

Student Handbook

2020-2021

A Guide to Student Rights and Responsibilities

Will L. Russell, Jr., Interim Superintendent

MISSION

Connect with all stakeholders for the **Success of Every Child, Every Day** in Every Classroom.

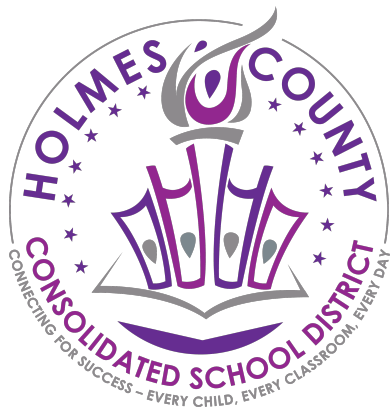
VISION

A model rural school district where all students graduate prepared to succeed in a global community.



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Rev. Anthony Anderson, President	District A
Louise Winters, Vice-President	District B
Earsie Simpson, Secretary	District C
Elder William Dean, Jr., Member	District D
Rayford Horton, Member	District E

Will L. Russell, Jr., Interim Superintendent

Connecting for Success: Every Child, Every Classroom, Every Day

Dear Parents and Guardians:

The Holmes County Consolidated School District Board of Trustees is committed to its mission to connect with all stakeholders for the success of every child in every classroom every day.

All students attending district schools have the right to a quality education in an environment that is conducive to learning. Every student is expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the district's discipline code. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct.

Accountability for individual acts of misconduct are designed to administer appropriate consequences for negative behavior, to deter future misconduct, and to provide a safe and positive environment in which students can maximize their learning potential. All discipline policies, rules, and regulations of the district are in accordance with the Safe Schools Act.

The goal of the Board of Trustees is to establish and maintain a safe and orderly environment that improves the opportunities for learning and the development of self-discipline and citizenship in our schools.

Please review the *Student Handbook* with your child/ren. If the learning community of parents, teachers, students and all district employees work together on conduct and behavior, we can achieve a positive learning environment and teach important lessons about character and citizenship.

Should you have any questions about the *Student Handbook*, please contact our principals, teachers and Educational Support Center administrators. On behalf of the Board of Trustees, thank you for your support and assistance as we work together so that all students in Holmes County achieve at high levels and develop the skills of good citizenship in the 21st century.

Sincerely,

Will L. Russell, Jr.
Interim Superintendent

Holmes County Consolidated Board of Education

Policies of the public schools are established by a five-member board.

Board members can be contacted by calling Betty Bridgeford at 662-834-2175
bbridgeford@holmesccsd.org

Rev. Anthony Anderson, President	District A
Louise Winters, Vice-President	District B
Earsie Simpson, Secretary	District C
Elder William Dean, Jr., Member	District D
Rayford Horton, Member	District E

Related Board of Education Policies are identified here and can be accessed through your local library, school or via www.hscsd.org.

All Board policies are currently in a review process. In this handbook, policies are referred to by their alpha code and/or their existing number codes. Please be advised that this is not an exhaustive list of the Board of Education policies and they may be revised or updated over the course of the school year.

Policies and regulations referred to in this handbook are available in the Holmes County Consolidated School District located in each public school office or on our website at www.hscsd.org.

State laws, State Board of Education Bylaws, and Holmes County Consolidated Board of Education Policies and Regulations that are enacted after the publication of this document shall supersede those statements and references contained in this publication.

For more information, contact:
 Holmes County Consolidated School District 313
 Olive Street Lexington,
 MS 39095 662-834-2175
www.holmesccsd.org

Board of Education Policies and Administrative Regulations

- | | |
|--------------|-------------------------------|
| IB | Instructional Goals |
| ICHI | Literacy Promotion Act |
| IDDF/IDDFA/B | Special Education Programs |
| IHA/IHE | Grading/Promotion & Retention |
| IHF | Graduation Requirements |
| JBA | Attendance, Tardies & Excuses |
| JCB | Student Conduct |
- *Gang/Gang Related Activities (JCBB)*
 - *Possession and/or Use of Dangerous or Deadly Weapons by Students (JCBH/JCDAE/JCDAE(2))*
 - *Alcoholic Beverages, Controlled Dangerous Substances or Other Intoxicants (JCDAC)*
 - *Bus Conduct (JCDAD)*
 - *Discipline (JD/JDA)*
 - *Search and Seizure (JCDA)*
 - *Bullying, Cyberbullying (JDDA/JDDA-P)*
 - *Student Health Services (JGC/JGCB/JGCC).*
 - *Student Safety (JGF)*
 - *Student Suspension and Expulsion (JDD/JDE)*
 - *Student Records (JR)*
 - *Homeless Children and Youth (JQN)*

Holmes County Central High

Dr. Joann Rucker, Acting Principal
9479 Brozville Road
Lexington, MS 39095
662-834-2175

Holmes County Career & Technical Center

Ms. Shinitri Hawthorne, Director
77 Kickernick Street
Lexington, MS 39095
662-834-3052

Williams Sullivan Middle School

Dr. Karina Peterson, Principal
1494 Highway 51
Lexington, MS 39095
662-653-6262

William Dean Jr. Elementary School

Ms. Stacy Smith, Principal
96 Rockport Road
Durant, MS 39063
662-834-3003

SV Marshall Elementary School

Mrs. Bridgett Wheaton, Principal
12572 Highway 12
Lexington, MS 39095
662-235-5226

SV Marshall Middle School

Mrs. Karen Williams, Principal
12572 Highway 12
Lexington, MS 39095
662-235-5226

Goodman-Pickens Elementary School

Mrs. Lindia Sanders, Principal
3877 Highway 51 South
Goodman, MS 39079
662-468-3351

Durant Elementary School

Mrs. Valeria Bankhead, Principal
65 West Madison Street
Durant, MS 39063
662-653-3429

Graduates Within Reach Academy

Ms. Kawanna Horton, Liaison
32 School Street
Tchula, MS 39169
662-235-2637

Important Numbers for Students and Parents

If you need assistance beyond your school, the following offices and services of the
Holmes County Consolidated Schools may be helpful.
Educational Support Center: 662-834-2175

English Language Arts / Social Studies.....	Dr. Furlinda Travis
Mathematics / Science / FineArts.....	Dr. Shimmelle Mayers
Special Education.....	Ms. Lynette Banks & Dr. Amy Henderson
After-school and Summer School Programs.....	Ms. Nikhal Steele
Athletics.....	Mr. Marcus Rogers
Counseling Services.....	Ms. Kenya Horn
Transportation.....	Mr. Robert King
Child Nutrition.....	Ms. Rena Pritchard

National Suicide Prevention Lifeline

1-800-273-8255

National Alliance on Mental Illness

1-800-950-NAMI (6264)

Resources for Parents and Students

Khan Academy

<https://www.khanacademy.org/>

Get2College

<https://get2college.org/>

MDE Family Guides to Success

<https://mdek12.org/OAE/OEER/FamilyGuidesEnglish>



STAFF & STUDENT HOLIDAYS

First Day for Students – August 24, 2020
Last Day for Students – June 7, 2021
Last Day for Teachers – June 8, 2021

STUDENT HOLIDAYS	STARTING DATE	ENDING DATE
Labor Day	September 7, 2020	September 7, 2020
Fall Break/PTC Day	October 16, 2020	October 16, 2020
Thanksgiving Break	November 23, 2020	November 27, 2020
Winter Break	December 21, 2020	January 4, 2021
King Holiday	January 18, 2021	January 18, 2021
Spring Break	March 15, 2021	March 22, 2021
Easter Break	April 2, 2021	April 2, 2021
Memorial Day	May 31, 2021	May 31, 2021

- Parent Teacher Conference Day – October 16, 2020
1:00 – 5:00 (Schools Closed for Students; Staff report at 9:00 a.m.)
- 60% Days – December 18, 2020 & June 7, 2021
- Inclement Weather Days – April 2 and June 8, 2021
- Graduation – Friday, June 4, 2021

JULY							AUGUST – 6 DAYS							SEPTEMBER – 21 DAYS							OCTOBER – 21 DAYS							NOVEMBER – 16 DAYS							DECEMBER – 14 DAYS						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
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JANUARY – 18 DAYS							FEBRUARY – 20 DAYS							MARCH – 18 DAYS							APRIL – 21 DAYS							MAY – 20 DAYS							JUNE – 5 Days						
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School Enrollment Requirements (JBC)

This school district will admit into its free public schools all eligible residents and legally transferred minor children who are five and not more than 20 years of age on September 1 of the school year.

Each minor child will attend school in the school district of his or her residence unless legally transferred to another school district by the school board.

Except for those students who have been legally transferred, each minor child seeking to enroll in this school district will be a school district resident. All students will register at the school they are assigned to attend.

Any new student enrolling in this school district or any continuing student whose residence has changed must be enrolled by a parent, guardian, adult custodian or adult agent of a social service agency of the district. The accompanying adult must provide proof of residency as part of the registration process.

No child will be allowed to enroll in or attend any school without a certified birth certificate or valid immunization certificate.

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, will be allowed to enroll in this school district at the same grade level as their prior out-of-state enrollment. 37-15-9

Assignment of Pupils (JBCCA)

No student will be allowed to transfer from one school in the district to another school without approval of the Superintendent.

No minor child may enroll in or attend any school, except in the school district of his residence, unless he or she lawfully transferred from the school district of his residence to a school in another school district, in accordance with the statutes of this state. 37-15-13

Residence Verification Procedures

1. Residence for school attendance purpose means the legal residence of the student's custodial parent or legal guardian unless the student is classified as homeless.
2. Except for those students who have been legally transferred, each new student or continuing student that has changed his or her residence must establish his/her residency in the following manner:
 - a) Filed Homestead Exemption Application Form
 - b) Some mortgage documents or property deed
 - c) An apartment or home lease
 - d) Utility bills
 - e) Drivers' license
 - f) Voter precinct identification
 - g) Automobile registration
 - h) Affidavit and/or personal visit by a designated school district official
 - i) Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district
 - j) Certified copy of filed petition for guardianship or pending a final decree when granted.

Students Living with Parent(s) or Guardian(s)

Parent(s) or legal guardian(s) of a student seeking to enroll must provide this school

district with at least two of the items (a) through (j) above as verification of their address. Documents with a post office box as an address will not be accepted.

Students Experiencing Homelessness

When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC Section 11431 (1), 11432 (e) and 11302 (a), this school district shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC 11432 (e) (3).

Students Living with Adults Other than Parents or Legal Guardians

1. The non-parent(s) claiming district residency must meet the criteria of subparagraph (2), (a) through (j) above, required of a parent or legal guardian.
2. The district resident must provide the school 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 provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The superintendent or his/her designee will make the necessary factual determinations as required under this policy. Examples of situations where *in loco parentis* authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
 - a) Death or serious illness of the child's parent(s) or guardian(s);
 - b) Abandonment of the child;
 - c) Child abuse or neglect;
 - d) Unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a detrimental effect on the child;
 - e) Students enrolled in recognized exchange programs residing with host families.

Transferring Students

(JB CD)

No student is to be enrolled in this school district until any and all questions regarding residence or immunizations have been resolved.

Students suspended or expelled from another school or school district may be allowed to enroll. 37-15-9 (3)

No pupil shall be permanently enrolled in a school in this school district who was formerly 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)

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

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 the pupil's transfer.

