

## **DRESS CODE** (*JCDB Dress Code for Students*)

We believe that it is our responsibility to encourage students to be neat and well groomed. In order for us to avoid having a stringent dress code, students and parents must exercise some degree of responsibility in the matter of dress.

1. ALL tops must be polo style with a collar (This does not mean “Polo” brand.) If the shirt has a logo/symbol, the emblem must be no larger than a quarter. (“Chaps”, “Polo”, and “Aeropostale” logo/symbol sizes are examples of the appropriate size of the emblem, but no larger.)
2. Absolutely NO leggings, jeggings, tights, stretch pants, skinny jeans, etc.
3. Khaki or **Khaki-Colored Pants/Navy or Navy-Colored Pants**- fitted so as not to fall below the waist.
4. Rompers, jumpers, and/or skorts are allowed ONLY up to 5th grade.
5. **Large belt buckles cannot be worn.**
6. Student are allowed to wear shoes of any color. Both shoes must be of the same pair as purchased.
7. Sandals, clogs, flip flops, ballerina shoes, slide-ins, fish-net slippers, house shoes, open-toe sandals, crocs, rubber shoes, jelly shoes, open back shoes, mules, etc. **WILL NOT BE** permitted. Shoes must be closed heel and toe.
8. Male students will not be permitted to wear earrings, nor necklaces that contain medallions that are larger than a quarter.
9. Male and female students will not be permitted to wear nose rings, navel rings, tongue rings or other visible body piercings. The earrings for female students can be no larger than a quarter.
10. Wristbands and headbands are not to be worn in the school building.
11. Hats, hair rollers, head wraps, bandanas, and “Do-Rags” are not to be worn in the school building.
12. Use of dark glasses inside the building is limited to students with medical prescriptions.
13. Coats, sweaters, and windbreakers of any color can be worn to school. The coat, sweater, or windbreak must be unzipped when student is inside the building whereas the uniform polo style shirt is visible.
14. Any accessory or clothing item that advertises drugs, alcoholic beverages, tobacco products, obscene language/gestures and/or bullying shall not be permitted.
15. **No house slippers** are to be worn without a Doctor’s excuse.
16. Uniform shirts shall be appropriately buttoned and worn inside pants. Belts shall be worn and buckled if pants have belt loops; straps, when worn shall be fastened.
17. Midriffs shall not be exposed.
18. Tank tops, muscle shirts or halter-tops shall not be allowed.
19. Apparel worn above the knee shall, at the bottom, exceed no more than four (4) inches above the top of the knee when standing. No cut-offs shall be worn.
20. No see-through clothing may be worn.
21. Excessively tight or revealing clothing is prohibited.
22. All pants or shorts must be worn at or above waist level.
23. All visible tattoos must be covered.
24. Mouth pieces/jewelry/teeth coverings will not be allowed.
25. The SCCSD encourages appropriate hygiene maintenance for all students so that a safe, healthy, and clean environment is created.

**NOTE: Parents will be notified in writing if there is to be any deviation from the District adopted uniform dress code.**

# SCCSD Disciplinary Guidelines

## MISSISSIPPI SCHOOL SAFETY ACT OF 2001

The School Safety Act of 2001 is cumulative and in addition to the school district's existing authority regarding discipline of student. Pursuant to the Act, the school district has adopted policies and procedures that recognize the teacher as the authority in classroom matters regarding the school district's written discipline code of conduct.

In the event the teacher removes a student who, in the professional judgment of the teacher, is disrupting the learning environment, and the removal is approved by the principal or assistant principal, the student may not be returned to the classroom until a conference has been held with the student's parent, guardian or custodian. During the conference, the disruptive behavior will be discussed and an agreement will be reached that no further disruption will be tolerated. **The conference may be in person, by telephone, by e-mail or other written communication.**

Among other provisions, this act provides that a student 13 years of age or older may be subject to automatic expulsion on the third occurrence of habitually disruptive behavior during a school year. (Students under age 13 may be subject to expulsion for such conduct pursuant to other school policies and procedures.)

The term "disruptive behavior" means conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees; defiance, ridicule or verbal attack of a teacher; and willful, deliberate and overt acts of disobedience of the directions of a teacher.

The term "habitually disruptive" refers to such actions of a student which cause disruption in a classroom, on school property or vehicles, or at a school-related activity on more than two occasions during a school year, and to disruptive behavior that was initiated, willful and overt on the part of the student and which required the attention of school personnel to deal with the disruption.

After the second instance of behavior that is determined by the principal or designated administrator to have serious interference with the school environment, the parents/guardians will be contacted to help develop a behavior modification plan for the student.

### **SCHOOL SAFETY** (*JD Student Discipline*)

1. A parent, guardian or custodian of a compulsory school-age child enrolled in the school district shall be responsible financially for his/her minor child's destructive acts against school property or persons. Legal action may be taken if necessary to ensure responsibility is taken by the appropriate persons.
2. A parent, guardian or custodian of a compulsory-school-age child enrolled in the school district may be requested to appear at school by the school attendance officer or an appropriate school official for a conference regarding acts of the child specified in paragraph I of this subsection, or for any other discipline conference regarding the acts of the child.
3. A parent, guardian or custodian of a compulsory-school-age child enrolled in the school district who refuses or willfully fails to attend such discipline conference specified in paragraph I 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.

4. A parent, guardian or custodian of a compulsory-school-age child enrolled in the public school district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.
5. 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 conduct and discipline policies of the school district.

### **STAFF PROTECTION**

*(GAEA Staff Protection)*

SCCSD will be diligent in its protection of all employees from physical or psychological abuse. Personnel are also protected by Section §37-11-21 of the Mississippi Code. It will be the policy of the school district to interpret this statute to include any striking, assaulting or physical attack, as well as verbal abuse or insult. Persons guilty of assault upon a superintendent, principal, teacher, bus driver or other personnel may be fined up to \$5,000.00 and imprisoned for up to 30 years.

MS CODE- §37-11-21, §97-3-7

### **HARASSMENT PROHIBITED** *(GBR Sexual Harassment)*

This school district affirms employee protection provided under Title VII, and therefore, shall not tolerate verbal or physical conduct by any employee, male or female, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment.

Further, this school district prohibits sexual harassment of or by any student. This policy applies to conduct during and relating to school and school-sponsored activities. Sexual harassment is inappropriate behavior and offensive. Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

## DISCIPLINE POLICIES AND PROCEDURES

*(JDA Discipline Plan)*

*(JD Student Discipline)*

### **Purpose**

School Discipline policies shall be aimed at creating a positive school climate, supporting the social and emotional development of students, and teaching non-violence and respect for all members of the school community. By viewing social development as a critical aspect of the district and schools shall anticipate and respond to disciplinary matters in a manner that is consistent with students' sense of dignity and self-worth. The purpose of discipline must be to understand and address the cause of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and interventions support shall be provided to vulnerable families and youth at risk of being pushed out.

All students, teachers, and administrators in our district are expected to conduct themselves in accordance with the policies and rules of conduct set forth at the district and building levels. The discipline guidelines that have been developed through the participation of stakeholders **(1)** establish positive school climates; **(2)** adopt positive approaches to discipline; **(3)** limit the use of exclusion; **(4)** eliminate zero tolerance policies not mandated by state law; **(5)** adopt preventative and restorative response to bullying; **(6)** and provide training and support to teachers and other school staff to implement policies.

The following guidelines are to create clear expectations and graduated levels of support and alternatives to suspensions for all students with the consequences for misbehavior that are individualized, consistent, reasonable, fair, age appropriate and match the severity of the student's behavior. In determining interventions and consequences, schools shall take into account the range of factors that can affect student behavior in order to determine appropriate consequences on a case-by-case basis. The district will ensure that students, parents or guardians, and teachers know and understand all of the scions, rules and disciplinary processes that serve as an effective tool for creating school climate conducive for transparency, accountability, and impartiality.

### **Expectations**

Schools shall define behavioral expectations for all members of the school community to serve as the foundation of school-wide prevention and intervention by developing 3-5 behavioral expectations that are positively stated and easy to remember; creating a matrix of how behavioral expectations look, sound, and feel in all the classroom and non-classroom areas; developing lesson plans and strategies, including frequency and duration, on how the behavior expectations will be taught in and around school; and ensure that all teachers and staff have training in culturally relevant instruction so that behavioral expectations are taught in ways that fully engage students.

