 2nd 9 weeks of each semester.)

See the attendance rules for further information regarding the effect of absences on grades.

2. **Grading Scale**

A = 90-100
B = 80-89
C = 70-79
D = 65-69
F = Below 65

3. **Promotion and Retention Policy**

GRADES 9-12

The Grenada School District Board of Trustees has adopted a student promotion and retention policy that

incorporates minimum standards mandated by the State Board of Education and provides a progression through the grades of the Grenada School District.

Under no circumstances shall a pupil be retained for extracurricular purposes.

The Grenada School District uses the following Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 65-69
F = Below 65

GRADES 1-6

- **Promotion for Grades 1-6**

  Promotion to grades 1-6 requires passing grades of 65 or above in Reading, Language Arts, and Math.

  *Third grade students must successfully complete the Third Grade Reading Summative Assessment as outlined in Senate Bill 2347 and the Literacy Based Promotion Act.

- **Non-promotion for Grades 1-6**

- K-2 students will not be promoted if they fail Reading, Language Arts, or Math. Extended School Year will not be available K-2 grades.
- Students who fail one of the following courses: Reading, Language Arts, or Math with a 55 or above in grades 3-6 may be invited to attend remediation during Extended School Year in June.

GRADES 7-8

- **Promotion to Grades 7-8**

  Passing grades of 65 or above must be attained in English and Math. A student who fails to meet a 65 or above in one other core subject other than English and Math may still be promoted.

- **Non-promotion for Grades 7-8**

- Students who fail one of the following courses: English or Math with a 55 or above in grades 7-8 may be invited to attend remediation during Extended School Year in June.
- To pass to the next grade a student must score at least Early to Mid-Grade Level on the computer based diagnostic test or pass the End of Year assessment in the subject area failed.
  - Students in Grade 7-8 who fail two or more subjects are not eligible for Extended School Year in June.

GRADES 9-12

- **Promotion**

Promotion to Grade 9

An average of 65 must be attained in English and Math. The student may fail to meet a 65 average in only 1 other core subject to be promoted.

Promotion to Grade 10

Promotion to grade 10 requires a satisfactory minimum completion of six (6) Carnegie units (with one unit being satisfactory completion of English I).

Promotion to Grade 11

Promotion to grade 11 requires a satisfactory minimum completion of twelve (12) Carnegie units (with one unit being satisfactory completion of English II).

Promotion to Grade 12

Promotion to grade 12 requires a satisfactory minimum completion of seventeen (17) Carnegie.

**Grades 9-12

If a student is enrolled in a subject area tested subject and they are not mastering objectives at the level needed to pass the state test or the class, the administrative team has the authority to remove the student from the class and place them in a lower level class. This will give the student adequate time to prepare for the state test.

Graduation from Grenada High School is contingent upon meeting the requirements of school board policy IHF (Graduation Requirements).

- **Non-promotion**

Students who do not meet these promotion standards must repeat the failed class, except as noted below:

- Students who fail a course with a 55 or above may be invited to attend remediation during Credit Recovery in June.

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

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

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • 1 U.S. History • ½ U.S. Government • ½ Economics • ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	**24**	

Requirements

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

Recommendations

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

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English Elements I-IV
Mathematics	4	• Alternate Math Elements I-III • Alternate Algebra Elements
Science	2	• Alternate Biology Elements • Alternate Science Elements II
Social Studies	2	• Alternate History Elements (Strands: U.S. History and World History) • Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	• Alternate Health Elements
Art	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	**24**	

Requirements

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Knowledge is the future for every child.

October 2017

Traditional Diploma Endorsement Options

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

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	• Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	**26**	

Additional Requirements

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

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology I + two (2) additional science courses above Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	• Must meet CPC requirements for MS IHLs
Total Units Required	**26**	

Additional Requirements

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

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology I + two (2) additional science courses above Biology I
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	• Must meet CPC requirements for MS IHLs
Total Units Required	**28**	

Additional Requirements

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

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4. **Academic and Vocational Courses**

All grades recorded for academic (math, science, English, social studies) and vocational courses will be in number grades from 0-100. Each teacher will record a letter grade (A-F) during each grading period for class attitude or conduct. Grades shall not be lowered for disciplinary reasons.

5. **Non-Academic/Co-Curricular Courses**

All students (except Seniors) who are not engaged 6 periods will be required to take 1 of the following courses, which will meet 1 hour each day: band, choral music, physical education or athletics. The grade will be based on cooperation, participation and other measures deemed appropriate by the teacher. The following regulations apply to these courses:

- Attendance and conduct requirements will be the same in these classes as in all the other classes.
- Students will not be allowed to drop the course after they have begun.

6. **Honor Rolls**

Students may be selected to the Honor Roll as follows:

* Superintendent's List: 90 average or above in each academic subject.
* Principal's List: 87 average or above in each academic subject.
* Honor Rolls will be named at the end of each 9 weeks and at the end of each semester.

7. **Academic Awards**

Academic Awards programs are held in April to recognize students who excel. Academic excellence is stressed and recognized through these programs.

8. **Report Card Dates**

Progress Reports/Failure Notices will be sent out to parents whose child is failing or near failing. These should be taken home for parent's inspection. The student will sign a copy kept by the teacher as evidence that this report was issued.

Report cards will be issued once every 9 weeks. It is the student's responsibility to take the cards home for parent's inspection.

REPORT CARDS WILL BE ISSUED ON THE FOLLOWING DATES:

October 20, 2025	**March 23, 2026**
January 12, 2026	**May 29, 2026**

GUIDANCE

Guidance services are available for every student. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, student helps, help with home, school and/or social concerns or any questions the student feels he/she would like to discuss with the counselor.

HEALTH SERVICES-STUDENT

A. Communicable Diseases

A student with a communicable disease is required to remain out of school until a physician certifies that he/she is able to return. Listed below is a guide to common illnesses which children are most susceptible. This material is presented for your general information only and not as medical advice. If you suspect any illness, please consult a physician as soon as possible.

- Chicken Pox: Gradual onset with general run-down feeling followed by a red rash (usually beginning on trunk) that turns into white water blisters. Exposed children may attend school. Child may return to school after lesions are crusted and dry with NO new lesions forming.
- Measles/Rubella/Roseola: Ill feeling and low grade temperature. Exposed children may attend school. Child may return to school when fever free and rash is fading. (Usually 5-7 days)
- Mumps: Pain in chewing or swallowing followed by chills and headache. Sick child may not attend school until all swelling has disappeared, usually 12 days from onset.
- Conjunctivitis: Matting of the eye, inflammation and discharge from the eye. The child may return to school after a doctor is seen, or when redness/discharge is improving.
- Skin Lesions: A child suspected of having ringworm may return to school as soon as treatment (which usually lasts several weeks) has been started. www.msda.state.us/msdhsite
- Fever/Flu: The Center for Disease Control and Prevention recommends that people (Administrators, Teachers, Staff, & Students) with flu-like illness remain at home until at least 24 hours after the child is free of fever (100

degrees F/37.8 degrees C) or signs of a fever without the use of fever-reducing medications even if they are on antiviral medications.

- Impetigo: Child may return to class after 24 hours and treatment has been started. Any lesions that are draining or oozing should be covered.

B. Medication

When medication is to be given at school, the following guidelines must be followed:

- A permission note signed by parent/guardian should accompany any medication along with a **doctor's order** each school year..
- The permission slip should list the name of the medication to be given, the amount to be given, and time to be given.
- Medication (prescription and over the counter) is to be labeled with child's name and in the original container.
- All medications should be taken to the teacher, secretary, or nurse the first thing in the morning.
- Children diagnosed with asthma may keep their inhalers/Epi pen with them with the approval of the school nurse and a written doctor's order each school year stating the child can carry it on their person.
- For late start days, students who normally receive morning and afternoon meds at school should take the morning dose at home.

These guidelines promote safety for all students in the school system. Students may be given medication only upon written authorization from the parent/legal guardian and doctor. Any medication must be prescribed to the student by a physician each school year. Students will be required to remember when medication is to be taken. **The District assumes absolutely no responsibility for any matters resulting from a student's taking or refusing to take medication.**

HEALTH/WELLNESS POLICY

The principal or administrator shall notify the county health department of receiving problems of head lice if the student has had head lice on three consecutive occasions during one school year while attending school or if the parent has notified the school officials of the student having head lice on three consecutive occasions as determined by the school nurse, public health nurse or physician. The school principal or administrator shall not allow the student back to school until proof of treatment is obtained.

The Grenada School District adopts a school wellness policy with the commitment to nutrition, physical activity, comprehensive health education, marketing, and implementation. This policy is designed to effectively utilize school and community resources and to equitably serve the needs and interests of all students and staff. Staff wellness is also an integral part of a healthy environment.

INSURANCE

The District does not provide insurance for students. Accident insurance for students may be purchased by the parent/legal guardian at a nominal fee. The insurance is provided by an independent carrier for either 24-hour coverage or school day coverage only. You may contact the school office for further information.

LIBRARY

The Grenada High School Library contains books carefully selected by teachers and the librarian for general reading and reference work. The library also receives daily newspapers, current magazines and other periodicals, which are helpful to students in successfully preparing for daily lessons and in keeping abreast of current news and information. Students are encouraged to confer with the librarian regarding available materials.

HOURS AND USE: The library is open for all students from 7:30 a.m. to 3:30 p.m. Students are free to go into the library without a pass anytime before and after school and between classes. However, students may not abuse this privilege by using the library to congregate or to do general non-library related assignments.

PASSES: During class time, students must have a pass from a teacher to use the library.

CONDUCT: Students are required to comply with all rules of conduct as well as those imposed by the librarian. Students who misbehave are subject to removal from the library or any other disciplinary penalty deemed appropriate by the librarian.

USE OF MATERIALS: Library materials are available for student use according to rules set by the librarian and posted in the library. Generally, books of the general collection may be checked out except when on reserve. Reference materials,

periodicals, vertical file materials and audio-visual materials may be used in the library only.

FINES: Fines will be imposed for overdue books, lost books, and damaged books. All fines must be paid at the end of the grading period and cleared 2 school days before tests. If fines are not paid, the student's name will be turned into the office for appropriate disciplinary action.

USE OF COMPUTERS, PRINTERS, COPIERS: The Internet is to be used for schoolwork only. Students are not allowed to surf, order, chat, play games or send e-mail. Students found deliberately accessing any inappropriate site will lose ALL computer privileges in the library and may receive a disciplinary referral. Computers with Microsoft Word are available for writing papers. There is no charge for using the scanner. Black and white printing, color printing, and photocopies are available for a per page fee. No outside discs can be brought into the library.

LOST AND FOUND

Students should make every attempt to keep up with their personal belongings. All items brought to school should be clearly marked with the student's name and any other appropriate identifying information. The District assumes absolutely no responsibility for lost or stolen articles. If a parent brings a student lunch, the parent must wait on the student in the front hall/office area for the child to pass and pick up lunch. The school will **NOT** call students out of class to pick up lunch!

Items of special value, such as jewelry and large sums of money, should not be brought to school. If an item is lost, stolen or found, report it to the office as soon as possible.

LUNCH / BREAKFAST PROGRAM

Breakfast:	Students	$1.75	Reduced	.30	Adults	$2.50	Milk .50
Lunch:	Students	$3.00	Reduced	.40	Adults	$4.00	Milk .50

*Ice cream & juice are available for an additional price

Free and reduced price meals are available. Details and applications are available from the principal.

This school year the Child Nutrition Program will be implementing the new USDA'S Nutrition Standards. Child Nutrition department will be updating menus to offer lunches that are good for our students and ones they will love to eat. We will be offering a wide variety of fruits and vegetables, as well as whole grain breads and low fat or fat free milk.