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)

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of

the student within 30 days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test. {MS Code 37-15-33}

Those children whose parent(s) or legal guardian are active members of the United States Armed Forces or civilian military personnel and reside on a military base, may, at the discretion of their parent(s) or legal guardian(s), enroll and attend the school district of their parent's or legal guardian's choosing, regardless of the residence of the child, provided the school district where the student resides or in an adjacent school district and the parent's or guardian's choice of school district does not violate the prohibition of the transportation of students in excess of thirty (30) miles. 37-15-31

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 and grading of the placement test, the superintendent or school principal may assign the pupil temporarily to a grade and class that is comparable to the grade 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

Student Expectations



We Believe everyone deserves a safe, supportive and orderly learning environment.

We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur.

We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.

Students should:

- Promote and work toward making school a positive, supportive, safe, and welcoming place for all students and staff.
- Respect and be courteous to fellow students, parents/ guardians, and school staff.
- Understand and comply with discipline policies, regulations, and rules.
- Follow school rules, even when not specifically asked to do so.
- Make every reasonable effort to participate actively in any conferences, activities, interventions, or programs recommended appropriately by school staff.
- Recognize how their conduct affects other students and school staff and make every reasonable effort to restore relationships affected by their conduct.
- Request to complete make-up work while they are out of school for disciplinary reasons, so that they do not fall behind.
- Share ideas and strategies for improving school climate and school discipline practices.

I will show ...

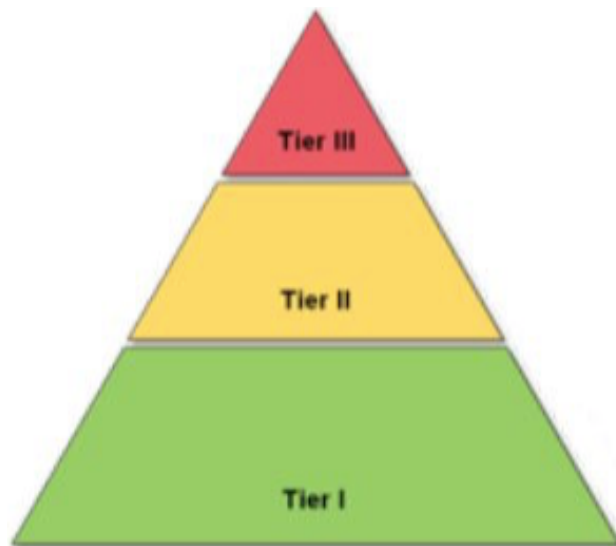
Respect for Myself by:	Respect for Others by:	Responsibility by:	Ready by:	Resiliency by:
<ul style="list-style-type: none"> Following the rules and directions of adults. Attending school regularly and being on time. Doing my schoolwork and homework neatly and completely. Practicing positive behavior choices. Remaining on school grounds unless I have permission to leave school. Accepting consequences of my behavior. Choosing to refrain from bringing tobacco, alcohol, other drugs, or weapons to school. Dressing in a way that is appropriate for the learning environment in accordance with school expectations. 	<ul style="list-style-type: none"> Being mindful of other's feelings and space. Using positive words with others. Treating others like I want to be treated. Accepting individual differences. Being honest by telling the truth, doing my own work, and admitting to things I have done. Working with others in positive ways. Keeping my hands to myself and respecting other's property. Talking politely and using positive language. Working together and/or with adults to manage negative behaviors and emotions & resolve issues. Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others. Listening when others are speaking to me. 	<ul style="list-style-type: none"> Following school rules and school staff directions. Completing my own homework. Keeping my eyes on my own paper when taking quizzes and tests. Taking care of things in my school and on school grounds. Using school materials or a classmate's materials for their intended purpose. Using technology devices as directed by adults. Following rules about safety. Following all bus rules. Using playground and other school equipment in a safe manner. Walking when entering, exiting, and transitioning in the halls of the building. 	<ul style="list-style-type: none"> Having my brain & attitude ready to learn. Being in a looking, listening, and learning position. Keeping focused on my work. Coming to school prepared to work. Participating in class activities and discussions. Not bringing dangerous things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc. Following the school's rules and expectations regarding personal electronic devices. 	<ul style="list-style-type: none"> Never giving up. Always trying your best. Helping others grow. Setting daily goals. Making a commitment to always learn more. Exhibiting self-control. Building positive relationships. Using organization skills to manage stress.

Tiers of Intervention

A major initiative in HCCSD is *Positive Behavioral Intervention & Supports (PBIS)* which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning.

Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

(Center for Positive Behavior Intervention Supports, University of Oregon)



Three Tiers of Intervention:

Tier 1 – All Students

General curriculum enhanced by acknowledgements of positive behaviors, and clearly stated expectations that are applied to all students.

Tier 2 – Targeted Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Tier 3 – Intensive Individualized Interventions

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the student's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

Specific Location Expectations

Children's experiences on the bus, in the cafeteria, and on the playground are integral parts of their school day. The staff expectations concerning behavior extend from those found in the General Behavioral Guidelines and the rules established in the classroom. Staff members on duty will use guidelines provided below, and their own good judgment to help students develop responsible behavior throughout the school building.

Be respectful in the cafeteria!



Be resilient as you walk to class through the hallways!



Be responsible for your safety and others on the playground!



Hallway Expectations

Students will:

- Move through the hallways quietly so that others working are not disturbed
- Be respectful to others throughout the building
- Gain permission to be in the hallway when traveling from class to class if not accompanied by the teacher

Students will:

- Enter the cafeteria in an orderly manner
- Request permission to leave their seats once they sit down to eat
- Speak in a normal and respectful tone of voice
- Use appropriate table manners and be courteous to others
- Clean their table and floor area before leaving for recess
- Wait quietly until staff members escort them out

Playground Expectations

Students will:

- Adhere to the boundaries of the playground. This includes the blacktop, equipment area, and the field (when appropriate)
- Use equipment in a safe, appropriate, and responsible manner
- Consider others' safety when choosing an activity. Activities such as wrestling, play fighting, and tag are examples of inappropriate behavior.
- Make their way to and from the playground in an orderly manner
- Seek permission to leave the playground
- Dress appropriately for the weather

Cafeteria Expectations

Bus Behavior Expectations and Safety Requirements for all Students

Riding the school bus is a privilege.

- *This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. All school rules apply to the school bus. School suspension is a possible sanction.*
- *Students are expected to observe the following rules for safety and courtesy on the bus.*
- *Parents are responsible for the supervision and safety of students from home until they board the bus, and from the bus stop to home.*

<p>At the bus stop:</p> <ul style="list-style-type: none"> Exercise safe pedestrian practices while on the way to the waiting area for the bus stop. Students need to be in line ready to board the bus 10 minutes before the scheduled pickup. Do not sit in vehicles until the bus arrives. Waiting in a quiet and orderly manner and respect private property. Stay on the side of the roadway controlled by the bus warning lights. Where same side service is provided, do not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live. Be aware, cautious, and respectful of traffic. Wait in a safe place, clear of traffic, and away from where the bus stops. 	<p>When the bus arrives:</p> <ul style="list-style-type: none"> Remain at the waiting area until the bus comes to a complete stop. Check traffic from all directions, then check again. Before walking from the waiting area of the entrance of the bus, be certain that the bus warning lights are activated and that all traffic in all directions has stopped. When safe to board, do so promptly. When boarding, be aware of and avoid the "danger zone" the twelve foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver's eyes when in the vicinity of the school bus. If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus. Upon entering the bus, proceed directly to an available or assigned seat.
<p>On the bus:</p> <ul style="list-style-type: none"> Be respectful of all people, including all bus personnel. Follow instructions. Use language appropriate for the school setting. Keep the bus neat and clean. Do not eat or drink. Talk quietly and politely. Students must sit in the assigned seat, if one has been assigned by school bus personnel or school staff. Stay seated while the bus is in motion; keep aisles and exits clear. Carry-on items are limited to those that can be held in your lap only (including some musical instruments). Be respectful of the rights, and safety of others. Do not extend head, arms, or objects out of bus windows. Appropriate use of electronic devices including, but not limited to cell phones and tablets that does not jeopardize the safe operation of the bus or the safety of the bus occupants is permitted. 	<p>Exiting the bus:</p> <ul style="list-style-type: none"> Remain seated until the bus comes to a complete stop. Exit the bus at the bus stop area in an orderly manner. Exit at your designated bus stop. Check traffic from all directions, then check again. Before exiting the bus, be certain that all traffic in all directions has stopped. When safe to exit, do so promptly. Be aware of and avoid the "danger zone" the twelve foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver's eyes while in the vicinity of the school bus. If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Only cross in front of the bus. Exercise safe pedestrian practices while on the way from the bus stop to your home.

Student Attendance (JBD)

Attendance Laws and Policies

The school board of the Holmes County Consolidated School District recognizes school attendance as an important responsibility of the students and school staff. Good attendance with a minimum of tardiness and absenteeism is essential if students are to gain maximum benefit from the instructional program and attain high academic achievement. It is the duty of the parent, guardian or custodian to encourage and support each student in school attendance. Beginning July 1, 2013, attendance and absenteeism for calculations under the Mississippi Adequate Education Program formula shall be defined in accordance with House Bill 1530. A student will be considered absent if he or she is not present at school a minimum of 63 percent of the instructional day.

Compulsory School Attendance Guidelines (JBA)

Under the Mississippi Compulsory School Attendance law, a parent, guardian or custodian of a compulsory school age child in this state shall cause such child to enroll in and attend a public school or legitimate non-public school. Under the provisions of this law, **compulsory-school age child** means a child who has reached or will reach the age of six (6) years on or before September 1 of the calendar year and who has not reached the age of seventeen (17) years on or before September 1 of the calendar year, and shall include any child who has reached or will reach the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program. It is the responsibility and duty of the parent to see that their child attends school. Any parent, guardian, or custodian of such child shall be subject to a \$1,000.00 fine, up to one year in jail, or both.

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

- a) Physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation;
- b) Enrolled in and pursuing a course of special education, remedial education or education for handicapped or physically or mentally disadvantaged children; or
- c) Being educated in a legitimate home instruction program. 37-13-91 (3)

Any parent, guardian or custodian of a compulsory-school-age child subject to the provisions of this policy who refuses or willfully fails to perform any of the duties imposed upon him or her under the provisions of this policy or who intentionally falsifies any information required to be contained in a certificate of enrollment, shall be guilty of contributing to the neglect of a child and, upon conviction, shall be punished in accordance with the provisions of MS Code of 1972, Annotated 97-5-39.

Absences

Unlawful/Unexcused Absence

An *unlawful absence* is an absence during a school day by a compulsory-school-age child, whose absence is not due to a valid excuse for temporary nonattendance. Days missed from school due to disciplinary suspension shall not be considered an *excused* absence under this section. Each of the following shall constitute a valid excuse for temporary nonattendance, provided satisfactory evidence of the excuse is provided to the superintendent or his designee.

Excused Absence

- a) Attendance at an authorized school activity with the prior approval of the superintendent of the school district or his designee. Such activities may include field trips, athletic contests, student conventions, music festivals and any similar activity.

