



Expansion for Third Graders



Superintendent's Message
Dr. David Daigneault

The start of the 2025 school year has brought a momentous change to Grenada Elementary, marking a significant milestone for the district's third graders. For the first time, these young students have transitioned up the hill to the newly completed third grade wing at The Green Top School.

Previously housing only fourth and fifth grades, The Green Top School has now expanded to accommodate students in grade three. This exciting development means that Grenada Elementary is now home to students in grades three through five. The new addition was designed with the aim of creating a dynamic and inspiring learning environment, reflecting the district's commitment to educational excellence.

The new third grade wing boasts the latest in elementary school furniture and cutting-edge technology. Classrooms are equipped with interactive Smart TVs, modern whiteboards, and flexible seating arrangements, all intended to foster a collaborative and engaging learning atmosphere.

Principal Kasey Lott expressed her enthusiasm for this historic transition: "Transitioning our third-grade students to the Upper Elementary is a significant milestone and a historic event for our school district. This move opens up new opportunities for growth and learning and marks an exciting new chapter in their educational journey."

Principal Lott further commented, "This move has enabled us to work together to ensure a seamless transition for students in the Upper Elementary grades. It's a perfect fit for both students and teachers. Considering the curriculum and the maturity of students in grades 3-5, this move is a natural and logical step forward."

The excitement is palpable among students and parents alike. As the school year begins, teachers are eager to utilize the new facilities to inspire and educate. The Green Top wing is more than just a physical space; it represents the district's ongoing dedication to fostering excellence in education.

See "Expansion" Continued on page 3

Ninth Graders from Trent Lott Leadership Institute Visit Grenada



(photo left) (l to r) Denise Quedado, Kynlee Bennett, Betsy Chapman, Emme Milam, and Rairy Inbau learn about principles of flight with paper airplanes.

(photo below) (l to r) Declan Shipley, Zane DePoyster, Manny Huffman, Sam Eifling, and Cannon Parker work on the questions in the map room.

Photos by Michael Sanford

*By Tammie Cavanaugh
Balloon Quest Director*

Balloon Quest was honored to have a visit in July from a group of rising ninth graders. The students were accompanied by a former graduate of GHS, Katelin Hayward, a Program Manager over high school programming at the Trent Lott Leadership Institute at the University of Mississippi.

Each summer, the Lott Institute, in conjunction with the Office of Pre-College Programs, hosts two separate two-week leadership workshops for rising 9th graders called The Lott Leadership Institute for Rising 9th Graders. One cohort had 27 students from Mississippi, Arkansas, Florida, Louisiana, Tennessee, and Alabama staying on campus at the University of Mississippi learning about problems in American democracy.

The program aims to cultivate and inspire honest, compassionate, and responsible leaders who will focus on responsibility and stewardship. Every year students who complete the program return to their high schools and put their new skills to work for the betterment of the community.

As part of the program, the students met elected officials and participated in hands-on activities geared to sharpen their leadership and critical thinking skills. "Educating our rising ninth-grade students about the current problems in American democracy, including environmental policy, and how it trickles down to local communities, such as Grenada, is crucial to ensuring they become informed and engaged citizens," said Hayward.

The visit to Grenada included experiences at the Lee Tartt Nature Preserve, a site exemplifying the intersection of environmental policy and local governance. Students also visited downtown Grenada where they learned about local government from city officials, including Michelle Redditt Garcia, Grenada County Circuit Clerk; Garrett Hartley, sheriff of Grenada County; and Rusty Harlow, a lo-



Through a series of questions participants decipher a code that Sam Eifling uses to complete the challenge of opening the lock box in the map room.

cal attorney.

The students made a stop at Balloon Quest to experience the six-room, science-based escape rooms. Ms. Hayward was pleasantly surprised to find out about her alma mater's creation of a facility that provides a fun learning experience for local students as well as visitors from other schools.

Balloon Quest has hosted several groups from around the state in the year and a half since its opening. Individuals can reserve time for a short tour, and groups can reserve time for the full experience by emailing the director, Tammie Cavanaugh, at balloonquest2022@gmail.com. Admission is free to all visitors.

AmeriCorps Completes 16th Year

By Phyllis Chism
AmeriCorps Director

The Grenada School District's AmeriCorps Program has concluded its 16th year with remarkable achievements, continuing its legacy of educational impact and community service.