At all the schools we have **OFFER- VS. SERVE** which five (5) components are offered, each student is required to pick up at least three (3) of the five components. With the new Federal mandated meal pattern regulations the **elementary students are required to pick up a minimum of ½ cup fruit or vegetable for a reimbursable meal. The high school students or required to pick up one (1) cup of fruit or vegetables for a reimbursable meal.**

Parents are welcome to eat lunch at school with their child. Please remember that this is not a time for a parent/teacher conference. Make sure of the lunch time and plan your trip accordingly. Please notify your child's teacher in advance when you plan to eat lunch with them.

Students must follow these guidelines while in the cafeteria:

* All students must remain in line. If a student leaves the line and attempts to return, he/she will be considered "skipping line."
* All students must have their lunch fee ready upon reaching the cashier.
* No food may be taken from the cafeteria.
* All trays, milk cartons, etc. must be carried to the waste window after finishing the meal.
* All rules of conduct apply in the cafeteria. No conduct which disrupts, interferes and/or disturbs others will be allowed.

Any student in violation will be subject to the general rules of discipline.

It shall be the responsibility of the principal to arrange the schedule so that the children will at all times enter the cafeteria, eat their lunch, and return to their classrooms in an unhurried and relaxed manner. Teachers will come down the serving lines with their class at serving time in order to keep the serving line moving on schedule and to supervise the behavior of their children. Dissatisfaction with the manner in which the cafeteria prepares food and any recommendation for improvement will be expressed to the principal who will take the matter under advisement with the cafeteria administrators.

- Teachers are not to come into the kitchen for special service.
- Beverages other than milk shall not be consumed in the dining room during the lunch period except in an unidentifiable container.
- Foods and beverages available in the lunchroom shall be only those which contribute both to the nutritional needs of the child and to the development of desirable food habits.
- No lunches may be charged for anyone at any time.
- Students who bring lunch from home may purchase milk products.
- Water will be available to students at no charge where lunch meals are served. (Schools will offer water pitchers and cups on lunch tables, a water fountain, or a faucet that allows students to fill their own bottles or cups with water. (Cups may be purchased if the student does not bring a cup.)
- Food Service--JGH-R Ref.: State Board Regulation, February 1985

**NO food delivery services (ie Door dash, Uber Eats, etc.) will be accepted at school.*
**Any food or beverage from an outside source should be in unidentifiable containers.*

Student Charged Meals

- **FNS Instruction 796-2 (Rev. 3) lists bad debts as a non-allowable expenditure of Federal Funds. Therefore, losses or meals charged cannot be paid with Child Nutrition Funds.**

  In accordance with the recommendation on the charging of meals by the State Department of Education, the Grenada School District shall comply with the regulation as follows:

  A. Adults are not allowed to charge meals or solicit food from students.
  B. Students can charge meals as follows:
    - Students who are full pay category may charge up to but not more than $15.00
    - Students who are reduced pay category may charge up to but not more than $3.00

  C. Charges will not be allowed after May 1st of the current school year to allow adequate time to collect student account balances.

  D. Parents/Guardians can be reported to Department of Human Services at the discretion of the Superintendent or of the School Food Service Administrator.
  Board Policy EEAC

OFF-LIMIT ZONES

The following areas are considered to be off-limit to students:

- The parking lot, no student may return to his/her car during the school day unless checking out. Students going to band or vo-tech must walk on the sidewalk around the parking lot.
- The stadium and gym, except athletes, cheerleaders, band, or P.E. students assigned there.
- Any part of the building during 4th period without a pass.
- The GCTC, Athletic Complex, and Band Hall, unless assigned.
- The bus shop, athletic fields, middle school, neighboring property, armory, and parking lot unless permission is granted.
- All bus loading zones, unless waiting to be transported by a bus.

PETS-ANIMALS-TOYS

Students may not bring toys, pets or animals to school without permission from the principal. Toys, bat, balls, frisbees and other similar items, which detract from the learning process, will not be allowed at school. Items will be confiscated and held in the office until a parent retrieves them. Parents have until the last teacher work day to retrieve items or they will be thrown away.

PICTURES (SCHOOL)

SCHOOL DAY PICTURE DAY (2 times per year-Fall & Spring)

Dress in nice clothes. **NO indecent clothing will be allowed on picture day. Principal's decision is final.*

PRIVACY ACT

With regard to the release of students' education records, the District complies with the Family and Education Privacy Act of 1974, 28 U.S.C. 1232g.

* Parents, both custodial and non-custodial, have the right to inspect and review the education records of their children. Upon request, the District permits rapid access to student records.
* "Directory information" (name, address, telephone number, date and place of birth, participation in activities, weight and height of athletes, dates of attendance and awards) about students may be made public without specific permission from the parents or students. During the school year, the school may publish or sponsor publication of yearbooks, student directories, honor society rosters, athletic programs, graduation programs and other such items. Parents may request that any or all of this directory information not be published; however, for such a request to be honored, the parents must make the request within 14 calendar days of the first day of school on the form provided at the school.
* The District will not release to any third party the education records of students without the written consent of their parents except as permitted by law.
* When a student reaches age 18, the right to consent or view the records is accorded only to the student and not the parents.

Each principal is the custodian of the students' records. Parents who have legitimate inquiries about such records should contact the principal for further information concerning the District's compliance with the Privacy Act.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND AMERICANS WITH DISABILITIES ACT

GRENADA SCHOOL DISTRICT
NOTICE OF PARENT AND STUDENT RIGHTS
IN IDENTIFICATION, EVALUATION AND PLACEMENT
UNDER SECTION 504

Under Section 504 of the Rehabilitation Act of 1973 you have a right to be informed by the school district of your rights under Section 504 of the Rehabilitation Act of 1973. The purpose of this notice is to advise you of those rights. The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

If your child is determined to be a child with a disability, he/she has the following rights:

1. Your child has the right to a free appropriate public education designed to meet his/her individual needs as adequately as the needs of nondisabled students are met.

2. Your child must be provided an equal opportunity to participate in non-academic and extracurricular services and activities offered by the district to the same extent as nondisabled.

3. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents.

4. Your child has a right to placement in the least restrictive environment.

5. Your child has a right to an educational evaluation prior to an initial placement and any subsequent significant change in placement.

6. Testing and other evaluation procedures must conform to the requirements of Section 504 regarding test validity, proper method of administration and appropriate test selection. The district will consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, student grades, progress reports, state wide testing results, and parent input.

7. Placement decisions regarding your child must be made by a group of persons knowledgeable about your child, the meaning of the evaluation data, the placement options, the requirement that to the maximum extent appropriate, disabled children should be educated with nondisabled children, and comparable facilities.

8. If your child is eligible for services under Section 504, periodic reevaluations will be conducted to determine if

there has been a change in educational needs. Generally, a reevaluation will take place every three years.

9. You have the right to be notified by the district prior to any action regarding the identification, evaluation, or placement of your child.

10. You have the right to examine all relevant education records relating to the decisions regarding your child's identification, evaluation, program and placement. You also have the right to obtain copies of education records at reasonable cost unless the cost would deny you access to the records.

11. You have the right to request amendment of your child's record if you believe information contained in the record is inaccurate or misleading. If the school district refuses to amend the record, you will be notified of that decision within a reasonable time and you then have a right to request a hearing.

12. You have the right to an impartial hearing if you disagree with the district's actions regarding your child's identification, evaluation, or educational placement. However, if any portion of your complaint is also part of a due process hearing pursuant to the Individuals with Disabilities Education Act (IDEA), that part of the complaint will be set aside until the conclusion of the due process hearing.

13. If an issue is raised in a 504 complaint that has previously been decided in a due process hearing pursuant to the IDEA involving the same parties, the due process hearing decision is binding on that issue.

SECTION 504/AMERICANS WITH DISABILITIES ACT COMPLAINT PROCEDURES

Any person who believes that he/she has been subjected to discrimination by the Grenada School District as prohibited by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act may file a complaint pursuant to the procedures set forth below. All persons are encouraged to file grievances to resolve any disputes arising under these laws to provide for a prompt and early resolution of complaints. Filing a complaint will not subject the complainant to any form of adverse action, reprimand, retaliation or otherwise negative treatment by school district personnel.

1. Within ten (10) school days of when a complainant knew or should have known of discriminatory conduct, a complaint shall be given in writing to the District's Section 504/ADA Coordinator. The complaint shall describe specifically the facts supporting the claims raised as well as any supporting documentation or witnesses. The Section 504/ADA Coordinator shall, within ten (10) school days of receipt of the complaint, conduct or cause to be conducted a thorough investigation including questioning of all parties involved in the complaint. After the investigation is complete, the Section 504/ADA Coordinator shall meet with the complaining party and give a full report of the findings.

2. If the grievance or complaint is not satisfactorily resolved at Step 1, the complainant shall have ten (10) school days to appeal the Step 1 findings to the Superintendent. The complainant shall present the appeal in writing, describing the reasons for his/her dissatisfaction with the results of Step 1 and offering a proposed resolution. The Superintendent or his/her designee shall review all aspects of the appeal and complete an additional investigation as necessary. The Superintendent shall respond to the complainant in writing within ten (10) school days of receipt of the written appeal.

3. If the complainant is not satisfied with the results of Step 2, the complaining party shall have ten (10) school days from receipt of the Superintendent's decision to appeal the Superintendent's decision to the school board. The appeal shall be in writing, describing the reasons for complainant's dissatisfaction with the results of Steps 1 and 2. The complainant shall have the opportunity to present an oral statement to the board before the board makes its decision. The board's decision shall be rendered within fifteen (15) school days after receipt of the appeal.

LEGAL REF.: Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act

SECTION 504 -- AMERICANS WITH DISABILITIES ACT -- NONDISCRIMINATION

The Grenada School District will not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities to the extent provided by law.

The following person has been designated as the Section 504 /Americans with Disabilities Act Coordinator and will handle inquiries regarding the Grenada School District's nondiscrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability.

Dr. Lyle Williams, Section 504/ADA Coordinator
Grenada School District
P.O. Box 1940
Grenada, MS 38902-1940
Telephone: 662-226-1606; Fax: 662-226-7994

SEXUAL HARRASSMENT

Title IX prohibits sex discrimination, including sexual harassment, against students in academic institutions. It is the intent of the Board of Trustees to maintain an environment free from sexual harassment of any kind.

1. Definition of Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Examples of this type of conduct include:

* Requiring submission to sexual conduct, either implicitly or explicitly, as a term or condition for grades, promotion or other benefit.
* Using submission to or rejection of sexual conduct as the basis for decisions affecting the student.
* Using, whether intentionally or not, sexual conduct to unreasonably interfere with the student's work performance or create an intimidating, hostile or offensive teaching or learning environment.

2. Complaints

Complaints may be made to the appropriate administrator or directly to the Title IX Coordinator without fear of reprisal. If a complaint is substantiated, the offending employee/student shall be subject to disciplinary action. The District specifically prohibits inappropriate relationships between staff and students. The administration will investigate any such relationship when it becomes aware that a situation might exist between one of its employees and a student and will document the investigation. Evidence supporting that an inappropriate relationship exists include, but is not limited to, the presence of personal emails, telephone calls, instant messages, and text messages between an employee and a student, particularly when such exchanges are not school-related or are only tangentially school related. Personal emails, telephone calls, instant messages, and text messages are not appropriate and are grounds for discipline or employee dismissal. A student must report inappropriate behavior by a staff member or harassing behavior by another student.

To make a complaint, specific steps must be followed in accordance with strict time lines. To start the complaint process, a complaint must be made within 5 days after the occurrence of the alleged sexual harassment by contacting your principal or Tirle IX Coordinator, P.O. Box 1940, Grenada, MS 38902-1940 or 662-226-1606.

3. Further Information

More detailed information concerning the Sexual Harassment Policy and Complaint Procedure may be found in Board Policies.