- b) Illness or injury which prevents the student from being physically able to attend school.
- c) When isolation is ordered by the county health officer, by the State Board of Health or appropriate school official.
- d) Death or serious illness of a member of the immediate family, which includes children, spouse, grandparents, parents, brothers, sisters, step-brothers and stepsisters.
- e) A medical or dental appointment of a school aged child.
- f) Attendance at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
- g) Observance of a religious event with the prior approval of the superintendent or his designee. (Approval should not be withheld unless, in the professional judgment of the superintendent or their designee, the extent of the absence would adversely affect the student's education.)
- h) Participation in a valid educational opportunity, such as travel including vacations or other family travel, with the prior approval of the superintendent or their designee. (Approval shall be based on the professional judgment of the superintendent or their designee but shall not be withheld unless the extent of the absence would adversely affect the student's education.)
- i) Other conditions sufficient to warrant non-attendance, with prior approval of the superintendent or his designee. However, no absences shall be excused when any student's suspensions or expulsions circumvent the intent and spirit of the compulsory attendance law. 37-13-91 (4)

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

- 1. Authorized school activities
- 2. Illness or injury of the student
- 3. Isolation of the student by health officials
- 4. Death or serious illness of a member of the immediate family of the student
- 5. Medical or dental appointments
- 6. Proceedings of a court when the student is a party to the action or is under subpoena.
- 7. Observance of religious events
- 8. Educational opportunities such as travel including vacations or other family travel with the prior approval of the principal
- 9. Other emergency or unusual conditions to the approval of the principal.

Written Excuse Requirements

The student must present a signed written excuse from a parent, guardian or custodian on the day the student returns to school unless permission to be absent was granted by school officials before the absence occurred.

The written excuse will contain:

- 1. Date written
- 2. Full name of the student
- 3. The date(s) the student was absent
- 4. Cause of the absence
- 5. The signature of parent, guardian, or custodial parent
- 6. Phone number where parent, guardian or custodian can be reached

General Rules of Attendance

Perfect Attendance

Perfect Attendance is defined as being present 100% of the school year. Absence(s) that

are due to official school sponsored activities will not count against the student's eligibility for perfect attendance.

Attendance Record Keeping

A student must be present for 63% of **his or her individual** instructional day to be counted as present. Teachers shall take and record attendance at the beginning of each period. Students who arrive at school late must be accompanied by an adult to the principal's office or designated area to be marked present for the day.

Credit and Promotion

Grades K-7

A student should adhere to the following attendance policy to assist in the earning of credit or promotion to the next grade for students in grades K-7 non-Carnegie unit courses.

- Must be present one hundred sixty (160) days for a full year course. (Maximum twenty (20) absences).
- Upon the fifth (5th), tenth (10th), fifteenth (15th), and twentieth (20th) absence (excused or unexcused) the principal or his/her designee will notify the parents of the school's concern and the student will be referred to the school's Teacher Support Team for interventions.
- Upon the fifth (5th) and twelfth (12th) unexcused absence the principal or designee will notify the Holmes County Attendance Officer and parents.

If it is determined that retention is necessary based upon attendance, the parent/ guardian will have five (5) days to appeal the decision.

Grades 8-12

A student should adhere to the following attendance policy to earn credit and/or promotion to the next grade.

- Must be present eighty-four (84) days for a semester course. (Maximum six (6) absences)
- Must be present one hundred sixty-eight (168) days for a full year course. (Maximum twelve (12) absences)
- Upon the fifth (5th) ninth (9th), and twelfth (12th) absence (excused or unexcused) the principal or his/her designee will notify the parents of the school's concern and the student will be referred to the school's Teacher Support Team for interventions.

Upon the fifth (5th) and twelfth (12th) unexcused absence the principal or designee will notify the Holmes County School District Attendance Officer and parents.

Requirements for Carnegie Unit Credit

Students who exceed this standard may not receive a grade or Carnegie unit credit in the course. A notation of inadequate attendance (IA) will be recorded on the report card and on the transcript if the student is passing the course. Students may be required to make up class time on an hour for hour basis in order to remove IA status.

If the student is failing the course, the actual failing grade will be posted on the report card and the transcript.

If it is determined that credit should be withheld based on attendance, the parent will have five (5) days to appeal the decision. Appeal procedures will be reviewed annually and published in the Student Handbook. Opportunities for make-up days Saturdays, extended school days and/or an extended school term will be utilized to aid students in meeting the one hundred sixty-eight (168) day attendance requirement.

Make-up Work

1. A teacher may grant permission for a student to make-up work during a library period.
2. A student may earn up to 75% credit on make-up work for no more than three (3) unexcused absences, tardies or early dismissals.
3. A student who is suspended from school may earn up to 75% credit on make-up work.
4. No credit will be given for work not completed in the allotted time.
5. Any pre-announced work or tests missed to absence will be made up on the day the student returns to school.
6. Any student failing to abide by the rules of make-up or check out from school will be ineligible for make-up work credit.

Attendance Appeal Procedures

If a student needs to make an appeal due to excessive absences, the student's parent or guardian must submit an Absence Appeal Request Form to the District Review Team chairperson. A copy of the form is available on the district website and available upon request in the principal's office at each local school. The completed form, along with the necessary documents, must be submitted within five (5) working days from receipt of notification that the student is at risk of failure because of excessive absences.

While the appeal process is underway, the student should continue to attend class and complete all assigned class work, homework and assessments. The District Review Team will review each request and notify parent(s) of the final decision within five (5) working days.

The School Attendance Officers for the Holmes County Consolidated School District may be reached at 662-834-2175.

Tardiness

The Holmes County Consolidated School District encourages promptness. Students are expected to be at school and in class on time. Being tardy to school and/or class may be excused or unexcused at the discretion of the principal. Any student who receives an unexcused tardy for being late for school or class may be disciplined in a manner deemed appropriate by the principal or designee.

Tardiness to School

A student is tardy to school if he/she arrives at school after the tardy bell has rung. A tardy slip must be secured from the principal's office before a student can be admitted to class. Parents of students are expected to accompany the child into the building when the child is tardy to school.

Tardiness to Class

A student is tardy for class if he/she arrives in the class after the period has officially begun or the bell has sounded. The tardy must be recorded by the teacher. Excessive tardies to class shall be reported to the principal.

Excused Tardiness

Excused tardies shall include:

- Tardies due to late school bus arrival.
- Medical and dental appointments accompanied by a written excuse on official letterhead or stationery.
- Illness of the student, accompanied by a valid parental written statement.
- Other special circumstances acceptable to the building administrator.

Unexcused Tardiness

An unexcused tardy is a tardy that is not due to a valid excuse. Three (3) unexcused tardies to school or any one class per grading period shall result in appropriate disciplinary action. Excessive tardies shall be reported to the local school attendance officers at the discretion of the principal.

Truancy (JBAC)

A student is considered truant if:

1. The student is compulsory school age and has not enrolled within ten (10) days of the school year.
2. The student is compulsory school age and has accumulated five (5) unlawful or unexcused absences during the school year of the school in which he/she is enrolled, the principal shall report such absences to the school attendance officer of the youth court or family court within two (2) school days or five (5) calendar days, whichever is less. 37-13-41.
3. The student is absent from school without permission of a parent guardian, custodian, and school officials.

A written excuse from a parent will not be accepted if a student has been truant.

Release of Students

No student shall be suspended from school or school-sponsored activity prior to scheduled release time without first notifying parent/guardian.

No student shall be released to the custody of an individual other than parent/guardian unless written notice from parent/guardian is received by school authorities. The written notice shall identify by name the person to whom the student is to be released.

No student shall be allowed to withdraw from school or school-sponsored activity prior to scheduled release time unless written request from parent/guardian has been received by the school in advance.

Students shall not be allowed to leave and return to school or to a school-sponsored activity to run personal errands, purchase supplies, parts or food.

No student shall be released at the conclusion of any out-of-town school-sponsored activity to return home via alternate means without prior approval by school authorities of a written request from parent/guardian.

No student shall be abandoned by a sponsor/director/ chaperone at the completion of a school-sponsored activity to wait for a ride or to walk home.

Student Academics

Grading System (IHA)

A student's grade for a subject or skill is intended to reflect grade level mastery of the subject or skills as determined by the accumulation of information from various sources to include tests, classroom contributions, daily assignments, and other sources identified as appropriate by the teacher. At the beginning of each semester, each teacher will have on file with the principal a written plan of grading for the subject(s) taught.

This plan shall be explained to students and a copy sent to the parents. In the best interest of students, students in the Holmes County Consolidated School District shall not receive a final nine weeks report card grade of less than 50 in any subject. Teachers are expected to record actual student's grades earned for daily grades, tests, assignments, etc. This will allow for open and honest communication between educators and parents, while at the same time providing a safety net for students who are at-risk of dropping out.

Grading

Teachers shall record at least two (2) achievement grades per week for each student in each subject.

Daily grades represent three-fourths (3/4) of the term grade and the nine (9) weeks test grade represents one-fourth (1/4).

Grading Scale for grades 1-12

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 - 74

F = 69 and below

Grading Scale for Kindergarten students

M – Mastery = 90 – 100

P – Progressing = 70 – 89

N – Non-mastery = 69 and below

Calculating GPA

The following schedule of value is used to calculate GPA. (All courses are included.)

Regular Courses (Un-weighted)	Accelerated Courses/ Dual Credited Courses (Weighted)	Advanced Place- ment Courses (Weighted)
A - 4.0	A - 4.5	A - 5.0
B - 3.0	B - 3.5	B - 4.0
C - 2.0	C - 2.5	C - 3.0
D - 1.0	D - 1.5	D - 2.0
F - 0.0	F - 0.0	F - 0.0

Athletic Eligibility Requirements

To be a part of the school's competitive athletic program, students must maintain a passing grade in all subjects. The Holmes County Consolidated School District will adhere to guidelines set by the Mississippi High School Athletic Association.

Grading for Students with Disabilities

The grading system used in the regular education program will be utilized for students who receive instruction through the regular education program and are expected to master the same objectives as a regular education student.

Students who receive instruction through the regular education program via an alternate curriculum (different from that provided to grade-level peers) will be assigned grades for each academic area on his/her Individualized Education Plan (IEP). Regular and special education teachers will collaborate to assign grades based on the mastery of objectives and benchmarks outlined on the IEP; they will use the regular grading system for the district.

Students, who receive direct instruction in academic areas or functional/life skills from a special education teacher, will receive grades from each academic area based on mastery of objectives/benchmarks identified on the IEP. The regular education grading system will be used.

Any student enrolled in regular education courses who does not meet course requirements may receive a failing grade, even though accommodations and modifications have been implemented in accordance with the student's IEP. If it is obvious, however, that the student with a disability cannot function appropriately in a regular education class, the student's IEP will be revised to specify an alternate curriculum.

Class Schedules

Students must be enrolled in at least six classes each school term.

Progress Reports and Report Cards (IHAB)

Progress reports and report cards will be issued at the time established by the district calendar and shall show the student's progress for a specific nine weeks, semester or school year. Students in grades 1-12 will receive a traditional report card. Students in kindergarten will receive a letter grade report card.

Advanced Placement and Dual Credit Courses

Students taking an online course approved by the Mississippi Department of Education, Advanced Placement course(s), and/or Dual Enrollment/Dual Credit will receive a weighted grade.

Promotion and Retention (IHE)

In an effort to upgrade the quality of education for the boys and girls of the Holmes County Consolidated School District, the following procedures will be implemented.