***\*School administrators have the autonomy to lessen consequence for discipline action based on the severity of the infraction\****

***\*The building level administrator for grades K-12 has the autonomy to administer consequences to students based on investigative information received and each individual circumstance. Consequences will not exceed what is listed in policy\****

### **3 Level Infraction and Consequence Guide**

**Level 1** infractions are minor issues that do not result in exclusion unless the behavioral contract between the student, parent, and administrator is repeatedly violated by the student. **Consequence alternatives for level 1 infractions include:** family group conferences; counseling; tiered support team interventions; and written and/or verbal apologies.

**Level 2** infractions are moderate behaviors that do not result in immediate exclusion but may result in exclusion after 1<sup>st</sup> offense. It includes graduated supports and intervention for students who exhibit repeated behavior. **Consequence alternatives for level 2 infractions:** include mediation and conflict resolution; community service; restitution; and restorative justice.

**Level 3** infractions are serious issues that may warrant immediate exclusion but must also be accompanied by a written agreement between all parties involved and a conference with an administrator and/or counselor in order to resolve conflict. **Consequence alternatives for level 3 infractions** will include highly individualized responses to student behavior including but not limited to mediation and conflict resolution; community service; restitution; counseling; family group conferences; and restorative justice.

*\*Any school work that will be missed because of student exclusion must be made available to the student within 24 school day hours after the notice of suspension. \**

*\*Students that are excluded during exam week can report to campus and take exam(s) and leave upon completion. \**

*Please refer to definitions of infractions listed in the Section II to ensure it warrants parallel consequence and support*

*\*\*Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.*

<b>RB</b>	<b>Infraction</b>	<b>1<sup>st</sup> offense</b>	<b>2<sup>nd</sup> offense</b>	<b>3<sup>rd</sup> offense</b>	<b>Alternatives</b>
<b>F</b>	Creating a Disturbance/ Disruption	Documented student conference with administrator and/or counselor	Documented student conference with students, teacher, and parent	1-3 days of ASD/ISD ; corporal punishment	Notify student and/or parent of problematic behavior and identify corrective behaviors
<b>S</b>	Defiance/ Disrespect	Documented student conference with administrator and/or counselor	Documented student conference with students, teacher, and parent	1 day of ASD/ISD; corporal punishment	Conference should result in behavioral contract between students and teacher/administrator with clear behavior expectations and corrective behaviors for students.
<b>P</b>	Major Dress Code Violations	Administrator Warning	Documented student conference with students, teacher/administrator, and parent	Documented student conference with student, teacher/administrator and parent	For infractions that include harm or disruption to other people students may be permitted to offer apologies based on the harm caused. i.e., disruption to classmate's instruction time
<b>H</b>	Excessively Sleeping in Class	Documented student conference with student and teacher	Documented student conference with students, teacher, and parent	Refer to parent Assistance Program and require parent to see healthcare provider and/or social worker	
<b>B</b>	Being in an unauthorized area	Administrator Warning and Parent Notification	Documented student conference with administrator, parent, and student	1 day of ASD/ISD	
<b>JJ</b>	Profane/ Obscene Language and/or gestures (Not directed)	Administrator Warning and Parent Notification	Documented student conference with administrator, parent and student	1 day of ASD/ISD; corporal punishment	

<b>O</b>	Horseplay/ Reckless Play	K-6 grade	Administrator Warning	Documented student conference with administrator and/or counselor	Documented student conference with administrator and parent	Documented student conference with administrator and parent
		7-12 grade	Documented student conference with administrator and/or counselor	Documented student conference with administrator and/or counselor	1-3 days of ASD/ISD	1-3 days of ASD/ISD
<b>K</b>	Forgery		Notify parent of incident	Documented student conference with administrator and parent	Documented student conference with administrator and parent	1 day of ISD/ASD
<b>E</b>	Computer Abuse (Illegal Assessing/ Activity)		Document student conference with administrator and/or teacher	Restrict use of technology and internet services	Restrict use of technology and internet services	Restrict use of technology and internet services
<b>D</b>	Cheating	Minor Assignment (Homework/classwork/quiz)	Notify parent and student will receive a zero on the assignment	Notify parent and student will receive a zero on the assignment	Notify parent and student will receive a zero on the assignment	Student receives a zero on assignment
		Major Assignment (Exam)	Notify parent and student will receive a zero on exam	Documented student, teacher, parent, and/or administrator conference and opportunity to complete assignment for no credit	Documented student, teacher, parent, and/or administrator conference and opportunity to complete assignment for no credit	Student receives a zero on assignment



## Level 2

RB	Infraction	1 <sup>st</sup> offense	2 <sup>nd</sup> offense	3 <sup>rd</sup> offense	Alternatives
I	<p><b>Excessive use of electronic devices-</b> cell phones, tablets, MP3 Players, Ipods, Ipads, radios, video games, CD and Laser Pointer- during instruction</p> <p><i>Personal student electronic devices will not be allowed for use during the school day unless authorized by school personnel.</i></p>	Administrator Warning	Documented student conference with teacher and/or administrator, and parent	1-3 day of ASD/ISD	Administrative Warning and Parent Notification are in place to clearly state the problem behavior and notify parents of the punishment for repeated behavior. Administrators may also use the warning to address student's needs such as counseling, parental involvement, and any academic support.
AA	<b>School Bus Infraction</b>	Bus Driver Warning to Student	Documented Administrator, Driver, and Parent conference ; Assign Seat for Student	Revocation of bus riding privileges Administrator must follow the order below when revoking bus privileges beginning with the 3 <sup>rd</sup> offense.  <u>3<sup>rd</sup> offense:</u> 3 day suspension <u>4<sup>th</sup> offense:</u> 5 day suspension <u>5<sup>th</sup> offense:</u> Remainder of semester <u>6<sup>th</sup> offense:</u> Remainder of year	

<b>DD</b>	<b>Skipping School/ Class</b> *Students that are found skipping class must immediately report to assigned class	Notify Parent and schedule student/parent/teacher and/ or administrator conference; 1-2 days ISD	Assignment community service and restitution; 1-2 days ISD	1-2 days of OSS; Parents have to remain with students at school 1-2 days	
<b>EE</b>	<b>Skipping detention</b>	Administrator Warning and Notify Parent; make up detention	Assigned community service/restitution; 1-2 days ISD	1-2 days of OSS; parent monitoring at ISD	
<b>L</b>	<b>Gambling</b>	Documented Student conference with administrator, parent, and student	Assigned restitution/ community service	1-3 days of ASD/ISD	
<b>GG</b>	<b>Pushing/Hitting/Striking (Connotation for grades K-5)</b> <b>Aggressive Inappropriate Physical Contact</b>	<b>K-6 Grade</b>	Documented Student conference with administrator, parent, and student; 1-3 days ISS	Documented Student conference with administrator, parent, and student 1-3 days of OSS	
		<b>7-12 Grade</b>	Documented Student conference with administrator, parent, and student	Documented Student conference with administrator, parent, and student 3-5 days of OSS	
<b>HH</b>	<b>Throwing Objects</b>	Administrator Warning and Parent Notification	Assigned restitution/ community service	1-3 days of ASD/ISD	

<p><b>Y</b></p>	<p><b>Recording/posting fights on social media/ Provoking or trying to provoke a fight; gathering to watch a fight</b></p> <p>*Presence prohibits others from intervening and contributes to the disruption*</p> <p>*Fights are not to be posted on social media. Fights that are found on social media should be deleted immediately*</p>	<p>Administrator Warning and Parent Notification; Assigned restitution/community service</p>	<p>1-3 days ASD/ISD</p>	<p>1-3 days of OSS</p>	
<p><b>C</b></p>	<p><b>Bullying/ Cyber bullying</b></p> <p>The Sunflower County Consolidated School District considers threats, and offensive/negative language directed towards other students, faculty or staff via the internet or any type of communications device as bullying. Awareness and education are provided to all students regarding the seriousness and consequences of such behavior.</p>	<p>Conference between administrator, teacher (affected student ), and parent; assigned community service and restitution</p>	<p>Conference between administrator, counselor, teacher (affected personnel), and parent; 1-3 days ISS</p>	<p>Conference between administrator, counselor, teacher (affected student), and parent; 1-3 days OSS</p>	



RB	Infraction	1 <sup>st</sup> offense	2 <sup>nd</sup> offense	3 <sup>rd</sup> offense	Alternatives
A	Assault on a school employee	Conference between administrator, counselor, teacher, and parent and/or discipline hearing to determine if student needs to be placed in alternative setting; suspension pending disciplinary hearing <i>Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.</i>	Recommendation of Expulsion for the remainder of the school year	↑	Community Service hours are mandatory for students who are involved in any type of fight.  Restitution will permit the student(s) who committed the infraction to help restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in case cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, assisting the custodian with menial tasks)
V	Profane, obscene, threatening or abusive language and/or gestures toward teachers or other school employees (School Safety Act)	Conference between administrator, counselor, teacher (affected personnel), and parent; assigned community service and restitution; ISD	5 days ISD	1-3 days of ISS *Subsequent offenses should result in further evaluation from the school counselor)	Fighting automatically results in a mediation conference
	* Administrator will consider preventative behavioral strategies	Conference between administrator, counselor, teacher (affected personnel), and parent; assigned community service and restitution; ISD	1-3 days ISS	1-3 days of OSS *Subsequent offenses should result in further evaluation from the school counselor)	conference should result in a behavioral agreement between parties with acknowledgement to the harm done to the school environment.