STUDY HABITS

To have a happy, successful school life, students must develop proper study habits. Students will be taught the fundamentals of study as appropriate to each particular subject area. A few general suggestions to improve study are:

* Have a regular time and place to study each subject.
* Use your will power to keep at your task.
* Concentrate on your work.
* Keep up with your assignments on a daily basis.
* Keep well physically so you will feel like studying.
* Eat proper foods.
* Have your eyes tested if they bother you.
* Have sufficient materials at hand to use when studying.
* Realize that learning pays and take pride in being a good student.

TELEPHONE USE

The telephones are for business purposes only. Students will be allowed to use the telephone in the office for emergency situations. If an emergency arises and it is necessary to contact a parent, the call will be made by the office staff.

TEXTBOOKS

Students are allowed to use textbooks locally owned by the Grenada School District. Parents/legal guardians and students have full responsibility for the books at all times. The school keeps a record of issuance of textbooks to each student. Students are responsible for proper care and maintenance of any textbooks issued to them for instructional purposes. Books will be returned at the end of the school year, or at the request of the teacher. Any damages will be assessed at that time, a fine determined and parents will be responsible for restitution. If a book is lost, misplaced or damaged in any way, the parent and student are responsible for paying the assessed value of the book. No student will receive a transcript or credits from the office or will be issued new books until all book fines have been paid.

TITLE I INFORMATION

❖ **GRENADA SCHOOL DISTRICT PARENTAL INVOLVEMENT POLICY**

I. GENERAL REQUIREMENTS

The Grenada School District shall implement programs, activities, and procedures for the involvement of parents. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. This partnership shall be organized, systematic, ongoing, informed, and timely.

II. RESERVATION OF FUNDS

A. The Grenada School District shall reserve at least one percent (1%) of its allocation to implement parental involvement activities if the total allocation is more than $500,000. This shall not apply if the allocation is $5,000 or less.

B. Parents of children receiving services shall be involved in the decisions regarding how funds reserved will be spent for parental involvement activities.

III. WRITTEN POLICY

The Grenada School District shall develop jointly with, agree with, and distribute to parents of participating children a written parent involvement policy. The parental involvement policy shall be incorporated into the LEA's (Local Education Agency) Title I's Plan. The LEA and the Grenada School District will do the following:

A. Recruit parents to work as a team to provide input into the development and and evaluation of the instructional plan and the school improvement plan when needed.

B. Use the SDE's Title I Staff and the Parental Involvement Handbook for Parent Coordinators, Administrators, and Teachers as a guide in formulating the written policies and in planning a comprehensive home-school parental involvement program.

C. The LEA will provide coordination and technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parental involvement policies. In an effort to improve student achievement and maintain strong school/family/community partnerships and assists schools in building capacity for a strong parental involvement, the Grenada School District will make the following readily available:

1. Workshops on the National Education Goals, State content and performance standards, state and local assessments, and Title I requirements. Parents will be offered information to assist them in understanding how the performance and assessment standards impact their children's education. For additional information pertaining to these areas, parents shall be encouraged to request individual conferences with certified staff members.

2. Materials for parents, facilities to train parents, and a list of adult literacy programs/agencies in order to help parents improve their children's achievement.

3. An annual in-service session to discuss the importance of parents as partners in education. The inservice training will be provided for parents, teachers, instructional assistants, counselors, principals, secretaries, bus drivers, custodians, cafeteria workers, and any other staff member. The facilities and material will be provided for these sessions.

May train and utilize parents to lead portions of the training sessions and may also utilize parents to help with the follow-up activities.

4. Contact with leaders for Head Start, Home Instruction Programs for Youngsters, Parents as Teachers Program, and other public preschool programs located in the community in order to develop a plan to better coordinate and integrate the District's parental involvement program with the program efforts of such agencies. There will be ongoing interaction with these agencies.

5. Local businesses and community-based organizations to work with the District in an effort to foster parental involvement. The businesses and agencies will be asked to participate as follows:

- Donate prizes for parent meetings to encourage parent participation
- Volunteer as tutors/mentors
- Provide for recognition of parents and students by giving certificates, awards, prizes, etc.
- Make presentations (regarding their agencies' programs) at parent meetings

6. Training, activities, and materials to parents to assist them in understanding the needs of their children. Various agencies and resources in the community will be utilized to assist this effort. A parent resource center will be developed to complement school-to-home instruction. The parental involvement coordinator will be responsible for Coordinating home-based education activities to reinforce the instruction in the classroom and for coordinating parent activities at the parent center.

7. Make every effort to communicate with parents in their primary language. Parents and community members who share a family's primary language, will be utilized to communicate with the family in order to respond to the needs of the family.

8. Reasonable support as parents request through the following:

- Telephone contacts
- Surveys
- One-on-one contacts

9. Funds for literacy training if all other sources are exhausted. Literacy training needs of parents will be determined through a collaborative effort with the State Board for Community and Junior Colleges or the Governor's Office of Literacy. Every effort will be made to respond to literacy training needs.

10. Reasonable funds for the following:

- Transportation to parent meetings/workshops
- Transportation to individual parent conferences, when appropriate
- Childcare costs, also utilizing volunteers, etc.

11. Workshops/seminars to train parents to enhance the involvement of other parents to participate in implementing the following:

- Coordinating the telephone tree
- Arranging for childcare and transportation
- Coordinating the volunteer program
- Operating the Parent Center
- Preparing a parent newsletter
- Leading parent sharing sessions, etc.

12. Survey parents to determine their preferred time(s) for parent meetings. Meetings will then be scheduled in response to the parents' stated preferences and to the needs of working and non-working family members. The schedule for the meetings will reflect variety and flexibility.

13. Arrange for teachers or other educators, who work directly with participating children, to conduct home visits. During the home visit, the teacher or other professional staff representative will give information to the parent. A report of this home visit will be filed and made available to the school's principal and appropriate professional staff member(s). The District may allocate funds for release time and/or for teacher to conduct in-home conferences.

14. Choose to coordinate and integrate parental involvement Strategies from the following model approaches: Parents as Teachers

- Even Start
- Teachers Involve Parents in Schoolwork (TIPS)
- Take-Home Computers
- Avance
- Bowdoin Method
- HIPPY USA (Home Instruction Program for Preschool Youngsters)

15. Reasonable support as parents request through:

- Telephone contacts
- Surveys
- One-on-one Contacts (Face-to-Face)

D. Conduct, at the end of each school year, an evaluation meeting with parents in order to determine the effectiveness of the parental involvement program and policy. Planning for the future development strategies of this program/policy will be determined by compilation of data from this meeting to revise the program/policy as necessary.

E. Utilize the results of the annual evaluation to do the following:

- Revise policies, if necessary
- Increase the scope of the policy/program

F. Provide, to the extent practical, full opportunities for the participation of parents with limited English proficiency or with disabilities, including information in a language/form in which parents can understand.

G. The LEA will assist Title I schools in developing strategies to involve parents in the activities at each school by the following:

- Providing materials and training to assist their children
- Educating staff in the value of contributions
- Ensuring that information sent to parents is in an understandable language
- Assisting in understanding State requirements, standards and assessments
- Coordinating parental programs and activities
- Providing updated information at the Parent Resource Center

❖ PARENTAL INVOLVEMENT POLICY / PLAN - Grenada High school

Policy Involvement

A. The parents of children at Grenada High school will be invited to an annual meeting to be held at a convenient time at the school. At the meeting, parents will be informed of the school's participation in the Title I program and their right to be involved.

The parents will be informed of the meeting by way of the following:

- Letters
- Telephone calls
- News releases

B. Meetings for parents shall be ongoing. The meetings shall be offered as early as 7:30 a.m. and as late as 7:00 p.m. to give parents an opportunity to attend. For some of the meetings, the time shall be adjusted according to the work schedules of parents. Parents will be informed of the meetings in the following ways:

- Printed notices
- Calendar of events
- Telephone calls
- Newsletters
- Personal notes
- News releases, etc.
- Online notices and links

C. The Parents shall be encouraged to organize a Parent Advisory Committee and/or serve on the School Site Committee. The committee shall meet at least three times a year to work with the school in planning, reviewing, and improving the parental involvement program and to give input into the development of the total school program.

D. The school shall provide program information to parents by way of:

- Printed notices
- Calendar of events
- Telephone calls
- Newsletters
- Personal notes
- News releases, etc.
- Online notices and links
- Recommendations made by parents will be reviewed by school staff and site committee and shall be processed in a timely manner.

E. The school shall disseminate assessment data to parents in the following ways:

- Have individual parent-teacher conferences
- Mail results to homes
- Send home results by students

F. Meetings shall be offered at the beginning of the year to acquaint parents with the curriculum, classroom standards, expectations to meet standards, homework policy, assessment, and proficiency levels that students are expected to achieve.

G. The school shall offer regular informal meetings or informative group sessions. Following the sessions, parents will be given time to interact with comments and a question/answer period.

Shared Responsibilities for High Student Performance

A. GHS shall develop, in conformity with Title I regulations, a school- parent compact that outlines how the parents, the school, and the student 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 high standards.

B. The School-Parent Compact

SCHOOL'S ROLE

The school's responsibility is to teach all children and to involve parents in supporting the caliber of curriculum and

instruction necessary to meet the state's students' performance standards. GHS will do the following for the parents:

- Train the parents to assist their children and to monitor homework
- Provide the following information, training, and materials for parents:
- State Performance Standards
- LEA Curriculum
- Homework and Discipline Policy of the Child's Teacher
- School Handbooks, Newsletters, Compacts
- Progress Reports
- Resources for Parents to Use at Home

HOME'S ROLE

The home's responsibility is to support the child's learning, to provide input for planning student instruction, and to get involved in the school's activities. Parents are also accountable for system and school procedures found in the school handbook, bulletins, newsletters, and the compact.

Parents are encouraged to serve on committees, to join the PTA/PAC, and to provide teachers with relevant information about their children.

Parents are responsible for making the home an extension of the school by doing the following:

- Modeling reading
- Providing a place, the materials, and the supplies for homework
- Providing opportunities for two-way conversations
- Being good listeners

Students are responsible for the following:

- Completing all homework assignments
- Having all supplies and books at home for study and returning to school with them the following day
- Becoming good listeners at school
- Staying on target during class
- Attending school regularly

Communication between teachers and parents shall occur on an ongoing basis. The parent- teacher conference, the home-school compact, and the child's progress can be the basis for communication.

SCHOOL'S ROLE

GHS shall be responsible for the following:

- The school shall train the parents and teachers for participation in parent-teacher conferences.
- The teachers shall send student homework home on a weekly basis.
- The teachers will make telephone calls to parents to encourage adequate student progress.
- The school shall provide training for parent volunteers/mentors and match their skills to the needs of the school.
- The school shall work to eradicate the barriers of parental involvement and provide a welcome environment for parents.

The parent involvement barriers that the school shall work on are the following:

- Negative experience with school
- Economic conditions

HOME'S ROLE

The home shall have the following responsibility:

- The parents shall provide the teachers any information which will affect the child's learning.
- Information such as resources in the home, change in the status of the family, the child's health/family's health, and the learning style of the child should be provided.
- The parents shall provide information to the teacher about community activities, home activities, home responsibilities, personal interests and hobbies, goals, and lifestyles.
- Parents shall complete and return the forms sent to them regarding volunteer work and school

activities.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership with the parents and the community, GHS shall do the following:

Provide conferences and/or workshops to help parents understand the National Education Goals, State content and performance standards, State and local assessments, Title I requirements, and how to work with educators to improve the child's performance.

Other activities that the school will use to promote student achievement are the following:

- Encourage parents to attend parent education meetings/workshops.
- Assist parents in interpreting assessment results.
- Train parents to monitor homework.
- Help parents to understand their role.

The school shall direct parents to literacy training agencies and train parents to help improve their child's achievement.

The school shall schedule a meeting to include parents, teachers, and others in the school community to explain the importance of working with parents as equal partners.

Head Start and other public preschool programs in the community shall be contacted by the school to work together to coordinate and integrate the school's parental involvement plan with the program efforts of these agencies. Interaction with these agencies shall be ongoing.