Kindergarten

Promotion of students in grade K will be determined by mastery of the state requirements and a committee of teachers, counselors, and administrators.

Grades 1-4

Students in grades 1-4 will be promoted by mastering 70% of the state language arts and mathematics objectives. Promotion, retention, or transfer decisions will be made at the end of the year by a committee of teachers, counselors, and administrators. Factors such as age and previous retention may be considered.

Grades 5-8

Students in grades 5-8 will be promoted by mastering 70% of the state objectives in language arts, mathematics, and science or social studies. Promotion, retention, or transfer decisions will be made at the end of the year by a committee of teachers, counselors, and administrators. Factors such as age and previous retention may be considered.

Grades 9-12

Students in grades 9-12 will be promoted on the number of Carnegie units which they obtain during the school year. In order to obtain the Carnegie unit students must have a 70 yearly average for the course(s) in which they were enrolled.

- A **Freshman** is any student passing from eighth grade to ninth grade and having acquired less than six (6) units.
- A **Sophomore** is any student having earned at least six (6) units but less than twelve (12) units.

- A **Junior** is any student having earned at least twelve (12) units but less than eighteen (18) units.
- A **Senior** is any student having earned eighteen (18) units or more.

Literacy Based Promotion Act (ICHI)

In compliance with the **Literacy Based Promotion Act**, it is the intent of the Holmes County School District to improve the reading skills of Kindergarten—Third Grade students so that every student completing the Third Grade is able to read at or above grade level.

A Kindergarten, First, Second or Third Grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Graduation Requirements (IHA)

Each student who is granted a standard high school graduation diploma from the HCCSD must have:

1. Satisfied graduation requirements that have been established by the Holmes County Consolidated School Board of Education, including the requirement

of Carnegie units that exceed the state minimum.

2. Achieved a passing score on the four academic end-of-course tests in Algebra I, English II, Biology I and U.S. History or other acceptable options provided by the Mississippi Department of Education.

Graduation Requirements for entering freshman prior to 2018 - 2019

Standard 24 Credits Minimum (A-2)		District Option 21 Credits*** (A-1)		CareerPathway Option 21 Credits Minimum (A-3)	
Graduation Requirements	Required Course	Graduation Requirements	Required Courses	Graduation Requirements	Required Course
4 Credits of English 4 Credits of Math 4 Credits of Science 4 Credits of Social Studies 1 Credit of Health & Physical Education 1 Business & Technology 1 Credit of Art 5 Credits of Electives	English I, English II Algebra I or Integrated Math I Biology I 1 World History 1 U.S. History ½ Geography ½ U.S Government ½ Economics ½ Mississippi Studies ½ Contemporary Health and ½ Physical Education 1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering & Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications Any approved 500.000 course	4 Credits of English 4 Credits of Math 3 Credits of Science 3 Credits of Social Studies ½ Health 1 Business & Technology 1 Credit of Art 4 ½ Credits of Electives	English I, English II Algebra I or Integrated Math I Biology I 1 U.S. History 1 World History ½ U.S Government ½ Mississippi Studies ½ Contemporary Health 1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering & Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications Any approved 500.000 course	4 Credits of English 3 Credits of Math 3 Credits of Science 3 Credits of Social Studies ½ Credit of Health Physical Education 4 Credits Career & Technical 1 Credit of Business & Technology 2 ½ Credits of Electives	English I, English II Algebra I or Integrated Math I Biology I 1 U.S. History 0.5 U.S Government 0.5 Mississippi Studies ½ Contemporary Health Or ½ Physical Education (Selected from Student's Program of Study) 1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering & Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

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

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology I
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	24	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). 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	<ul style="list-style-type: none"> Alternate English Elements I-IV
Mathematics	4	<ul style="list-style-type: none"> Alternate Math Elements I-III Alternate Algebra Elements
Science	2	<ul style="list-style-type: none"> Alternate Biology Elements Alternate Science Elements II
Social Studies	2	<ul style="list-style-type: none"> Alternate History Elements (Strands: U.S. History and World History) Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	<ul style="list-style-type: none"> Alternate Health Elements
Arts	1	
Career Readiness	4	<ul style="list-style-type: none"> Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	<ul style="list-style-type: none"> Life Skills Development I-IV (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 Academic Assessment Program-Alternate (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.

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering ninth 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	
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 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	
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	26	

Additional Requirements

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

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• 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

August 2018

Class Ranking (IHDA)

Graduating Seniors

The Valedictorian is the student who has earned the highest grade point average in the graduating class at the end of the second (2nd) 9-week term of grade 12. All Carnegie units issued will be calculated in the grade average.

The Salutatorian is the student who has earned the second highest grade point average at the end of the second (2nd) 9-week term of grade 12. All Carnegie units issued will be calculated in the grade average.

In selecting the valedictorian, if the GPA of the top graduates is the same or is a difference of less than .03, then co-valedictorians or multiple valedictorians will be named.

In selecting the salutatorian, if the second highest GPA after the valedictorian's GPA is determined is the same or is a difference of less than .03, then co-salutatorians or multiple salutatorians will be named.

Both weighted and non-weighted courses will be used to determine the GPA. When co-valedictorians and co-salutatorians are named, they will be honored in alphabetical order.

Special Honor students are all those students having a grade point average in Carnegie units of 4.0 and above at the end of the second (2nd) nine-week term of grade 12.

Honor students are all those students having a grade point average in Carnegie units of 3.0 - 3.9 at the end of the second (2nd) nine-week term of grade 12.

The Valedictorian and the Salutatorian must be a student who was enrolled his/her complete Junior (11th grade) and Senior (12th grade) years at the present school.

Note concerning GPA

Letter grades will be used to compute the GPA. However, numerical grades will be used to determine if there are co- or multiple valedictorians and salutatorians. All courses taken each year in which a Carnegie unit is awarded will be used to calculate each student's GPA. The GPA will be used to determine the valedictorian, salutatorian, highest honors, honors, and class rank.

Honors and Special Honors (IHAC)

Scholarship is recognized and encouraged through an academic honor roll. The honor roll is compiled at the end of each nine weeks. Honor recognition will be put in the county paper. Students who maintain honor status through all testing periods will be recognized during awards day/night and will receive an honor certificate.

The Holmes County Consolidated School Board is quite proud to endorse Honors and Special Honors Programs designated to recognize those deserving pupils. It is most important that the schools of this system reflect unity in determining the criteria for an Honors and Special Honors Program.

The following criteria will be used to determine a student's honor roll classification:

- Special Honor Roll: Students must have a 90-100 grade average in each subject reported on the report card.
- Honor Roll: Students must have an 80-100 grade average in each subject reported on the report card

Credit Recovery (IDCAB)

Students who do not complete the requirements for reading, language arts, mathematics, science, and social studies and have at least a 65 yearly grade average shall be given

the opportunity to complete the work in a tuition paid credit recovery program.

Students who fail high school exit exams (Algebra I, Biology I, English II, U.S. History) will not be allowed to take these courses during the extended school year program. Instead, students will be given the opportunity to obtain credit during the regular school term after official test results are received—if the student has a 65 yearly course average. Students who have less than a 65 yearly course average will have to repeat the course.

The Holmes County Consolidated School District affords parents the opportunity to discuss any academic problems their child (children) may be having. If a child is not making academic progress in school, it is the right of the parent to schedule a parent-teacher conference to discuss their concerns. If the child still does not make progress, the parent may request that the child be referred to the school's teacher support team. While the principal is the contact person, any teacher may take a referral and submit it to the principal at the parent's request. The teacher support team chairperson will then contact the parent to set up a meeting.

IDEA Services and Child Find (IDDF)

Service Goal Policy

The Holmes County Consolidated School District is committed to serving students with disabilities. The district hereby sets a goal of providing educational opportunities to identified eligible students with disabilities under the age of twenty-one (21).

Child Find Policy

Each year the school district will have an awareness campaign aimed at finding

unserved eligible children with disabilities age birth through 21. In-school child find will be conducted each nine weeks grading period at the local sites. Students who fail two or more subjects each grading period will be monitored for possible referral to the teacher support team. When a child who is suspected of having a disability is identified by an assessment team and confirmed by the multi-disciplinary evaluation/eligibility team (MEET Team), the child will be placed in an appropriate class.

Individualized Educational Program [IEP] (IDDFB)

The district will develop or revise, whichever is appropriate, and implement an Individualized Educational Program for each eligible student with a disability. The program will be reviewed periodically but not less than annually.

Due Process

The district will insure that eligible students with disabilities and their parents are guaranteed due process with respect to the provision of a free appropriate public education.

Least Restrictive Environment

The district will, to the maximum extent appropriate, educate eligible students with disabilities with students having no disability in their age group. The removal of students with disabilities from the regular education program will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. A continuum of alternative placements based on individual students' IEP will be provided to eligible students with disabilities in the district.

Placement of the students will be determined at least on an annual basis and will be as close to the student's home as possible. In

selecting the least restrictive environment for each student, consideration is given to any potentially harmful effect on the student or the quality of services needed. If a student with a disability can function socially, emotionally, and mentally with students with no disability or a similar chronological age, he or she will be given that opportunity in accordance with his/her IEP.

Opportunities for participation to the maximum extent appropriate in a variety of non-academic and extracurricular services will be available to children with disabilities.

Protection in Evaluation

Evaluation materials and placement procedures used by the district will be, to the maximum extent possible, selected and administered so as not to be racially or culturally discriminatory such that no student will be misclassified, misplaced, or unnecessarily labeled as having a disability because of the inappropriate selection, administration, or interpretation of the materials procedures.

Confidentiality

The district will protect the confidentiality of all the data in its records relative to students with disabilities.

Extended School Year for Children with Disabilities

When necessary to insure a free appropriate public education (FAPE), Holmes County Consolidated School District shall offer an extended school year program to those students with disabilities whose Regression-Recompment Syndrome is so severe that it can be predicted that they will have gained no educational benefits from their previous year's educational programs (as defined in the IEP) without extended school year services. The purpose of the extended program is to maintain each student's mastered skills so that the summer vacation period will not

render the previous year's educational program of no educational benefits.

Graduation Age Consideration

A student must be at least (17), but not more than (21) years of age prior to the date of graduation.

General Consideration

All students graduating from special programs will have the same rights and privileges as other graduating seniors.

Mandatory Uniform Policy (JCDB)

The Board of Trustees will require students to dress in district-specified uniforms. Students shall wear the same color uniform, which is shirts, blouses, skirts, trousers, etc., and will be required to comply with established guidelines.

The uniform shall be the required attire five (5) days a week. The Superintendent may give authority to the principal at each school to alter the dress code one day a week for an incentive.

Guidelines

- a. Male students shall not be allowed to wear earrings during the school day.
- b. All students will be expected to wear a polo, oxford style or button-down dress shirt. Only white or black shirts will be allowed under the uniform shirt.
- c. Bottoms shall not be excessively tight. They will be no more than 2 inches above the knee, and they will not sag (hanging below the natural waist line).
- d. Students shall wear solid close-toed casual or tennis shoes.
- e. Students shall wear a solid brown or black belt with a normal sized buckle.