Phyllis Chism, the Program Director, announced that out of 820 students tutored this year, an impressive 688 students reached their goal of achieving a 15% or higher improvement in their academic performance. This annual success builds on a 16-year history, during which 15,413 students have received tutoring in reading and/or math. Notably, 12,654 of these students have shown a 15% or greater growth rate in their skills.

GSD Superintendent Dr. David Daigneault, credited the AmeriCorps program as a significant contributor to the district's rise to a Grade A rating. "The dedication of the AmeriCorps members and the program's consistent effectiveness have been instrumental in our educational achievements," he said.

On August 29, a Celebration of Service was held at Holmes Community College to honor the AmeriCorps members who completed their service hours. These individuals earned the Segal Education Award of \$6,895, which they can use to further their education or pay off student loans.

In addition to their service, many former AmeriCorps members have transitioned into roles within the Grenada School District, working as teachers, teacher assistants, and support staff, thereby continuing their contribution to the community.

The program, supported by the school district and funded by a Federal Grant administered by Volunteer Mississippi in Jackson and National AmeriCorps, remains a vital component of the district's educational framework.



AmeriCorps 2024 graduates who earned the Segal Education Award are (front, l to r) Shirleisha West, Stacy Bridges, Doris Brown, Shavonna Herron, Ebony Williamson; (middle, l to r) Lindsey Whitt, Sharon Tillman, Cammie Harges, Markitta Chamblee, Lorella Monger, (back, l to r) Charry Brown, Shicorea Ross, Alleah Chamblee, Zamiya Davis, Alicia Stinson, and Edis Booker.

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Mississippi State Department of Health's WIC and Quitline

According to The American Academy of Pediatrics, breastfeeding is the best source of nutrition for your baby for the first six months and can be continued for as long as both mother and baby desire it. This is true, even for mothers who smoke cigarettes or use e-cigarette products.

The Mississippi State Department of Health (MSDH) offers these tips to smoking mothers:

- Do not smoke near the infant, smoke outside
- Have smoke-free rules for the car and home
- Change clothes and wash your hands after smoking and before handling the infant

Breastfed babies receive nutrients that only their mothers can provide, and mothers lower their risk of developing diseases like cancer and heart disease. Mothers and babies shouldn't miss out on these benefits. The Office of Tobacco Control (OTC) at MSDH offers a specialized program called Baby and Me Tobacco Free. The Baby and Me Tobacco Free program and OTC work together to inspire and empower pregnant women and their families to overcome nicotine addiction through personalized counseling and incentives.

"Quitting smoking provides new health and protection to you and your baby, no matter when you quit," said Sue Mashburne, Director of the Mississippi Tobacco-Free Coalition of Grenada, Yalobusha, and Calhoun Counties. "These benefits are more important now than ever." For help with quitting visit www.quitlinems.com, or call the Mississippi Tobacco Quitline at 1-800-QUIT-NOW.

The WIC program encourages all mothers to choose breastfeeding for good nutrition from the beginning. Eligible WIC clients can now get breastfeeding support 24 hours a day for FREE with the Pacify app. Pacify connects WIC participants with live lactation consultants who are available 24/7 via video, offering breastfeeding support and answering feeding-related questions.

The Centers for Disease Control and Prevention (CDC) say breastfed infants are at lower risk for developing diabetes and are less likely to die from Sudden Infant Death Syndrome. The Mississippi State Department of Health reports that SIDS is the third leading cause of infant mortality in the state. A contributing factor to SIDS deaths is secondhand smoke. Breastfeeding and quitting smoking are best for the health of both mother and child. For information about the dangers of cigarettes visit www.healthymms.com/tobacco. For information about WIC and how to apply visit www.healthymms.com/WIC.

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- eliminate tobacco-related disparities

2024 Football Season Kicks Off with Annual “Meet the Chargers” Event



GMS Cheer prepares for “Meet the Chargers.” The team consists of Sadie Snyder, Emily Wilson, Olivia Mitchell, Taylor Hamilton, Helen Liberto, Catelyn Neathery, Kyleigh Williams, Shycurious Shack, Mary Horan, Alexa Delgado, Kyleigh Wallace, Audrey Sunshine, Olivia Harper, Randi Rae Moak, Kenydi Lane, Sarah Starnes Lane, and Audrey Claire Toth.