Parents shall be offered opportunities to learn about child development and child rearing through inservice programs/workshops. Various agencies shall be contacted and community resources shall be used to promote these efforts.

GHS shall utilize its partnership with local businesses by involving them in the following ways:

- Ask partners to donate prizes for parent meetings to encourage participation.
- Ask partners to provide volunteers/mentors.
- Ask partners to serve as speakers at parent meetings/workshops.
- Ask partners to provide recognition for parents and students (prizes, awards, certificates).

Accessibility

GHS, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency or with disabilities. The school shall make an effort to communicate with parents in their primary language. Parents and others in the community, who share a family's primary language, will be utilized to communicate to limited English speaking parents. Also, the school meets federal regulations and specifications requiring accessibility to handicapped persons. For example, entrances, bathrooms, ramps, and parking areas are available for persons with physical disabilities.

❖ **PARENT-TEACHER-STUDENT COMPACT (See following page)**

Grenada High School

"We are people of character…respectful, responsible, and safe"

PARENT-TEACHER-STUDENT COMPACT

Hand in hand we can learn and work together to form a healthy balance between the home and school.

As a parent I agree to:	**As a teacher I agree to:**	**As a student I agree to:**
Send or take my child to school.	Provide an environment conducive to learning.	Attend school regularly.
Provide a home environment that encourages my child to learn.	Provide meaningful and appropriate learning experiences in my classroom.	Do my best in my school work and all extra-curricular activities.
Attend parent conferences when needed.	Seek ways to involve parents in their child's learning.	Do all of my school assignments.
Verify that homework and assignments are done.	Notify parents of changes affecting achievement, grades, and behavior.	Ask my teacher questions when I do not understand.
Support the school in its efforts to maintain proper discipline.	Explain my grading system.	Listen in class.
Assist my child in learning to resolve my conflicts in positive ways.	Encourage all students to learn.	Show respect for myself, my school, and other people.
Talk to my child every day about his/her school activities.	Provide structure and clear limits.	Obey school and bus rules.
Talk to my child about acceptable behaviors for school and the bus.	Teach and model appropriate behaviors for school and the bus.	Be respectful, responsible, and safe.
_____	_____	_____
Parent Signature	*Teacher Signature*	*Student Signature*
_____	_____	_____
Date	*Date*	*Date*

The Grenada School District Parent Resource Center is located at the Adult Education Center (formerly Lizzie Horn) in Room 10 and is open during and after school each day. Parent meetings will be held in the Parent Resource Center Tuesday nights from 5:00pm-6:00pm. Please call 227-3370 for additional information.

❖ **PARENT LETTERS**

PARENTS RIGHT-TO-KNOW

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, THE Grenada District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request a school that receives funds under this part shall provide to each individual parent –

1. Information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

TRANSCRIPTS

All Seniors may receive 2 transcripts free of charge. There will be a charge of $1.00 for each additional transcript.

TRANSFERS

Grenada School District Transfer Policy-JBCD

This transfer policy applies to current and future students and parents who seek admission for a student based on petitioning the school board of residence for release and petitioning the Board of Trustees (the "Board") of the Grenada School District (the "District") for acceptance.

The Board will review a request based on multiple factors in the student's education history, including, but not limited, to the following: academic performance; discipline; cost of education of the student, i.e., whether there is an extra cost for the District to educate the student; parental conflict, i.e. the lack of ability for administration to resolve conflicts with the student's parent(s) or guardian regarding the student; and absenteeism

Absolute authority for accepting, continuing, or rejecting transfers shall rest with the Board of the District. The transfer status of all transfer students who are accepted shall be reviewed yearly. Any transfer approval may be reviewed and withdrawn during the school year if any of the factors listed above or detailed below are present.

Any questions or concerns regarding a student's potential request for transfer under this transfer policy should be directed to the Superintendent's office. Below are additional guidelines and regulations required for attending school on a transfer basis in the District.

All students residing outside the District who wish to attend school in the District are required to pay tuition as established by the Board. Tuition must be paid in total prior to a student enrolling in the District. The parent or guardian of transferring students must provide their student's transportation to school in the District.

Admission screening for out-of-district students will include an analysis of grades, behavior, costs of education, and absenteeism. The student must have and maintain an academic average of "C," make satisfactory progress toward

promotion or graduation, and maintain scores at or about grade level on standardized tests in order to transfer to the District. Further, the District will review parent/guardian relationships with previous schools to determine whether the District can meet the parent's expectations. The Superintendent or his designee will gather information regarding the merits of each student's application prior to the student's petition being presented to the Board.

Once admitted, grades, behavior, absenteeism, costs of education, and parent expectations will be monitored. If a student become involved in a flagrant or serious discipline issue or become repeatedly involved in less serious discipline issues, he/she will lose the privilege of attending school in the District as a tuition student. Should it become apparent to the District administration and staff that the District and the parent/guardian is unsatisfied with the District's efforts to educate the child, the student transfer may be terminated after evaluation by the Board. Additionally, if a student exhibits excessive absenteeism, has grades that fall below a "C" average, fails to satisfactorily progress toward promotion or graduation, or scores below grade level on standardized test scores, he/she may lose the privilege of attending school in the District after evaluation by the Board. Other factors may also be considered by the Board with regard to the continued acceptance of the transfer student.

After approval for admission by the Board, the parent should go to the District's Central Office to pay the out-of-district tuition and receive a receipt. The receipt slip is then brought back to the school office and the admission process is continued.

Please refer to the Grenada School District tuition policy (JBCC) for rules and guidelines for tuition. The tuition refund policy of the district is to provide a prorated calculation based upon student days of attendance.

TUITION-OUT OF DISTRICT STUDENTS

Individual students living outside the geographic boundaries of the Grenada School District may request a transfer into the Grenada School District upon the written consent granted by the Board of Education/Trustees of the district in which the student resides. The Grenada School District Board of Trustees, may, in its discretion accept the student requesting the transfer. The acceptance of the transferring student must be spread upon the minutes of the board. It is the intention of the Grenada School District Board of Trustees to, at all times, comply with section 37-15-31 of the Miss code of 1972.

The Grenada School District Board of Trustees shall charge an annual tuition at the rate of $900 per student. If however, a family has two or more students transferring into the Grenada School District, the tuition charged shall be $600 for the second child and $400 for each child in excess of two.

The Grenada School District will not accept out of district students who:

- Cause the district an additional outlay of funds beyond that which is typical for all tuition students.
- Require services or programs that the Grenada School District does not have.
- Cause the expansion of a program that would require additional expenditures.
- Cause the district an additional financial or administrative burden.

In the event the sending district does not have an appropriate program for the student, the Grenada School District has an appropriate program with space available; the sending school district shall pay any additional cost associated with educating the child. If the sending district is willing to release the student and contractually agree to pay the additional cost associated with the education of the child, regardless of when those costs are fully understood, that student may be accepted by Grenada School District.

VEHICLES

- Students are to park in the high school or GCTC parking lots only.
- Vehicles are not to be moved during the school day unless permission is granted by school administrators.
- Vehicles are to be parked in lined areas only, not on any curbs. <u>No on-street parking is allowed.</u>
- Only vehicles with parking decals affixed to the inside windshield above inspection sticker may be brought on campus.
- A maximum speed of 15 mph will be permitted while on campus.
- Students may not go to their cars without a pass during the school day.
- Students park at their own risk. The school is not responsible for theft or damage to your vehicle.
- The school reserves the right to search any vehicle brought on campus for the purpose of transporting a student to or from school. See the search policy for further information.
- Permits will be issued to licensed drivers only.
- <u>Vehicles will remain parked during the school day unless permission is granted by the principal to move them.</u>

- Violations will result in discipline and/or loss of the privilege of bringing a vehicle to school.
- Vehicles may be used only for transportation purpose to and from school and shall not be operated or returned to during the school day. **GCTC, band, art, and ROTC students included.**
- The parking lot is off limits during the school day without permission from the office. Students going to the band hall or the vo-tech center must walk on the sidewalk around the parking lot.
- The principal reserves the right to tow a vehicle at the owner's expense if the vehicle does not have a decal or is not registered in the office.

PARKING AREAS:

- All students are to park vehicles in the designated parking spaces ONLY*
- No on-street parking is allowed.
- Open Parking.

VIRTUAL SCHOOL

Virtual Learning Admission Criteria Recommendations – May 11, 2023

Initial Admission Requirements:

❑ A student must have a minimum average of a "C" in all classes or score at least proficient and show growth on all MAAP tests from the previous year for enrollment. The principal and/or committee will have discretion if the student does not meet academic criteria. (ie., A student with a "D" might be admitted into the program due to a documented illness.)

❑ The parent/guardian and student must complete a Virtual Learning Informational Session.

❑ The parent/guardian and student must consent to the Grenada School District Virtual Learning Agreement.

❑ The parent/guardian and student must attend a training session at their respective schools to receive Canvas instruction, student Chromebooks, textbooks, and other resources.

Criteria to Maintain Enrollment:

❑ Student enrollment will be evaluated every 2 weeks. Students must maintain a "C" average in all classes and miss no more than 3 class periods during the two-week period. Students who do not meet this criteria will be placed on academic probation for the following two weeks.

❑ A teacher, parent/guardian, and student conference is required if a student is placed on academic probation. During this conference, a plan will be developed to assist the student with improving academic standing. Signatures of compliance will be required of the teacher, parent/guardian, and student.

❑ After a student has been placed on academic probation three (3) times, he or she will be transferred to a traditional learning plan for the remainder of the school year unless the principal or committee determines that extenuating circumstances exist. (ie., The parent/guardian provides documentation verifying that a medical condition requires the student to change learning plans.)

Notes:

❑ Once a student enrolls in a traditional learning plan, he or she must remain in the program for the remainder of the academic year unless the principal or committee determines extenuating circumstances exist. (ie., The parent/guardian provides documentation verifying that a medical condition requires the student to change learning plans.)

❑ A Flex Option will be available to students in grades 9-12 who have circumstances that prevent them from attending live sessions. This option will allow students to complete assignments outside of school hours with the understanding that enrollment will be evaluated every two weeks. The student must maintain a minimum of a "C" average in all classes to maintain virtual enrollment.

*Offering this virtual learning option is contingent on meeting the attendance requirements set forth from the Mississippi Department of Education.

**As outlined in the MHSAA handbook revised on April 20, 2023, if a school or student chooses to be 100% virtual only - this is considered being homeschooled and no participation will be allowed in athletics or activities.

Virtual Learning Admission Criteria Recommendations – May 11, 2023

Initial Admission Requirements:

❑ Virtual Learning admissions criteria will be determined by the principal and/or committee under extenuating circumstances and on an individual basis. For students with disabilities, the IEP committee will make this determination.

❑ The parent/guardian and student must complete a Virtual Learning Informational Session.

❑ The parent/guardian and student must consent to the Grenada School District Virtual Learning Agreement.

❑ The parent/guardian and student must attend a training session at their respective schools to receive Canvas instruction, student Chromebooks, textbooks, and other resources.

*Offering this virtual learning option is contingent on meeting the attendance requirements set forth from the Mississippi Department of Education.

**As outlined in the MHSAA handbook revised on April 20, 2023, if a school or student chooses to be 100% virtual only - this is considered being homeschooled and no participation will be allowed in athletics or activities.

LEGAL REF: MS Code 37-13-67, SBE Policy Chapter 7, Chapter 9 Rule 9.2 and 9.3, and Chapter 56 Rule 56.2

CROSS REF: AE – School Year
AF – School Day
AFC – Authority for Emergency Closings
EBBD – Emergency Closings
IDDF – Special Education Programs
IDDFAA – District Assurance For Children With Disabilities
IJBD – Responsible Use of District Issued Technology
JAA – Equal Education Opportunities
JCA – Student Code of Conduct
JD – Student Discipline
JRAB – Compliance with FERPA

VISITORS

Parents must use front entrance only. All visitors to the school must first push buzzer to be admitted into the building. They should then report to the to receptionist's desk. They will be asked to sign in, obtain badge, and proceed to the principal's office for clearance. Students are not permitted to bring people other than parents/guardians to school. Classes will not be interrupted except in emergency situations. The office will gladly set up a teacher conference. Teachers must immediately report any unauthorized visitors to the office.
* Parents/guardians should not walk students to class, and when picking up a child during the school day should wait in the office. Any student not picked by 3:00pm will be taken to the office to wait until parent/guardian comes in to pick up the student.