School Uniforms

School	Uniform color
Durant Elementary School (PreK – 5)	Hunter green tops Khaki bottoms
Goodman-Pickens Elementary School (PreK – 5)	Navy blue tops Khaki bottoms
S.V. Marshall Elementary & Middle School (PreK – 8)	Gold tops (PreK – 5) Khaki bottoms Maroon tops (6 – 8) Khaki Bottoms
William Dean Elementary School (PreK-5)	Light blue tops Khaki bottoms
Williams- Sullivan Middle School (6-8)	Black tops Khaki bottoms
Holmes County Central High School (9-12)	Cardinal red tops Khaki bottoms
Graduates Within Reach Academy	Home school color Khaki bottoms

Library Policy (IJLB)

The library media center is a place for reading, learning, conducting research, and exploring library materials. Since library materials belong to everyone, they must be taken care of and returned to their proper place.

All students are expected to adhere to library rules and procedures. Failure to do so will result in disciplinary actions.

Textbooks (ICFA)

Textbooks are supplied to students by the District. It is necessary to exercise extreme

care in handling textbooks. The law requires payment for loss of books and for unnecessary damage to textbooks.

If a student loses a book and it is brought to the office, the owner of the book may pick it up upon request.

Textbook Fines

Holmes County Consolidated School District provides textbooks free of charge to students. It is the duty of each student to care for the textbooks to the best of his/her ability. Students who lose or damage textbooks *will be required to pay for the total cost of the book*. Students should take pride in the upkeep of their textbooks. Administrators are instructed to assess fines for current value of a book when it is obvious that the student has lost, damaged or defaced the book.

Student Health

First Aid

Children who get cuts and bruises at school will be treated at school for these minor injuries by the school nurse or school personnel. In case of serious accidents that need to be treated by a medical doctor, every effort will be made to reach the parents; however, if parents cannot be reached, the principal will use his/her own discretion.

Administration of Prescription Medicine

School personnel will not administer prescription medicine to a student unless the student's physician authorizes school personnel to administer the medicine and the parents/guardians have signed the Indemnity Agreement associated with this policy. The parents/guardians are responsible for obtaining a statement from the physician authorizing school personnel to administer the medicine. The statement should include:

1. Student's name

2. Diagnosis
3. Name of medicine
4. Method of administration
5. Time/s to administer the medicine
6. Amount of medicine
7. Date to discontinue or review administration of medicine
8. Physician's signature
9. Date

The parents/guardians are responsible for getting the medicine to the school. All medicine must be in a proper container with a label from the pharmacy which states the following:

1. Student's name
2. Name of medication
3. Method of administration
4. Time(s) to administer the medicine
5. Prescription number
6. Name of pharmacy
7. Date filled

Asbestos

The Holmes County Consolidated School District wishes to inform the faculty, 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 completed the three-year re-inspection of all asbestos material. Asbestos-containing building materials remaining in district facilities do not present a health risk to our students or the public.

The district has trained personnel on staff to identify, handle and dispose of asbestos material should there be a need. Anyone wishing to review the district's asbestos management plans may do so at the Educational Services Center or each school location.

Communicable Diseases (JGCC)

The school district believes that students with communicable diseases should remain at home. A student who is absent from school on account of illness due to a communicable disease must present upon returning to school a statement from a physician or a health officer, certifying that the student is no longer a source of contagion.

Student Safety (JGF)

The school principal shall provide for adequate supervision of students while in the school building or on the school grounds. If a student feels his/her safety is in jeopardy, the student shall report the concern to a district employee that he/she trusts. To the greatest extent possible, the notified employee shall try to help the student resolve the concern. However, all reports of alleged abuse, harassment, bullying, dating violence, etc. shall be reported to the building principal by the district employee.

Each student shall exercise safety precautions while participating in or observing any of the following courses of instruction:

Vocational, technical, chemical, or chemical-physical, involving exposure to:

- hot molten metals, or other molten materials;
- milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
- heat treatment, tempering, or kiln firing or any metal or other materials;
- gas or electric arc welding, or other forms of welding process; caustic or explosive materials
- Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids.

Crisis and Emergency Response

Each school principal is responsible for updating his/her school-specific appendix to the district's Crisis Management and Response Plan at the beginning of each school year and is responsible for training staff on how to execute the plan in the event of a crisis or emergency. This plan includes elements to the following procedures:

Lockdown

When a threat is inside or very close to the school, a lockdown will be called. This procedure secures the building and safely shelters all students, staff, and visitors inside the school building. School business and classroom activities cease. No person is allowed to enter or leave the building until the *all clear* announcement is made.

Shelter-in-Place

In the event of severe weather, students, staff, and visitors will take refuge in designated assembly areas.

Evacuation

If it is unsafe for students, staff, and visitors to remain inside the building, they will evacuate to designated evacuation locations. Evacuation locations are designated in the appendix of the district's Crisis Management and Emergency Response Plan.

What can families do to help?

Preparation for School Emergencies

- Talk to your children about school emergency response procedures so they will know what to expect in the event of an emergency.
- Update your child's emergency contact information as it changes. Children will not be released to unauthorized individuals.
- If your child is on medication, make sure the school has at least a 3-day supply.

In the event of a school emergency

- DO check the Holmes County Consolidated School District webpage

for updated information at www.holmesccsd.org

- DO tune into local TV/radio stations for school news alerts.
- DO listen for information regarding reunification with your child.
- **DO NOT** come to your child's school. This will create traffic congestion, hampering the efforts of first responders.
- **DO NOT** call your child or your child's school. Excessive phone calls could jam the phone system and interfere with emergency communications.

The Holmes County Consolidated School District Preparation

- Training School Safety Committees on District Crisis and Response procedures
- Observing school emergency drills and providing suggestions for improvement
- Engaging local agencies in planning efforts

For More Information

- Contact the school principal at your child's school to inquire about their specific plans.
- Following a school emergency, parent/guardians are encouraged to monitor school information and communication.
- Check the HCCSD website for updates.
- Call the HCCSD Educational Support Center at 662-834-2175.
- Tune into your local TV/radio stations.

Offsite Reunification Location

In the event that students have to be moved offsite because of an emergency, the first point of transfer will be:

- Students from Durant Elementary will be transferred to Williams-Sullivan Middle School
- Students from Goodman-Pickens Elementary will be transferred to Williams-Sullivan Middle School.
- Students from Williams-Sullivan Middle School will be transferred to Goodman-Pickens Elem. School.
- Students from William Dean Jr. Elementary School will be transferred to Holmes County Central High School.
- Students from Holmes County Central High will be transferred to William Dean Jr. Elementary School.
- Students from S.V. Marshall Elementary School will be transferred to Holmes County Central High School.
- Students from Graduates Within Reach Academy will transfer to SV Marshall Elementary School.
- Students from Holmes County Career Technical Center will transfer to the Educational Support Center.

Emergency Closings

In the event of emergency or school closing, delayed-start and/or early-release information will be announced on the district's website or other internet outlet, selected radio stations, and television stations. School closing or delayed-start information will be announced by 6:00 a.m. No announcement means that schools will operate on a normal schedule.

Automobile Use (JGFF)

Driving on school roads and parking on school property is a courtesy offered to students and others by the Holmes County Consolidated School Board.

Driving a Vehicle to School

Students must have the following on file if driving a vehicle to school:

1. Students must complete a vehicle registration form in order to legally maintain a vehicle on campus.
2. The forms must be completed and approved prior to bringing the vehicle on campus.
3. A parental affidavit of compliance must be on file in the school office.
4. The school district reserves the right to not approve registration forms at the discretion of the superintendent or his designee.
5. Only licensed drivers may maintain a vehicle on campus.
6. **A copy of the student's license must be submitted with the vehicle registration form.**
7. Students must provide proof of insurance.

Vehicle Rules of Conduct

During regular school days, once students arrive on campus they are to:

1. Immediately report to the principal's office and turn in their vehicle keys;
2. Not leave campus or return to their vehicle for any reason without the permission of the principal or his designee;
3. Not sit in or on parked vehicles;
4. Not leave campus without written permission of the parent or guardian and the principal;

5. Park only in designated areas;
6. Lock the vehicle upon arrival.

Student vehicles are subject to administrative searches. Failure to abide by vehicle rules of conduct may result in the loss of the privilege to bring a vehicle on campus. The school district does not assume responsibility for any loss or damage to vehicles. Emergency situations will be handled at the discretion of the school principal.

Parking Facilities

The parking facilities located at the various school district buildings are not public parking areas and are to be used for school purposes only. School purposes include attendance at school activities or other school authorized activities which occur before or after the regular school day. Violators may be charged with trespassing and/or vehicles towed at owners' expense. The district shall not assume any responsibility for damage to vehicles.

Field Trips

Field trips will be planned and supervised by the sponsor of the activity. It must be of an educational nature and approved by the school principal.

School Disciplinary Guidelines (JD)

It is the goal of the Holmes County School District to maintain a safe and orderly climate where all students feel secure in a positive learning environment. Every effort is made to develop and maintain harmonious relationship between students and school staff based upon mutual respect and understanding. The objectives of the Holmes County School District's Code of Conduct policy are:

1. To establish conditions under which no student will be permitted to prevent any teacher from teaching or any student from learning.
2. To establish and maintain study conditions that are conducive to learning.
3. To develop, on the part of each student, the habits and social skills that make him/her self-directed and responsible.

Realizing that discipline is the act of teaching rather than punishment, Holmes County School District has adopted Positive Behavior Interventions and Supports (PBIS) as the foundation for schools' relationships with students, parents, community and each other. The school community will work together to:

- Be Respectful
- Be Responsible
- Be Ready
- Be Resilient

The HCCSD discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behaviors and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

Level I Discipline

This level of discipline is used for **minor acts of misconduct**, which interfere with orderly school procedures, school functions, extra-curricular programs, approved transportation or student's own learning process. Students may be disciplined by the professional staff member involved.

Level II Discipline

Level II discipline offenses are **intermediate acts of misconduct** that require administrative intervention. These acts include, but are not limited to, repeated acts of minor misconduct and misbehaviors directed against

people or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

Level III Discipline

Level III discipline offenses are **serious acts of misconduct** including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the administration.

Offenses that threaten the health, safety, or well-being of others may result in the assignment of multiple days of in-school suspension, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the administration is an element of all discipline actions in this category, even if such a conference has previously occurred.

Level IV Discipline

Level IV discipline offenses represent the **most serious acts of misconduct**. These offenses must be immediately reported to administration. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school sponsored activities, pending disciplinary investigation of the allegations.

Student and parent/guardian participation in a conference with the school administration and a Student Support Specialist/Interventionist is an element of all discipline actions in this category, even if such a conference has previously occurred.

Behavior on the School Bus

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. **All school rules apply to the school bus.** School suspension is a possible sanction. School Administrators will use the code of conduct and the discipline ladder as a guide when disciplining students for misbehavior on the bus.

Electronic Devices

Electronic devices are not allowed during the school day. The Holmes County Consolidated School District does not accept responsibility for lost, stolen, or misplaced electronic devices, and the Holmes County Consolidated School District will not be held responsible for any fees associated with the use of personal devices. Unauthorized use of a cell phone or other electronic device during the school day shall subject a student to disciplinary action, which may include the following:

- Confiscation of the device;
- In-school detention; or
- Out-of-school suspension.

Consequences for Misuse of Electronic Devices

1 st Offense	2 nd Offense	3 rd Offense
The student's parent/guardian may pick up the device after he/she signs a district form outlining the policy and procedures for electronic devices.	The student's parent/guardian must participate in a mandatory meeting with the principal. The principal will return the item to the parent or guardian.	The item will not be returned to the student's parent/guardian until the last day of school.