(photo left) (l to r) GHS Ninth grade principal Dr. Ezzard Beane, GHS Assistant principal Kelby Surrell, and GHS Principal Emily Tindall enjoyed the festive atmosphere.



(l to r) Macaleb Taylor, Sema’j Avery, Chance Jenkins, Ryan Spencer, Jahmani Washington, Tay Lewis, Drew Klink, and Brayden Trusty



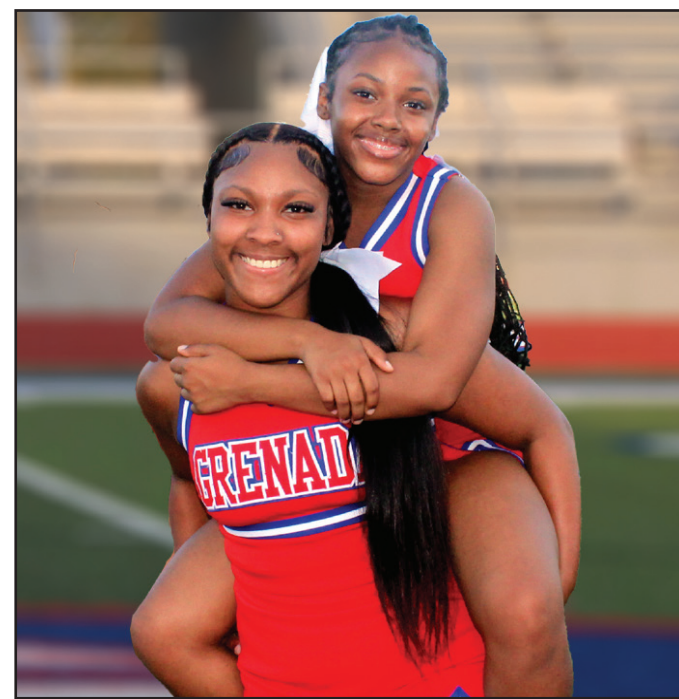
(l to r) Spencer Purvis, Letty Purvis, Laura Felicity Wood and Dreyim Hardiman



(photo left) Bryson Waugh and Hayden Beck

(photo right) Legend Carver and Maryiah Wiggins

Photos by Martha Liberto and Yearbook Staff



Memrie Cox and l’voriana Holliman

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- @ BARTLETT 9/27
- @ OAK GROVE 8/30
- VS DESOTO CENTRAL 10/4
- @ SALTILLO 11/1
- VS CENTER HILL 10/25
- VS OLIVE BRANCH 10/18
- @ SOUTH PANOLA 11/8
- VS LAKE CORMORANT 10/11

“Expansion”

Continued from page 1

Reflecting on the transition, Principal Lott said, “I am incredibly thankful for the teachers of the Upper Elementary. Their resilience and willingness to embrace this change have been remarkable. Change is not always easy, but I couldn’t have asked for a more dedicated group of educators to navigate this transition. I am immensely grateful for the entire staff at Grenada Elementary 3-5.”

This new addition to the Upper Elementary is the culmination of a project we have wanted to accomplish for several years. This addition continues our commitment to providing the best for the children of Grenada and creates a stellar learning environment for our third graders that complements the academic success we have become known for in this district. We are beyond proud of this historic move, and it also frees up much-needed space for our growing Pre-K program at our beautiful PreK-2nd grade building.

As Grenada Elementary begins this new chapter, the district looks forward to a year of continued academic excellence and growth for its students.