WITHDRAWAL/TRANSFER

*Students must withdraw at their individual school, and the school shall follow proper withdrawal procedure to make sure all paperwork is completed. (A copy of the withdrawal form shall be sent to the Dropout Prevention Coordinator at Central Office and original kept on file at school.)

A parent/legal guardian must contact the principal or designee and sign a record release form before a student will be permitted to withdraw from and/or transfer to another school. All debts to the school must be cleared and textbooks

returned before a student will be officially released. If these requirements are met, the student will receive a clearance form which should be presented to the new school. The student's cumulative record will be forwarded to the new school upon receipt of its written request, signed by the legal guardian.

If a student withdraws during the last month of the school year, the principal will send a notice to the parent/legal guardian stating the student's academic situation and probable classification for the next year had he/she not withdrawn.

**STUDENT TRANSFERS FROM UNACCREDITED SCHOOLS*

Students who transfer into the Grenada School District from a home schooling situation or from a school that is not accredited by the Southern Association of Colleges and Schools or by the State Accrediting Agency where the school exists (i.e. Mississippi SDE, Alabama SDE, Tennessee SDE, etc.) will be handled in the following manner.

If the student is at the 8th grade level or below, the student will be given an achievement test to determine the appropriate grade level of that particular student and student will be placed in a grade that reflects that achievement test score.

If the student is transferring into the High School, grades 9-12, and requests that Carnegie Units be awarded, then the student will be required to take the first and second semester exams in the core subjects for which the Carnegie Units are to be awarded.

If a student is enrolled in a Subject Area Test course and withdraws to Home School, he/she must master a District Assessment at 65% mastery and are still required to pass the SAT in that course.
Students must have a transcript from homeschool program to verify courses completed.

At the time this handbook was printed, the handbook provisions were current and updated. However, all policies and laws are reviewed on an on-going basis in accordance with the Grenada School District's School Board policy review process. The District's policies and handbooks may be updated throughout the school year to incorporate legal requirements or other provisions. Even though the handbook will not be reissued, it may be supplemented with provisions that are deemed necessary in the policy review process. Please contact Central Office if you have questions regarding whether a provision of the handbook has been updated or the handbook has been supplemented after printing.

In the event of an infectious disease or pandemic, policies and procedures may be altered or suspended according to state mandates and new guidelines may be implemented and enforced.

The Grenada School District does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, religion, veteran status, or age in the admission to and provision of educational programs, activities, and services or employment opportunities and benefits. Admin. Academic Officer/ 504/ADA Coordinator or Title IX Coordinator, P.O. Box 1940, Grenada, MS 38902-1940, (662) 226-1606, have been designated to handle inquiries and complaints regarding the non-discrimination policies of the Grenada School District. The Grenada School District is an equal employment employer.

PROGRAM OF STUDIES

GENERAL INFORMATION FOR GRENADA HIGH SCHOOL

Student classification by grade is done at the end of the school year (June) and at the end of summer school (August). Students are classified according to credits and the English course completed.

CLASSIFICATION:

9th----------less than 3 credits and English I incomplete
10th----------3 credits including English I passed
11th----------11 credits including English II passed
12th----------17 credits including English I, II, III passed

Minimum graduation requirements:

Grades 10-12 - Credits for Graduation–24

English	**4 Credits (English I, English II are required)**
Mathematics	**4 Credits (Algebra I, Algebra II, and Geometry are required)**
Social Studies	**3.5 Credits (MS Studies, World History, US History, US Gov., and Economics are required)**
Science	**3 Credits (Biology I and Physical Science or Chemistry are required)**
The Arts	**1 Credit**
Technology	**1 Credit**
Health	**½ Credit**
Physical Education	**½ Credit**
Electives	**5.5 Credits**
College & Career Readiness	**1 Credit**

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

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

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • 1 U.S. History • ½ U.S. Government • ½ Economics • ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	**24**	

Requirements

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

Recommendations

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

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English Elements I-IV
Mathematics	4	• Alternate Math Elements I-III • Alternate Algebra Elements
Science	2	• Alternate Biology Elements • Alternate Science Elements II
Social Studies	2	• Alternate History Elements (Strands: U.S. History and World History) • Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	• Alternate Health Elements
Art	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	**24**	

Requirements

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child.

October 2017

Traditional Diploma Endorsement Options

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

CAREER AND TECHNICAL OR JROTC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE OR JROTC Electives	4	• Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	**28**	

Additional Requirements

- Earn 26 Credits
- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- 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
  - Earn a State Board of Education approved national credential
  - One (1) Advance Placement (AP), Diploma Program-International Baccalaureate (IB), or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam.
- NOCTI/JROTC and Employability Skills Credential

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology I + two (2) additional science courses above Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	• Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	**28**	

Additional Requirements

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

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology I + two (2) additional science courses above Biology I
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	• Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	**28**	

Additional Requirements

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

***Students must pass the Subject Area Tests in Biology I, English II, and Algebra I in order to graduate.**
*****At least 2 of the 4 required math courses must be higher than Algebra I (Geometry, Algebra II, Algebra III, Honors Calculus.)**

Credit at the end of the first semester will not be awarded for yearly courses. The entire course must be satisfactorily completed to receive credit.

Students may not enroll for credit after the 30th day of school.

Students in grades 9-12 will attend all 4 blocks unless scheduled in Work Based Learning, or a senior.

A maximum of two (2) credits may be earned through Credit Recovery at Grenada High School each year and a maximum of four (4) Credit Recovery credits may be counted toward graduation.

A maximum of one (1) credit may be earned through completing correspondence courses.

Students graduating from Grenada High School must earn at least two (2) of the last four (4) credits in this school.

All students graduating during the summer, through correspondence, or regular school year must demonstrate mastery of basic skills in reading, writing, and mathematics established by the State Board of Education.

Each student graduating from Grenada High School must demonstrate the ability to apply basic skills successfully as evidenced by the results, which meets the requirements of the State Board of Education.

Special education students who wish to receive a standard high school diploma must take the Subject Area Tests and perform at established performance levels.

Students must pass the Subject Area Tests in English II (with a writing component), Biology I, and Algebra I (with a performance task). Students must pass all four Subject Area Tests even if they take the course(s) prior to their 9th grade year.

The subject area tests, Algebra I, Biology I, and English II are aligned with the Mississippi Curriculum Frameworks developed by the Office of Instructional Development in the Mississippi Department of Education.

State Board Policy 3804 provides approved options for students to meet these high school end-of-course subject area test graduation requirements through approved alternate measures. State Board Policy 3804 applies to the past, current, and future Mississippi students. Students should see school counselors for more info.

COURSE SELECTION IN STATE TESTED AREAS

If a student is enrolled in a subject area tested subject and they are not mastering objectives at the level needed to pass the state test or the class, the principal has the authority to remove the student from the class and place them in a lower level class. This will give the student adequate time to prepare for the state test.

GRADUATION CEREMONIES AND PRACTICE

Grenada High School's formal graduation ceremony is limited to honoring seniors who have successfully completed the above prescribed graduation requirements.

Any student who fails to meet the graduation requirements shall not be permitted to participate in the graduation exercises.

Seniors who complete graduation requirements at the end of the summer will be awarded a diploma at that time.

Seniors who have satisfactorily completed the requirements of the school district's curriculum for special education will be awarded a high school certificate or a diploma, which states, "This student has successfully completed an individualized education program." These students will be permitted to participate in the formal graduation ceremony.

Graduation ceremonies are at 7:00pm on the announced day. In case of rain it may be delayed until Friday/Saturday morning at 10:00am or Saturday night at 7:00pm. In case of additional rain on Saturday night, the ceremony will be held in 2 parts in the GHS Auditorium at 7:00pm and 9:00pm. Seniors should NOT make any plans to leave town until after Saturday night.

ALL SENIORS MUST BE PRESENT AND ON TIME FOR ALL GRADUATION PRACTICES.

If any senior is not present for practice, he/she will not be permitted to participate in the exercise. Exceptions must have prior approval from the principal and class sponsors.

College Days must be completed before May 1 during the student's senior year. (*2 Senior college days will be excused with a letter from the college stating that you visited their campus.**)**

COLLEGE ENTRANCE REQUIREMENTS

The high school units listed below are required for admission to public universities in the State of Mississippi.

- English - 4 Carnegie Units
- Math - 3 Carnegie Units (Algebra I, Geometry, Algebra II). A fourth course in higher-level mathematics is highly recommended.
- Science - 3 Carnegie Units - Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics or any other science course with comparable rigor and content. One Carnegie Unit from a physical science course with content at an introductory level may be used. Two of the courses chosen must be laboratory-based.
- Social Studies - 3 Carnegie Units - United States History (1 unit), World History (1 unit with substantial geography component), Government (2 unit), and Economics (2 unit) or Geography (2 unit).
- Required/Advanced Electives - 2 Carnegie Units - Foreign language, 4th year laboratory-based science, or 4th year mathematics. One unit must be in foreign language.
- Computer Applications: 2 Carnegie Unit - The course should include use of application packages, such as word-processing and spreadsheets. The course should also include basic computer terminology and hardware operation.
- Eighth Grade Units: Algebra I or first-year foreign language taken in the eighth grade will be accepted for admission, provided course content is the same as the high school course.

It is also recommended, but not required, that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

MISSISSIPPI PUBLIC UNIVERSITIES ADMISSION STANDARDS
2018 Admission Requirements

STUDENTS ARE ADMITTED TO MISSISSIPPI UNIVERSITIES BY:

- **Completing the College Prep Curriculum with:**
- **A minimum 3.2 high school GPA on the College Prep curriculum or**
- **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**
- **A minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite) or**
- **Satisfy the NCAA standards for student-athletes who are "full-qualifiers" under Division I guidelines or**
- **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 Development 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. For more information on academic programs, admission standards, and financial aid, please refer to IHL's web page at http://www.ihl.state.ms.us or call 1-800-327-2980.**

COLLEGE PREP CURRICULUM:

ENGLISH: **(**4 Carnegie Units) Compensatory Reading and Compensatory Writing may not be included.

MATHEMATICS: (4 Carnegie Units) Algebra I, Geometry, Algebra II, and any other Carnegie Unit of comparable rigor and content (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics).

SCIENCE: (4 Carnegie Units) Biology I, Chemistry I, and any two other Carnegie Units of comparable rigor and content (e.g. Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology). Pre-Biology is not accepted.

SOCIAL STUDIES: (4 Carnegie Units) Accepted courses include World History, U.S. History, Introduction to World Geography, U.S. Government, Economics, and Mississippi Studies. (Credit earned for a state/local government course in any other state may stand in lieu of Mississippi Studies.)

Arts: (1 Carnegie Unit) Any visual and/or performing arts course that meets the requirements for high school graduation will be accepted.

Advanced Electives: (2 Carnegie Units) Foreign Language I and II; or a Foreign Language (I); or any combination of English, mathematics, or lab-based science courses of comparable rigor and content to the mathematics and science courses identified as acceptable according to the new CPC requirements.

Computer Applications: (1/2 Carnegie Unit) An acceptable course should cover the uses of application packages, such as word processing and spreadsheet, basic computer terminology, and hardware operations.

Pre-High School Units: Algebra I, Foreign Language I, or Mississippi Studies taken prior to the high school will be accepted for admission, provided the course content is the same as high school course.

