

WEST BOLIVAR CONSOLIDATED SCHOOL DISTRICT



"We're Stronger Together"

Student and Parent Handbook

2021-2022

Dr. Montrell Greene, Interim Superintendent

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GREETINGS
FROM THE INTERIM SUPERINTENDENT
WEST BOLIVAR CONSOLIDATED SCHOOL DISTRICT

Dear Parents, Students, Community, and WBCSD Supporters:

The West Bolivar Consolidated School District would like to welcome you to the 2021-2022 school year! While this has been a year of change, we will still keep our focus on student achievement. Increasing student achievement is the goal this year; therefore, we hope everyone will embody the following attributes/characteristics: personal commitment, effective communication, teamwork, and empowering others.

The purpose of this handbook is to help facilitate safe and orderly schools. As we return to in-person learning, please note this handbook is subject to change based on board policy and/or recommendations from health officials. Let's work together to make this the best year yet!

Together in education,

Dr. Montrell Greene

Interim Superintendent

West Bolivar Consolidated School District

WEST BOLIVAR CONSOLIDATED SCHOOL DISTRICT

MISSION STATEMENT

The mission of the West Bolivar Consolidated School District is to cultivate collaboration with our communities to create an environment where all students will have the opportunity to attain the highest level of achievement in all areas

VISION STATEMENT

The vision of the West Bolivar Consolidated School District is to provide an optimum learning environment that will enable all students to become productive members of society.



NON-DISCRIMINATION STATEMENT

The West Bolivar Consolidated School District does not discriminate on the basis on race, color, national origin, marital status, religion, sex, disability, or age in its programs and activities.

West Bolivar Consolidated School District
Mailing Address: P. O. Box 189
Physical Address: 909 Highway 8
Rosedale, MS 38769

Web Address: <http://www.wbcsdk12.org/>
Phone: (662)759-3525 | **Fax:** (662)759-6316

BOARD OF TRUSTEES

Mrs. Jacqueline Lloyd, President
Mr. Evereth Stanton, Vice-President
Mrs. Ruby Miller, Secretary
Mr. Michael Honorable, Member
Reverend Charlie Jackson, Jr., Member
Mr. Willie Griffin, Esq., Board Attorney

CENTRAL OFFICE ADMINISTRATION

Dr. Montrell Greene, Interim Superintendent of Education
662.759.3525

Dr. Tracy Henshaw-Cameron, Director of Curriculum and Instruction
662.759.0032

Ms. Wandra Wade, Business Manager
662.759.3525

Mr. Nathan Towers, Director of Federal Programs
662.759.3525

Mrs. Shelia Brown, Director of Special Education Services & Section 504 Coordinator
662.759.3525

Ms. Katie Armstrong, Director of Child Nutrition
662.759.6667

Mr. Bradford Fair, Technology Coordinator
662.759.3525

SCHOOL ADMINISTRATION

McEvans School, Grades K-12

Dr. Barbara Flore, Principal
Ms. Tracy Dunn, Assistant Principal
601 Hwy 61 North
Shaw, MS 38773
(662) 754-6109

West Bolivar Elementary School, Grades K-6

Mrs. Tanya Rodges, Principal
1212 South Main Street
Rosedale, MS 38769
(662) 759-3823

West Bolivar High School, Grades 7-12

Dr. Londeria Hayes, Principal
1213 South Main Street
Rosedale, MS 38769
(662) 759-3743

Joe Barnes Career and Technical Center

Dr. Latonya Johnson, Director
500 Bradford Street
Rosedale, MS 38907
662-759-3791

Alternative School Director

Mr. Damius Robinson, Director
500 Bradford Street
Rosedale, MS 38907
662-759-3791

DISTRICT CALENDAR AT-A-GLANCE
2021-2022 ACADEMIC CALENDAR

| | |
|-------------------------------------|---|
| July 29 – 30, 2021 | New Teacher/Novice Orientation and Professional Development |
| August, 9-11 2021 | First day for Faculty/Staff and Professional Development |
| August 12, 2021 | First day for students |
| September 6, 2021 | Labor Day Holiday (District-wide Closure) |
| September 16, 2021 | Progress Reports Disseminated |
| October 11-15, 2021 | 1 st Term Assessments (9-weeks) |
| October 22, 2021 | Reports Cards Sent Home |
| November 11, 2021 | Progress Reports Disseminated |
| November 22 - 26, 2021 | Thanksgiving Holiday – (Schools Closed) |
| December 15-21, 2021 | 2 nd Term Assessments (9-weeks) |
| December 22, 2021 - January 4, 2022 | Winter Break (Christmas Holidays) |
| January 5, 2022 | Faculty/Staff Return to School (No Students) Teacher PD |
| January 6, 2022 | Students Return to School |
| January 21, 2022 | Report Cards Sent Home |
| January 17, 2022 | MLK Holiday - No School |
| February 10, 2022 | Progress Reports Disseminated |
| February 11, 2022 | Teacher PD Day - No Students |
| February 21, 2022 | Presidents’ Day- No School |
| March 7-11, 2022 | 3 rd Term Assessments (9-weeks) |
| March 14-18, 2022 | Spring Break (No School) |
| March 25, 2022 | Report Cards Sent Home |
| April 14, 2022 | Progress Reports Disseminated |
| April 15-18, 2022 | Easter Break (No School) |
| May 23-27, 2022 | 4 th Term Assessments (9-weeks) |
| May 30, 2022 | Memorial Day (District Closed) |
| June 1, 2022 | Students’ Last Day |
| June 3, 2022 | Teachers’ Last Day |

2021-2022 ACT TEST DATES

| Test Date | Registration Deadline | (Late Fee Required) |
|-------------------|-----------------------|---------------------|
| October 23, 2021 | September 17 | October 15 |
| December 11, 2021 | November 5 | December 3 |
| February 12, 2022 | January 7 | February 4 |
| April 2, 2022 | February 25 | March 25 |

COVID 19-DISCLAIMER

The WBCSD Handbook has been developed to serve as a guide to the services provided by the schools and administration, expectations of student conduct, and actions to maintain safe, orderly, and effective schools. It is our goal to share as much pertinent information with our stakeholders in a timely fashion so that we can prepare for a successful school year. We will continue to monitor any changes in the guidelines for schools from the Center for Disease Control (CDC) and the Mississippi Department of Health regarding Coronavirus (COVID-19). As the guidelines and situations affecting the health and safety of our students, faculty and staff change the district may make adjustments to the school calendar as well as instructional practices. To ensure that the district is able to continue to provide educational services in an environment that promotes safety for students, staff, and families, we may be required to make changes to the handbook to address the rapidly changing situation in our community. Additionally, new temporary policies may be developed, or existing policies may be temporarily modified or suspended to address the needs created by the unique situation brought on by the COVID-19 Pandemic. In the event that policies outlined in this handbook do change as a result of the COVID-19 Pandemic, we will inform parents and stakeholders of the changes through our district website COVID-19 page, district Facebook page, AIM messaging system, and local news outlets.

ENROLLMENT/WITHDRAWAL CRITERIA

ENROLLMENT – POLICY JBC

ENROLLMENT AGE

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

EVIDENCE OF AGE

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

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

PARENT, LEGAL GUARDIAN OR LEGAL CUSTODIAN

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

GENERAL ELIGIBILITY

- 1) This school district shall admit into its free public schools all minor- age children (MS Code ' 1-3-27) and all compulsory school age children as defined by in MS Code ' 37-13-91 (2)(f).
- 2) Each minor child shall attend school in the school district of his/her residence unless legally transferred to another school district by the school board pursuant to MS Code '37-15-29.
- 3) Except for those students who have been legally transferred, each minor child seeking to enroll in this school district shall be a school district resident. All students shall register at the school they are assigned to attend. ' 37-15-29; ' 37-15-13

- 4) Any new student enrolling in this school district or any continuing student whose residence has changed shall be accompanied to enrollment by a parent, guardian, adult custodian or adult agent of a social service agency of the district who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall be required to verify his/her residence as herein provided as part of the registration process. ' 37-15-11
- 5) The person in charge of each school shall require any child enrolling in kindergarten or grade 1 to present a certified birth certificate and valid immunization certificate upon enrollment. No child will be allowed to enroll in or attend any school without a certified birth certificate or valid immunization certificate. ' 37-15-1
- 6) Subject to the provisions of MS Code 37-15-9, subsection (3), [see item 7 below] any child who transfers from an out-of-state public or private school in which that state's law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in this school district at the same grade level as their prior out-of-state enrollment, if:
 - a) The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
 - b) The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
 - c) Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
 - d) The superintendent of schools of this school district has determined that the child was making satisfactory educational progress in the previous state. ' 37-15-9
- 7) When any child applies for admission or enrollment in any public school in the state, the parent, guardian or child, in the absence of an accompanying parent or guardian, shall indicate on the school registration form if the enrolling child has been expelled from any public or private school or is currently a party to an expulsion proceeding. If it is determined from the child's cumulative record or application for admission or enrollment that the child has been expelled, the school district may deny the student admission and enrollment until the superintendent of the school or his designee has reviewed the child's cumulative record and determined that the child has participated in successful rehabilitative efforts including, but not limited to, progress in an alternative school or similar program. If the child is a party to an expulsion proceeding, the child may be admitted to a public school pending final disposition of the expulsion proceeding. If the expulsion proceeding results in the expulsion of the child, the public school may revoke such admission to school. If the child was expelled or is a party to an expulsion proceeding for an act involving violence, weapons, alcohol, illegal drugs or other activity that may result in expulsion, the school district shall not be required to grant admission or enrollment to the child before one (1) calendar year after the date of the expulsion. ' 37-15-9 (3)
- 8) No child in grades 2 through 12 shall be allowed to enroll in or attend any school without a valid immunization certificate. ' 37-15- 1 Valid certificates include:
 - e) Form 121 -- Certificate of Compliance
 - f) Form 121-A -- Medical Exemption Certificate
 - g) Form 121-T -- Temporary Compliance Certificate

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

RESIDENCE VERIFICATION PROCEDURE

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

Residency may be determined in the following manner:

A. STUDENTS LIVING WITH PARENT(S) OR GUARDIAN(S) The parent(s) or legal guardian(s) of a student seeking to enroll must provide this school district with at least two of the items numbered 1 through 10 below as verification of their address, except that a document with a post office box as an address will not be accepted.