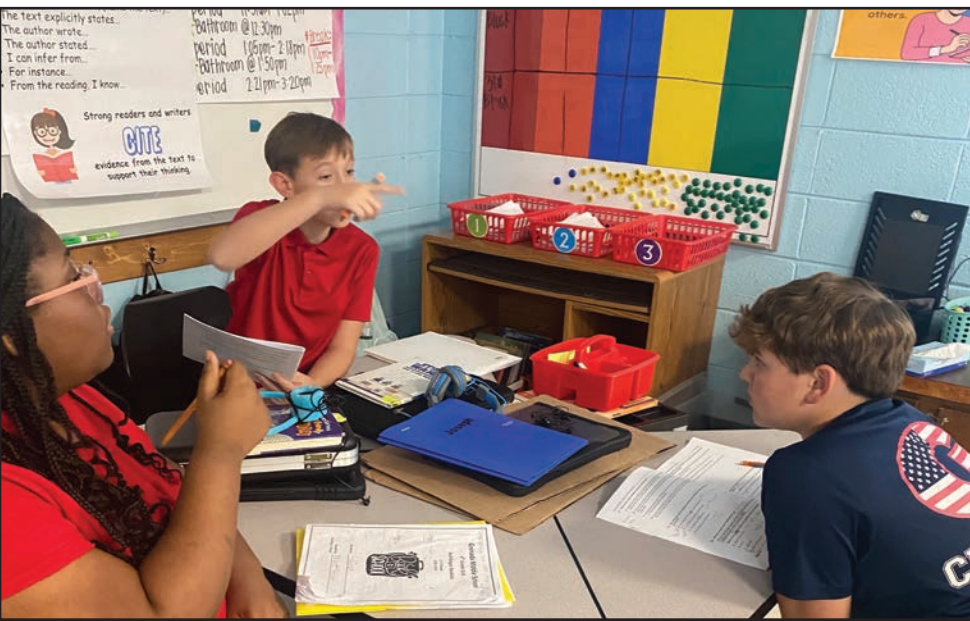


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What PIES are Grenada Middle School Serving?



(l to r) Shartora Brown , Asher Henson, and Joe Harville used Round Robin to discuss the different ways to reduce pollution.

By Tammie Cavanaugh
GSD Contributor

Well, PIES in this context is not the dessert we love to eat. PIES stands for the four basic principles of the research-based, classroom-tested Kagan Cooperative Learning (KCL) that is being implemented school-wide throughout the year. The principles of the program include:

- P – Positive Interdependence
- I – Individual Accountability
- E – Equal Participation
- S – Simultaneous Interaction

GMS teachers participated in train-

ing on KCL during August professional development. These educators learned what sets KCL apart from other cooperative learning. Through years of research and classroom application, the KCL team developed 200+ “Structures,” or specific teaching tools that organize classroom instruction. Every student participates and is engaged through these different Structures, unlike the traditional method of lecture, asking the group a question, and letting one or two respond. Lecture is still part of the learning experience, but by incorporating Structures, students will increase engagement while building important communication and

social skills.

Middle school is a critical time to help students experience these positive interactions and build self-esteem. Teachers use Structures to provide non-content related classbuilding and team building opportunities throughout the year; students learn to get acquainted with each other, value their differences, and foster a sense of belonging. In addition to non-content opportunities of engagement, Structures provide students ways to respond to content-based information. Teachers may use “Mix-Pair-Share,” a Structure that has students mix around the room then pair up when the teacher calls, “Pair.” Students pair up with the closest to them and give a high five. If students haven’t found a partner, they raise their hand and find each other. The teacher then asks a question and gives everyone “think time,” then students share with their partner.

Teachers may time the Mix-Pair-Share for each student or give extended time, depending on the question asked. This Structure provides every student engagement with the topic and can be repeated multiple times in a class period giving students opportunities to interact with multiple partners.

The creation of teams is another key aspect of the KCL program. Teachers structure teams in a specific way to create balanced, diverse groups of 3 or 4 students who are seated together. There are Structures built around team interactions that improve public speaking skills

and provide equal participation for each student. For example, students may pair with a team member across from them to complete a worksheet using the “RallyCoach” Structure, which has students solve a problem out loud while the other student coaches and praises their partner. Then students switch roles for each problem.

Or in a “RallyRobin” Structure, each member of the team responds to a teacher’s question or prompt multiple times until time is up. Through the implementation of Kagan Cooperative Learning Structures, GMS leadership hopes to foster a community of more engaged learners who develop better relationships with each other and their teachers, have confidence in themselves, and support each other while improving communication and social skills. GMS principal Jamie Harrison said the goal of implementing this program is “to provide all students with an engaging, in-depth, and first-rate learning experience. Kagan Structures will engage students in the learning process and lead students to excel in academics, arts, and athletics.”

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One Skill at a Time: Skills Empower Students



By Sherry Worsham
Director of Community Partnerships

In today's fast-evolving job market, equipping high school students with the skills and knowledge necessary for in-demand careers is more crucial than ever. As technology and AI enhanced industries continue to progress, the traditional education system must adapt to better prepare students for real-world challenges and opportunities.