REQUIREMENTS FOR VALEDICTORIAN, SALUTATORIAN, HALL OF FAME, NATIONAL HONOR SOCIETY, AND HONOR STUDENTS AT GRENADA HIGH SCHOOL

The school, in its efforts to meet the varying academic needs of students, has developed an Academic Honors Program. Courses in this program are either accelerated, enrichment, or a combination of both. Accelerated categories listed below will be weighted by multiplying the final average times indicated amount.

Honors English I/II (1.05)	Physics (1.05)	Honors Human Anat. & Physiology (1. 05)
Honors US History (1. 05)	AP English III or IV (1.10)	Honors Economics (1. 05)
Honors Algebra I (1.05)	Honors Algebra II (1.05)	Honors Biology I (1.05)
Honors Geometry (1.05)	Honors Government (1. 05)	AP Calculus (1.10)
	Honors World History (1. 05)	

ALL "Dual Credit" and "Project Lead the Way" Classes (1.10)

Rank-in-Class and Quality Point Average

Rank-in-class is the method of comparing one student academically with all other students in the same grade level. RIC is based on the numeric academic average. All subjects that count toward the minimum units credit required for graduation, are computed when determining the GPA and RIC. The student with the highest numeric academic average at the end of the eight semesters is recognized as the Valedictorian. Students with a GPA of 90 or above are identified as Honor Graduates. (Students enrolled in special education classes are not included in the rank-in-class computation.)

GPA is computed by taking the cumulative average of all grades earned for the minimum units required for graduation divided by the number of units taken.

ACADEMIC HONORS

Valedictorian, Salutatorian, National Honor Society, Hall of Fame inductees, Honor Graduates, and any other honors that might be based on academic grades will be determined by following the college-bound curriculum.

SUPERINTENDENT'S LIST/HONOR ROLL - PRINCIPAL'S LIST/HONORABLE MENTION

The school recognizes students who have demonstrated academic excellence each semester by announcing the honor roll. A student with an 87-89 average in each course is named to the Principal's List. A student with a 90 or above average in each course is named to the Superintendent's List.

NATIONAL HONOR SOCIETY

The school recognizes those students who have maintained academic excellence in all subjects through their nomination for membership in the National Honor Society. The initial qualifications require that the candidate have a minimum of a 92 and at least a sophomore or junior classification. In addition to the academic requirement, a student must be actively involved in a minimum of three activities, demonstrating active participation and leadership. The student must exemplify high standards of personal demeanor having an excellent discipline and attendance record. While a 92 average is the initial criteria, character, leadership, and service are weighed more heavily in determining eligibility for membership. All candidates must have attended Grenada High School one complete semester prior to consideration for membership and induction.

Since membership is a privilege and not a right of students, once membership is extended, the member must maintain a 92 overall average as well as excellent disciplinary and attendance record. Students must also fulfill service hours for retention of membership. If a student does not uphold these standards, that student may receive a notice of deficiency with the possibility if a probationary period, removal of membership, any additional punishment the faculty council deems appropriate (i.e. additional service hours), and the withholding of the NHS insignia at graduation exercises.

HALL OF FAME

The highest honor that can be bestowed upon a graduate of Grenada High School is to be selected to the Hall of Fame. Students must complete the application and turn it in to the counselors. A Grenada High School Selection Committee, which is composed of faculty members appointed by the administrative staff, selects students based on a points-system guideline. Students with the highest points are named to the prestigious group. Seniors who are chosen represent GHS by excelling in leadership, service, scholarship, and citizenship as well as extra-curricular activities. Selection by the committee is final.

IHFC-GRADUATION CEREMONIES: Diploma Presentation at GHS Graduation

Customarily the Grenada School Board President, High School Principal, or Superintendent presents all diplomas.

*The following individuals are permitted to present diploma to their children and grandchildren:

1. Members or former members of the Grenada School District Board.

*The following individuals are permitted to present diplomas to their children: (Presenters must be a legal parent or guardian).

1. All Full Time Grenada School District Employees

2. Elected Officials representing local, state, and national government.

3. Appointed Officials in the following positions:
    - Judges
    - Police Chief
    - Fire Chief
    - City Manager

4. Considerations:
    - This policy will be in the GHS handbook. The GHS Principal will review this policy with the students.
    - In order to present a diploma, ALL presenters on this list must email the GHS Principal or designee by April 15th requesting permission to present a diploma.
    - Only the following will be announced as Platform Guests:
        - School Board
        - Administrators
        - Elected Officials
        - Appointed Officials listed above
    - The Superintendent may make adjustments should special circumstances arise.

ACADEMIC COURSE DESCRIPTIONS

ACT Prep (0.5, 1 Credit)

The purpose of the class is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability of work with various concepts and relationships of the four areas tested by the ACT (Mathematics; Science; English; and Reading) with an emphasis on the math and science sections. This course assumes some knowledge of basic concepts of algebra and geometry, but these concepts will be reviewed as needed. Prerequisite: None – Grades: 10-12

Compensatory English (1 Credit)

The compensatory reading course is for students who have not mastered the basic reading skills needed to prepare them for the high school English. The course is designed to increase students' reading skills and to offer remediation in the areas where the student's performance indicates weakness.

SREB Essentials for High School Literacy (1 Credit)

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history, and biology. Prerequisite: 8th Grade English – Grade 9

Honors English I (1 Credit)

Accelerated English I covers the materials offered in English I and enriches the curriculum to provide students with an easier transition to a four-year college or post-secondary academic program. This class is designed to give the student a more intense study of fiction, drama, and poetry. Prerequisite: 8th grade English.

English I (1 Credit)

The goal of this course is to provide writing skills that are complemented by appropriate grammatical reinforcement. This course includes a wide variety of literary selections including short stories, poetry, drama, and epic and novel. Prerequisite: 8th grade English. - Grade: 9

Honors English II (1 Credit) **Must pass State Test**

Honors English II covers the material offered in English II and enriches the curriculum to provide students with an easier transition to a four-year college. Intensive instruction in critical analysis of literature from each genre is featured. Composition and vocabulary are strongly emphasized. Research skills are also taught. This course is taught at an accelerated pace. Prerequisite: English I - Grade: 10

English II (1 Credit) **Must pass State Test**

The emphasis in this course is on world literature and composition. The literature is a combination of short stories, essays, drama, novels, and poetry. Writing assignments are given for students to express their understanding of literature and improve their writing skills. Grammar is incorporated into the writing assignments. Prerequisite: English I - Grade 10

Dual Credit English Composition I (1 Credit/3 College Hours)

This course is designed to help students develop their ability to think, to organize, and to express their ideas clearly and effectively. Emphasis is placed on various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. Prerequisite: 3.0 GPA and ACT English Sub-Category Score of 17 – Grade 11, 12

Dual Credit American Literature I (1 Credit/3 College Hours)

This course is a survey of American literature from the period of exploration and settlement to the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: 3.0 GPA and ACT English Sub-Category Score of 17 – Grade 11, 12

AP English III (1 Credit)—Online Course

Advanced Placement English III covers the materials in English III and enriches the curriculum to provide students with an easier transition to a four-year college. Composition is emphasized with students focusing on the domain of written expression. The study of American novels, plays, essays, and poetry will be covered as well. Vocabulary study is ongoing and aimed at word analysis and ACT/SAT preparation. This course is taught at an accelerated pace and is designed to prepare students for Advanced Placement Composition and Literature. Prerequisite: ACT English Sub-Category Score and GPA. - Grade 11
**Must take AP Exam to get the multiplier.*

English III (1 Credit)

Students will trace the pattern of development of American literature from the 1600's until the twentieth century. The course incorporates drama, novels, essays, short stories, and poetry forms to develop critical thinking and writing skills based on the literature studied. Prerequisite: English II - Grade 11

English IV (1 Credit)

This course is the study of English literature including pertinent people and events in English history from the Anglo-Saxon period into the twentieth century. The course incorporates the epic, drama, novel, essay, short story, sonnet, and other forms of poetry. Extensive writing experiences, including research papers, are emphasized. (Under extenuating circumstances and with the principal's approval, English III and English IV may be taken simultaneously.)

AP English IV (1 Credit)—Online Course

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Vocabulary study is ongoing and aimed at word analysis and ACT/SAT preparation. This course is taught at an accelerated pace and is designed to prepare students for college-level courses. Prerequisite: ACT English Sub-Category Score and GPA. - Grade 12
****Must take AP Exam to get the multiplier.***

SREB Essentials for College Literacy (1 Credit)

This course teaches students strategies for reading and truly understanding specific kinds of complex texts in all subjects — reading a biology textbook, for example, is different than reading short stories or history research articles. Students learn to develop and defend ideas from the text and write about them in different college-level formats. Literacy Ready prepares high school students to read and write about college-level texts in core subjects. Grade: 12

SREB Literacy Ready (1 Credit)

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history, and biology. Grade: 12

Foundations of Journalism (1 Credit)

Journalism students will develop skills in newspaper writing and video editing. Students will become familiar is all aspects of newspaper and video production. They will develop skills in the fundamentals of journalism, reporting/interviewing skills, news writing, layout/design, photography/video, and broadcast reporting. In addition to learning the tools and technology used in modern journalism, students will design, produce, and market their own student newspaper. Emphasis will be placed on current events that take place in the news media and Grenada School District.

Foundations of Algebra (1 Credit)

This math course is for students who have not mastered the skills needed for Algebra I. This course is designed to increase student's knowledge of the basic skills in Algebra and to offer remediation in the math areas when the student's performance indicates weakness. Prerequisite: 8th grade Math

Compensatory Mathematics (1 Credit)

Compensatory Mathematics is an activity-based course, allowing students to explore and investigate mathematics concepts to build a stronger foundation of basic skills. Explorations emphasize physical models and other mathematical representations in appropriate situations that facilitate the learning process. The curriculum includes the content strands—patterns/algebraic thinking, data analysis/prediction, measurement, geometric concepts, and number sense—and the process strands—problem solving/reasoning, estimating, incorporating technology, communicating, and making connections/applications. Compensatory Math is taken with Algebra I simultaneously. Grade 9, 10

Algebra I (1 Credit) **Must pass State Test**

Algebra I provides a foundation in the language, basic skills, and concepts of algebra. The following topics are included: rational numbers, algebraic expressions, linear equations, polynomials, factoring, applications, inequalities and graphing. Prerequisite: 8th grade Math – Grade: 9, 10, 11, 12

Honors Algebra I (1 Credit) **Must pass State test**

This course will give students the opportunity to develop an understanding of algebraic concepts necessary for all higher mathematics courses. Topics covered in this course include basic operations with real numbers, properties of real numbers, solving linear equations and inequalities, algebraic expressions, functions, systems of equations and inequalities, graphing polynomials, formulas, slope, probability, and analyzing data. This class is taught at a faster pace and more work is required. Prerequisite: 8th grade Math. – Grade: 9, 10

Algebra II (1 Credit)

Algebra II is a continuation and extension of the skills developed in Algebra I. Topics studied include linear equations, relations and functions, polynomials, relational expressions and equations, radicals, quadratic equations, and systems of linear and quadratic equations. Prerequisite: Algebra I and Geometry – Grade: 9, 10, 11, 12

Honors Algebra II (1 Credit)

This course further develops topics introduced in Algebra I and teaches students to manipulate and apply more advanced functions and algorithms. Topics of Algebra II are studied in greater depth and intensity using a variety of mathematical methods. These topics include systems of equations, matrices, linear and quadratic functions, polynomials, conics, logarithms, sequences and series, and probability. Additional development of critical thinking skills is emphasized. This course prepares students for Algebra III (Trigonometry and Pre-Calculus).