1. Filed Homestead Exemption Application form
2. Mortgage documents or property deed
3. Apartment or home lease
4. Utility bills
5. Driver's license
6. Voter precinct identification
7. Automobile registration
8. Affidavit and/or personal visit by a designated school district official
9. Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district
10. Certified copy of filed petition for guardianship if pending and final decree when granted

HOMELESS CHILDREN – POLICY JBC

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 – POLICY JBC

1. The non-parent(s) claiming district residency must meet the criteria of subparagraph (a) (1) through (10) above, required of a parent or legal guardian.
2. The district resident must provide the school with an affidavit (*see last page of this policy*) 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; child abuse or neglect
 - c) Unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a detrimental effect on the child;
 - d) Students enrolled in recognized exchange programs residing with host families.
3. Whenever appropriate the person who has assumed responsibility for the care and custody of the child shall be encouraged to obtain legal guardianship of the child. The school district may require additional documentation and verification at any time.

At the minimum, this school district shall maintain in a file a written instrument identifying the types of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.

The provisions of this policy do not apply to students who reside outside the school district, but who have legally transferred into the school district.

Any court ordered procedure shall take precedent over any procedure contained herein.

TRANSFER STUDENTS – POLICY JBCD

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

Students suspended or expelled from another school or school district may not be allowed to enroll.37-15-9 (3)

No pupil shall be permanently enrolled in a school in this school district who formerly was enrolled in another school within the state or outside the state until the cumulative record of said pupil shall have been received from the school from which he transferred.

WITHDRAWAL PROCEDURES – POLICY JBCD

Parents should notify the school at least one (1) week before a student is expected to be withdrawn to allow time for the check-out procedure. Students must return all textbooks, computers, and library books and must pay for any fines or lunches owed before a checkout can be completed. No permanent records will be given to the student. The WBCSD will, upon request from the new school, send records promptly.

STUDENT CODE OF CONDUCT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

1. Right to a Public Education: Each student has a right to a public education and the equal opportunities associated with this right, which includes school programs and activities.
2. Right to Freedom of Expression: Students have the right to express their opinions verbally or in writing as long as it does not disrupt the learning process or threaten harm to another person.
3. Right to Privacy: Each student has the right to expect that academic records are confidential and can only be inspected by eligible students, parents/guardians, school officials, and other persons or organizations as permitted under law.
4. Rights to Due Process: Each student has a right to due process and to disciplinary hearings as outlined by district policy.
5. Right to Be Free from Unreasonable Search and Seizure: Students have the right to be free from unreasonable searches and seizures in accordance with district policy and federal and state law.

RESPONSIBILITIES OF STUDENTS-APPROPRIATE SOCIAL AND ACADEMIC BEHAVIOR

1. Attend all classes daily and be punctual in attendance.
2. Come to class prepared and have appropriate working materials.
3. Be respectful of all individuals and property.
4. Behave in a safe, respectful, and responsible manner.
5. Abide by the rules and regulations of the school and each classroom teacher.
6. Dress appropriately and be neatly groomed.
7. Promptly report problems to the teacher, and other supervising adult and parent. If reported to parent, the parent should contact the principal immediately.

RESPONSIBILITIES OF PARENTS

1. Read the Code of Student Conduct
2. Support your child in following the Code of Student Conduct
3. Understand your child's rights and responsibilities
4. Teach your child to respect the rights of others
5. Teach your child to respect school property and the property of others
6. Recognize that school personnel must enforce the Code of Student Conduct
7. Seek available resources to support your child within the school and the community
8. Make sure your child comes to school every day on time and ready to learn

RESPONSIBILITIES OF TEACHERS

1. Use appropriate classroom management strategies to maintain a learning environment that supports academic success
2. Teach and positively reinforce the Code of Student Conduct
3. Provide corrective instruction to students who demonstrate challenging behavior
4. Address behaviors through a variety of interventions such as Positive Behavior Support
5. Use professional judgment to prevent minor incidents from becoming major challenges
6. Request additional training or staff development as needed

RESPONSIBILITIES OF SCHOOL ADMINISTRATORS

1. Distribute the Code of Student Conduct to students, parents, and all school personnel
2. Implement the Code of Student Conduct in a fair and consistent manner
3. Review discipline referrals and determine appropriate intervention and/or consequence
4. Address behaviors through a variety of interventions such as Positive Behavior Support, including alternatives to suspension and expulsion
5. Use professional judgment to prevent minor incidents from becoming major challenges
6. Identify appropriate training and resources as needed to implement Positive Behavior Support

RESPONSIBILITIES OF DISTRICT ADMINISTRATORS

1. Provide appropriate training and resources as needed to implement Positive Behavior Support at each school site
2. Assist parents who are unable to resolve issues at the school-level
3. Review and revise (if needed) the Code of Student Conduct annually
4. Conduct long-term suspension or expulsion hearings
5. Review suspension or expulsion cases

SECTION II: STUDENT CODE OF CONDUCT

STUDENT CONDUCT – POLICY JCA

A copy of the school district's discipline plan shall be distributed to each student enrolled in the district via the student/parent handbook. The student and parents, guardian, or custodian of each student shall sign a statement verifying that they have received and read the student handbook and code of conduct.

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

WEAPONS - POLICY JCDAE

A student is strictly prohibited by law from possessing a weapon while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.

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

1. Gun, rifle, pistol, BB gun, air rifle, air pistol and other firearms
2. Dynamite cartridge, bomb, grenade, mine or other explosive

3. Bowie knife, dirk, dagger, switchblade, pocketknife, or other knives
4. Slingshot
5. Leaded cane, blackjack
6. Metallic or other artificial knuckles
7. Razors, razor blades
8. Any sharp-pointed or edged instrument may be considered a weapon
9. Any instrument having the effect or appearance of a weapon that can cause bodily harm (including utensils, imitation firearms, or knives, etc.)

UNLAWFUL ACTIVITY – POLICY JCBE

A student who commits an unlawful or violent act shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.

- **An "unlawful activity" means any of the following:**
 1. Possession or use of a deadly weapon
 2. Possession, sale or use of any controlled substance
 3. Aggravated assault
 4. Simple assault upon any school employee
 5. Rape
 6. Sexual battery
 7. Murder
 8. Kidnapping
 9. Fondling, touching, handling, etc. of a child for lustful purposes
- **Any violent act (A "violent act" is one which results in or is an attempt to cause death or physical harm of another person)**

STUDENT COMPLAINTS OF SEXUAL DISCRIMINATION AND HARRASMENT – POLICY JB

As provided under Title IX of the Education Amendments of 1972, no person in the U.S. shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance. Inquiries concerning application of this policy may be referred to the Title IX Director at 662-759-3525.

Students in the West Bolivar Consolidated School District are protected from sexual discrimination, including sexual harassment, by Title IX of the Education Amendment of 1972 to the Civil Rights Act. It is the intent of the Board to maintain an environment free from sexual harassment of any kind. Therefore, unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Complaints of sexual discrimination/harassment shall be handled in accordance with Policy JB Students Complaints of Sexual Discrimination/Harassment -- Title IX Procedures.

GANG ACTIVITY – POLICY JCBB

Gang activity will not be tolerated in any form. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the "Mississippi Street Gang Act." (MS Code '97-44-1 et. seq.)

STUDENT DRESS CODE – POLICY JCDB

All students are expected to give proper attention to personal cleanliness and to dress in a manner that is appropriate for a school and school related functions.

1. In general, students may not wear any clothing, jewelry, or clothing accessories that may be considered dangerous, lewd, offensive, or that promotes drugs or alcohol.

2. Uniforms should be worn Monday-Friday. Only the principal can approve an excuse for not wearing uniform for specific occasions.
3. Belts must be worn and fastened every day. They should be worn with shorts, pants, and skirts that have loops.
4. Oversized and/or **SAGGING** pants are prohibited. All pants should be worn at the waist. Belts should be visible, buckled, and worn at the waist.
5. The proper color or type of uniform shirt must be worn regardless of physical condition.
6. Hair shall be groomed only in restrooms; no grooming instruments shall be left in the hair during the school day.
7. Tank tops, muscle, body, or undershirts shall not be worn without an outside shirt.
8. Males and females' shirttails shall be tucked inside the pants. Shirts shall be buttoned or zipped.
9. **In grades Kindergarten through Twelve, short skirts, and dresses must be no shorter than two inches above the knee.**
10. Spandex uniforms shirts, sun dresses, and pants should not be worn.
11. Excessively tight shirts and pants shall not be worn. Midriffs shall not be exposed. No undergarments should be shown. Only white t- shirts are permissible. All shirts must be worn inside.
12. Clothing may not be worn inside out or backwards.
13. Sweatpants, jogging suits, non-uniform style caprices, and wind suits shall not be worn.
14. Students shall be clean and neat (clothing with inappropriate holes shall not be worn).
15. Sunglasses or hats shall not be worn in the building by anyone.
16. Apparel advertising an alcoholic beverage, tobacco, drugs, fraternity/sorority, casino, or apparel suggestive in nature shall not be worn.
17. Wearing of hats, caps, bandannas, do-rags, stocking caps, hoods or any other head garment deemed inappropriate by building and/or district administration will not be permitted in the building unless wearing such an article in keeping with an organized religious custom (verified by certified documented letter filed in the building principal's office).
18. **Flip Flops, house shoes, shower shoes, or house slippers shall not be worn to school. Strapless sandals are not permitted.**
19. Visible body piercings (including tongue piercing) are not allowed.

STUDENT DRESS REGULATIONS

| | |
|--------------------------------|--|
| McEvans School | Students will wear khaki or navy-blue pants, shorts, or skirts, maroon, white or gold polo style shirts. Optional- khaki, navy or uniform skirt or uniform jumper that is below the knee. |
| West Bolivar Elementary School | Students will wear khaki or navy-blue pants, shorts, or skirt ; navy blue, red, or white polo style shirts. Optional- khaki, navy or uniform skirt or uniform jumper that is below the knee. |
| West Bolivar High School | Students will wear khaki or navy-blue pants, shorts, or skirts; navy-blue, red, or white style polo shirts. Optional- khaki, navy or uniform skirt or uniform jumper that is below the knee. |

STUDENT DISCIPLINE – POLICY JD

An organized disciplinary program supports teachers' efforts to teach and addresses the growth of positive student attitudes and behavior. The board has responsibility and authority to establish school rules and procedures for the purpose of maintaining a non-disruptive educational environment.

The discipline policies of this District are in compliance with both federal and state law. The discipline policy incorporates the student code of conduct required by Policy JCB and the policies and procedures set forth in Policies JDA, JDB, JDC, JDD, and JDE and as supplemented by all others adopted subsequent thereto.