<b>T</b>	<b>Possession, sale, use, or transmission of alcohol and/or any type controlled substance (Prescription drugs or over the counter medicine)</b>	<p>Conference between administrator, counselor, teacher, and parent and/or disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p> <p><i>Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.</i></p>	<p>Conference between administrator, counselor, teacher, and parent and/or disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>	<p>Conference between administrator, counselor, teacher, and parent and/or disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>	
<b>T</b>	<b>Possession of Tobacco Products on School Grounds</b>	<p>Administrator Warning and Parent Notification</p>	<p>1-3 days of ASD/SD; Community Service</p>	<p>1-3 days of OSS; community service</p>	
	<b>Tobacco Use on School Grounds</b>	<p>Documented Student conference with administrator, parent, and student; 1-3 days OSS</p>	<p>Documented Student conference with administrator, parent, and student; 3-5 days OSS</p>	<p>Conference between administrator, counselor, teacher, and parent and/or disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>	

<b>G</b>	<p><b>Actions that cause a total disruption to the school building and threaten the safety of students and staff (bomb threat, states or written plans to harm students, school personnel, and/or destroy school property)</b></p> <p><b>*Consequences may change based on the severity of the disruption*</b></p>	<p>Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator); restitution; up to 3-5 day OSS; disciplinary hearing</p> <p><i>Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.</i></p>	<p>Conference between administrator, counselor, teacher, and parent and discipline hearing to determine if student needs to be placed in alternative setting</p>	<p>Recommendation for expulsion for the rest of the year</p>	
<b>J</b>	<p><b>*ONLY*Fighting on campus and/or walking to and from school</b></p> <p><b>*All fighting incidents are subject to thorough investigation, and have the potential to be subject to a disciplinary hearing*</b></p> <p><b>*School Bus Fighting</b></p>	<p>Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator), assigned community service, and 1-3 days of OSS</p> <p>Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator), assigned community service, and 1-3 days of OSS</p> <p>Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator), assigned community service, and 1-3 days of OSS</p>	<p>Community service during 1-3 days of OSS</p> <p>Community service during 1-3 days of OSS</p> <p>Community service during 1-3 days of OSS</p>	<p>Community service during 3-5 days of OSS</p> <p>Community service during 3-5 days of OSS</p> <p>Community service during 3-5 days of OSS</p>	

<b>U</b>	<p><b>Weapons or drug possession; any attempt to carry a weapon/drugs on campus. A weapon is defined as any foreign object with the intent to cause bodily harm. Ex. Guns, bb guns, slingshots, knives, pocket knives, chains, Tasers, etc.</b></p>	<b>K-5 grades</b>	<p>Conference between administrator, counselor, teacher, and parent;</p> <p>Disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p> <p><i>Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.</i></p>	<p>Conference between administrator, counselor, teacher, and parent;</p> <p>Disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>	<p>Conference between administrator, counselor, teacher, and parent;</p> <p>Disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>
		<b>6-12 grades</b>	<p>Disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p> <p><i>Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.</i></p>	<p>Disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>	<p>Disciplinary hearing to determine if student needs to be placed in alternative setting and/or return back to school setting, receive discipline hearing or recommendation for expulsion</p>
<b>M</b>	<b>Gang Activity</b>		<p>Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator).</p>	<p>Administrator Warning and Parent notification and community service/restitution</p>	<p>5 days OSS</p>



<b>II</b>	Vandalizing or defacing school, student, staff property	Minor	Administrator Warning and Parent Notification; restitution	Assigned community service/restitution	1-3 days of ASD/ISS; restitution	
		Major	Assigned community service/restitution and/or 1-3 days of ISS	Assigned community service/restitution and/or 1-3 days of OSS	Assigned community service/restitution and/or 3-5 days of OSS	
<b>N</b>	Hate speech/ actions toward students or school personnel		Documented mediation conference (Student, parent, administration, parties involved, and counselor/discipline coordinator); restitution; community service	Discipline hearing to determine if student needs to be placed in alternative setting	Recommendation for expulsion for the rest of the year	
<b>CC</b>	Sexual Harassment *Sexual Harassment is a serious offense. Appendix lists steps to report and investigate sexual harassment claims.*		Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator); restitution; 3-5 day OSS	Conference between administrator, counselor, teacher, and parent and discipline hearing to determine if student needs to be placed in alternative setting	Recommendation for expulsion for the rest of the year	
<b>BB</b>	Sexual Misconduct (Sexual Act)		Documented mediation conference (Student, parent, admin, parties involved, and counselor/discipline coordinator); restitution; 1-3 days OSS	3-5 day OSS	Conference between administrator, counselor, teacher, and parent and discipline hearing to determine if student needs to be placed in alternative setting	

<b>R</b>	<b>Offensive/Inappropriate Touching</b> (infraction only appropriate for students ages K-4)	Documented student, parent, and administrator/counselor conference	Documented student, parent, and administrator/counselor conference	Documented student, parent, and administrator/counselor conference	Documented student, parent, and administrator/counselor conference
	<b>Leaving Campus</b>	Documented student, parent, and administrator/counselor conference; 1-3 days ISS	Documented student, parent, and administrator/counselor conference; 1-3 days OSS	Documented student, parent, and administrator/counselor conference; 1-3 days OSS	Documented student, parent, and administrator/counselor conference; 1-3 days OSS
<b>FF</b>	<b>Theft</b> **Consequences are contingent upon items being returned.	Administrator Warning and Parent notification; restitution	Assigned community service/restitution	1-3 day of ASD/ISS (if stolen goods are returned); 1-3 Days of OSS if goods are not returned	Assigned community service/restitution; 1-3 days of OSS.
	<b>Minor (Level 2)</b> *(i.e., stealing teacher markers)	Parent notification; Assigned community service/restitution	Assigned community service/restitution; 1-3 days of ASD/ISS	Assigned community service/restitution; 1-3 days of ASD/ISS	Assigned community service/restitution; 1-3 days of ASD/ISS.
	<b>Major (Level 3)</b> *(i.e., stealing teachers IPAD)				

*Suspensions that accompany a disciplinary hearing requires the student be removed from the school setting for up to 10 days.*

## **I. Behavior Descriptions**

The letters from the Code of Conduct coincide with the following definitions of the infractions.