Items Prohibited at School

Students are prohibited from bringing the following items to school:

- Candy and/or other food items brought to school to sell or exchange without the principal's approval.
- Weapons (real or toy), mace, pepper spray, brass knuckles, or anything that is used to cause bodily harm to another.
- Laser lights and pointers.
- Any other item that will be disruptive to the learning process. These items include Yo-Yos, trading and playing cards, dice and other gambling paraphernalia, cigarettes, matches, and lighters, large sums of money not designated for school activities, any illegal drugs, or drug paraphernalia.

Students should only bring school supplies. The teacher or principal will contact parents if students are to bring other items.

Handling of Abandoned or Seized Property that Has Been Confiscated from Students

When an item listed above is found in the student's possession, a teacher, principal, safety officer, or other district employee charged with enforcing district policy may confiscate such item(s). These items will be appropriately labeled with the student's name, grade, homeroom teacher, and school, then submitted to the principal's office. The parent or legal guardian of the student may retrieve the confiscated item(s) in accordance with procedures. Six weeks after the end of the school year, all unclaimed items will be deemed abandoned. The district will then determine the appropriate disposition of any abandoned item(s).

The district shall not guarantee the safekeeping or segregation of any confiscated item(s) and shall bear no responsibility for the

damage or destruction of confiscated item(s) including those items that have been stolen, lost, or misplaced.

Bullying (JDDA)

Bullying is characterized by the following three criteria:

1. It involves aggressive behavior or intentional *harm-doing*;
2. It is carried out repeatedly and over time; and
3. It occurs within an interpersonal relationship characterized by an imbalance of power.

Bullying involves physical and emotional behaviors that are intentionally controlling or hurtful thus creating a climate of harassment and fear. *Targets* of bullies sense isolation and loss of self-confidence, while those who bully face rejection, possible school failure, and potential behavior patterns that can continue well into adulthood.

Bullying behavior often occurs without apparent provocation, and thus may be considered a form of abuse (i.e., peer abuse). Such peer abuse may be manifested both openly and directly or subtly and indirectly.

Bullying will be treated as a violation of the code of conduct, and disciplinary action will be imposed at the discretion of the principal. Any student who feels he/she has been a victim of bullying shall report such conduct to a teacher, counselor, or principal.

Bullying and harassment are often used interchangeably when talking about harmful behavior. They are very similar, but in terms of definition, there is an important difference.

Bullying and harassment are similar as they are both about:

- power and control
- actions that hurt or harm another person physically or emotionally
- an imbalance of power between the target and the individual demonstrating the negative behavior

The distinction between bullying and harassment is that when the bullying directed at the target is also based on a protected class, that behavior is then defined as harassment. Protected classes include:

- race
- color
- religion
- gender
- age
- disability
- national origin

If a student is experiencing discriminatory harassment, federally funded schools are obligated under federal law to address the behavior.

Discipline Ladder (JDA)

The discipline ladder reflects a systematic way of assigning consequences for code of conduct violations and for aligning the actions of administrators across the district.

The Holmes County Consolidation School District has established a Uniform Discipline Code applicable to all students enrolled in the school district. It is expected that this Code shall be followed and enforced in the same spirit and manner throughout the school district. Principals of the schools and their administrative personnel shall assure that every student's right to constitutional due process is followed in every instance of the application of the Code. Principals and their assistants may also consider appropriate mitigating circumstances in the

administration of disciplinary actions under this Code. *Mitigating circumstances* include, but are not necessarily limited to, the following factors:

- Age, health, maturity, and academic placement of the student;
- Prior conduct of the student;
- Attitude of the student;
- Cooperation of parents or guardian;
- Willingness of the student to accept responsibility for his or her acts; and
- The severity of the applicable offense or disciplinary infraction.

No student will be placed at a given step on the discipline ladder more than two (2) times. The student will be escalated to the next higher step after his/her second placement on any step. Any discipline/behavior problem resulting in the student's placement on the ladder at Steps 4-8 may be referred to appropriate law enforcement officials for action.

In accordance with the Mississippi Safety Act of 2001 for a student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities during the school year, the principal, the reporting teacher, and the child's parent(s) will develop a Behavior Intervention Plan (BIP).

Students transferring from an outside agency or facility will be required to appear before the District Discipline Review Committee to determine the best transitional placement for the student. Students referred for outside assessment may be denied return to school if parents refuse the services recommended by the outside agency.

Discipline Ladder Steps

Step 1

- Contact parent/legal guardian (may be written contact)
- Student conference
- Partial or all-day assignment to In-school tutorial (in school tutorial:

another classroom or place for no more than one class period to complete class work)

- Assignment to detention (assignment to the Positive Behavior Care Class (PBC) for one to three periods to complete behavior packet and class work).
- Assignment to Saturday school
- Loss of privileges/performance of school service (temporary)
- Removal from the ladder after 5 school days with no additional referrals
- Refer to the MTSS team for review after three office visits at Steps 1-2.

Step 2

- Contact parent/legal guardian (may be written contact)
- Partial or all-day assignment to Positive Behavior Care Class (PBC)
- Assignment to detention
- Assignment to Saturday school
- Loss of privileges/performance of school service (temporary)
- Removal from the ladder after 10 school days with no additional referrals
- Refer to MTSS team for review after three office visits at Steps 1- 2.

Step 3

- Contact parent/legal guardian (conduct phone or personal conference with instructional coach/lead teacher, assistant principal or principal)
- Detention assignment
- Assignment to Positive Behavior Care Class 1 – 2 days
- Assignment to Saturday school
- Loss of privileges/performance of school service (temporary or permanent removal)

- Removal from the ladder after 15 school days with no additional referrals
- Refer to MTSS for Behavior Intervention Plan development and implementation after three office visits at Steps 3 -6.

Step 4

- Contact parent/legal guardian (conduct phone or personal conference with instructional coach/lead teacher, assistant principal or principal)
- Assignment to Positive Behavior Care Class 3 – 5 days
- Assignment to Saturday school
- Loss of privileges/performance of school service (temporary or permanent removal)
- Parent may be requested to attend classes with the student by the administrator
- Removal from the ladder after 20 school days with no additional referrals
- Refer to MTSS for Behavior Intervention Plan development and implementation after three office visits at Steps 3 -6.

Step 5

- Contact parent/legal guardian (conduct phone or personal conference with instructional coach/lead teacher, assistant principal or principal)
- Assignment of OSS (Out-of-School Suspension) 1-5 days Assignment to Saturday school(s)
- Referral to the District Discipline Review Committee for possible Alternative School Placement (notice of student behavior problem) and intervention as determined by administration.

- Loss of privileges/performance of school service (temporary or permanent removal)
- Parent may be requested to attend classes with the student by the administrator
- Removal from the ladder after 25 school days with no additional referrals
- Refer to MTSS for Behavior Intervention Plan development and implementation after three office visits at Steps 3 -6.

Step 6

- Contact parent/legal guardian (conduct phone or personal conference with instructional coach/lead teacher, assistant principal or principal)
- Assignment of OSS for 6-9 days with district office approval
- Referral to the District Discipline Review Committee for review and action, which may include placement of the student in the Alternative School Program.
- Loss of Privileges (temporary or permanent)
- Parent may be requested to attend classes with the student by the administrator
- Loss of exemptions in all classes (Automatic for remainder of the school year)
- Removal from the ladder after 30 school days with no additional referrals
- If the student returns to school after alternative school assignment has been completed, the student will be immediately assigned to disciplinary probation for 30 days and remain on Step 6 of the ladder. If the student ends the 30-day probationary period with no office referrals, the student may be removed from the ladder.

- Refer to MTSS for Behavior Intervention Plan development and implementation after three office visits at Steps 3 -6.

Step 7

- Contact parent/legal guardian (phone or personal conference with the principal)
- Assignment of OSS 6-9 days (approval from the Chief required)
- Referral to the District Discipline Review Committee for due process hearing (parents notified by district office). The District Discipline Committee is authorized to determine a long-term placement in the Alternative School program (up to one [1] calendar year) or recommendation for expulsion.
- Loss of privileges (temporary or permanent)
- If the student returns to school after the expulsion period has expired or the long-term alternative school assignment has been completed, the student will be immediately assigned to disciplinary probation for 35 days and remain on Step 7 of the ladder. If the student ends the 35-day probationary period with no office referrals, the student may be removed from the ladder.

Step 8

Action of the Board of Education to expel or other disciplinary action as assigned by the Board.

Behaviors and Placement on the Discipline Ladder

The following chart reflects generalized unacceptable behavior and placement on the discipline ladder. This list is not all-inclusive, and other behaviors may occur that do not necessarily appear in the list. Administrators are vested with the authority to use administrative judgment in regard to such behaviors.

Behaviors	Step Placement						
	1	2	3	4	5	6	7
Biting					X		
Bomb threat (Zero tolerance)					X		
Cheating			X				
Cutting/leaving class without permission /out of assigned area			X				
Defacement/destruction of property/vandalism (Restitution required \$20,000 max)					X		
Defiance of staff member/disrespect/continuous disobedience				X			
Dress code violation	X						
Eating/drinking in unapproved area	X						
Failure to serve detention/Saturday school	Next step on the ladder						
Fighting or spreading rumors/gossip which leads to verbal/physical confrontation/fight/disruption/disturbance (see levels 1-4 fights)			X	X	X	X	X
Gambling/possession of gambling devices		X					
Gang activity/association/secret organizations/clubs					X		
Going to car without permission		X					
Inappropriate public display of affection		X					
Improper/disruptive behavior on school grounds or at school activities		X					
Improper use of internet or electronic devices		X					
Improper use of internet or electronic devices involving violence, profanity, or pornography					X		
Leaving campus without permission				X			
Lying to authorities			X				
Parking/traffic violations		X					
Pornography in any form					X		

Behaviors	Step Placement						
	1	2	3	4	5	6	7
Possession of unauthorized cell phone, radios or other electronic devices See cell phone policy	See cell phone policy						
Possession of weapon, imitation weapon or object that could be used as a weapon (includes stun guns/tasers)						X	
Profanity / vulgarity (includes acts, gestures, or symbols directed at a person)			X				
Refusal to identify one's self when requested to do so by school staff				X			
Sexual harassment or sexual misconduct							X
Sexual misconduct-consensual					X		
Stealing / theft						X	
Tardiness, excessive tardiness, excessive checkouts	See tardy policy						
Trespassing				X			
Use of forged / altered documents such as parent notes, report cards, hall passes, etc.			X				
Unauthorized fundraising				X			
Use / possession of dangerous objects					X		
Use / possession of fireworks					X		
Use, sale, possession or under the influence of alcohol or alcohol related products							X
Use, sale, possession or under the influence of drugs and / or drug paraphernalia (policy) or counterfeit drugs							X
Use, sale, possession of tobacco or tobacco-related product (includes electronic cigarettes)							X
Violent act, bullying, harassment, intimidation, hazing, stalking or threatening of another student or staff member(s)							X
Violation of acts toward district employees							X

Discipline Guide

The discipline guide listed below is designed to aid administrators in the consistent enforcement of all rules and procedures for Holmes County Consolidated School District. While most situations will fit into one of the categories of the discipline guide, the administrator still has the discretion as to where to place a student on the discipline ladder based on the severity of the incident, documented evidence, and where the student currently is on the discipline ladder.