DISCIPLINE PLAN

1. The superintendent shall develop a discipline plan which, upon board approval, shall be implemented and distributed to each student enrolled in the District. The parents, legal guardian or custodian of each student shall sign a statement verifying that they have been given notice of the discipline plan.
2. All discipline plans shall include, but not be limited to, the student code of conduct required by Policy JCA-Student Conduct and the following statements:
 - A. A parent, guardian or custodian of a compulsory-school-age child enrolled in this District shall be responsible financially for his or her minor child's destructive acts against school property or persons;
 - B. A parent, guardian or custodian of a compulsory-school-age child enrolled in this District may be requested to appear at school by the school attendance officer or an appropriate school official, for a conference regarding the destructive acts of their child, or for any other discipline conference regarding the acts of the child.
 - C. Any parent, guardian or custodian of a compulsory-school-age child enrolled in this District who refuses or willfully fails to attend such discipline conference specified in paragraph (b) of this section may be summoned by proper notification by the superintendent of schools or the school attendance officer and be required to attend such discipline conference; and
 - D. A parent, guardian or custodian of a compulsory-school-age child enrolled in this district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.
3. Any parent, guardian or custodian of a compulsory-school-age child who (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or (b) refuses or willfully fails to perform any other duties imposed upon him or her under the law shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed an amount as provided by law.
4. This District shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus necessary court costs, from the parents of any minor (7-17) who maliciously and willfully damages or destroys property belonging to this school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree.
5. school district's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of student conduct and discipline policies of the school district.

A copy of the school district's discipline plan shall be distributed to each student enrolled in the district, and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. The school board shall have its official discipline plan and code of student conduct legally audited on an annual basis to insure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

DISCIPLINE AND THE STUDENT WHO RECEIVES SPECIAL EDUCATION SERVICES

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and Discipline, if warranted, and shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

Students who receive special education services may be disciplined according to general school guidelines used for all students if no change in placement is required. When necessary, school personnel may remove a child for short periods of time to the extent that similar measures are applied to students who do not receive special education services, as long as the removal does not constitute a change in placement. Change in placement occurs when a child is removed for more than ten consecutive days or is subjected to a series of removals of more than ten days in a school year that evidence a pattern.

If a disciplinary action involving a recommendation for expulsion or other actions involving removal for more than ten days is considered, the IEP team must convene to determine whether the misconduct is a manifestation of the student's disability. This is referred to as a manifestation determination review (see below). Depending on the nature of the misconduct, a hearing may be conducted by a

Superintendent's hearing officer. Possible recommendations from the hearing may include:

- Placement in an interim alternative educational setting for up to 45 school days
- Referral to the IEP team for consideration for placement
- Return to school on probationary status
- Referral to School Board
- Referral to outside agency for appropriate services

To determine whether the child's misconduct was a manifestation of the student's disability, the IEP team must decide whether the conduct was caused by, or had a direct or substantial relationship to, the disability or that the behavior was the direct result of the failure of the school to implement the IEP. If the team determines that the behavior was not a manifestation of the student's disability, disciplinary procedures applicable to students who do not receive special education services may be used. If the team finds the student's misconduct was related to his or her disability, the procedural protections of IDEA apply to the case. If the parents disagree with a manifestation determination or a placement decision, they may initiate an appeal by requesting administrative review, mediation, or an expedited hearing.

If the behavior was a manifestation of the student's disability, the IEP committee must convene an IEP meeting to conduct a functional behavior assessment and behavior intervention plan to address the problem behavior either before or not later than ten days after taking disciplinary action involving a change of placement of more than ten days. If a student already has a behavior plan in place, the IEP team must review the plan, the behavior, and modify them as necessary to address the behavior.

If a student who receives special education services

- 1) Carries a weapon to a school or to a WBCSD function under the jurisdiction of the West Bolivar Consolidated School District,
- 2) Knowingly possesses or uses illegal drugs including alcohol, or sells or solicits the sale of a controlled substance while at School or at a WBCSD function under the jurisdiction of the state, or
- 3) Inflicts serious bodily injury upon another person at school or school event, school personnel may order a change in the placement of the student to an appropriate interim alternative education setting for the same amount of time that a child who does not receive special education services would be subject to discipline but not for more than 45 school days.

DISCIPLINARY PROCESS – POLICIES JD, JDC, JDD, JDE

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age
- The nature of the offense and the circumstances which led to the offense
- The student's prior disciplinary record
- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- Other extenuating circumstances

Behavior violations of the student code of conduct are divided into four (4) classes. Each class has disciplinary procedures which may be implemented by teachers and/or building level principals.

| | |
|---|---|
| <p><u>CLASS I – BEHAVIORS:</u></p> <ul style="list-style-type: none"> • Excessive distractions of other students, (horseplay, shoving, pushing) • Violating school dress code • Violating electronic devices policy • Inappropriate public display of affection • Running and/or making excessive noise in the hall or building • Absences or Tardies • Loitering • Other violations the building principal shall deem to fall within this category • Non-Threatening Use of Profane Language | <p><u>CLASS I-DISCIPLINARY CONSEQUENCES OPTIONS:</u></p> <ul style="list-style-type: none"> • Parent Contact • Parent/Teacher Conference • Counselor Referral • Behavior Contract • In School Detention <p>Failure to bring classroom material, homework, or other required items will result in parents being notified.</p> |
| <p><u>CLASS II - BEHAVIORS</u></p> <ul style="list-style-type: none"> • Habitual violations of Class I behavior (3 violations) • Minor defacing of school property (writing on desks, walls, etc.) • Abusive language, (or threats related to another student that are spoken, written, or gestured) • Habitual tardies (3 or more) • Leaving class/absent from class without permission | <p><u>CLASS II-DISCIPLINARY CONSEQUENCES OPTIONS:</u></p> <ul style="list-style-type: none"> • Parent Contact • Parent/Teacher Conference • Counselor Referral • Behavior Contract • In School Detention • Restitution • In School Suspension (Up to 3 Days) |

| <u>CLASS III - BEHAVIORS</u> | <u>CLASS III DISCIPLINARY CONSEQUENCES</u> |
|---|---|
| <ul style="list-style-type: none"> • Habitual violations of Class II behaviors (3 violations) • Vandalizing school property • Gambling • Fighting • Stealing <ul style="list-style-type: none"> • Intentionally providing false information to any school employee • Creating major disturbance in the classroom, on the bus, on school property, or at any school functions • Bullying, harassment, written, electronic or verbal proposition to engage in a sexual act or any form of sexual harassment • Insubordination, disrespect for authority and willful disobedience • Profane, obscene, indecent, immoral, or seriously offensive language and gestures, propositions or exhibition toward staff or students • Verbal abuse to any school employee • Trespassing • Use and possession of tobacco products, (matches, lighter), e- cigarettes, vapes • Unauthorized absence from class | <ul style="list-style-type: none"> • Parent Contact • Parent/Teacher Conference • Counselor Referral • Behavior Contract • In School Detention • Restitution • In School Suspension (Up to 3 Days) • Up to five (5) days suspension, in- school or out-of-school • Corporal punishment may be an option for any infraction less than five days of suspension • Contact parent to recommend professional counseling; when counseling is proposed proof of counseling may be required before student re-enters school • Probation period (student behavior will be monitored) • Total restitution for any items stolen or damaged upon proof of offense • Mandatory parent/student conference with school committee • Appropriate authority contacted • School district disciplinary hearing • Refer to TST as needed |

Consequences are based on the severity of the violation and at the discretion of the building level administrator

CLASS IV - BEHAVIORS

- Burglarizing or unlawful possession of school property
- Possession or use of fireworks
- Extortion—verbal or written
- Physical assault and/or abusive language to district personnel
- Battery of a student
- Use of intimidation coercion or force
- Burglary of a vehicle or unauthorized use of a vehicle parked on or near school property with the intent to commit theft
- Arson/bomb threats/setting off fire Alarm/vocalizing a false fire alarm
- Sexual harassment, written or verbal
- Drugs and alcohol sale, use, or distribution Weapons; possession or use
- Physical and/or verbal assault on teachers, administrators, or other staff members
- Any criminal act as defined by the Criminal Justice System
- Participating in or causing a disturbance at school/or school/related activities: riot, group/gang-fight, or similar disturbances
- Engaging in a sexual act
- Trespassing with the intent to cause damages of any type
- Habitual violations of previous class behaviors
- Stealing and larceny
- Physical Assault of Any District Employee
- Any other offense which the building principal may reasonably deem to fall within this category

CLASS IV DISCIPLINARY CONSEQUENCES OPTIONS

- Parent Contact
- Parent/Teacher Conference
- Counselor Referral
- Behavior Contract
- In School Detention
- In School Suspension (Up to 9 Days)
- Up to five (5) days suspension, in- school or out-of- school
- Corporal punishment
- Contact parent to recommend professional counseling; when counseling is proposed proof of counseling may be required before student re-enters school
- Probation period (student behavior will be monitored)
- Total restitution for any items stolen or damaged upon proof of offense
- Mandatory parent/student conference with school committee
- Appropriate authority contacted
- School district disciplinary hearing
- Refer to TST as needed
- Police notification
- Arrest/charges
- Five (5) or more days suspension pending district hearing for expulsion

Other action deemed appropriate by the building principal.

Consequences are based on the severity of the violation and at the discretion of the building level administrator

ALTERNATIVE SCHOOL PLACEMENT – POLICY JCD

- While enrolled in an alternative school program, students will not be allowed to attend any WBCSD function, nor will they be allowed on any district campus. This includes functions held off campus or at other schools, e.g. sporting events, dances, awards/recognition ceremonies, or field trips.
- Students placed in an alternative school setting must meet all academic and behavioral standards of the alternative school program prior to being considered eligible to return to the home school, that includes transportation to and from The Alternative School.
- Students must have approval from the WBCSD administration, counselor, and/or special education director prior to their return.
- Upon return to the regular classroom, students will be placed on probation and will with their parents, sign a behavior contract.
- Upon approval by principal, a student placed in alternative school may come on campus, by appointment only, to meet with teachers and/or counselors regarding questions about assignments, projects, and/or test.

EXPULSION - JDE

Students who have been expelled from any school in the WBCSD District may not attend any school sponsored function, nor be allowed on any school campus during the time of their expulsion. This includes, but is not limited to, off-campus activities, sporting events, dances, recognition/awards ceremonies and/or field trips. Students returning to any WBCSD school, either after being expelled or by placement resulting from an expulsion hearing, will, with his/her parent or guardian, sign, and abide by a behavioral contract.