- A. Assault Battery on Staff** -- The intentional hitting or attacking of a staff member; extremely severe case
- B. Being in an Unauthorized area** - Student is in an area of campus and/or school property that they are not allowed or were not given permission for; Student has no pass allowing permission to this area
- C. Bullying/cyber bullying** -- When a “stronger” student (either physically or influentially) repeatedly hurts, threatens, or torments a more vulnerable child in a clear one-sided manner; can be face to face, behind a student’s back, or via technology (social media, text messages, etc.); stronger does not confined to size or strength  
**Ex:** Student creates a fake social media account with degrading content about another student.  
**Non-Example:** 2 students are both teasing/joking/playing the dozens on each other.
- D. Cheating-** When a student uses someone else’s work to present as their own.
- E. Computer abuse-** Student uses the computer to look up inappropriate sites or content that is not aligned to learning; this is after a staff member has given the expectations for computer usage and made attempts to redirect the student to correct sites. Technology violations include but not limited to inappropriate use of computers and internet services such as emails and social media  
**Ex.** Student accessing pornographic sites  
**Non-Example:** Student uses free time to play computer games
- F. Creating a disturbance/disruption** - Student engages in a loud outburst using words or actions that cause chaos or major distraction to the campus  
Student’s behavior cannot be remedied through classroom management techniques or student has repeatedly disrupted class in a single setting.  
**Ex.** Student is repeatedly violating classroom rules and is preventing instruction and causing a disruption.  
**Non-example:** Student talks aloud once in class.  
**Ex.** Student runs down the hall yelling “he’s got a gun” (as a prank)  
**Non-example:** Student laughs loudly in the cafeteria
- G. Disruption of a school setting (Level 3)-** Actions that severely impede the teaching, learning, and the daily function of the school structure and climate  
**Ex.** Bomb threat, stated or written plans to harm students, school personnel, and/or destroy school property
- H. Excessively Sleeping in Class** – When a student is continuously sleeping in class.  
**Ex.** Student has his/her head down and sleeps in class a majority of class time for multiple days in a row.  
**Non-example:** Student doses off in class.
- I. Excessive use of electronic device** – When a student is seen with an electronic device multiple times during a single class and is not in compliance with the classroom cell phone policy and/or when student’s cell phone usage is causing a classroom disruption.  
**Ex.** Student is talking on the phone or texting during instruction.  
**Non example.** Student uses their phone after school hours to call a parent for pick-up following a practice.
- J. Fighting-** When 2 or more students are engaged in a physical altercation in which there is clearly hostility between the individuals, and multiple hits are thrown back and forth between the parties; In most instances, intervention is needed to separate the parties

**Ex.** Multiple punches are thrown between 2 students and the ultimately end up rolling around on the floor.  
**Non-Example:** 1 student hits another with a punch and that student hits them back with a return punch, and nothing else occurs.

**\*\* (Fighting in Self Defense)**

\*The policies must also 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.

- K. Forgery-** Student has forged his/her parents name on a document designated for parent approval via signature. Forgery also applies to a student having someone else that is not the parent/guardian sign.
- L. Gambling** – If students are caught by faculty or staff using gambling paraphernalia to establish wagers where there is the propensity for both profit and loss. **\*All money will be confiscated and placed in the school’s activity fund when students are caught gambling on campus\***
- M. Gang Activity** - Use of language, symbols, and attire that represent a negative assembly of students that engage in illegal activity and violent/harmful behavior; group has an established hierarchy
- N. Hate speech** - Referring to other students using extreme language that is of a derogatory nature (slurs that attack by race, gender, sexual orientation, religion, socioeconomic status, etc.); Referrals should be written only after there have been attempts to address the behavior and establish what language is and is not appropriate.  
**Ex.** Student calls another student a “faggot”.  
**Non-Example:** Student calls another student “big head”.
- O. Horseplay/ Reckless play-** Playful activity that leads to injury  
**Ex.** Students chasing each other and bump into another student causing them to fall and hurt leg.  
**Non-Example:** Students racing on the playground
- P. Major Dress Code Violations** – when a student is in major violation of the rules listed in dress code habitually and/or dress code violation prohibits student from being identifiable as student.  
**Ex.** Student comes to school completely out of uniform.  
**Non Example:** Student comes to school without a belt.
- Q. Object as a weapon** – The use of an object (usually an unsafe object) with the intent to harm.  
**Ex.** Student used scissors to puncture a hole in a student’s leg  
**Non-Example:** Student throws paper at another student
- R. Offensive/ Inappropriate touching** – Student engages in inappropriate touching that is accidental in nature, but offensive to the victim
- S. Outright defiance/ disrespect** – Student engages in lower level language/actions that refuse to comply with authority, but interfere with operations in such a manner that an administrator must intervene  
**Ex.** Student refuses to leave a specified location after being asked repeatedly

- T. Possession / use of Tobacco /Alcohol/Drugs-** Attempting to knowingly carry and/or use the aforementioned substances on school campus  
**Ex.** Student is caught smoking marijuana in a restroom  
**Non-Example:** A student brings medicine to school to take and a note from his parent to take it (rather than refer to the office, checking the procedures with a school or district nurse would be appropriate)

**\*\*Mississippi Law Pertaining to Tobacco**

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

- U. Possession of Weapon-** The carrying of any weapon on school campus
- V. School Safety Act (Profane/Obscene Language/Gestures Directed)** - Any explicit language or gestures used by students intentionally directed to a staff member  
**Ex.** After being reprimanded, a student looks directly at a teacher and says “f- you”.  
**Non-Example:** After being reprimanded, a student walks away from the staff member and mumbles under breath
- W. Public indecency-** Taking off clothing and leaving the body exposed in public
- X. Pushing/ Hitting (Aggressive Inappropriate Physical Contact)** - Student uses hand(s) or objects to push, punch, slap, hit in a severe manner with the intent to cause harm  
**Ex.** Student approaches another and punches the student in the face because they were talking about them  
**Non-Example:** Students horse playing by slap boxing in the restroom
- Y. Recording/posting fights on social media/ gathering to watch fight** – When a student uses an electronic device to record a fight that is in progress on school grounds and/or post that fight to on the internet or sends it to other students. This also includes gathering to watch a fight in a way that prevents school personnel from intervening.  
**Ex.** Student records a fight and posts it on Facebook.  
**Non Ex:** Student happens to be in a place where a fight took place.
- Z. Refusal to report to the office-** Student refuses to report to the office when told to do so by school personnel.
- AA. School Bus Infraction** – A discipline infraction that takes place on a school bus and threatens the safety of the school bus riders and/or drivers  
**Ex.** Student is jumping from seat to seat.  
**Non Example:** Student yells at someone on the bus.
- BB. Sexual Misconduct** - A broad term that encompasses any unwelcoming behavior of sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation; also encompasses any sexual acts occurring on school campuses  
**Ex.** non-consensual sexual intercourse, attempted sexual intercourse, etc.
- CC. Sexual Harassment** - Any form of unwelcoming sexual advances, requests for sexual favors, and other verbal or physical harassment that is of sexual nature.  
**Ex.** Pressuring a student to engage in sexual behavior for some educational or employment benefit
- DD. Skipping class/school/leaving campus-** When a student does not report to a scheduled class or has left campus before dismissal without a parent signing him/her out.

**EE. Skipping Detention-** Not reporting to detention on assigned date.

**FF. Theft-** When a student knowingly takes any property that does not belong to them, nor that they were given permission to take; (school property must be replaced or restitution paid; an arrangement between the parents can be made regarding student property)

**Ex.** Student sneaks into a classroom and takes a school laptop

**Non-Example:** Students accuse a student of stealing a teacher's phone, but the teacher has no evidence and the phone is not found in the student's possession.

**GG. Pushing/Hitting/Striking (Aggressive Inappropriate Physical Contact) -** Students uses hands or objects to push, punch, slap, hit in a severe manner with the intent to cause harm toward students.

**Example:** Student approaches another and punches the student in the face because they were talking about them

**Non-Example:** Students horse playing by slap boxing in the restroom

**HH. Throwing objects –** Throwing causing an injury or with intent to harm; usually using some type of object that can cause harm or injury

**Ex.** Student hurls a pair of scissors across the room, attempting to hit someone.

**Non-Example:** Student shooting paper in the trashcan from across the room (i.e. paper basketball)

**II. Vandalism -** Intentional defacing of property (school property must be replaced or restitution paid; an arrangement between the parents can be made regarding student property)

**Ex.** Student kicks and pulls a water fountain off the wall

**Non-Example:** Student accidentally bumps into a door, breaking the window; (Malice or ill-intent was not found to be a motivator)

**JJ. Profane/Obscene Language/Gestures (Not Directed)-** Use of profane or obscene language or gestures, not directed toward school personnel

**Ex.** Student uses profanity while talking to friends.

### **III. Due Process**

All students have a right to adequate and meaningful due process prior to being excluded from school for any length of time. Prior to the beginning of such process, non-exclusionary disciplinary alternatives must be considered, tried and documented to the extent reasonable and feasible. Prior to and during such process, schools shall provide quality instruction and an opportunity to complete all assignments and earn credit. Due process protections for any exclusion of students with disabilities shall follow the recommendations state and federal law.