Infraction	Level	Description	Consequences
Fighting	1	Pushing, shoving, wrestling, trying to throw a punch, or inciting a fight.	Step 5 1-day suspension, may be referred to youth court
	2	Vicious, blood, or fist fight (one on one fight)	Step 5 3-day suspension, referral to youth court, if a law has been violated.
	3	Habitual discipline problem, previously warned, or 2nd fight or more in one year	Step 6 6-day suspension, 9 weeks at Alternative School, referral to youth court, if a law has been violated.
	4	Group fight [two (2) or more individuals fight against one or more individuals] or fight with gang related implications	Step 7 6-day suspension & recommendation for Alternative School (9 weeks to one calendar year) or expulsion, referral to youth court, if a law has been violated.
Weapons	1	Weapons other than a gun found on person or in vehicle.	Step 6 6-day suspension & 9 weeks at Alternative School, referral to youth court, if a law has been violated.
	2	Using, threatening or brandishing any weapon, possession of a gun on person or in vehicle.	Step 7 6-day suspension, referral to Alternative School for 9 weeks to one calendar year, or expulsion
Over the Counter Medicines and Supplements	1	Handling or passing it to another student	Step 5 3-day suspension
	2	Brought to school to sell, give away, trade or consume on campus.	Step 6 6-day suspension & 9 weeks at Alternative School
Alcohol & Prescription Drugs	1	Under the influence (consumed off campus), possession	Step 6 6-day suspension & 9 weeks at Alternative School, referral to youth court, if a law has been violated.
	2	Brought to school, consumed on campus	Step 6 6-day suspension & one semester at Alternative School,

Infraction	Level	Description	Consequences
			referral to youth court, if a law has been violated.
Illegal Drugs	1		Step 6 6-day suspension & one semester at Alternative School, referral to youth court, if a law has been violated.
	2		Step 7 6-day suspension, one calendar year at Alternative School or expulsion out of school, referral to youth court, if a law has been violated.

Any combination of the above will result in more severe consequences. The Alternative School assignment of days may vary based upon what is best for the student to meet academic requirements.

References:

37-11-53 - School district discipline plans; appearance by parents, guardians or custodians at discipline conferences; recovery from parents for damage or destruction of school property; parent allowed to accompany child to school as alternative to child's suspension. 37-3-83 - School Safety Grant Program.

Due Process (JCAA)

When a student is confronted with disciplinary action, the board and its administrators will afford him/her the safeguards of due process as required by applicable law. In any case, the student must be made aware of his/her rights.

The superintendent and the principal of the school will have the power to suspend a pupil for good cause or for any reason for which such pupil might be suspended, dismissed, or expelled by the school board. However, such action of the superintendent or principal will be subject to review by the school board. The parent or guardian of that child will be advised of this right to a hearing by the superintendent or principal, and the proper form will be provided for requesting such a hearing as provided by Section 37-9-71.

LEGAL REF: Mississippi Code, Section 37-9-71; Goss v. Lopez, 419 U.S. 565 (1975); U.S. Constitution Amendment XIV; Wood v. Strickland, U.S. 95 S. Ct. 992 (1975).

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

Initial Informal Hearing

Applies to:

- Suspensions of 9 days or less
- Suspensions of 10 days or more
- Recommendations of Expulsions

Denials of Admission

The principal or superintendent may recommend a denial of admission which shall be effective immediately, pending the conclusion of due process. An initial informal hearing is required in each case where disciplinary action may be taken against a student and where an expelled student makes application of re-admission following the conclusion of the expulsion period.

After an initial investigation appropriate under the circumstances, the principal, superintendent or designee shall:

- Advise the student of the charges against him or reasons for non-admission;
- Afford the student a full opportunity to respond; and
- If the student denies the charges or contests the reasons for non-admission, explain the evidence in support thereof.

After the informal hearing, the principal may take the following actions:

Suspension of five (5) days or less

The principal may issue to the student and legal guardian a notice of suspension not longer than five (5) consecutive school days. The suspension is effective immediately and no further due process is required.

Immediate suspension and recommendation of expulsion

The principal or superintendent shall immediately suspend a student for 9 days or less and recommend expulsion when there is reason to believe that the student committed an unlawful or violent act, as defined or otherwise provided by District policy. The suspension shall be effective immediately, pending conclusion of due process on the recommendation of expulsion.

Immediate suspension and recommendation of suspension

The principal or the superintendent may immediately suspend a student for nine (9) days or less and request a Discipline Review Hearing for a suspension of 10 days or more or expulsion, as appropriate under the circumstances. The suspension shall be effective immediately, pending the conclusion of due process on the recommendation of long-term suspension or expulsion.

Appeal

The appeal process applies to suspensions of 10 days or more and expulsions and/or denials of admission if, after the initial hearing, the principal or superintendent determines that a recommendation of suspension for 10 days or more, expulsion or other denial of admission is the appropriate disciplinary action.

Notice of Charge and Referral to the District Review Committee

The principal or superintendent shall give the student a written **Notice of Suspension and Recommendation of Expulsion/Non-admission and Statement of Rights** in a form provided by the superintendent for such purposes.

The notice shall contain a statement of the charges/reasons, advise the student of his rights to legal counsel, to present witnesses and to cross-examine witnesses presented against him and state the date, time and place for hearing. A copy of the notice will be hand-delivered to the student when possible, and the original hand-delivered or mailed to the legal guardian.

A hearing before the Discipline Review Committee shall automatically be scheduled no later than the sixth (6th) school day following the date of notice.

Pending the outcome of the hearing before the Discipline Review Committee, the student may be offered temporary placement in the alternative school program when the

counselor verifies the student's suitability for such program and, in such case, the hearing before the Discipline Review Committee may be held at any appropriate time without application of the 10-day limitation. However, the District may not offer temporary placement when the offense upon which the action is based is gang or group-related fighting, violation of prohibitions against weapons or controlled substances, assault of a staff member or other unlawful or violent act.

The hearing will be before the Discipline Review Committee. The Discipline Review Committee shall be composed of five (5) members who hold specified job classifications. The Discipline Review Committee's Chairperson will investigate the matter, convene and conduct the committee in its business, but shall not vote.

The Discipline Review Committee shall hear and consider all cases presented and is authorized to:

- Concur or not concur in the suspension, expulsion or non-admission recommendation to the Superintendent.
- Recommend there be no further disciplinary action and the student returned to his or her home school.
- Recommend to the superintendent that a student be enrolled in the Alternative School.
- Recommend any other services or actions the committee believes will benefit the student.
- Prepare a written summary of each matter considered by the committee and forward this to the Superintendent or his designee no later than two (2) working days after the disposition of the committee.

All expulsion and non-admission recommendations shall be subject to review by the superintendent and by the board.

Discipline Review Committee Appeal

A parent, legal guardian or custodian aggrieved by a decision of the Discipline Review Committee to recommend suspension, deny admission, or otherwise sanction his /her child may request review of the decision by the board. A request for review must be submitted to the board within 10 days after receiving a decision. The appeal will be recorded only as stipulated in hearing documentation.

Review by the Superintendent

The superintendent shall review all recommendations by the Discipline Review Committee.

- If the superintendent concurs in the decision of the Discipline Review Committee, he shall submit the recommendation to the Board for final action.
- If the superintendent does not concur in the decision of the Discipline Review Committee, he may remove expulsion, assign an appropriate duration of suspension or recommend expulsion or, in the case of other denial of admission, recommend admission.
- All recommendations by the superintendent of expulsions or denials of admission shall be subject to review by the board.

Review by the Board of Education

Applies to:

- Suspensions (only upon request by parents)
- Expulsions
- Denials of Admission

The Holmes County Consolidated School Board shall, at its next regular or special meeting following the recommendation, review and take final action. All consideration

of student disciplinary action shall be conducted in accordance with standard board procedure. All decisions by the board shall be final.

Expulsion of students from the Holmes County Consolidated School District is affected on the basis of recommendations made to the superintendent or his designee by the district discipline committee on the basis of the student having been provided his or her right to constitutional due process in a hearing conducted by that committee. The School Board of Education makes the final decision regarding expulsion. Parents will be notified of the meeting date, time and place requested to attend.

Notice of suspension shall be made to the parents or guardians of the student by the superintendent or his designee in the manner prescribed by the superintendent. Request for appeal to the Board of Trustees of the Holmes County School District must be made within ten (10) days of the receipt of the letter informing the parent or guardian of the suspension.

Appeals heard by the Board of Trustees will be by record only; said record being established at the discipline review hearing. Neither the student nor his or her parents or guardian may present new evidence at the appeal, nor will the student or his or her parents or guardian be allowed to cross-examine witnesses or make statements to the Board of Education during the actual review process.

If the parents or guardian of the student desire to make comments to the Board of Education regarding any matter before the Board, a request for time on the Board agenda may be made pursuant to the rules and regulations governing such matters.

According to a 1998 Attorney General Opinion, automatic fail provisions 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) 37-9-71; '37-15-9; '37-13-92

Physical Restraint or Seclusion Policy

The Holmes County Consolidated School District seeks to promote a safe and productive workplace and educational environment for its employees and students. Therefore, the Holmes County Consolidated School District seeks to ensure that every student in the district is free from the unreasonable use of physical restraint or seclusion. Physical restraint shall be used only by staff who is formally trained in a district-adopted technique. Even then, restraint should be used only after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution and when the student is at risk of harming himself/herself or others. Seclusion is prohibited in any form.

Binding Requirements of the Gun-Free Schools Act of 1994

In accordance with the requirements of the Gun-Free Schools Act of 1994 (Title VII of the Elementary and Secondary Education Act of 1965, as amended) the Board of Trustees of the Holmes County Consolidated School District requires the immediate expulsion for one entire calendar year from that date of offense of any student who brings a firearm as defined by Section 921 of Title 18, United States Code, onto the property of the Holmes County Consolidated School District contingent upon said student being provided his or her right to constitutional due process.

However, the superintendent shall be authorized to modify the period of time for such expulsion on a case or case basis. Any student expelled for bringing a firearm onto any educational property (school campus, playground, building, bus, athletic field, parking lot, and all other such similar educational property consistent with the intent and purpose of the Gun-Free Schools Act) operated or otherwise maintained by the Holmes County Consolidated School

District may be considered for placement in the Alternative School, if this is the recommendation of the District Review Committee and the superintendent concurs.

Authority of the Principal and Principal's Designee to Exercise Proper Discretion in Assigning Suspension

Principals are encouraged to assess each discipline situation in light of prevailing procedures with an eye to his or her responsibility to provide leadership as the administrator of the school. Therefore, a principal may exercise discretion in assigning suspension penalties under the procedures applicable hereto as long as the applications of those penalties are fair and consistent and within the intent of the administrative procedures of the Holmes County Consolidated School District to provide a safe, orderly, and appropriate learning environment; to prevent *swinging door* suspensions; and to take into account the merits of each case as may be demanded by considerations of prevailing federal legislation and binding consent degrees (e.g., Section 504, "Mattie T.").

Suspensions, Expulsions and Participation in School-Sponsored Events

When a student has been suspended or expelled from his or her home school, whether or not that student is properly enrolled in the Alternative School, the student shall not be permitted to participate in or to attend extracurricular activities sponsored by any school within the Holmes County Consolidated School District. Failure on the part of the student to abide by this rule shall result in the student being considered to be trespassing on school property. The school or school district shall take appropriate legal action in accordance with said act of trespassing.