CORPORAL PUNISHMENT – POLICY JDB

Reasonable corporal punishment of a non-disabled student is permitted as a disciplinary measure with the following requirements:

1. Corporal punishment shall be administered only after less stringent measures such as counseling, parental conferences and other forms of discipline have failed to produce the desired results, unless the conduct of a student is of such an extreme nature that corporal punishment is the only reasonable form of discipline under the circumstances.
2. Any corporal punishment shall be reasonable and moderate and may not be administered maliciously or for the purpose of revenge. Such factors as the size, age and condition of the student, the type of instrument to be used, and the amount of force to be used and the part of the body to be struck shall be considered before administering any corporal punishment.
3. Corporal punishment may be administered by the school principal, assistant principal, or designee. (*designee must be a licensed administrator*)
4. When corporal punishment is administered, it shall be done in the presence of another certified school employee.

BUS CONDUCT – POLICY JCDAD

RESPONSIBILITIES

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

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

RULES OF CONDUCT

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

Loading and Unloading

- Be at your assigned loading zone on time.
- Exercise extreme caution in getting to and from your assigned bus stop.
- Look in both directions before stepping from behind parked cars.
- Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
- Do not play on or near the road while waiting for the bus to arrive.
- Look in both directions before crossing any roadway.
- Never walk on the road when there is a sidewalk or pathway.
- Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
- Wait until the bus comes to a complete stop before trying to load and unload.
- Use the handrail while getting on and off the bus.
- If possible, wear white or light-colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.
- When you must cross the road to enter the bus, or after leaving the bus, always cross in front of the bus and walk approximately 10 feet ahead of the bumper.

Riding the Bus

1. Do not distract the driver's attention unless absolutely necessary.
2. Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
3. Keep head, hands, and articles inside the bus.
4. Unauthorized items such as pets, flammable items, large articles, and weapons, are not allowed on the bus.
5. Keep language appropriate for a school setting – if it is not appropriate for school, it is not appropriate for the bus.
6. Do not fight or scuffle.
7. Be courteous to and follow the instructions of your bus driver and safety patrol.
8. Do not strike or threaten the bus driver.
9. Make sure volume/noise are at appropriate levels to avoid distracting the bus driver.
10. Keep hands, feet, and objects to yourselves at all times.
11. Follow the instructions of the bus driver and any other district staff at all times.
12. Sexual harassment of any kind is not tolerated.
13. Smoking is prohibited on the school bus (on all educational property).

Reference list above

| Minor Offences Numbers 1, 2, 3, 4, 5, 6 | Major Offences Numbers 4 (if item is a weapon), 8, 10, 12 | Severe Offences Numbers 7, 9, 11 |
|---|--|--|
| <ul style="list-style-type: none"> - Distracting the driver's attention unless absolutely necessary. - Shouting or creating loud and unnecessary noise. - Not keeping head, hands, and articles inside the bus. - Bringing unauthorized items onto the bus, excluding weapons. - Using inappropriate language. - Being discourteous or disregarding the instructions of the bus driver. | <ul style="list-style-type: none"> Bringing a weapon onto the bus. - Fighting, scuffling, or otherwise failing to keep hands, feet, and objects to yourself. - Smoking, vaping, or otherwise violating - Following instructions of driver. staff | <ul style="list-style-type: none"> Striking or threatening the bus driver. - Committing acts of sexual harassment. |

Bus Suspension Policy for General Misconduct

| OFFENSE | MINOR | MAJOR | SEVERE |
|---------|--|---|--|
| First | Conference with parent/student | Three days suspension from riding the bus and a parent conference is required | Five-day suspension from riding the bus and out of school suspension. School officials may contact law enforcement. |
| Second | Suspension from bus for three days and parent conference | Five-day suspension from bus and parent conference | Suspension from bus for remainder of school term and/or out of school suspension and/or notification of law enforcement. |
| Third | Five-day suspension from the bus | Suspension from bus for the remainder of the school term | |
| Fourth | Ten-day bus suspension | | |
| Fifth | Suspension from bus for the remainder of school term | | |

DUE PROCESS – POLICY - JCAA

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

STEP ONE: INITIAL INFORMAL HEARING

Applies to: Suspensions up to 9 days, Suspensions of 10 days or more, Recommendations of Expulsions, or Denials of admission

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 readmission following the conclusion of the expulsion period. After an initial investigation appropriate under the circumstances, the principal, superintendent, or designee shall:

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

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

- **SUSPENSION OF 9 DAYS OR LESS:**
The principal may issue to the student and legal guardian a notice of suspension no longer than 9 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 OF 10 DAYS OR MORE/EXPULSION:**

The principal or the superintendent may immediately suspend a student for 9 days or less and recommend 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.

- DENIAL OF ADMISSION: The principal or superintendent may recommend a denial of admission pending the conclusion of an investigation which shall be completed within 7 business days. Thereafter, the student and guardian shall be notified of the recommendation and right to due process.

STEP TWO: APPEAL

Applies to: Suspensions of 10 days, or more Expulsions, 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:

1. The principal or superintendent shall give the student a written "Notice of Suspension and Recommendation of Expulsion/Non- admission and Statement of Rights" in a form provided by the superintendent for such purposes.
2. The notice shall contain a statement of the charges/reasons, advise the student of his rights to legal counsel, to present witnesses and to cross-examine witnesses presented against him and state the date, time, and place for hearing. A copy of the notice will be hand-delivered to the student when possible and the original hand-delivered or mailed to the legal guardian.
3. A hearing before the District Disciplinary Committee shall automatically be scheduled no later than the fifth school day following the date of notice.
4. Pending the outcome of the hearing before the District Disciplinary 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 District Disciplinary Committee may be held at any appropriate time without application of the 9-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 student may be allowed to remain in school if the principal or, in the case of Non-admission, the superintendent determines that his continued presence is not detrimental to the normal functioning of the school program and, in such case, the hearing before the District Disciplinary Committee may be held at any appropriate time without application of the 10-day limitation.
5. The hearing will be before the District Disciplinary Committee:
 - The Committee shall be composed of three or more school/district administrators, none of whom may be on the staff of the school from which the student is enrolled.
 - The superintendent's designee will serve as the investigator, convener and administrative officer of the Committee but shall not vote.
6. The District Disciplinary Committee shall hear and consider all cases presented and is authorized to:
 - concur or not concur in the suspension, expulsion, or non- admission recommendation.
 - confirm or specify the duration of a suspension of ten days or more, to remove the suspension or expulsion or to recommend admission;
 - recommend that the Superintendent review and recommend to the board a limited or unlimited period of expulsion or non-admission.

The District Disciplinary Committee shall prepare a written summary of each case.

7. All expulsion and non-admission recommendations shall be subject to review by the superintendent and by the board.
8. After completing this appeal step, a parent, legal guardian, or custodian aggrieved by a decision to suspend his/her child may request review of the decision by the board. A request for review must be submitted to the board within 2 days after receiving a decision at this appeal step.

STEP THREE: REVIEW BY THE SUPERINTENDENT

Applies to: Expulsions or Denials of admission

The superintendent shall review all recommendations by the District Disciplinary Committee or expulsions or denials of admission:

- If the superintendent concurs in the decision of the District Disciplinary Committee, he/she shall submit the recommendation to the Board for final action.
- If the superintendent does not concur in the decision of the District Disciplinary Committee, he/she 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.

STEP FOUR: REVIEW BY THE BOARD

Applies to: Suspensions (only upon request by parents), or Expulsions, or Denials of admission

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

SCHOOL SEARCHES – POLICY JCDA

The Fourth Amendment to the United States Constitution and Article 3, Section 23 of the Mississippi Constitution provides all people with the right to be secure in their persons, houses, papers, and effects against unreasonable searches. However, circumstances will arise where searches of students' persons, possessions, lockers, desks and vehicles will be necessary.

Administrators have the authority and obligation to exercise discretion in the implementation of this policy, balancing the District's responsibility to maintain discipline, order, and a safe environment conducive to education with the students' legitimate expectations of privacy.

1. REQUIREMENTS

All searches must be pre-approved by the superintendent, principal, assistant principal or acting principal. No other District employee may authorize a search except where an emergency situation exists.

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

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

2. SEARCHES PERMITTED

1. PERSON, POSSESSIONS, LOCKERS:

Searches of a student's person, possessions or lockers may be conducted if a District employee has prior individualized reasonable suspicion that a student has violated or is violating a District policy, school rules or regulations or the law and that the search will result in discovery of evidence of such violation.

2. DESKS, OTHER SCHOOL PROPERTY:

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

3. VEHICLES:

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

4. CANINE SEARCHES:

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

5. GROUP SEARCHES:

Caution shall be exercised when a search involving a number of students is conducted. In most instances, in order to justify a search, the District's reasonable suspicion must be particularized to an individual student. Exceptions to this requirement are appropriate only where the intrusiveness of the search is minimal, such as canine searches of lockers, desks or book bags or automobile searches, etc.

STRIP SEARCHES

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket, or shoes and socks, shall not constitute a strip search. In the unlikely event that such a thorough search is warranted, the police should be summoned to the scene.

The building principal or the building principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The building principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The building principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

INTERROGATION OF STUDENTS SUSPECTED OF POSSESSION OR CONSUMPTION OF ALCOHOL

All authorized WBCSD staff have the authority to investigate the suspected consumption or use of alcohol or illegal substances on school property or at a school function. Such investigations may include (but are not limited to)

- Searching students' lockers, desks, and other storage spaces
- Searching student clothing
- Questioning students
- Conducting prescreening tests (e.g. examining coordination, mannerisms, speech) and
- Using hand-held breathe test devices

DEFINITIONS

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

- The student's age, maturity, and sex;
- The nature or level of seriousness of the suspected violation; and
- The intrusiveness of the search, e.g. a canine search is less intrusive than a locker search; a locker search is less intrusive than a "pat down;" etc.

2. "Reasonable suspicion" refers to a flexible concept requiring the application of experience and common sense. Determinations of whether reasonable suspicion to support a search exists shall be made on a case-by-case basis with due consideration of all circumstances. In all cases, "reasonable suspicion" must be supported by articulable facts. Factors to be considered in making this determination include, but are not limited to, the following:

1. The reliability of the information indicating that evidence of a violation may be discovered;
2. The existence of reasonable suspicion that such evidence will be discovered;
3. The individualization of the suspicion toward the person to be the subject of the search;
4. The prevalence or seriousness of the problem to which the search is directed;
5. The exigency of the circumstances; and

3. An "emergency situation" exists if the destruction of evidence or use of contraband is an immediate possibility. In such a case, an administrator must be notified immediately. However, if an emergency situation does not exist, employees should take steps to prevent the possible destruction of evidence or use of contraband while securing approval for a search.

4. DISCIPLINARY ACTION

If a search reveals grounds for a reasonable belief that a violation of a district policy, school rules or regulations or the law, the student will be subject to disciplinary action as provided by District policy.