#### **A. Due Process for Suspension**

If the school recommends a suspension of less than five days, the student has a right to:

1. Written notice to the student and to the student's parent or guardian within 24 hours of the incident leading up to the proposed suspension, describing the infraction, the length of the proposed suspension and the student's rights as described in this section. The written notice must be in the primary language spoken by the parent or guardian.
2. The notice must include an invitation to the parent or guardian to attend an exclusion conference to discuss the proposed suspension at the parent or guardian's earliest possible availability.
3. An exclusion conference to discuss the explanation of the evidence and version of facts that the school is relying on, the student's version the facts and/or explanations for the alleged behavior, student's defense and whether or not the recommendation to exclude the student must be consistent with infraction and consequence guide. The school is not required to present live testimony or physical evidence and may rely on written statements about the incident. The school must allow a reasonable opportunity for the student's parent or guardian to attend the exclusion conference.
4. A neutral decision-maker makes the decision whether to suspend the student.
5. If the school recommends a suspension of 5 or more days consecutively or cumulatively, but fewer than 10 days consecutively or cumulatively, the student has a right to:
  - a. All of the procedures set forth above in sections; and
  - b. A formal review of attempted alternative measures and interventions as outlined in the 3 level infractions and consequence guide.

#### **B. Due Process and Right to a Hearing for Expulsion**

1. If the school recommends an expulsion of 10 or more days, either consecutively or cumulatively, or if the student faces an involuntary transfer for disciplinary reasons to another school site, the student has a right to a full hearing.

### **IV. Grievance Policy**

#### **A. RIGHT TO AN APPEAL**

There may be times when students believe they have been unfairly penalized. Most problems can be solved if students speak with the teacher or staff member who was involved. If students feel uncomfortable with this person, they may

request a conference with the next level of authority. These are related to consequences that have resulted in less than 10 days of exclusion. Any matters resulting in 10 days or more of exclusion, will automatically be bound over to the due process policy.

Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, interpreter, or attorney. Parents also have the right to be included. If talking things over does not solve the problem, the following steps may be taken:

1. A written statement must be presented to the discipline coordinator within five (5) school days after the last conference. The statement must tell what happened, when it happened, who was involved, and how the student would like the problem resolved. A copy of the statement should be filed and maintained as an educational record. The discipline coordinator, after consulting with the principal and administrator and parties with the most knowledge of the incident, has 5 school days to respond in writing.
2. If the problem still has not been resolved within five (5) school days from receipt of the discipline coordinators written response, the student/parent(s) may request in writing, an appointment with the Discipline Coordinator. The letter asking for the appointment must include a copy of the first written statement and the discipline coordinator's response, if one was received.
3. Upon receipt of such request, the Discipline Coordinator will schedule a meeting within five (5) school days with the District student and his or her parent(s). This meeting will include the person(s) involved in the appeal process, the principal, the District student, the parent(s) and any representative selected by the parent(s). Attorneys may attend as representatives of either the District student/parent(s) and/or the school. The Director/designee of the Office of Service Quality has five (5) school days after the date of the meeting to send a written response to the District student/parent(s).
4. If the District students/parent(s) are still not satisfied, they may take the problem to the Superintendent's Office/designee following the above procedures.
5. The Superintendent/designee will schedule another meeting to attempt to resolve the matter. After the date of this meeting, the Superintendent/designee has five (5) school days to send a written response. The decision of the Superintendent/designee shall be final or the appeal of any penalty that is less than ten (10) days suspension. For suspension appeals of ten (10) days, District students/parent(s) have the right to appeal to the School Board by submitting a request to the Superintendent's Office.
6. A student shall serve his or her suspension during the pendency of any appeals. If the student is successful in his or her appeal, the student's record shall be corrected to remove all indications of the suspension and the absences shall be reflected as "excused," for the period in question.



## **V. DISCIPLINARY ACTIONS**

### **PARENT MONITORING**

Parents are invited to help school administrators identify ways they can provide closer supervision of their children while in school or be more involved with their children's schooling. In order to establish effective school discipline, principals have the authority to require parent monitoring for the remainder of the school day. This is for observation purposes only, not for parental participation. Such placement shall not be construed as a suspension of a child. Parent Monitoring provides better communication and frequent contacts between parents, teachers, and administrators, as well as coordinated behavior change approaches.

### **STUDENT DETENTION FOR DISCIPLINE OR MAKE-UP DURING SCHOOL DAY**

Student detention may be arranged by the principal. Detention must be served the next day. Failure to serve detention will result in progression of offenses based on the infraction.

### **DETENTION/SUSPENSION (JDD Suspension) (JDC Detention of Students)**

Suspension is the short-term removal of students from school for a disciplinary infraction. Suspension forfeits the students' participation in regularly scheduled school activities for no more than ten (10) school days, including all extra-curricular activities. Students may be assigned to either in-school detention or out-of-school suspension. The use of exclusion in the form of suspension will be limited to only the most serious offenses, required by law. Exclusion will only be used after non-exclusionary discipline alternatives have been carefully considered, tried and documented.<sup>1</sup> ***In all cases, parents/ legal guardians must come to the school for a personal conference with the designated school administrator before the student will be allowed to return to classes (NO EXCEPTIONS).***

In all instances of detention/suspension, parents shall be notified by telephone if they can be reached with reasonable effort and by letter from the principal with a copy of the suspension notice to be given to the student. During any period of suspension, the student shall not be permitted to be on school grounds or attend any school-related activity, including band, athletics, chorus, strings, field trips, etc.

For suspension of a special education student(s), see the section of this handbook entitled Special Education of this handbook or contact the Special Education Director if you have specific questions about Special Education.

### **IN-SCHOOL SUSPENSION (ISS)**

In-school suspension may be offered as a possible alternative to out-of-school suspension. Students will go to an alternative in-school environment where they will receive academic tutoring, instruction on skill-building related to the student behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student

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progress or behavior. The alternative setting will be carefully managed to guard against the alternative being viewed as a way to avoid attending classes. **In-school suspensions are full school days.**

### **IN-SCHOOL DETENTION (ISD) Rules for Students**

In-school detention may be offered as a possible alternative to out-of-school suspension. Students will go to an alternative in-school environment where they will receive academic tutoring, instruction on skill-building related to the student behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student progress or behavior. The alternative setting will be carefully managed to guard against the alternative being viewed as a way to avoid attending classes. **In-school detentions are for a portion of the school day. (Ex. ISD for 1 period.)**

*Both ISS and ISD students are to report to the office as soon as they arrive on campus. Student who are in ISD will receive all assignments from their regularly scheduled classes. All students are to sign in and out every time they enter the ISD room. Students will receive monitored daily breaks where they will take turns using the restroom and getting water. Students will be served lunch at a time and place determined by the building administrator in accordance to the nutritional guidelines. While in ISS or ISD, the SCCSD discipline policy remains the standard that governs behavior. Parents will be notified when students are placed in ISS or ISD.*

### **OUT OF SCHOOL SUSPENSION**

A student may be suspended for up to ten (10) for single acts of a grave nature or offenses for which suspension or expulsion is required by law. Suspensions will only be used when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others. If you are suspended from school, you may not be on any school campus within the District. Additionally, while serving a suspension or expulsion, students are prohibited from attending any day or night functions occurring on any school campus of the District. District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

Suspension shall be prohibited for:

- a. Being late to school or class or being absent;
- b. Violating school dress code or uniform rules; and
- c. Minor behavior infractions (level 1&2 1<sup>st</sup> time offenses); including but not limited insubordinate behavior, defiance, disobedience, disrespect, or disruptive or rowdy behavior, classroom disruption or other disruption of school activity.

### **MAKE-UP WORK (JDD Suspension)**

Graded work missed during the time of suspension should be made up at a time designated by the administration. Students shall have the right to make-up all work missed as a result of suspension. In the event the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as would be necessary to complete the course of instruction for that semester or term, provided that all work is completed after the regular school day. All assessments must be made up within five (5) days of return.

### **EXPULSION (JDE Expulsion)**

In cases of repeated or extreme antisocial or illegal behavior, the principal may recommend that expulsion proceedings be initiated. Expulsion is the total exclusion of the student from participation in or attendance at any school-related activity. Special education services shall be provided for special education students. Services will be determined by the IEP Committee. The Superintendent has the sole authority to expel a student for one (1) calendar year. A student who has been expelled from the SCCSD must apply in writing for possible readmission.