Employers such as Google, Delta AirLines, and IBM now prioritize skills and experience over formal educational credentials, marking a significant shift from the days when a college degree was deemed essential. This change emphasizes the importance of preparing students for both college and careers. Educators must integrate practical skills and real-world experience into traditional academic pathways, ensuring that students are career-ready and possess a comprehensive set of abilities beyond just academic knowledge.

Grenada School District paves the way for future-ready students through skill-

based and project-based experiences that prepare them for the evolving job market. From an early age, experiences in elementary school classrooms, the Kidzeum, and the Discovery Lab build a foundation that fosters interest in a broad range of potential careers including health, biomed, and science related careers. Current programs integrate hands-on projects into the curriculum across various fields. For instance, students in healthcare-related classes participate in projects where they learn essential medical procedures and patient care. Biomedical science students engage in projects involving cutting-edge technology and procedures.

Career Tech Center students have the opportunity to dive into various fields, gaining in-depth knowledge and hands-on experience. In carpentry and construction classes, they master essential tools and techniques for building and remodeling structures. The automotive program immerses students in vehicle repair and maintenance, equipping them with skills in a high-demand field. The welding program prepares students for jobs in many

regional industries.

In engineering and computer science classes, students undertake projects that involve designing systems and using computer software, fostering critical thinking and innovation. For example, the Cybersecurity class introduces students to careers within the information technology pathways and covers crucial skills needed in nearly every modern industry, from troubleshooting hardware to managing large networks. Students also learn to protect sensitive data, an essential skill for all in our digital world.

Arts and design classes inspire students' creativity by combining aesthetic skills with digital tools, preparing them for various creative industries. These classes provide a solid foundation in visual arts principles while also teaching students how to harness innovative technology to bring their visions to life. Similarly, music classes engage students not only in the fundamentals of music theory and performance but also in contemporary techniques such as music production and digital composition. Together, arts, design, and music programs foster a well-rounded artistic education, equipping students with the versatile skills needed for careers in areas like graphic design, animation, sound engineering, and multimedia arts.

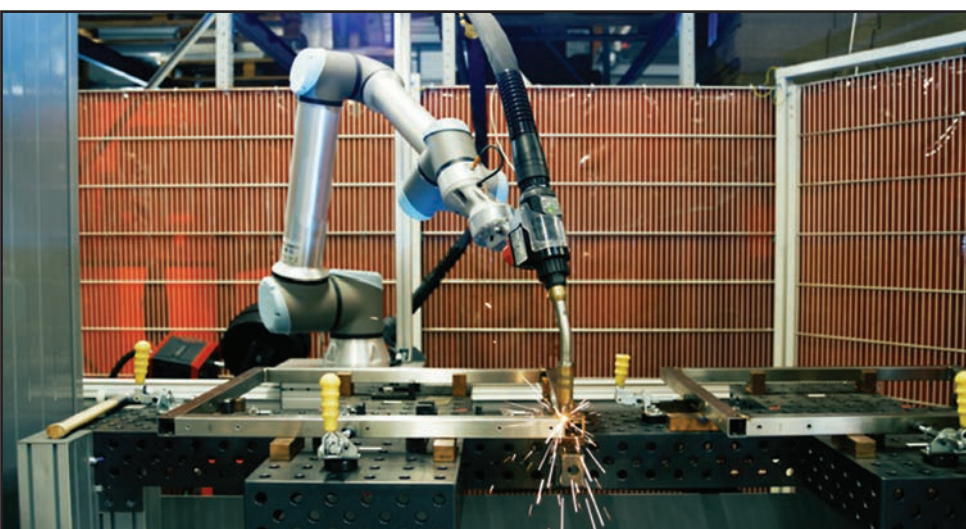
Students in the middle school automation and robotics program acquire practical experience and skills essential for success in many career pathways. For example, while they engage with a state-of-the-art robotic dog, win awards in robotics competitions, and take on career-enhancing, skill-building design and modeling projects, they are developing competencies in key areas of engineering and advanced manufactur-

ing that will aid future career decisions. The current program complements the new advanced manufacturing program. The advanced manufacturing program is designed to meet the growing demand for technology-enhanced careers in advanced manufacturing, particularly in Grenada. This program provides students with hands-on learning and skills relevant to modern manufacturing, including the use of cutting-edge technology and machinery.