5. POLICE SEARCHES

School officials are obligated to cooperate with law enforcement authorities who are validly carrying out their official duties. In such cases involving a student, the District shall make an immediate attempt to notify the student's parent, guardian, or custodian.

The principal or principal's designee shall attend the search if conduct on or about the school premises and shall take any disciplinary action necessary as a result of the search.

WBCSD officials are committed to cooperating with police official and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited

- Search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or a school
- Been invited by school officials

Before police officials are permitted to question or search any student, the building principal or her designee shall first try to notify the student's parent to give the parent the opportunity

- They must be informed of their legal rights
- They must remain silent if they so desire
- They may request the presence of an attorney

GENERAL PARENT INFORMATION

ADDRESS CHANGES

If at any time during the year a change of address or telephone number is made, the parent/guardian should immediately report such change to the office and submit proof.

MANDATORY STUDENT ASSESSMENTS: KINDERGARTEN-HIGH SCHOOL SUBJECT AREAS and ACT

Grades 3rd-8th, English II and Algebra I
Biology and US History
ACT-11th (Students may take before 11th grade)

LITERACY BASED PROMOTION ACT (LBPA)

Grades Kindergarten and 3rd

In compliance with the "Literacy Based Promotion Act," it is the intent of this school district to improve the reading skills of Kindergarten – Third Grade students so that every student completing the Third Grade is able to read at or above grade level. Each kindergarten through third grade student's progression is determined, in part, upon the:

- Student's proficiency in reading,
- The policies of local school boards that facilitate this proficiency, and
- Each student and the student's parent or legal guardian are informed of the student's academic progress.

Intensive Reading Instruction and Intervention

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

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

A Kindergarten or First, Second or Third Grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention shall include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. A Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

Parent Notification of Reading Deficiency

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

- That the student has been identified as having substantial deficiency in reading,
- A description of the services that the school district currently is providing to the student,

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

Social Promotion Prohibited

In compliance with the "Literacy-Based Promotion Act", social promotion is prohibited in this school district. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion. Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Good Cause Promotion

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

1. Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program,
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law,
3. Student with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than (2) years but still demonstrates a deficiency in reading or previously was retained in Kindergarten or First, Second or Third Grade,
4. Student who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education, and
5. Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria. A student who is promoted to Fourth Grade with good cause exemption shall be provided intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted. This school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

PARENT'S RIGHTS

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

PARENTAL INVOLVEMENT – POLICY LA

WBCSD is committed to ensuring a strong parent/school partnership. The district is intended to include parents, guardians, and other family members involved in supervising the child's schooling. The following steps will be taken to achieve this goal:

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

PROCEDURES FOR SCHOOL VISITATION- POLICY KM

Any person desiring to visit a school must report upon arrival at the school to the principal's office for clearance. All visitors to schools shall report immediately to the school office, sign in and obtain a visitor's badge so that visitors can be readily identified by school personnel. The principal shall have the right to deny visitation rights to any individual if in the judgment of the principal the visit might negatively affect the classroom procedures. This includes but certainly not limited to appropriate dress of the individual.

Exceptions to this requirement of all persons reporting directly to the office are when visitors are attending a general school function such as a pep rally, assembly program, athletic event, etc. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Such persons will be prosecuted to the full extent of the law.

Under no circumstances will visitors be allowed in confidential, unauthorized, or potentially hazardous areas. The building principal shall have the right to deny visitation rights to any individual if in his/her judgment of the principal the visit might negatively affect the classroom procedures.

As part of the district's safety and security program, only school or district personnel, law enforcement officials, or educational professionals designing an individual educational program shall be allowed to visit classrooms during instructional times.

All school visitations during the 2021-2022 school year will limited to APPOINTMENTS ONLY because of COVID-19. However, this is subject to change as the mitigation of COVID-19 changes.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences should be arranged by appointment through the school's office for the time set aside each day immediately following the close of school or during a teacher's conference period. Teachers are prohibited from interrupting instructional time for parent conferences. It is preferable for a building administrator or designee to be present at all parent-teacher conferences or upon the request of a parent and/or teacher.

FAMILY RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects students' privacy by prohibiting disclosure of education records without adult consent. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. School may charge a fee for copies.
- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of record unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. School may charge a fee for copies.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest,
 - Other schools to which a student is transferring,
 - Specified officials for audit or evaluation purposes,
 - Appropriate parties in connection with financial aid to a student,
 - Organizations conducting certain studies for or on behalf of the school,
 - Accrediting organizations,
 - To comply with a judicial order or lawfully issued subpoena,
 - Appropriate officials in cases of health and safety emergencies, and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

COMMUNICABLE DISEASES

Communicable Diseases and Illnesses Schools have access to a nurse when needed. The school nurse is responsible for performing certain health screenings during the school year. Before a student who has a communicable disease or illness is readmitted to school, a clearance from the school nurse, the Harrison County Health Department, or a private doctor must be given to the principal.

Types of Communicable Diseases and Illnesses

- | | |
|---------------------------------|---------------------------|
| • Chicken Pox | Conjunctivitis (Pink Eye) |
| • German Measles | Impetigo |
| • Red Measles | Pediculosis (lice) |
| • Mumps | Ringworm |
| • Hepatitis | Scabies |
| • Mononucleosis Influenza (Flu) | COVID-19 |

STUDENT GENERAL INFORMATION AND PROCEDURES

FOOD SERVICE – POLICY JGHR

1. It shall be the responsibility of the principal to arrange the schedule so that the children will at all times enter the cafeteria, eat their lunch, and return to their classrooms in an unhurried and relaxed manner. Teachers will come down the serving lines with their class at serving time in order to keep the serving line moving on schedule and to supervise the behavior of their children. Dissatisfaction with the manner in which the cafeteria prepares and serves food and any recommendation for improvement will be expressed to the principal, who will take the matter under advisement with the cafeteria administrators.
2. No lunches will be served to carry out of the dining area.
3. Bulletins issued each day by the secondary schools should be given to the manager in order that she may know the activities for the day --more especially if it affects the lunchroom as to the number to be served. Information regarding large groups leaving campus who ordinarily eat shall be given the manager the day before the event takes place.
4. The Director of Child Nutrition must be notified at least 3 weeks in advance of any change in menu, special dinners, etc.
5. Children bringing lunches from home may purchase one only half pint of milk to add to their lunches.
6. Periods during the day may be planned by the principal whereby the student may purchase one only half pint of milk before lunch and before leaving the school in the afternoons, but the milk will have to be consumed on the school premises.

7. Children are not allowed in the kitchen.
8. Teachers are to be served from serving lines only.
9. Teachers are not to come into the kitchen for special service.
10. Relatives of school lunch employees shall not be granted privileges denied other children.
11. Beverages other than milk shall not be consumed in the dining room during the lunch period except in an unidentifiable container.
12. Free or reduced price meals to qualified children will be served.
13. Foods and beverages available in the lunchroom shall be only those which contribute both to the nutritional needs of the child and to the development of desirable food habits.
14. No one except employees shall be admitted to the kitchen during preparation and serving hours except repairmen, deliverymen, or persons in possession of a current health card.
15. No lunches may be charged for anyone at any time.

SMOKE FREE

The WBCSD prohibits the use of any tobacco product and/or E Cigarettes on school properties including but not limited to stadiums, bus stops, etc.

UNSAFE SCHOOL CHOICE OPTION – POLICY JGFA

A student attending a persistently dangerous public elementary school or secondary school, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

AUTOMOBILE USE – POLICY JGFF

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. Violators may be charged with trespassing and/or vehicles towed at owners' expense

Students reporting to any West Bolivar Consolidated School District school campus are not authorized to drive any kind of motor vehicle to school unless it has been pre-approved by the School Principal and Superintendent.

Students who drive to school must first submit valid proof of being a licensed driver, proof of valid insurance and registration. The parent/guardian must complete the proper paperwork at registration before a student will be allowed to drive to school.

Students shall be responsible for locking their vehicles upon arrival since the school district shall assume no responsibility for any loss. The West Bolivar Consolidated School District assumes no responsibility for damaged or vandalized vehicles.

Students shall not sit in or upon vehicles parked on the school campus.

Failure to abide by vehicle regulations may result in the loss of the right to bring a vehicle to school or other disciplinary action(s). Student automobiles are subject to administrative searches.

ACCIDENTS / FIRST AID –POLICY JGFG

Each principal shall have a planned written program for handling emergencies resulting from accident or sudden sickness of students which shall be approved by the designee of the superintendent. The program of first aid for emergencies shall provide direction for giving immediate care, notifying parent, guardian, or custodian, getting the student home, and directing the parent, where necessary, to the source of treatment. Principals shall maintain an adequate supply of standard first aid materials which shall be made available by the board as are other school supplies.

The program of first aid will incorporate the following:

- The principal or another trained person shall be responsible for administering first aid.
- In all cases where the nature of the illness or an injury appears in any way serious, every effort shall be made to contact the parent and/or family physician immediately.
- No student who is ill or injured shall be sent home alone. A student who is ill or injured shall not be taken home if unless it is known that someone is there to receive him/her.
- In extreme emergencies, the principal may make arrangements for immediate hospitalization of injured or ill students.
- The teacher or other staff member to whom the student is responsible at the time of the accident occurs shall make out a report providing details about the accident.
- Serious accidents to students shall be reported as soon as possible to the superintendent or designee.

FIRST AID TRAINING AND SUPPLIES

Principals shall see that multiple members of the instructional staff of the school is currently certified by the American Red Cross to administer first aid. All physical education teachers in the secondary schools shall be currently certified to give first aid.

The school district shall provide to each school building adequate first aid supplies to be the principal or ensure that such supplies are provide by third parties or other sources.

ACCIDENT REPORTING

On the accident report from provided by the district, the principal of each school shall report injuries to students and employees which require medical attention, or which keep the student or employee from school or from work one-half day or more.

MEDICATION

School personnel shall not exceed the usual practice of competent first aid where required. They shall not diagnose and they shall not administer medication of any kind.

DISPENSING MEDICINES – POLICY JGCD

School personnel may not exceed the practice of first aid in dealing with pupil injuries and sickness, and only qualified personnel shall administer first aid to pupils.

School staff members faced with an emergency affecting the health and welfare of a student will exercise their best judgments as to the procedures for handling the emergency. Staff members will follow the instructions on the emergency medical authorization form completed by the parent and the West Bolivar Consolidated School District procedural guidelines in every case, in as much as possible. Should there be a need to obtain emergency medical care; the parent will be liable for medical charges. Parents are encouraged to purchase school insurance.