## **BEHAVIORAL CONTRACT/AGREEMENT**

An alternative to exclusion will be the development of negotiated behavior contracts or agreements for students who commit Level 1 and 2 offenses as delineated in the consequence guide of the student handbook. Behavior contracts include specifics about what students will do, what the adults will do, and the planned consequences for completion of the contract, and consequences for continuing problem behavior. These are created individually for specific students, and consequences are negotiated and agreed to by all parties (in some cases, student, parent, administrator, and teacher). Conferences regarding student behavior should result in behavioral contracts to be adhered to by the student and teacher.

## **RESTITUTION**

An alternative to exclusion will be in-kind restitution, which will permit the students to help restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in case cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, assisting the custodian with menial tasks).

## **MEDIATION**

Mediation is an impartial system that brings the proper parties who have a dispute to confidentially discuss the disputed issues with a neutral third party with the goal of resolving the disputes in a binding written agreement. Mediation is voluntary on the part of parties and is necessary for students involved in conflicts with other students. A party can include the students, parents, teacher, and/or school personnel effected by initial infraction. The mediation process offers an opportunity for parents and students to resolve disputes or complaints about any discipline infraction or consequence.

## **COMMUNITY SERVICE**

An alternative to exclusion will be community service, where students will be assigned community service tasks, with appropriate supervision outside of school hours, in programs or agencies. Tasks will include helping at other schools, clean-up crews, or working in community agencies. These kinds of activities will help to strengthen students' ties with the community and develop positive relationships with adults. Students may be assigned community service in lieu of exclusion.

***\*COMMUNITY SERVICE and RESTITUTION will be available as a disciplinary alternative for students ONLY grades 6 thru 12. NO EXCEPTIONS!***

## **CORPORAL PUNISHMENT**

*(JDB Corporal Punishment)*

Corporal punishment is the reasonable use of physical contact by a principal, assistant principal, or an approved certified designee, as may be necessary to maintain discipline, to enforce a school rule, for self-protection or for the protection of other students from disruptive students. Corporal punishment shall be administered, only, after alternative measures such as conferencing, counseling, parental conferences, and other forms of discipline have proven unsuccessful, unless the conduct is of such an extreme nature that corporal punishment is the only reasonable form of discipline to use under the circumstances. Again, corporal punishment must be reasonable and take into consideration factors such as the size, age, condition of the student, type of instrument used, the amount of force to be used, and the part of the body to be struck. Corporal punishment by paddling, for example, would be the use of an approved paddle and up to 3 hits on the bottom of the student. Corporal punishment shall always be administered in the presence of another school employee. Corporal punishment will not be administered to students whose parent(s)/guardian(s) submit written objection.

### **PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES:**

Authority of Director of Exceptional Education in accordance with SPED Guidelines

§300.530

#### **Case-by-case determination**

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

#### **General**

To the extent that they also take such action for children without disabilities, school personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's IEP Committee), another setting, or suspension. School personnel may also impose additional removals of the child/children of not more than ten (10) school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

Once a child with a disability has been removed from his or her current placement for a total of ten (10) school days in the same school year, the school district must, during any subsequent days of removal in that school year, provide services.

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice G. D. Young, Chief Justice of the Supreme Court of the Province of Ontario" and "The Hon. Mr. Justice A. G. Blair, Chief Justice of the Supreme Court of the Province of Quebec".

Name of District: SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT	Policy Number: JDA
Name of Policy: DISCIPLINE PLAN	Adopted: June 30, 2014

**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 SUNFLOWER COUNTY CONSOLIDATED SCHOOL 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 JCB and the following statements:
  - a) A parent, guardian or custodian of a compulsory-school-age child enrolled in the Sunflower County Consolidated School 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 the Sunflower County Consolidated School 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 the Sunflower County Consolidated School 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 the Sunflower County Consolidated School 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. The Sunflower County Consolidated School 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 - 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. The Sunflower County Consolidated 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.

The school board shall have its discipline plan and student code of conduct legally audited on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

LEGAL REF.: MS Code §37-11-53 (Supp. 2001)  
 CROSS REF.: Policies JCA- Student Conduct / CB Code of

# SCCSD SAFETY CONCERNS

**STUDENT BULLYING PROCEDURES**  
*(JDDA Bullying)(JDDA-P Bullying Procedures)*

**STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR**

Students and employees in the SCCSD are protected from bullying or harassing behavior by other students or employees. It is the intent of the Superintendent 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 Superintendent.

**I. Definitions**

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (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 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. For more information on Bullying please visit [www.stopbullying.gov](http://www.stopbullying.gov).

**II. Procedures for Processing a Complaint**

Any student, school employee or volunteer 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 do the following:

1. Use the Alleged Bullying Report Form to immediately report any bullying behavior to a school official.
2. Within 24 hours, school officials will investigate bullying/harassing incident.
3. After an investigation, parents will be informed of bullying/harassing behavior immediately
4. If bullying/harassing behavior continues, a meeting will be held with parties at the school's discretion
5. If a student/parent is not satisfied with school official's decision, an appeal can be filed within 3 days with the Superintendent.
6. Superintendent has 5 days to meet with student/parent and make a written decision
7. If a party is not satisfied, an appeal can be filed with the school board within 10 days. Board will schedule a hearing at the next scheduled board meeting.
8. Parents will receive written notification of the decision from the School Board within 10 days.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigation, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in District personnel policy handbooks, school hand books, 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 school defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other employee when subjected to bullying or harassing behavior.

Ref: SB 2015; Miss. Code Ann. 37-7-301(e)





**UNSAFE SCHOOL CHOICE OPTION** *(JGFA School Choice for Unsafe Schools)*

The SCCSD adopts the following State Board Policy as District policy.

**STATE BOARD POLICY**

This policy addresses Certification of Compliance with Unsafe School Choice Option Requirements.

The following definitions apply to this policy:

A "persistently dangerous school" is a public school other than a charter school in which the conditions during the past two school years continually exposed its students to injury from violent criminal offenses and it is:

- (i) an elementary, middle or secondary public school in which a total of 20 or more violent criminal offenses were committed per 1000 students (2.0 or more per 100 students) in two consecutive school years; or
- (ii) an elementary, middle or secondary public alternative school in which a total of 75 or more violent criminal offenses were committed per 1000 (7.5 or more per 100 students) in two consecutive school years; and

"Violent criminal offenses" are the following crimes reported in Mississippi Student Information System:

**Simple or Aggravated Assault** as defined in Section §97-3-7 of Mississippi Code Annotated 1972, as amended,

**Homicide** as defined in Sections §97-3-19, §97-3, 27, §97-3-29, §97-3-35, §97-3-37, and §97-3- 47 of the Mississippi code Annotated 1972, as amended,

**Kidnapping** as defined in Section §97-3-53 of the Mississippi Code Annotated 1972, as amended,

**Rape** as defined in Sections §97-3-65 and §97-3-71 of the Mississippi Code Annotated 1972, as amended,

**Robbery** as defined in Sections §97-3-73, §97-3-77 and §97-3-79 of the Mississippi Code Annotated 1972, as amended

**Sexual Battery** as defined in Section §97-3-95 of the Mississippi Code Annotated 1972, as amended,

**Mayhem** as defined in Section §97-3-59 of the Mississippi Code Annotated 1972, as amended,

**Poisoning** as defined in Section §97-3-61 of the Mississippi Code Annotated 1972, as amended,

**Extortion** as defined in Section §97-3-82 of the Mississippi Code Annotated 1972, as amended,

**Stalking** as defined in Section §97-3-107 of the Mississippi Code Annotated 1972, as amended, and

**Seizure and Forfeiture of Firearms** as defined in Section §97-3-110 of the Mississippi Code Annotated 1972, as amended.

A full list of the incidents and definitions that must be reported in the Mississippi Student Information System is on the following pages.