Grenada Schools' athletics program with its diverse array of sports including football, baseball, tennis, archery, basketball, track, cross country, golf, soccer, volleyball, softball, and powerlifting, plays a pivotal role in student development. Participation in these sports not only promotes physical well-being but also instills vital skills such as teamwork, leadership, and resilience. These experiences complement academic learning and broaden career horizons, guiding students toward professions in sports management, coaching, sports medicine, and fields that value discipline and strategic thinking.

By incorporating these diverse pathways, Grenada School District enables students to explore various careers and develop essential skills highly valued by employers, aligning education with workplace needs. Through these established and emerging paths, Grenada Schools prepare students to make informed career choices and build confidence for future success, thereby benefiting both individuals and the larger community.

Mississippi State University's Cutting-Edge SmartTech Initiative



By Sherry Worsham
Director of Community Partnerships

For over 70 years, the National Science Foundation (NSF) has advanced all fields of STEM, from foundational research to practical, life-impacting solutions. The NSF Regional Innovation Engines Development Award was granted to MSU's Advanced Research and Development Corporation (ARDC) in 2023. This award enhances Mississippi's manufacturing sector by propelling the advancement of smart and autonomous technologies and by utilizing both national and regional resources from the NSF's program.

The MSU initiative, known as Smart-

Tech MS, brings together industry, academia, economic developers, state authorities, and communities to advance manufacturing.

Dr. Julie Jordan, Vice President for Research and Economic Development, emphasized Mississippi State University's dedication to innovation and its impact on local communities by stating: "At Mississippi State University, we are committed to fostering innovation that not only advances technology but also enriches the lives of Mississippians. Through SmartTech MS, we are building a future where cutting-edge research, economic development, and workforce training come together to create transformative opportunities, particularly in regions like Grenada. This initiative

will strengthen our regional innovation ecosystem and ensure that Mississippi remains competitive on the national stage in advanced manufacturing."

Significant for Grenada, SmartTech MS's impactful partnerships enhance regional economies, create high-wage local jobs, and stimulate industrial and workforce innovation, particularly benefiting Mississippi's most rural areas. Providing student access to innovative technologies is a priority for GSD. For example, the new Entrepreneurial & Innovation Center and the addition of an Advanced Manufacturing program at the Career Tech Center will increase access to the latest technologies, help upskill the workforce, attract new industries, and support existing businesses.

SmartTech MS's success will further strengthen GSD's efforts, ensuring that students are well-prepared to meet the demands of a rapidly evolving job market. SmartTech MS's coordination efforts ensure the effective use of resources and will drive the initiative's success.

Dr. Daigneault, Superintendent of Grenada School District, expressed unequivocal support for the SmartTech Initiative, stating, "With Grenada set to become a hub of manufacturing excellence, the SmartTech Initiative is instrumental in driving economic growth and innovation in our region. This NSF award coupled with MSU's resources position

our community to be at the forefront of technological advancement, ensuring that our workforce is equipped with the skills needed for the future and that our local economy thrives. We are proud to support an initiative that empowers our students and transforms our community into a beacon of opportunity."

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New Debate Club Launches at GHS

Attracts Strong Student Interest



GHS senior Michael Cavanaugh and sponsor Mr. Charles Crouch after the first informational meeting for the debate club.

By Tammie Cavanaugh
Communicator Contributor

In an exciting development for Grenada High School (GHS), a new debate club has officially launched, spearheaded by senior Michael Cavanaugh. With the green light from Principal Emily Tindall and the enthusiastic support of teacher and sponsor Mr. Charles Crouch, the club held its first informational meeting in August, drawing nearly 50 students from across all grade levels.

Debate clubs are a staple in many schools nationwide, often participating in competitive tournaments at state

and national levels. Having experienced the benefits of a debate club during his middle school years, Cavanaugh was eager to introduce the same opportunity at GHS. His vision for the new club includes fostering robust engagement among students through researching and debating various topics, regardless of personal viewpoints.

“I want to create a space where students from all grades can come together to challenge their perspectives and hone their debating skills,” Cavanaugh said. “It’s crucial for the club to include members from ninth and tenth grades to ensure its growth and long-term success.”