Medication shall be provided or administered to a student by school personnel ONLY with the written request and consent of the student's parent/custodian/legal guardian, and by following Policy JGCD-R - Administration of Prescription Medicine.

SELF-ADMINISTRATION OF MEDICATION OF ASTHMA/ ANAPHYLAXIS MEDICATIONS – POLICY GCDA

1. The school board of the WBCSD permits the self- administration of asthma and anaphylaxis medication pursuant to the requirements of this policy. A student with asthma and/or anaphylaxis is entitled to possess and self-administer prescription asthma and/or anaphylaxis medication while on school property, on school-provided transportation, or at a school-related event or activity if:
2. The prescription asthma and/or anaphylaxis medication has been prescribed for that student as indicated by the prescription label on the medication,
3. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
4. A parent of the student provides to the school:
 - Written authorization, signed by the parent, for the student to self-administer prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity,
 - A written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self-administration of prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;
 - A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states:
 1. That the student has asthma and/or anaphylaxis and is capable of self-administering the prescription asthma and/or anaphylaxis medication,
 2. The name and purpose of the medication,
 3. The prescribed dosage for the medication,
 4. The times at which or circumstances under which the medication may be administered; and
 5. The period for which the medication is prescribed.
 6. The physician's statement must be kept on file in the office of the school nurse of the school the student attends or, if there is not a school nurse, in the office of the principal of the school the student attends.
5. If a student uses his/her medication in a manner other than prescribed, he/she may be subject to disciplinary action under the school codes. The disciplinary action shall not limit or restrict the student's immediate access to the medication.
6. The school board authorizes the school nurse or trained school employee to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine.

BULLYING – POLICY JDDA

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

The West Bolivar Consolidated School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassing behavior by other school employees or students. Likewise, the District

will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior. The District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official.

Cyber stalking of another person within/on/proximate to school premises through the use of electronic/digital means/devices, as referenced above, such that the cyber stalking of one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance of activities, etc. of those persons and/or others within, on, or proximate to school premises.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedure that deals with student or employee behavior.

The discipline policies and procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.

Furthermore, the West Bolivar Consolidated School District defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

PROCEDURES STUDENT BULLYING – POLICY JDDA-P

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Students and employees in the West Bolivar School District are protected from bullying or harassing behavior by other students or employees. It is the intent of the Board and the administration to maintain an environment free from bullying and harassing behavior. This complaint procedure provides a process for filing, processing, and resolving complaints of such conduct. Adherence to these procedures is mandatory. The failure of any person to follow these procedures will constitute a waiver of the right to pursue a complaint at any level, including review by the Board.

I. Definitions

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, including social media, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that

(a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or

(b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

PROCEDURES FOR PROCESSING A COMPLAINT:

Any student who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal, counselor or other school official. The report shall be made promptly but no later than five (5) calendar days after the alleged act or acts occurred. The school official shall complete a "Bullying/Harassing Behavior" complaint form which shall include the name of the reporting person, the specific nature and date of the misconduct, the names of the victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent and complaints against the superintendent shall be made to the Board chairman.

The complaint shall be investigated promptly. Parents will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.

If the victim is not satisfied with the decision of the District official, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.

If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim's appearance before the Board.

- If, after an investigation, a student is found to be a victim of bullying, such student shall not face disciplinary action on the basis of that student's use of "reasonable self-defense was in response to the bullying."
- If the victim of bullying is a student with disabilities, disciplinary action for the offender shall comply with the requirements of federal law including the Individuals with Disabilities Education Act (20 USCS Section 1400 et seq.)

The school district shall maintain and make available a list of counseling services to any student who is a victim of or a witness to bullying, or who engages in bullying. The following list of the types of counseling and support services are available to any victim of or a witness to bullying. This list is presented as a guide that by no means limits this school district from including other additional support services.

THE DISTRICT WILL PROVIDE ACTUAL COUNSELING OPTIONS AS OFFERED BY THE DISTRICT:

- School/District Counseling
- Conflict resolution training
- Anger Management training
- Problem-solving skills training (proactive, constructive, relationship- building)
- Social skills training

Support may be provided by the school district through the assistance of the any of the following agencies:

- Mississippi Department of Education
- Mississippi Department of Health
- Mississippi Department of Human Services - Juvenile Services Department

- Community/Family Public or private community-based mental health services
- Faith-based services
- Law enforcement agencies

The procedures for reporting bullying shall also be posted on the district website.

DISASTER DRILLS

Tornado Drill will be conducted at least two tornado drills per year. Fire drills will be conducted at least once per month. Emergency drills and other disaster-preparedness measures are a regular part of each school's program. Detailed instructions for these drills will be outlined in each school building.

CELL PHONES - POLICY JE

Cell phones (including SIM cards) and other electronic devices are not allowed at school. Any unauthorized items seen or heard during the school day will be confiscated by school officials and may result in disciplinary action. Violation of this policy will subject the student to the following consequence:

1st Violation – Phone and/or Electronic Device will be confiscated for the day; Student will be subject to disciplinary actions under Class II violations

2nd Violation – Phone and/or Electronic Device will be confiscated for the day; Student will be subject to disciplinary actions under Class III violations

3rd Violation – Phone and/or Electronic Device will be confiscated for the day; Student will be subject to disciplinary actions under Class IV violations

Only parent/guardian may retrieve the phone and/or electronic device. School officials are not responsible for lost or stolen items.

Use of cell phones for accessing social media (Facebook/Instagram/snap Chat) is strictly prohibited while at school.

Cell phones are strictly prohibited during testing.

ACADEMIC AND INSTRUCTIONAL PROGRAMS

ACADEMIC AWARDS

Academic awards will be given each year. Students will be chosen for these awards based on established criteria for each award. Criteria for Awards Districtwide Include:

GPA Awards:

- Honor Roll – Student completes the academic year with an overall GPA of 85 or greater on a 100-point scale.
- Superintendent's List – Student completes the academic year with an overall GPA of 92.5 or greater on a 100-point scale.

Note: for purposes of determining award eligibility, GPA will be rounded to the nearest hundredth of a whole number.

Attendance Awards:

- Distinguished Attendance Award – Student completes the academic year with 3 or fewer excused absences and no unexcused absences.
- Excellent Attendance Award – Student completes the academic year with no absences, excused or otherwise.

Note: absence from class due to attendance at a school-sponsored event or activity, including but not limited to field trips and athletic or academic competitions, shall not be construed as an absence when determining eligibility for attendance awards.

Leadership Awards:

Student Leadership Award – Student, at any point in their academic career in WBCSD, holds three or more (cumulative) leadership positions in athletic or extracurricular organizations, and has two or fewer disciplinary referrals throughout their academic career in WBCSD, and one or fewer disciplinary referrals in the academic year in which the award is conferred.

School-Based Awards:

Individual schools may create and confer their own academic awards at the end of each academic year or each academic period, based on predetermined criteria, or on teacher/administrator discretion. Examples of such awards are listed below, but schools may add additional awards, or opt not to confer all of the awards below.

- Excellent Effort Award – given to a student who shows exceptional effort, perseverance, and determination in school.
- Citizenship Award – given to a student who shows exemplary citizenship and caring for with classmates, school, and community.
- Semester/9 Weeks Attendance Awards – given to a student who meets a predetermined attendance goal for a certain academic period.
- BOY/MOY/EOY Assessment Awards – given to a student who meets a predetermined criterion for Benchmark Assessment Scores.
- Subject Area Awards – given to a student who shows exemplary interest and dedication in a given subject, as demonstrated by high grades in that subject.
- Semester/9 Weeks GPA Awards – given to a student who meets a predetermined requirement or set of requirements for their overall or class averages (ex. Principal's List).
- Character Award – given to a student who shows personal integrity and general good character.

ATTENDANCE, EXCUSES, AND TARDINESS – POLICY JBD

ATTENDANCE REPORTING

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

Full Day Attendance: When a student is present for 63% of his or her individual instructional day as fixed by the local school board for each individual school.

Unexcused Absence: An absence for an entire school day or during part of a school day when such absence is not due to a valid excuse.

Students are expected to be in attendance ALL 180 school days, for academic growth and success are based upon regular attendance. Students must attend a full day of school in order to participate in or practice for any school related activities scheduled for the day. Absences due to disciplinary suspension from school are not considered unexcused for compulsory attendance and are not unexcused absences under this policy.

Dual Enrollment

When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school. Therefore, during dual credit class periods on days when the college schedule does not align with the district's schedule, students will not be counted as absent.

LEGAL REF: Miss. Code Ann. §§ 37-1-3, 37-13-91, and 37-151-5(j); State Board of Education Chapter 9, Rule 9.2.

MAKE-UP WORK

It is the student's responsibility to make up work due to an absence. All work shall be made up for excused absences.

- Make-up shall begin immediately upon the return of the student to school and should be completed within three (3) school days unless special permission is granted by the building principal.
- A teacher may grant permission for a student to make-up work
- Any work not made up shall be considered unexcused. A grade of zero (0) may be given for each assignment missed.
- Any student suspended from school shall be allowed to make-up work within three (3) days of the student's return to school
- Any pre-announced work or tests missed due to absence shall be made up on the day the student returns to school.
- When the absences are excused, the building principal of each school shall have the right to use their professional judgment to make exceptions to the attendance limit in anyone grading period.
- Perfect attendance will include no absences (excused or unexcused), tardies, and/or dismissals from school. Exceptions shall be bus tardiness or school sponsored field trips or other school- sponsored activities

EXCUSED ABSENCES - For the purposes of this policy, an absence shall be excused if it is due to one of the following valid excuses:

- Attendance at an authorized school activity.
- Illness or injury which prevents the student from being physically able to attend school
- When isolation is ordered by the county health officer, by the State Board of Health, or appropriate school officer
- Death or serious illness of a member of the immediate family, which includes children, spouse, grandparents, parents, brothers, sisters, step- brother(s) and stepsister(s),
- A medical or dental appointment with excuse
- Attendance at the proceeding of a court or an administrative tribunal if the student is a party of the action or is under subpoena as a witness
- Observance of a religious event with administrative approval.
- Participation in a valid educational opportunity, such as travel including vacations or other family travel, with the prior approval of the approval of the building level administrators or designee. (Approval should be based on the professional judgment of the principal or designee but shall not be withheld unless the extent of the absence would adversely affect the student's education).
- Other conditions sufficient to warrant non-attendance, with prior approval of the superintendent or his designee
- School transportation or other school-related actions
- Medical or dental appointments only if accompanied by a note from the physician, dentist, or other medical staff, on their office letterhead
- Special circumstances such as natural disasters, weather, traffic accidents, or other causes acceptable to the building administrator
- **Days missed from school due to disciplinary suspension shall not be considered an excused absence and shall not be counted as an unlawful absence.**

EARLY DISMISSALS

In order to maintain instructional integrity, student dismissals will not be allowed during the last 30 minutes of the school day. Additionally, students will not be dismissed during district or state testing periods in order to avoid distractions and potential test security violations.