## **APPENDIX A.**

### **MISSISSIPPI STUDENT INFORMATION SYSTEM (MSIS)**

#### **INCIDENTS AND DISPOSITIONS REPORTABLE TO MSIS (MUST BE REPORTED WITHIN 72 HOURS)**

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1. Assault: any verbal threat or physical assault which results in a court (Youth or Adult) prosecution.
2. Bullying: It is unlawful for any person to intimidate, threaten or coerce, or attempt to do such things, to any person enrolled in any school for the purposes of interfering with the right of that person to attend school classes or of causing him not to attend such classes
3. Extortion: The use of threats to obtain something of value from a person
4. Fighting: Any verbal threat or physical assault committed in violation of state code that does not result in prosecution, including normal school yard fights.  
\*\* (Fighting in Self Defense)  
\*\*The policies must also 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.
5. Gang-related: Any combination, confederation, alliance, network, conspiracy, understanding, or other similar conjoining, in law or in fact, of three or more persons with an established hierarchy that, through its membership or through the agency of any member, engages in felonious criminal activity.
6. Firearms Possession: The possession of a handgun by a student (toy guns, cap guns, bb guns, and pellet guns are not considered firearms.
7. Homicide: Any death that occurs on school property caused by a student
8. Kidnapping: without lawful authority to seize, confine or imprison a person against their will, or against the will of the custodial parent
9. Mayhem: Disfigurement

10. Poisoning: Introduction by a student of a hazardous substance to food or water supply with the intent to kill or injure
11. Rape: Sexual relations by a person 18 or older with a child under the age of 14. Any person who forcibly attempts to have sexual relations with a female regardless of age. (ISS is not an option here.)
12. Rifle: Rifle or shotgun means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, regardless of barrel length
13. Robbery: to take property from the possession of another by violence or threat of violence (ISS is not an option here)
14. Staff Assault: Any verbal or physical assault or offer to do bodily harm, committed against school staff by a student. Immediately upgraded to a felony
15. Stalking: to harass or credibly threaten another with the intent to instill fear of death or injury that results in prosecution
16. Sexual Battery: Actual sexual penetration without consent; or of a mental defective; or child >14 but <18; or sex between staff and student
17. Weapon Possession: Possession of any weapons other than a firearm
18. Alcohol: The solicitation to purchase, sale, use, or the possession of alcoholic beverage on a school campus
19. Bomb Threat: this includes bomb threats where there is a student subject identified; any threat affecting a school must be reported no matter who received the call
20. Disorderly Conduct: Unlawful conduct that promotes either an unsafe or other environment that is not conducive to effective and efficient education operations that result in prosecution

21. Possession of Drugs: the student solicitation to purchase, use, or the possession of a controlled substance or paraphernalia without a prescription
  
22. Theft: Any violation of state code that involves the unlawful taking of the property of another with the intent to deprive the person of their property.
  
23. Trespassing: Entering school property without authorization or not pursuant to school business
  
24. Vandalism: the intentional destruction or defacement of school property

Whenever the State Board of Education has information that a school meets the criteria described in lines (i) or (ii), the State Board of Education shall provide the local district the opportunity to report on conditions in the school. After consideration of that report and consultation with a representative sample of local educational agencies, the State Board of Education shall determine whether the school is a persistently dangerous school. Once a school has been designated a persistently dangerous school, it retains that designation for at least one school year.

Students assigned to a school which the State Board of Education has determined to be persistently dangerous shall be allowed to attend another school in the LEA which is not designated a persistently dangerous school, provided there is such a school in the LEA which offers instruction at the student's grade level.

Any student who is the victim of a violent criminal offense, committed against him or her while he or she was in or on the grounds of the public school, that he or she attends, shall be allowed to choose to attend another school in the LEA which is not designated a persistently dangerous school; provided there is such a school in the LEA which offers instruction at the student's grade level. Student must requests transfer within 30 days of the violent criminal offense.

Local school systems shall establish a process for assuring any students who has the right to transfer from a school under this policy is allowed to transfer to a school in the LEA, which is not persistently dangerous. The process must be included in the system's Safe School Plan.

The LEA shall report each student transfer effected pursuant to this policy to the State Board of Education in the Mississippi Student Information System.

**UNSAFE SCHOOL CHOICE POLICY** - Each state receiving funds under the Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, 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 or secondary school within the local educational agency, including a public charter school.

**CERTIFICATION**- As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section.

### **STAFF PROTECTION**

SCCSD will be diligent in its protection of all employees from physical or psychological abuse. Personnel are also protected by Section §37-11-21 of the Mississippi Code. It will be the policy of the school district to interpret this statute to include any striking, assaulting or physical attack, as well as verbal abuse or insult. Persons guilty of assault upon a superintendent, principal, teacher, bus driver or other personnel may be fined up to \$5,000.00 and imprisoned for up to 30 years. MS CODE- §37-11-21, §97-3-7

SCCSD  
ACADEMIC  
ACHIEVEMENT  
CENTER

## **MISSION STATEMENT**

The Sunflower County Consolidated School District Alternative School program is designed to serve students with severe disciplinary problems who might otherwise be assigned to long-term suspensions or be expelled from their home school.

Its mission is to provide a quality education for individuals, particularly the youth in our community.

We believe that the school's most basic and challenging responsibility is to provide for the academic development of all students in the school district. Recognizing that students exhibit a wide range of learning capabilities, backgrounds, needs and interests, we believe that the educational program of the school district should be broad enough to enhance the personal physical and social needs of every student.

We also believe a vital part of our mission is to establish a school program that reflects the needs and ambitions of our total community.

### **PURPOSE OF THE ACADEMIC ACHIEVEMENT CENTER**

*(JCD Alternative School Program)*

The Indianola Academic Achievement Center is to serve compulsory school age students in who have experienced major disciplinary problems in the regular school setting. The Indianola Academic Achievement Center is designed to serve as a learning alternative to accomplish the following goals:

1. Modify attitudes and improve self-esteem and change poor behavior.
2. Develop self-respect and respect for others.
3. Develop skills in conflict resolution and problem-solving.
4. Explore career options and develop job skills.
5. Offer experience in family living skills.
6. Provide students with individualized education to meet their specific learning styles and assure the mastery of specific subject or objectives from the state frameworks.
7. Provide educational opportunities for students who are having difficulties with learning behaviors and social programs.
8. Teach basic literacy skills, social skills, good work habits and self-discipline.
9. Improve relationships between home and school.
10. Improve working relationships between school and community.

The District provides an alternative educational program for the categories of students identified in MS Code 37-13-92.

The Sunflower County Consolidated School District's Alternative Program identified as Indianola Academic Achievement Center is presently located on the corner of Jefferson Street and Garrard Road, formerly Carver Lower Elementary School.

The school operates to meet the students' needs described in MS Code 37-13-92.



## **ASSIGNMENT OF STUDENTS TO THE INDIANOLA ACADEMIC ACHIEVEMENT CENTER**

Students will be assigned to the Alternative School upon referral from the home school. The assignment must have the recommendation of the transitional committee and the approval of the superintendent. Each student shall ordinarily be assigned to the alternative school for a minimum of 45 days, from and after the date of such assignment. Each student may be assigned additional time as necessary and appropriate.

If a child is entering the district transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services (5 days), and dispositional placement by the Juvenile justice system (10 days), then he/she will be assigned to the Academic Achievement Center and given an individualized assessment the addresses the following:

1. Strength needs assessment
2. Determination of the student's academic strengths and deficiencies
3. A proposed plan for transitioning the child to a regular education placement as early as possible

### **STEPS IN THE REFERRAL PROCESS**

The following information should be completed on students being referred to the Alternative Program:

1. The principal will complete a discipline form and make recommendation.
2. The principal will complete the disciplinary documentation packet for student and submit to discipline coordinator.
3. A hearing date will be set by discipline coordinator. Discipline Coordinator will notify school, parents and committee members of hearing date.
4. Completed disciplinary documentation packet will be reviewed by hearing committee on hearing date to decide if alternative placement is needed.

### **SPECIAL EDUCATION STUDENTS**

Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations. IEP (Individualized Educational Plan) will be forwarded to the IAAC upon student's arrival.

## **Referral to the Academic & Achievement Center Procedures**

### **Sunflower County Consolidated School District Academic Achievement Center**

Compulsory age students are recommended for an alternative education placement may be assigned to Academic Achievement Center (AAC). Students assigned to AAC will be provided with a wide range of supplemental and intensive academic and/ or behavioral supports based on individual student needs. All students are provided with an Individual Instructional Plan (IIP) or Individualized Educational Program (IEP) which includes specific academic/behavioral goals and objectives. Again, when students successfully achieve their academic and behavioral goals and meet minimum exit criteria a formal transition to their home school is initiated.