The club will convene monthly on Thursdays at 7:20 a.m. in the college room. Debate topics will be communicated via the Remind app between meetings, with each member expected to be prepared to argue both sides of the issue. Meetings will feature randomly selected teams and positions, with debates structured to include an introduction, rebuttal, and conclusion.

“This format will enhance students’ research and communication skills while expanding their understanding of current issues,” Cavanaugh explained. “Participants might find themselves defending a position they don’t personally agree with, which is an invaluable skill in today’s diverse world.”

Scoring will be managed by Mr. Crouch and non-debating students,

ensuring that everyone has the chance to both debate and evaluate. Scoring criteria will include the persuasiveness of arguments, logical presentation of evidence, effectiveness of rebuttals, delivery, and overall teamwork and professionalism.

In addition to contemporary and serious topics, the debate club might tackle lighter subjects such as the perennial question of whether cats or dogs make better pets. “Of course, dogs are the best pets,” Cavanaugh quipped, “but I’m open to debating that!”

The new debate club promises to be a vibrant addition to GHS’s extracurricular landscape, offering students an engaging platform to develop critical thinking and public speaking skills while fostering a spirited community of learners.

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Grenada High School NJROTC: An Opportunity for Experience and Adventure



Photo by Yearbook Staff

NJROTC students (l to r) Jamarion Ammons, Frankiea Kincaid, Tara Bailey, Mya Small, and Justin Sally present the colors at the annual “Meet the Chargers” night.

By Reese Foreman
NJROTC Instructor

Grenada High School’s Navy Junior Reserve Officer Training Corps (NJROTC) program is calling all students to join an exceptional opportunity for personal growth, leadership, and adventure.

As the new school year kicks off, Grenada NJROTC Bravo Company is eager to welcome new cadets into its ranks. The NJROTC program offers high school students a unique blend of educational and extracurricular activities

designed to develop leadership skills, foster teamwork, and provide hands-on experiences.

An Array of Opportunities

Cadets in the Grenada NJROTC program have access to a wide range of activities, including exciting trips both in-state and out-of-state. Recent excursions have taken cadets to the National WWII Museum in New Orleans, LA, and the physically challenging Camp McCain in Grenada. These trips are not only educational but also a chance for cadets to bond and experience new

environments.

In addition to travel opportunities, cadets can participate in numerous competitive teams. These include the Unarmed Basic and Exhibition Drill Teams, Armed Basic and Exhibition Drill Teams, Color Guard, Academic Teams, Physical Fitness Team, Orienteering, Sea Perch (Underwater Robotics), Drones, VEX Robotics, First Robotics, Brain Brawl, Saber Team, E-Game (video games), Stellar Explore, JROTC Leadership Academic Bowl, and the newly added Air Rifle Team.

A Pathway to Success

NJROTC is more than just a high school program; it’s an educational journey that prepares students for future success, whether they choose a military career or another path. Enrollment in the program does not obligate students to join the military, but it does offer substantial benefits for those who do. Cadets who complete at least two years of NJROTC can enter the military at a higher rank, resulting in increased pay and career advantages.

Moreover, participation in NJROTC can enhance college applications and provide opportunities for ROTC scholarships. Students interested in pursuing higher education will find that NJROTC

offers a strong foundation for academic and leadership success, with scholarships potentially worth up to \$400,000.

A Commitment to Excellence

Cadets in the program wear uniforms once a week, complete a sport physical exam, and pass a physical fitness test at the end of each semester. Community service is also a key component. Cadets are required to complete 15 hours of service each semester. Through these activities, cadets engage with the community, showcase school spirit, and develop a sense of responsibility and dedication.

Join the Team

Grenada High School’s NJROTC program is looking for enthusiastic students, supportive sponsors, and engaged parents to help continue the program’s success. As one of the top-performing units since its inception in 1993, the program is committed to ongoing improvement and excellence.

For those interested in joining a team where “Teamwork, Makes the Dream Work,” the Grenada NJROTC offers a pathway to a rewarding and transformative high school experience. For more information on how to become a cadet or support the program, please contact Grenada High School’s NJROTC office.

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For more information, contact Associate Director Jessica Coker-Hughes by phone at (662) 227-2348 or by e-mail at jlcocker3@olemiss.edu

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* Fee waiver only applicable for programs available at UM-Grenada.



**ASHLEE HANKINS
AND ANNA PALMER
FROM GRENADA, MISS.**

UM-Grenada 2023 Graduates
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