Leaving School - When it is necessary for a student to leave school early because of a doctor's appointment, etc., the student should present a note to the building principal and/or main office secretary at the beginning of the school day in order to receive a Special Excuse. The parent, guardian or designee must pick up his/her child from the front office and sign the roster when the student is leaving on a special excuse. STUDENTS CANNOT SIGN THEMSELVES OUT. If returning to school on the same day as the special excuse, the student must report to the office and sign-in.

WRITTEN EXCUSES

In order to have an absence be excused, the student must present a signed written excuse from a parent, guardian, or doctor on the day the student returns to school. The excuse should contain:

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

Seven (7) absences per semester may be excused by the parent/guardian using the district's Excused Absence Form (Written Excuses).

Any additional absence after the seven (7) excused absences by a parent/guardian note must be excused by a note from a doctor or other documentation excusing said absence

All absences other than those specified above shall be classified "unexcused." Extenuating circumstances causing absences in excess of five (5) school days or five (5) class periods per grading period may be considered by the building principal and the superintendent on an individual basis. A parent, guardian, or custodian shall be notified in writing by the building principal on the approved form after the third (3rd) and fifth (5th) absence.

Students that receive three (3) unexcused absences May be required to have a conference with the building principal that will include the counselor, parent coordinator and parent. Students that receive five (5) unexcused absences will be reported to the school attendance officer. Doctor's excuses will not be accepted after three (3) days of a student returning to school from an illness.

It shall be the responsibility of the parent, guardian, or custodian to furnish to school officials, **no later than the close of business on the third (3rd) school day following the student's return to school**, sufficient and satisfactory documentation which supports a claim of extenuating circumstances.

TARDIES

Promptness is a virtue that becomes a habit. The WBCSD Board of Trustees encourages the development of this habit. Students are expected to be in class, on time, each period. Tardiness to school caused by the following reasons shall be excused and not be recorded against a student:

- School transportation or other school-related actions
- Medical or dental appointments only if accompanied by a note from the physician, dentist, or other medical staff, on their office letterhead
- Illness of the student if accompanied by a valid statement or note from the parent, legal guardian, or custodian

- Special circumstances such as natural disasters, weather, traffic accidents, or other causes acceptable to the building administrator

CHECK-IN PROCEDURES

A 9th through 12th grade student who is over 10 minutes late for class must check in at the attendance office and will be considered tardy. Tardy arrivals will not be excused. Students who are over 30 minutes late for a class will be considered absent in that class.

A 6th through 8th grade student's parent/guardian must sign students in who arrive after 9:00 a.m. A parent or guardian must be contacted for students who arrive after 9:00 a.m. without a parent/guardian.

Tardy students are expected to be on time for class each period during the school day, beginning with first period. Sufficient time is provided for students to walk from class to class, to electives.

If a student is tardy at the beginning of the school day or between classes, he/she will receive two (2) warnings. Any tardies after that will result in disciplinary action. Excessive tardies will be handled through the Student Code of Conduct Procedures.

TRUANCY

A student is considered to be truant if absent from any class without the knowledge and/or permission of the parent/guardian. Parents should notify the school of a student's absence by calling the school's office before 9:30 a.m. The parent/guardian is required to follow-up with a doctor's excuse sent to the school upon the student's return to school. Any student who is truant will be referred to an administrator who will follow the disciplinary process as defined in the Student Code of Conduct. Students who are truant will not be given the opportunity to make up daily class work. Students will receive a zero in all scheduled classes.

CHECK-OUT PROCEDURES

NO STUDENT WILL BE ALLOWED TO CHECK OUT UNLESS A COMPLETED CHECKOUT CARD IS ON FILE IN THE OFFICE. A CARD MUST BE COMPLETED BY THE PARENT/GUARDIAN. Only an adult (18 years and older) listed on the student check-out card will be allowed to check a student out. Any student wishing to check out due to illness must first see the school nurse who will contact the parent/guardian. No check outs are allowed after 2:30 p.m. without a doctor's appointment or permission from the principal. Parent/guardian or designee must present a picture ID to check out a student. Students will remain in the classroom until the parent/guardian or designee has reported to the school to personally sign the student out on the student's check-out card.

COLLEGE VISIT ABSENCES

Students in the eleventh and twelfth grades will be allowed two additional days per year for college visits provided the student produces written documentation from the college.

COUNSELING SERVICES

Through education, the counselors, teachers, and administrators wish to help students reach their full potential. Counselors devote full time to helping students become lifelong learners, productive members of society and to enjoy the school experience. Listed below are a few of the issues with which counselors may assist students.

1. Making students aware of the sequential courses of study for the five career clusters in planning career paths,
2. Making future occupation plans,
3. Appraising and identifying personal abilities and interests,
4. Improving social relations,
5. Improving academic adjustments (example: taking tests, study habits),
6. Getting along with parents, siblings, teachers, friends, and others,
7. Controlling emotions,
8. Adjusting to a new school,
9. Making important personal decisions; (If it is important to the student, it is important to the counselors.)
10. Dealing with disabilities,
11. Adjusting to difficult classroom situations.

ABSTINENCE-PLUS EDUCATION –POLICY ICG

The West Bolivar Consolidated School District Board believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. The School Board is committed to fostering community partnerships that educate both students and parents about this important topic. The West Bolivar Consolidated School District seeks to affirm its commitment to creating healthy and responsible teens in the West Bolivar Consolidated School District by fully complying with the Mississippi Code of 1972, Annotated, Section 37-13-171, and by:

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

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

CREDIT RECOVERY PROGRAM – Policy IDCAB

“Credit Recovery” shall be defined as a course-specific, skilled based learning opportunity for students who have previously been unsuccessful in mastering content / skills required to receive course credit or earn promotion.

A student can earn only one (1) Carnegie Unit per school year from the date the student enters the 9th grade until the student's cohort graduates through the West Bolivar Consolidated School District Credit Recovery Program for a maximum of four (4) units with the following stipulations:

- The student must complete the coursework through the West Bolivar Consolidated School District Credit Recovery Program within one school term of the course failed.
- Credit recovery courses are to be used only for graduation requirements.
- Students must have had a grade of 50 or above in the course to participate in a credit recovery course and the credit recovery grade shall be factored with the original failing grade in order to determine the student’s final grade.
- A student who failed a course (such as English) may take the Credit Recovery Class in addition to the next level (of English) during the same school year.
- Credit recovery courses shall be delivered via computer and online.
- The credit recovery course must be completed in nine weeks with 80 percent mastery.

The credit recovery program shall include an assessment of individual student's strengths and weaknesses in regard to course content, and based on this assessment, the students shall complete instruction only on the course objectives which have not been mastered. Upon mastery of the objectives, the student shall receive credit for the course and may only receive the minimal passing grade on the West Bolivar Consolidated School District district's grading scale.

DUAL ENROLLMENT REQUIREMENTS – POLICY IDAG

Eligible students may participate in the dual enrollment program established by this school district in compliance with the Mississippi Code of 1972, Section 37-15-38.

(a) A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

(b) A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

- Dual credit program allowances. A student may be granted credit delivered through the following means:
 - a) Examination preparation taught at a high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.
 - b) College or university courses taught at a high school or designated postsecondary site by a qualified teacher
 - c) who is an employee of the school district and approved as an instructor by the collaborating college or university.
 - d) College or university courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating schooldistrict.
 - e) Online courses of any public university, community or junior college in Mississippi.
- Admission criteria for dual enrollment in community and junior college or university programs. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated dual enrollment admission requirements.
- Tuition and cost responsibility. Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program shall be the responsibility of the parents or legal guardians of the student. Payment for the tuition and any other cost shall be made directly to the credit-granting institution.
- Transportation responsibility. Any transportation required by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student.
- School district average daily attendance credit. When dually enrolled, the student shall be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends highschool.
- High school student transcript transfer requirements. Grades and college credits earned by a student admitted to a dual credit program shall be recorded on the high school student record and on the college transcript at the university or community or junior college and high school where the student attendsclasses.
- Ineligible courses for dual credit programs. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit.
- Eligible courses for dual credit programs. Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses.
- High school Carnegie unit equivalency. One (1) three-hour university or community or junior college course is equal to one (1) high school Carnegie unit.

- Maximum dual credits allowed. It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester's worth of college credit in high school to do so. A qualified dually enrolled high school student shall be allowed to earn an unlimited number of college or university credits for dual credit.

EARLY GRADUATION – POLICY IFG

1. Early graduation involves the completion of all high school academic requirements in less than a traditional four-year program. Any high school student who completes the number of Carnegie units and other exiting standards required by both the state and the District may petition to graduate at the end of the first semester of senior year.
2. Early graduation will be permitted under circumstances where the student will benefit from early graduation. Early graduates may participate in the regular spring commencement ceremony.
3. The intent of this policy is to provide an opportunity for the student to improve his/her educational or vocational future by graduating from high school with less than eight semesters of attendance grades nine through twelve.
4. Written petition for early graduation must be made prior to the beginning of the student's desired year of graduation.
5. The student may participate in spring graduation ceremonies. If the student chooses not to participate in the spring ceremony, the student will receive their diploma after the graduation ceremony has occurred.
6. Students who choose to participate in this program will be eligible for all traditional senior honors such as valedictorian, salutatorian, class favorite, Hall of Fame, etc.
**** Should students who choose to graduate in advance of their original cohort rank as valedictorian or salutatorian in his/her "new class", he/she will share the honor with the valedictorian or salutatorian of the original class membership.
7. The Board authorizes the Superintendent to establish administrative procedures consistent with this policy.

GIFTED EDUCATION – POLICY IDE

The West Bolivar Consolidated School District, in accordance with the Mississippi Department of Education's regulations and standards for gifted education programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique talents, needs, and learning styles

EXEMPTION POLICY

Seniors may be exempt from exams during the final nine weeks (excluding projects) if they:

1. are a candidate for graduation on or before June of the current year;
2. maintain an average of 3.6 or above;
3. have no more than 3 disciplinary referrals during the school year (student must not have any level 2-4 infractions);
4. attendance – no more than 2 unexcused absences per nine weeks.

EARLY RELEASE FOR SENIORS – POLICY IDAEA

Early release from classes may be granted to senior high school students who are employed or who have been accepted for and maintain active dual enrollment at a community or four (4) year college.