SREB Essential for College Math (1 Credit) {Essentials for College Math}

This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher order thinking to apply math skills, functions, and concepts in different situations. Prepares students for college-level math assignments based on the content. Grade: 12

SREB Math Ready (1 Credit)

This course emphasizes an understanding of math concepts, as opposed to memorizing facts. Math Ready students learn the context behind procedures and come to understand why to use a certain formula or method to solve a problem. Grade: 12

Geometry (1 Credit)

Unified Geometry is the development of a logical mathematical system from a set of undefined terms, defined terms, axioms, postulates, and theorems. Topics include special relationships among points, lines and planes, angle relationships, triangles, polygons, circle, and solids. Prerequisite: Algebra I – Grade: 9, 10, 11, 12

Honors Geometry (1 Credit)

Honors Geometry is the development of a logical mathematical system from a set of undefined terms, defined terms, axioms, postulates, and theorems. Topics of Geometry are studied in greater depth and intensity using a variety of mathematical methods. Topics include special relationships among points, lines and planes, angle relationships, triangles, polygons, circle, and solids. Additional development of critical thinking skills is emphasized. Prerequisite: Algebra I – Grade: 9, 10, 11, 12

Algebra III (1 Credit)

Topics are addressed from a numeric, graphical, and analytical perspective. Technology is to be used to enhance presentation and understanding of concepts. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems.

Dual Credit College Algebra (1 Credit/3 College Hours)

The course is designed to familiarize learners with necessary mathematical concepts. This course includes inequalities; functions; linear and quadratic equations, circles, and their graphs; rational, radical, and higher-order equations; applications; polynomial and rational functions; logarithmic and exponential functions; systems of equations. Upon course completion, learners will be able to apply a variety of problem-solving strategies to find solutions to an array of real-life problems. This course also provides the algebraic skills needed to pursue higher level studies in mathematics.

AP Precalculus (1 Credit)

Advanced Placement Precalculus helps to prepare students for additional college-level mathematics and science courses. During the course, students will explore everyday situations using mathematical tools and lenses, develop an understanding of modeling and functions, and examine various scenarios through multiple representations. Prerequisite: ACT Sub-Category Score and GPA - **Must take AP Exam to get the multiplier.*

AP Calculus (1 Credit)

Advanced Placement Calculus includes a study of differential calculus, and an introduction to integral calculus. Topics include: continuity, differentiation of functions, and applications. Prerequisite: ACT Sub-Category Score and GPA - **Must take AP Exam to get the multiplier.*

Mississippi Studies (0.5 Credit)—Online Course

This course should develop a knowledge base of the structure and functions of the government and life in the State of Mississippi. Prerequisite: None - Grade: 9, 10

Sociology (.5 Credit)

Sociology is the study of human relationships and the ways people interact with one another. It includes the following: describing the various schools of sociological thought and their progress, examining the nature of culture and analyzing conformity with and deviance from cultural mores, analyzing major social problems as well as

assessing continuity and change in social groups. The field of sociology is designed to help man better understand himself and his relationship with others.

Psychology (.5 Credit)

This course introduces the development and application of psychology as a science. Career opportunities, specialized fields, and the five major perspectives used by professionals to study, and evaluate individual behavior, thought, and personality developments are studied. Research methods, technological advances used for diagnosis, and major leaders in the field of psychology along with the contributions are a major focus. The course explores the physical, moral, social, and cognitive development from the prenatal period through young adulthood.

Geography (0.5 Credit)—Online Course

This course should provide an understanding of and the ability to use the basic tools of geography to include maps, charts, tables, and graphs; provide a knowledge of the general characteristics of region and sub regions of the world; demonstrate the interrelations of humans and their environments; and identify and contrast the patterns of human variation, regional, national, and global. Prerequisite: None – Grade: 9, 10

World History (1 Credit)

This course should develop an understanding of change, the impact of change, and learning to deal with change; develop an awareness of the interdependence of the Modern World; develop a rational, humane citizen who can function in the modern world; and develop an appreciation of the differences of peoples and cultures, and demonstrate respect for the origins and worth of all people. Prerequisite: None – Grade: 10, 11,

United States History 1877 to Present (1 Credit)

This course should develop a knowledge base of political, economic, cultural, and military history of the United States from 1877 to the present; provide experiences to gain an appreciation of our American heritage and to promote patriotism; encourage an interest in current affairs and promote international understanding; and develop critical thinking skills. Prerequisite: World History and English II - Grade: 11, 12

African American Studies (1 Credit)

This course encompasses exploring the cultures and civilizations of the African people prior to the opening up of the New World and exploring Black contributions to America up to 1865.

Honors U.S. History (1 Credit)

Advanced Placement U.S. History is an accelerated course, which should develop a broader knowledge of the political, economic, cultural, and military history of the United States from 1877 to the present. Prerequisite: World History and English II – Grade: 11

Honors United States Government (0.5 Credit)

Honors Government is an accelerated course that will develop a broader knowledge of understanding of the unalienable rights, civil rights, and civil liberties of an American; outline the duties and responsibilities of the citizens in the United States political process; provide a knowledge base of the three branches of United States government; and relate the study of United States government to current issues. – Grade 12

United States Government (0.5 Credit)

This course should provide an understanding of the foundations of the United States government; provide an understanding of the unalienable rights, civil rights, and civil liberties of an American; outline the duties and responsibilities of the citizens in the United States political process; provide a knowledge base of the three branches of United States government; and relate the study of United States government to current issues. – Grade 12

Honors Economics (0.5 Credit)

Honors Economics is an accelerated course that will develop a broader knowledge of economic concepts, provide a familiarization with microeconomics, and provide a familiarization with macroeconomics. – Grade 12

Economics (0.5 Credit)

This course should provide an introduction of economic concepts, provide a familiarization with microeconomics, and provide a familiarization with macroeconomics. - Grade 12

Foreign Language (1 Credit)

Spanish I & Spanish II
French 1 & French II—Online Course

These courses teach communicative skills, which enables the students to acquire an understanding of the nature and function of the language in general. This enables them to appreciate the ideas, activities, attitudes, and cultures of the non-English speaking world. Prerequisite None – Grade: 9, 10, 11, 12

Physical Science (1 Credit)

This course is recommended as a course for students who will not take chemistry or physics. This course will provide a study of chemistry and physics related to life experiences. It is designed to enable students to become better-informed citizens on issues related to science, to develop scientific literacy, and to make wise decisions about science-related issues. Prerequisite None – Grade: 9, 10

Foundations of Biology (1 Credit)

The Pre-Biology course serves as a bridge between elementary Biology and Biology. Prerequisite: 8th grade Science – Grade: 9, 10

Honors Biology I (1 Credit) **Must pass State Test**

This course provides detailed studies of the natural world to instill in students an awareness of biological concepts. This class will be taught at a fast pace and more work will be required. Prerequisite: 8th grade Science – Grade: 9, 10

Biology I (1 Credit) **Must pass State Test**

This course is intended to provide knowledge of living organisms to help the student understand himself/herself and his/her relations to his/her home. Major areas of study in the course include the chemistry of life, cell, mechanisms of inheritance, classification of living creatures, plant and animal life, organic changes over time, and ecological interactions among living creatures. A laboratory component will allow the student to directly study living organisms and practice the processes of observation, classification, and appropriate laboratory techniques. Presentation of the material should emphasize the scientific method of investigation. Prerequisite: 8th grade Science-Grade: 9, 10, 11, 12

Human Anatomy and Physiology (1 Credit)

This course is designed to provide information concerning the structure and function of the human body. It is especially designed for students who plan to pursue a career in a health-related field. Topics will include: cellular functions and biochemistry as related to the human body, an overview of body tissues, purpose and functions of the body systems. Prerequisite: Biology I - Grade: 10, 11, 12

Honors Human Anatomy and Physiology (1 Credit)

This course is a rigorous study that integrates the study of the structures and functions of the human body, including biology, cytology, histology, integumentary, skeletal, muscular, nervous, circulatory, and digestive systems and the special senses. Additional development of critical thinking skills is stressed. This course is beneficial for students who plan to pursue a career in the medical field. Prerequisite: Biology I - Grade: 10, 11, 12

Honors Chemistry I (1 Credit)

This is a rigorous course intended to provide the student with an in-depth overview of the properties and reactions of matter. Major areas of student include the metric system and scientific notation; symbols, formulas, and nomenclature; chemical equations; stoichiometry; energy transformation; the gas laws; kinetic molecular theory; chemical bonding; chemistry of solutions; chemical equilibrium; acid-base theory; oxidation-reduction reactions; elector-chemistry; and atomic theory. A laboratory component is intended for the student to directly observe chemical reactions and verify chemical theories. The student will be called upon to practice both inductive and deductive thinking to master the course content. Prerequisite: Biology I and Algebra I and strongly recommended that Algebra II and Geometry have been taken prior to enrolling. – Grade: 10, 11, 12

Chemistry I (1 Credit)

This course is intended to provide the student with an overview of the properties and reactions of matter. Major areas of student include the metric system and scientific notation; symbols, formulas, and nomenclature; chemical equations; stoichiometry; energy transformation; the gas laws; kinetic molecular theory; chemical bonding; chemistry of solutions; chemical equilibrium; acid-base theory; oxidation-reduction reactions; elector-chemistry; and atomic theory. A laboratory component is intended for the student to directly observe chemical reactions and verify chemical theories. The student will be called upon to practice both inductive and deductive thinking to master the course content. Prerequisite: Biology I and Algebra I and strongly recommended that Algebra II and Geometry have been taken prior to enrolling. – Grade: 10, 11, 12

Physics (1 Credit)—Online Course

Physics, the study of matter and energy, covers topics in mechanics, waves, electricity and magnetism, and atomic and nuclear physics. Because a large portion of the course involves solving quantitative problems, prerequisite courses in mathematics are Algebra II and Trigonometry. Laboratory component allows the student to directly observe physical situations that exemplify theoretical concepts and physical laws studied in class. Prerequisite: Algebra I and Chemistry - Grade: 11, 12

Environnemental Science (0.5, 1 Credit)—Online Course

Environmental science is a laboratory- or field-based course that explores ways in which the environment shapes living communities. Human sustainability and environmental balance are emphasized. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course, which also emphasizes a student centered and collaborative classroom environment.

Naval Science 1 (1 Credit)

There are no basic requirements needed for this course. Naval Science 1 is the base curriculum of the Navy Junior Reserve Officers Training Corps program. It can lead to higher pay of as much as $500/month upon enlistment in any military service after graduation from high school and three years of JROTC training. NS-1 helps to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. It is designed to teach basic military skills and introduce students to the Navy and educational information to develop a high degree of personal honor, self-reliance, self-discipline, and leadership with the goal of instilling self-respect and respect for others.

Naval Science 2 (1 Credit)

Students must successfully complete the first year of a Junior ROTC program to sign up for this course. Naval Science 2 builds upon the knowledge, military skills, and leadership qualities presented in NS-1. Students are expected to master basic military skills, learn about naval life, and explore the sciences required for naval evolution. You will learn the importance naval activity has played in the growth and development of the United States throughout our history as a basic island continent. Students will begin to receive basic leadership positions within the NJROTC Unit and are encouraged to accept leadership positions in school and community organizations.

Naval Science 3 (1 Credit)

You must successfully complete the second year of a Junior ROTC program to sign up for this course. Naval Science 3 builds upon the knowledge, military skills, leadership development, maritime history, and nautical sciences presented in NS-1 and NS-2. It will focus upon student acceptance of additional responsibility in the GHS NJROTC Unit, other school organizations, and in the community. New materials will be presented on the legalities and reasons for U.S. naval power, shipboard life, and navigation of the seas. Many unit leadership positions will be filled by third year JROTC students. Successful completion of this year of JROTC training will lead to higher monthly pay upon enlistment in any military service after graduation from high school. Students are encouraged to take the ACT test two times this school year and apply for a college scholarship in the spring.