### **Alternative Education Referral and Placement Procedures**

The Sunflower County Consolidated School District alternative school programs operate through written board-approved policies and procedures that define and mandate appropriate educational opportunities for the categories of at-risk students to be served. The District maintains and operates these alternative programs in connection with the regular programs of the school district for, but not limited to, the following categories of at-risk compulsory-school-aged students:

- Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct, who has failed to respond to documented empirically based tiered behavioral supports that were implemented with adequate fidelity;
- Any compulsory-school-age child referred by an IEP committee for placement in the alternative school program;
- Any compulsory-school-age child referred for alternative placement by the dispositive order of a chancellor or youth court judge, with the consent of the Superintendent of Education of the child's school district.
- Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class as a whole. These "habitually disruptive" youth must have demonstrated a failure to respond to documented empirically-based tiered behavioral supports that were implemented with adequate fidelity.
- Students returning to the district from juvenile detention, residential treatment facilities or out of home placement. Note: Student placement in this category will be recommended only after a complete review of student information and other assessment data indicates that an alternative placement is appropriate.

#### **1. School-Level Review (Multi-Tiered System of Supports Team)**

*Infractions that warrant an immediate recommendation for expulsion should refer to procedures outlined in #2 (District-Wide Hearing Committee).* A wide range of student data must be compiled before formally referring a student for possible alternative school placement as the result of habitual violations of the current SCCSD Code of Conduct. When the student being considered for possible alternative placement has a disability, the student's IEP committee shall convene to determine appropriate placement. Students who

demonstrate a pattern of habitual misconduct must have been afforded with evidence-based intensive behavioral and/or academic supports that were implemented with fidelity prior to being considered. In cases where the MTSS committee determines that an alternative school placement is not warranted, the committee should document the rationale for the decision and indicate specific recommendations to address the student's behavioral needs in a behavioral support plan and/or conduct a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP). These recommended strategies and supports should be discussed with the student's parents and school staff and a formal plan of intervention should be developed and implemented. However, in the event the MTSS Committee makes a decision to request a formal Due Process Hearing, all required data shall be compiled, reviewed, and forwarded to the SCCSD Office of Student Affairs.

## **2. Request for Student Due Process Disciplinary Hearing**

In cases when a student has violated the SCCSD Code of Conduct in such a manner that warrants a recommendation for a disciplinary hearing or in the event of an MTSS referral for recommendation of a disciplinary hearing, all referral documentation will be submitted to the Office of Student Affairs within 48 school hours. Once documentation has been reviewed by the Office of Student Affairs, and determined to be consistent with SCCSD and MDE policies a Due Process Hearing will be scheduled. In cases where there is insufficient evidence to warrant a Due Process Hearing, the school administrator will be informed in writing of the reason(s) for denial, along with specific recommendations, if warranted.

## **3. Due Process Hearing**

The purpose of a Due Process Hearing is to ensure that all students recommended for alternative placement, expulsion, and out-of-school suspensions greater than 10 days are afforded the opportunity, as outlined in *Goss vs. Lopez*, to present their side of the case and to have witnesses and legal counsel present in their defense. These hearings must occur within 10 school days of the hearing request. Upon determining to proceed with a Due Process Hearing, parents and students will be provided written notice including the specific date, time and location of the Due Process Hearing. Parental attendance and participation in the hearing process are strongly encouraged, however, parents may waive their right to participate. The due process hearing will proceed, regardless of a parent waiving their right to participate. The SCCSD District-Wide Hearing Committee is comprised of impartial Sunflower County Consolidated School District administrators, instructional and student support staff members that have no current affiliation or association with the student. Although members of the student's school MTSS committee and school administration/school staff may serve as witnesses during the hearing, at no time will they be allowed to serve on the student's District-Level Hearing Committee. The function of the Hearing Committee is to review all data related to each referred student's case, to verify that all requirements of MS Code, §37-13-92 and SBP (901) are met, and to make an objective and impartial determination as to whether he/she meets the MDE criterion for alternative placement or expulsion. The Board of Trustees will, upon a written appeal by the parent or legal guardian of a student suspended for greater than 10 days or expelled, review the disciplinary action.

### **Students with Disabilities**

In the event the District Hearing Committee recommends alternative school placement, this recommendation will be forwarded to the student's IEP committee for review. The final decision to remove a student with a disability from the student's current educational placement due to disciplinary infractions must be made by the student's IEP team. Students with disabilities who violate the SCCSD Code of Student Conduct or who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and, if applicable, their IEP and Board policy. A manifestation review must be held at the student's school of origin to determine if the infraction justifies an alternative placement. A student with a disability may be placed in an alternative educational setting if: 1) The IEP team determines the disciplinary infraction was not directly caused by the student's disability; 2) The behavior was not directly caused by the district's failure to implement the student's IEP; 3) There is parental consent of a change in placement. Removal of a student with a disability from his/her current placement to an interim alternative educational setting may be recommended by a student's IEP committee for up to forty five (45) school days. The IEP team shall determine the interim educational setting. The district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Act (IDEA), federal, and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations.

### **4. Parent/Student Appeals**

Following the disciplinary hearing, the parent and student will receive written notification of the Committee's decision/recommendation. The parent/guardian and the student have the right to appeal the disciplinary hearing decision if there is additional evidence that may influence the outcome of the hearing. This appeal must be requested in writing within 2 days (48 hours) of receiving the notification, and will be heard before the school board. (The appeals process, as outlined in district policy JCAA, will be stated in the written notification.)

### **5. Alternative School Placement**

After completion of a minimum of 60% of the assigned period of time to the alternative school, a review shall take place to determine if students are eligible for an early release to return to their home school. Students assigned to the alternative school for less than 20 days are excluded from the 60% early release provision.

## **IAAC PRIDE BEHAVIOR INITIATIVE**

Students are placed in an alternative school setting as a consequence of behavior that is not conducive to the school environment. As part of the student's individualized instruction plan (IIP), the student will be required to complete the PRIDE steps. There are five steps. Each step is three to ten days.

### **P stands for preparation.**

This is a time in which each student will be responsible for knowing the names of all staff and their areas of responsibility. The student will learn the operational procedures of the IAAC and the class procedures. This step should be completed in 3 days.

### **R stands for reasons.**

This 10-day step requires that the student fully examine their reasons for being placed at the IAAC. The student will also note any underlying factors that may have impacted placement at the IAAC.

### **I stands for improvement.**

This is a 10 day step in which the student takes ownership of their actions and brainstorms solutions for these problem areas.

### **D is for development.**

In this 10-day step, the student develops behavioral changes that must be made in order to facilitate a smooth transition to the regular setting. This step includes all behaviors, not just those displayed at school.

### **E stands for exit.**

This is a 3-day step. This step occurs as a student is nearing the end of his/her assignment to IAAC. The student will create an action plan to ensure success while back at their home school. This will be presented to the exit committee on the day prior to returning.

All students assigned to the IAAC are required to complete these activities while at school. Failure to complete a step in the allotted time may result in days added to the original IAAC placement. This program is administered by counselor and director.

## **TRANSITION FROM ALTERNATIVE EDUCATION TO TRADITIONAL SETTING**

A student's exit should be contingent upon regular attendance, achieving and exhibiting appropriate behavior, and academic progress during his/her assignment in the alternative program. An evaluation by the alternative education staff of the student's behavior, attendance, and academic progress should be performed prior to returning a student to their home school. If the student's behavior, academic progress, or attendance has been unsatisfactory, the student should remain in the alternative education setting until more favorable progress can be achieved.

A student may be recommended for early release and return to the regular educational program in accordance with this policy. This early release shall be evaluated by a Screening Committee consisting of the home school principal, Alternative Education Center principal and guidance counselor. **A student that repeats IAAC will not be eligible for the early release option within the same school year.** An early return to the regular school program is neither guaranteed nor automatic.

### **The following criteria shall be used in evaluating a request for the early return of a student:**

1. Active participation in PRIDE BEHAVIOR INITIATIVE
2. Student's achieving and maintaining the highest level of behavioral incentive system as implemented by the Alternative Education Center administrators
3. Whether a change in IEP is recommended or necessary
4. Recommendation of the Alternative Education Center principal and counselor
5. The nature of the offense committed by the student that resulted in the placement of the student in the Alternative Education Center

Students who do not meet the criteria for early return will complete the time assigned by the disciplinary review committee. If student behavior warrants it, the Alternative Education Center principal may recommend that the student appear before a readmission committee. Student will complete readmission application and will follow procedures as set forth in Steps 1, 2 and 3 in the readmission process.