Beginning with incoming seniors for the 2020-2021 school year, for early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 in English and 19 in Math or earned a Silver level on ACT Work-Keys or SAT equivalency sub scores). Alternately, if a student does not meet the College or Career Readiness Benchmarks, a student must meet all of the following:

- Have a 2.5 GPA,
- Passed or met all state assessments required for graduation,
- Be on track to meet diploma requirements,
- Enrolled in Essentials for College Math or Essentials for College Literacy, if needed.

Early release is a privilege and can be revoked should a student violate any of the above mentioned criteria.

GRADING SYSTEM - POLICY IHA

The established grading system is to communicate to parents a periodic evaluation summarizing significant factors of the student’s adjustment in the total education program. The grading system is based upon student achievement and performance.

WBCSD operates on a 10-point grading scale for students in grades 1st-12th.

To evaluate student performance for the purposes of promotion, retention, or alternative programs. The following numerical values shall be used in determining letter grades.

NOTE: Kindergarten students are only given numerical grades for daily work which is then converted to non-numerical grades. The daily grade scale can be read as follows:

- Students averaging an 80-100 are considered to have satisfactory progress
- Students averaging in the 70-79 range are considered to need improvement
- Students averaging below 70% accuracy are considered to be making unsatisfactory progress and needs intensive intervention.

| KINDERGARTEN | Grades 1 st -12 th |
|-----------------------------|--|
| U = Unsatisfactory progress | 90 – 100.....A (Excellent) |
| N = Needs Improvement | 80 – 89.....B (Above Average) |
| S = Satisfactory | 70 – 79.....C (Average) |
| | 60 – 69.....D (Below Average) |
| | 59 and Below.....F (Failure) |

GRADE COMPUTATION

It is the practice of WBCSD to assess student learning through a variety of formative and summative assessments. Students’ grades will be based on the three following categories and weights:

- **Tests- 40% (Includes but not limited to benchmark testing, nine weeks’ test, chapter test, end of course tests)**
- **Daily Assignments-60% (Includes but not limited to classwork, homework, formative assessments, group work and participation as it related to standards that require verbal responses.)**

THE SEMESTER AND FINAL GRADES WILL BE TABULATED AS FOLLOWS

First Semester Grade - Average of 1st Nine Weeks and 2nd Nine Weeks

Second Semester Grade - Average of 3rd Nine Weeks and 4th Nine Weeks

Final Grade - Average of 1st and 2nd Semester Grades

NINE WEEK ASSESSMENTS

A nine weeks' assessment will be given at the end of each nine weeks.

GRADE CHANGES

A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher except as provided in this subsection.

SCHEDULE ADJUSTMENTS

Schedule adjustments must be initiated within the first seven days of the 9 weeks by obtaining a Schedule Change Request form from the counselor, completing, and returning to the counselor. Students will be notified of the status of their requests as soon as possible. Students are expected to follow their existing schedules until notified of any adjustment. During the spring semester, students in the WBCSD are given an opportunity to select courses for the following year. The number of selections will be determined, and course offering will be based on the requests of the students. In order to stabilize class rolls and to achieve educational goals, adjustments to schedules must be kept to a minimum. The only changes that merit consideration are:

1. Correcting scheduling errors,
2. Adding a class during the first seven days of each 9 weeks, provided there is room in the section and the student does not have a class already scheduled in that time period,
3. Adding a course to meet specific graduation requirements,
4. Adjusting for students who attended summer school,
5. Reducing an over-crowded class, and
6. Making changes deemed necessary by the principal.

TRANSCRIPTS

With a written request to the principal or a counselor, a transcript (copy of the high school record) will be sent to a college or prospective employer. Forms for making the request are in the counselors' offices.

GRADUATION REQUIREMENTS – POLICY IHF

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma.

The West Bolivar Consolidated School District will offer the following graduation pathways for seniors only.

Career Pathway Option - Required Courses for Graduation (21 Credits)

- 4 Units of English
- 3 Units of Mathematics (Algebra I or Integrated Math I)

- 3 Units of Social Studies (Mississippi Studies, US History, US Government)
- 3 Units of Science (Biology I)
- 1 Unit of The Arts
- 1 Unit of Business & Technology (Information and Communication Technology (ICT), Science, Technology, Engineering & Mathematics (STEM), Technology Foundations, or Keyboard and Computer Applications)
- .5 Unit of Contemporary Health or Physical Education (Comprehensive Health or Family and Individual Health if taken prior to 2014-2015)
- 4 Units of Career and Technical from Student's Program of Study
- 2.5 Elective Units from Student's Approved Program of Study

Traditional Pathway Option - Required Courses for Graduation (24 Credits)

4 Units of English (I,II,III, and IV) Essential to College English or Dual Credit English Comp I, AP English Literature & composition or SREB Literacy Ready can be taken in lieu of English IV)

- 4 Units of Mathematics (Algebra I or Integrated Math I)
- 4 Units of Social Studies (Mississippi Studies, Geography, World History, US History, US Government and Economics)
- 4 Units of Science (Biology I)
- 1 Unit of The Arts
- 1 Unit of Business & Technology (Information and Communication Technology (ICT), Science, Technology, Engineering & Mathematics (STEM), Technology Foundations, or Keyboard and Computer Applications)
- 1 Unit of Contemporary Health & Physical Education (Comprehensive Health or Family and Individual Health if taken prior to 2014-2015)
- 5 Elective Units

MISSISSIPPI DIPLOMA OPTIONS

Beginning 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

| Curriculum Area | Carnegie | Required Subjects Units |
|--------------------|----------|--|
| 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 Work Keys 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

| 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 Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

TRADITIONAL DIPLOMA ENDORSEMENTS CAREER/TECHNICAL ENDORSEMENT

| Curriculum Area | Carnegie | 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 • 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 | <ul style="list-style-type: none"> • Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1 | |
| CTE Electives | 4 | <ul style="list-style-type: none"> • Must complete a four-course sequential program of stud |
| Additional Electives | 3 ½ | |
| Total Units Required | 26 | |

Additional Requirements

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

ACADEMIC ENDORSEMENT

| Curriculum Area | Carnegie Units | Required Subjects |
|-----------------|----------------|---|
| English | 4 | <ul style="list-style-type: none"> • 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 • ½ U.S. History • ½ Mississippi Studies • ½ U.S. Government |
| Physical Education | ½ | |
| Health | ½ | |
| Arts | 1 | |
| College and Career Readiness | | • Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | | |
| | | • 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 sub score).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate 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 |

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 sub score.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - One AP course with a B or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - One academic dual credit course with a B or higher in the course

Alternate Diploma

Mississippi public schools offer an alternate course of study for students with Significant Cognitive Disabilities. This course of study leads to the Alternate Diploma, which recognizes that a student has completed high school. The Alternate Diploma is not equivalent to a Traditional Diploma and is not recognized by postsecondary entities that require a standard high school diploma.

PROMOTION AND RETENTION – POLICY IHE**Kindergarten through 8th grade**

In order to promote to the next grade, all students in the West Bolivar Consolidated School District assigned to Kindergarten* through the 8th grade must successfully complete the following classes with a grade of 60 or above:

1. Reading
2. Language
3. Mathematics
4. Science or Social Studies

Retention of Kindergarten students will also depend upon an agreement between parent(s), administration, and teacher(s).

PROMOTION CRITERIA FOR GRADES 9 - 12:

- In order for a student to be classified as a Freshman (9th grade), the student must have completed all requirements from the aforementioned grades K-8.
- In order for a student to be classified as a Sophomore (10th grade) the student must have acquired a minimum of 6 Carnegie Units by the end of the 9th grade year.
- In order for a student to be classified as Junior (11th grade), the student must have acquired a minimum of 12 Carnegie Units by the end of the 10th grade year. The student must have also attempted the Algebra I, Biology I, and English II assessments if said students was enrolled in the course (*with the exception of MDE assessment waivers*).

- In order for a student to be classified as a Senior (12th), the student must have acquired a minimum 18 Carnegie Units by the end of the 11th grade year. The student must have also attempted the Algebra I, Biology I, English II, and US History assessments if said students was enrolled in the course. (*with the exception of MDE assessment waivers*).

Transfer Students (Out-of-District)

In the event that number grades are not sent from a prior school and verification is present that efforts have been made to secure the number grades and these efforts have been unsuccessful, then transfer students’ grades will be averaged using the midpoint grade. Grades/credits earned through homeschooling and non- accredited schools will not count towards Valedictorian and Salutatorian.

WEIGHTED COURSES – POLICY IHEC

The Weighted Courses and Quality Points will be applicable to entering 9th graders in the West Bolivar Consolidated School District for 2020-2021 school and every school year after.

- Step 1: Carnegie Unit multiplied by Quality Points assigned to the final average.
- Step 2: Total Number of Quality Points Divided by Total Number of Carnegie Unit.

QUALITY POINT AND WEIGHTED GRADING SCALE

Standard Quality Points Scale

| | |
|---------------------------|--------------------------|
| 100-95=4.0 quality points | 79-75=2.0 quality points |
| 94-90=3.5 quality points | 74-70=1.5 quality points |
| 89-85=3.0 quality points | 69-65=1.0 quality points |
| 84-80= 2.5 quality points | 64-60=0.5 quality point |

In order to encourage our students to enroll in our most challenging classes or subjects as defined by the Mississippi Department of Education's **Accelerated Course guide, they are to be graded on the Enhanced Quality Points Scale:**

Enhanced Quality Point Scale

| | |
|---------------------------|--------------------------|
| 100-95=5.0 quality points | 79-75=3.0 quality points |
| 94-90= 4.5 quality points | 74-70=2.5 quality points |
| 89-85= 4.0 quality points | 69-65=2.0 quality points |
| 84-80=3.5 quality point | 64-60=1.5 quality points |

Co- Valedictorians and Salutatorians

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

In selecting the salutatorian, if the second highest grade point average – after the valedictorian’s average is determined is the same or is a difference of less than .03, then co-salutatorians will be named.

- **Note: When co-valedictorians and co-salutatorians are named, they will be honored in alphabetical order.**

Valedictorian, Salutatorian, and Honor Graduate Overview

The criteria for selection of the valedictorian and salutatorian will be based on all credit courses taken towards graduation. The student having the highest and second highest-grade point average during his/her school period shall be recognized as Valedictorian and Salutatorian, respectively. A student must have attended the respective WBCSD high school for a minimum of four semesters, which is inclusive of their senior year (not including summer school) and must be completing a 4-year course of study, to be considered for valedictorian or salutatorian.

Honor graduates must have an overall GPA of 3.0 or higher.