Naval Science 4 (1 Credit)

You must successfully complete the third year of a Junior ROTC program to sign up for this course. Naval Science 4 builds upon the knowledge, military skills, leadership development, maritime sciences, laws, and history presented in NS-1, NS-2, and NS-3. This course is geared to the study of leadership and the qualities required to be a leader in almost any situation. Fourth year Cadets are expected to be examples for junior Cadets to follow in unit, school, and community leadership situations and positions. Moral and ethical issues will be addressed and discussed through case studies. Students are encouraged to take the ACT test, if needed, to improve their score this school year.

Instrumental Music/Band (1 Credit)

This course provides musical training and performance opportunities for students who qualify through auditions. Students will participate in marching and concert band ensembles. They will represent GHS in marching contests, concert festivals, and parades around the country. Prerequisite: Minimum 2 years of beginner band/intermediate band recommended.

Showchoir (1 Credit)

This course provides musical training and performance opportunities for students who qualify through auditions. Students will sing and perform in an ensemble setting. They will represent GHS in concerts throughout the community. Prerequisite: None – Grade: 9-12

Theatre I (1 Credit)

This course offers a progressive technique for learning about creative dramatics. It also includes techniques for further creative work in the arts. This course examines the correlation/development of theatre history, structure, literature, acting, production, and criticism. It consists of improv acting, story writing and storytelling, a study of various short story authors and playwrights, short story and play reading, and participation in classroom productions. Individual participation in classroom activities is a vital component of this course. Prerequisite: None - Grades: 9-12

DC Oral Communication (0.5 Credit/3 College Hours)—Online Course

Oral Communication is a one-semester on-line (only) course in speech intended to cultivate students' abilities to communicate effectively and inspire in them a sense of confidence as they communicate academically and socially with others. Emphasizing the fundamentals of public speaking (e.g., audience, organization, development of ideas, delivery, listening), this course affords students the opportunity to practice and expand their speaking/listening skills in English through participation in a variety of classroom activities (e.g., presentations, debates, public speeches).

Art I (1 Credit)

A course in visual arts that includes an in-depth study in the techniques of at least one art medium; practice in several media; and studies in art history, aesthetics, and criticism. Prerequisite: None - Grade: 9- 12

Art II (1 Credit)

A course in visual arts that includes an in-depth study in the techniques of at least one art medium; practice in several media; and studies in art history, aesthetics, and criticism. Prerequisite: Art I - Grade: 10, 11, 12

Dual Credit Art Appreciation (1 Credit/3 College Hours)

This course is a general introduction to the visual arts, media, techniques, and history. Art Appreciation is designed to create a deeper admiration of the creative processes involved in the visual arts. Students will review two- and three-dimensional art forms, methods, and media; examine the visual elements and principles of design; and briefly survey art styles from the prehistoric to the 20th Century.

Physical Education (0.5 Credit)

This course teaches the students to understand and apply rules, regulations, techniques, and safety measures in a variety of activities, which develop physical fitness for lifetime health and well-being. Prerequisite: None - Grade: 9, 10, 11, 12

Contemporary Health (0.5 Credit)

Contemporary Health (9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society.

Personal Finance (0.5 Credit)

Personal Finance allows the student to explore personal financial decision-making. This course accomplishes this by the study of basic concepts involving economics, insurance, credit, spending, saving, advertising, and banking concepts. Students will learn to write checks, reconcile their bank statements, and make loan applications. Prerequisite: None - Grades: 10, 11, 12

Exploring Computer Science (1 credit)

Computer science is a discipline that spans theory and practice. It requires thinking both in abstract terms and in concrete terms. The practical side of computing can be seen everywhere. Nowadays, practically everyone is a computer user, and many people are even computer programmers. Getting computers to do what you want them to do requires intensive hands-on experience. But computer science can be seen on a higher level, as a science of problem solving. Computer scientists must be adept at modeling and analyzing problems. They must also be able to design solutions and verify that they are correct. Problem solving requires precision, creativity, and careful reasoning. Grades: 9-12

College and Career Readiness (1 credit)

This course curriculum outlines the knowledge secondary students should obtain and the types of skills relevant for a successful transition to postsecondary and the workforce. Grade: 12

Special Education

The curriculum in special education is designed to meet the individual requirements of those students who have unique needs that are not met in the regular classes. The class covers the basic areas of reading, math, and language arts. Students are also taught in the areas of science, social studies, P.E., art, home economics, and vocational training as their individual needs are diagnosed.

GCTC COURSE OFFERINGS

Health Science Core & Healthcare and Clinical Sciences – 9th, 10th, 11th, 12th grades

The first year of the secondary allied health skill program introduces the student to the health careers field, the basic health sciences, and basic skills in both laboratory and clinical. Upon completion of this first year introductory program, the student should be competent as a general basic health assistant. The primary emphasis for second year students is to expose students to advanced skills in the various health occupations. Students will apply these skills during clinical experience rotations in selected health care facilities.

Automotive Services I and II - 9th, 10th, 11th, 12th grades

This course is designed for two years of study to prepare students for beginning level employment or further specialty study in the automotive industry. Students will cover the following objectives during the course of study: careers in the automotive industry, educational opportunities, earning potential, and safety. Students will have instruction in the following areas: engines, ignitions, cooling systems, identification, transmissions and clutches, drive assemblies, wheels, tires and alignments, brakes, electrical systems, air conditioning, and tool-equipment identification and use.

Construction and Carpentry - 9th, 10th, 11th, 12th grades

This course is designed for two years of study to prepare students for beginning level employment or further specialty study in the building trades industry. Students will cover the following objectives during the course of study: careers in the building trades industry, educational opportunities, earning potential, and general safety. Students will have instruction in planning and design layout, assembly, installation, and repair of structural units, included in the instruction is the care and use of hand and power tools, equipment and materials, common system of house framing, foundations, exterior construction, roofing, insulation, windows, doors, steps, interior walls and finish, material estimation, blueprint reading, electrical study concerned with the wiring of a house and environmental concern.

Family Dynamics (0.5 Credit) - 9th, 10th, 11th, 12th grades

Family Dynamics is a course which utilizes skills in critical thinking, decision-making, communication, conflict management, and resource management as they relate to personal development and responsible family/parenting decisions.

Contemporary Health (0.5 Credit)

Contemporary Health (9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society.

Introduction to Welding and Advanced Welding - 9th, 10th, 11th, 12th grades

This course is designed for two years of study to prepare students for beginning level employment or further specialty study in the metal trades industry. Students will cover the following objectives during one course of study: careers in the metal trades industry, educational opportunities, earning potential, and general safety. Study units in the following areas: sheet metal instruction including the use of measuring instruments, layout, hand processes, machine processes, instruments, welding, cutting, and brazing. Electric welding includes types of welders, electrodes, metals, types of welds, and welding positions. Gas welding includes cutting, welding, brazing and types of gases. Precision metal work includes blueprint reading to make/repair metal parts, tools, and machines such as lathes, mills, shapers, and computer equipment.

Educator Prep I and II - 9th, 10th, 11th, 12th grades

Teacher Academy is a pathway for students in the Education and Training career cluster. The Teacher Academy program is a high school program with courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences

that will prepare students for employment or continuing education in the education field.

Culinary Arts I and II - 9th, 10th, 11th, 12th grades

Culinary Arts includes classroom and hand-on experience that will prepare students for employment or continuing education in the food service industry. This program was written to incorporate the National Restaurant Associations (NRA) ProStart learning objectives. Any student who successfully completes this program and the mentoring requirements will be eligible to take the National ProStart Certificate of Achievement exam, which is a certification recognized in the food service industry nationwide.

Work-Based Learning - 9th, 10th, 11th, 12th grades

The Work Based Learning (WBL) course gives high school students the opportunity to earn academic credit for their authentic work experiences. To receive credit, students must be enrolled in a WBL course and meet all course requirements. Students **do not** have to be enrolled in a CTE program to enroll in this course.

Advanced Manufacturing I and II – 9th, 10th, 11th, 12th grades

Advanced Manufacturing I encompasses the basic skills and knowledge students need to master in order to move ahead in the advanced manufacturing field. Material covered in this course includes employability skills, safety, construction math and drawings, materials handling tools, and more. This course also emphasizes the fundamentals necessary for a career in the advanced manufacturing field, including an introduction to fabrication, welding, and assembly. Advanced Manufacturing II focuses on the various processes and mechanics within advanced manufacturing. Material covered in this course includes precision measurement, circuits, electronics, hydraulics, and pneumatics. This course also covers more advanced segments of advanced manufacturing, such as programmable logic controllers and robotics. Along with some employability skills, the students will finish the course with a large amount of time spent doing assembly simulation in real-world applications.

PROJECT LEAD THE WAY COURSES

Introduction to Engineering Design (1 Credit)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

Principles of Engineering (1 Credit)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Aerospace Engineering (1 Credit)

By applying math/science/engineering practices, students explore the physics of flight and bring what they are learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover.

Principles of Bio-Medical Science (1 Credit)

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems (1 Credit)

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, student organs and tissues on MANIKEN skeletal models; use data acquisition software to monitor body functions, such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. Prerequisite:Biology I

Computer Science Essentials (1 Credit)

Through PLTW Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

Computer Science Principles (1 Credit)

This course is designed to develop students' computational thinking abilities, grow students' knowledge of career paths that employ computing, and introduce professional tools that promote creativity and collaboration. Students develop programming knowledge and explore the functioning of the Internet through projects and problems including app development, visualization of data, cybersecurity, and simulation.

Cybersecurity (1 Credit)

PLTW Cybersecurity, a 1-credit course implemented in 10th grade or above, exposes high school students to the ever growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. The course inspires algorithmic and computational thinking—especially "outside-the-box" thinking. Students will also explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

College Plans? Why Wait?
Grenada High School
Dual Enrollment & Dual Credit

ELIGIBILITY

To take advantage of this opportunity, the student must have:

⇒ **Earned 11 high school Carnegie Units and passed English I and II, making them a GHS Junior**
OR Earned a composite score of 30 or higher on the ACT or the equivalent SAT score

⇒ **Have an overall "B" average on all high school courses.**

DUAL CREDIT

- Enrolled in a community college or university and in high school.
- Upon completion of each DUAL CREDIT course, the student will receive both a high school Carnegie Unit and 3 college credit hours.
- The grade earned and Carnegie Unit are documented on the GHS Transcript while the college credits earned are documented on HCC transcript.

Dual Credit Courses: Instructor Led
- Included in GHS student schedule
- Class held on GHS campus
- $120 per course, plus cost of materials

- English Comp I & II
- American Lit I & II
- College Algebra

DUAL ENROLLED

- Enrolled in a community college or university and in high school.
- Upon completion of each DUAL ENROLLMENT course, the student will receive college credits. (High school Carnegie Units are not earned.)
- College credits earned are documented on a HCC transcript.

Dual Enrollment Courses: Online Class
- Included in GHS student schedule
- Monitored by GHS Staff Member
- Class held in GHS Computer Lab
- $120 per course, plus cost of materials

- Art Appreciation
- Spanish I
- Music Appreciation
- General Psychology
- General Sociology
- Oral Communication
- Nutrition

Dual Enrollment Courses: @ HCC
- Can be online classes, evening classes, or summer school
- Requires GHS Principal Approval
- Taught by HCC instructor
- Class held on HCC campus
- Full HCC course rate of $345, plus cost of textbook

SEE: www.holmescc.edu

HAVE QUESTIONS?

Call us!
Grenada High School
662-226-8844

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Grenada High School

Senior Early Dismissal Form

Name_____

Grade_____

Date_____

My child, _____ has permission to check out of school each day at the end of_____ period at the time of _____.

We assume the responsibility for this early dismissal and understand that students with early dismissals must exit the campus immediately after the class has ended. Failure to do so may result in loss of the early dismissal privilege.

Parent's signature_____

Student's signature_____

****This form must be completed and returned to the Grenada High School office before the end of the first week of school.***

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****** Please sign, date, and return this form to your child's 1st Period/Homeroom teacher upon receipt of the Grenada School District Student Handbook. ******

_____

Student Name

_____ _____

Parent or Guardian ***Date***

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