Students with Disabilities

Children with Disabilities are responsible for adhering to the same rules of conduct as student without disabilities. The Children with Disabilities Director or designee should be contacted immediately when a Child with Disabilities commits a violation of the rules of conduct which may result in the removal from the classroom by suspension or expulsion. Recommended suspensions of more than 10 days or expulsions are reserved for more serious disciplinary offenses. In such cases, a Manifestation Determination Review (MDR) and/or hearing before the student's IEP team will be conducted on or before the tenth (10th) school day after suspension or expulsion is initiated. 37-7-301, 37-9-14

Secret Societies

It shall be unlawful for any pupil attending the public schools of this state to become a member of or to belong to or participate in the activities of any high school fraternity, sorority, secret society or gang as defined in Section 37-11-37. Any student violating this policy shall be subject to expulsion. *Legal reference: Mississippi Code, Section 37-11-37 (1947); 37-11-39 (1942); 37-11-41 (1942); 37-11-43*

Family Educational Rights and Privacy Act (FERPA) (JRAB)

The District may authorize the release of directory information as defined by the Family Educational Rights and Privacy Act (FERPA), for internal administrative purposes, approved educational projects, activities, and publications. Parental permission must be obtained prior to the publication of student directory information.

Access to student information is limited to authorized parties and will be permitted only in support of district educational goals and objectives. Parties granted access will fall under the auspices and regulations of this policy and may be required to complete and sign an *Oath of Confidentiality*.

Attorney General of the United States

The district may disclose, without the consent or knowledge of the eligible student or parent, personally identifiable information in the educational records of a student to the Attorney General of the United States or his or her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. The district is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

The superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act (FERPA) and other applicable acts and regulations.

Internet Appropriate Use Policy (IJ)

The Holmes County School District is pleased to offer to its students, faculty, and staff access to the Internet in accordance with the terms and conditions of this policy. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users globally. This computer technology will help propel our schools through the communication age by allowing students and staff to access and to use resources from distant computers, communicate and collaborate with other individuals and groups, and significantly expand their available information base.

Internet Safety and Security

1. Authorized users are responsible for the security of their passwords and accounts. Under no conditions should a user provide his/her password to another person or use another person's password nor should users share accounts.
2. Computers, laptops and workstations should be secured by logging-off when the computer will be unattended.
3. Use of the network will be allowed only with District equipment unless written permission is given by district administrator(s).
4. Computers connected to the Network will continuously execute approved virus-scanning software with current virus definitions. Users should allow updates if prompted.
5. Users should not open e-mail attachments received from unknown senders as they may contain viruses or malicious software.
6. Users should immediately report to Technology Support Services any attempt of others to engage in unauthorized activities, inappropriate communication, or prohibited use of the Internet and district resources.
7. Users may not attempt to circumvent filters, user authentication or security of any host, network, or account on the Network or the Internet. Users should not attempt to gain access to or use equipment assigned to another user without their knowledge.
8. Users are never to give any information about the District's network or computer system to unauthorized individuals or groups.

Wireless and Mobile Devices

All personal mobile devices such as, but not limited to personal laptops, netbooks, tablet pcs, smart phones, and mp3 players, should

be used according to district and school rules and at the discretion of the school.

It is mandatory that students use the filtered, wireless network of Holmes County School District (where available) to browse the internet for educational and instructional purposes.

Student use of any other wireless network is prohibited. Displaying information to students from any unfiltered, wireless network is prohibited.

Children's Internet Protection Act (CIPA) (IJB)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to the Internet and other information. Among many other things, it calls for schools and libraries to have in place appropriate electronic filters to prevent children from accessing and viewing inappropriate Internet content. CIPA imposes certain requirements for any school or library that receives discounts for Internet access or for internal connections. The Holmes County School District receives these discounts for Internet Access through the E-Rate program and is therefore in compliance with the CIPA.

Internet Administrative Procedures (IJA-P)

This school district will enforce the following administrative procedures. The specific examples of prohibited uses by students stated herein are illustrations only and not intended to be an all-inclusive list of inappropriate behaviors.

Failure to comply with these administrative procedures shall be deemed grounds for revocation of privileges, potential disciplinary action and/or appropriate legal action.

Use of the school/district's Internet is a privilege, not a right. Inappropriate use may result in cancellation of that privilege. The superintendent or designee(s) shall make all decisions regarding whether or not a student has violated these procedures, and may deny, revoke, or suspend access at any time.

Internet Terms and Conditions of Use – Personal Safety

1. User will not disclose, use, disseminate or divulge personal and/or private information about himself/herself, minors or any others including personal identification information such as, but not limited to, credit card information, social security numbers, telephone numbers, addresses, etc.
2. Users will immediately report to Holmes County Consolidated School District authorities any attempt by other Internet users to engage in inappropriate conversations of personal contact.
3. User shall not access, transmit, or re-transmit: copyrighted materials (including plagiarism), threatening, harassing, obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors.
4. Holmes County Consolidated School District will fully cooperate with local, state or federal officials in any investigation related to illegal activities conducted through the user's Internet account.

Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines

and procedures will be appropriate for the electronic information resources being used and the students served at the school.

Consequences for Failure to Follow Terms and Conditions of Internet Use Policy

There will be consequences for any user who fails to follow Holmes County Consolidated School District and school guidelines and policies.

The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of Holmes County Consolidated School District, law enforcement authorities may be involved and any violations of state and/or federal law may result in criminal or civil prosecution.

When the user is using the Holmes County Consolidated School District system, it may seem as though these policies could be easily broken or that the user would not get caught. This is not true. Electronic footprints are left behind on a machine each time it is used, and the potential for apprehension always exists.

Appendix

1. *Office Discipline Referral Form*
2. *Notice of Student Suspension*
3. *Notice of Bus Suspension*
4. *Acknowledgement of Review of the Student Handbook*



313 Olive Street, PO Box 630
Lexington, MS, 39095
(662) 834 2175

HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT

Notice to Parent, Guardian or Custodian of Student Suspension

Date of Notice: _____

To the Parent/Guardian of: _____ MSIS # _____

School: _____ Grade: _____ Special Education Code: _____ Gender: _____

This notice is to inform you that the above-named student has been suspended from school for _____ days beginning _____ through _____. The student may return to school on _____.

The student was suspended for _____, which is in violation of the Student Code of Conduct. The student was notified of the violation as recorded on the HCCSD Office Discipline Referral prior to his/her initial informal hearing. The event(s) that led to the student's discipline include: _____

Based on the above violation a recommendation for expulsion ☐ will ☐ will not be made by the school principal to the Superintendent.

In accordance with our due process procedure, the student was advised of the charges against him/her and afforded a full opportunity to respond. At the conclusion of the initial informal hearing the Administrator found that the suspension was warranted.

If you would like to schedule a conference with the Principal or other school administrator to discuss the student's conduct and the events that led to the student's discipline, please contact your student's principal as soon as possible at the number listed below. Please be advised that this conference is not required by law and is not a requirement of our due process procedures. However, we believe that communication with parents/guardians is important to the student's academic success and the resolution of behavior and disciplinary issues and encourage parents to take advantage of this opportunity.

- | | |
|--|--|
| <input type="checkbox"/> Durant Elementary, 662-653-3176 | <input type="checkbox"/> Williams-Sullivan Middle, 662-653-6218 |
| <input type="checkbox"/> Goodman-Pickens Elementary, 662-468-3351 | <input type="checkbox"/> Holmes County Central High School, (662) 834-2172 |
| <input type="checkbox"/> William Dean, Jr. Elementary, 662-834-300 | <input type="checkbox"/> S.V. Marshall Elementary, 662-235-5226 |

The student is expected to be under the supervision of a parent/guardian throughout the suspension. While on suspension, students are not permitted to be on HCCSD property or to attend any school related events or extra-curricular activities without the written permission of a school official. If the student is on school property or at a school-related event while suspended, he/she may be charged with trespassing.

(Administrator Name)

(Administrator Signature)

(Date)



313 Olive Street, PO Box 630,
Lexington, MS, 39095
(662) 834 2175

HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT

Notice to Parent, Guardian or Custodian of Bus Suspension

Date of Notice: _____

To the Parent/Guardian of: _____ MSIS # _____

School: _____ Grade: _____ Special Education Code: _____ Gender: _____

While Mississippi law requires the district to furnish transportation to its eligible students, parents have the responsibility of supervising the students until they board the bus in the morning and after they leave the bus at the end of the school day. Furthermore, students have the responsibility to obey all rules of conduct while waiting for, riding and leaving the bus. Students who do not conduct themselves properly will not be allowed to ride the bus.

This notice is to inform you that the above-named student has been suspended from the bus for _____ days beginning _____ through _____. The student may resume riding the bus on _____.

The student's bus privilege was suspended for _____, which is in violation of the Student Code of Conduct. The student was previously warned regarding the consequence of exhibiting inappropriate behavior on the bus. The event(s) that led to the suspension of bus privileges include: _____

If you would like to schedule a conference with the Principal or other school administrator to discuss the student's conduct and the events that led to the student's discipline, please contact your student's principal as soon as possible at the number listed below. Please be advised that this conference is not required by law and is not a requirement of our due process procedures. However, we believe that communication with parents/guardians is important to the student's academic success and the resolution of behavior and disciplinary issues and encourage parents to take advantage of this opportunity.

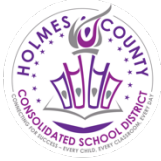
- | | |
|--|--|
| <input type="checkbox"/> Durant Elementary, 662-653-3176 | <input type="checkbox"/> Williams-Sullivan Middle, 662-653-6218 |
| <input type="checkbox"/> Goodman-Pickens Elementary, 662-468-3351 | <input type="checkbox"/> Holmes County Central High School, (662) 834-2172 |
| <input type="checkbox"/> William Dean, Jr. Elementary, 662-834-300 | <input type="checkbox"/> S.V. Marshall Elementary, 662-235-5226 |

For more information regarding bus conduct, please refer to School Board Policy JCDAD.

(Administrator Name)

(Administrator Signature)

(Date)



Holmes County Consolidated School District

Acknowledgement of Review of the Student Handbook

Student's Name
School
Teacher

Please review the Student Handbook: Rights and Responsibilities with your child. His/her teacher has discussed it in class. The policies and regulations are an important part of daily student life, supporting a safe and secure learning environment. It is so central to success that there will be periodic reviews of important sections of the handbook during the year, in particular sections related to:

- **Attendance and Absences**
- **Student Expectations**
- **Graduation Requirements and Promotion**

It is essential that the school and home work together to assure that all students meet the high expectations for behavior established in the student handbook. This enables students to succeed in school and the community. Your support is vital in this process.

After you have reviewed the Student Handbook with your child, please sign and return the signed form to the school.

As the parent/guardian of the above student, I have read and discussed the Student Handbook: Rights & Responsibilities with my child.

I understand that the Student Handbook and the policies and regulations it references apply to all students at all times on all Board of Education property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to, school field trips, international trips, and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

Parent's/Guardian's Signature	Date
Student's Signature	Date

The handbook was sent home to be shared with the parent(s)/guardian(s) on _____.

Please detach and return this form to your child's teacher.

