

NON-DISCRIMINATION STATEMENT

The Carroll County School District is in compliance with Title VI of the Civil Rights Act of 1962, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act or other state or federal guidelines applicable to equal opportunity employment. The Carroll County School District's policy assures that no one shall, on the grounds of race, color, age, religion, disability, national origin, or sex be subjected to discrimination in employment practices (GAAA).

WELCOME

On behalf of the Board of Education and Superintendent of Schools I take pleasure in welcoming you to J. Z. George High School. I ask you to read this handbook, as it will answer many of your questions. If you have any additional questions do not hesitate to check with your department chairperson or the appropriate office. State statute and/board policy is referenced throughout this document. If the reference is a state statute the number designator will be included, i.e., (37-21-53). If the reference is a board policy the letter designator will be included, i.e., (GAAA). **The handbook itself is Board Policy.** All employees of the Carroll County School District **must follow Board Policy** except where the policy includes a discretionary clause, i. e., student discipline.

J. Z. George High School consists of grades nine through twelve. Also located on the campus are two mobile training centers, which house various classes. The curriculum is varied and includes English, Math, Social Studies, Science, Practical Arts, Fine Arts, and Physical Education Departments. Each Department offers many classes designed to prepare the student for college or the workplace. J. Z. George is a full Title I school and is technologically diversified. Computers are available to all classes and each classroom is connected to the world through the INTERNET. Our goal is to provide computer literacy to all students.

The student body is diversified and includes different cultural and racial backgrounds. This adds to the world-awareness of our institution, as our students need to function comfortably in an ever-changing, worldwide society.

The system has attempted to maintain small class sizes. This allows individualized attention to those needing it. There are more than 40 teachers assigned to a student population of approximately 500. The student to teacher ratio is 1 to 15 or less.

There is a full time nurse, counselors, librarians, and security personnel. Our school is continually improving. We are committed to having the finest facilities available for our students. Our address is:

J. Z. George High School
PO Box 398
900 George Street
North Carrollton, MS 38947

Our telephone number is: (662) 237- 4701

Our fax number is: (662) 237- 4522

MISSION STATEMENT

The administrators, teachers, support staff, students, parents and community of J. Z. George are devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment where individual differences and respect for the rights of others guide school and community behavior (INTRO).

EDUCATIONAL PHILOSOPHY

Education is the process by which students may acquire academic, vocational, and social skills that promote intelligent and productive participation in a free and complex society (INTRO). The primary responsibilities of the J. Z. George educational system are to:

1. Arrange for each student to acquire a level of competency in fundamental skills;
2. Encourage students to assume responsibility for their actions;
3. Develop respect and appreciation for our democratic system;
4. Acquire vocational skills relative to individual needs; and
5. Experience social situations, all of which aid in teaching the student to work cooperatively and productively with his/her peers.

The relationship between the High School and the community should be beneficial to both and parent involvement is welcome. Open, active communication and interaction between J. Z. George and the community are essential in working toward common goals.

GOAL

It is the goal of the Carroll County School District to provide adequate physical plants, sufficient equipment and supplies, student-orientated curriculum, and a well-trained staff to facilitate the educational process and to meet the needs of students in order that they may reach the highest level of achievement, physically, emotionally, socially, and intellectually.

Section I: Operations:

A. **The powers and duties of the Board of Education** are outlined in Policy BBAB. Included in that policy is the requirement for:

- A formal appraisal system for certified staff, requirements for a salary schedule;
- A salary schedule;
- Criteria for promotion and retention;
- Guidelines for lowering student drop out rates and district-wide student disciplinary practices; and
- Adopting Policies.

B. The roles, responsibilities, and relationships of the superintendent and Board of Trustees (School Board) are found in Policy BBD/CEB. These roles, responsibilities, and relationships include, but are not restricted to:

- General Functions;
- Personnel Functions;
- Instructional Program Functions;
- Financial Functions;
- School Plant Functions;
- Pupil Personnel Functions; and
- Public Relations Functions.

C. In the absence of Policy the Superintendent of Education and/or his/her designee shall have the power to act. (BDG/CMB) **Each school within the District has a principal assigned to make decisions pertaining to his/her school.** The Superintendent is always notified of those decisions.

Section II: General School Administration

- A. All staff members, both certified and classified...have a responsibility in the administration of the school system (CA).

Effective operation requires an organizational structure, effective administrative leadership at every level of responsibility, and decision-making at the point in the structure where the decision can most effectively be made.

Personnel shall refer matters requiring administrative action to the administrator to whom they are responsible. That administrator shall refer such matters to the next higher administrator when necessary. **All personnel shall keep the immediate administrator informed of their activities.** The established lines of authority represent direction of authority and responsibility. (CD)

- B. The Superintendent ...shall have the power and authority to make assignments of all certified employees...and to make reassignments of such employees from time to time to any area in which said employee has a valid certificate...provided, however, that upon request from the employee so transferred, such assignments shall be subject to review by the Board of Education. (CGE)
- C. J. Z. George is a **Closed Campus**. Students cannot bring guests, friends, or relatives to school. Parents are welcome. All visitors are to report to the office for a visitor's pass. **Under no circumstances are you to allow a student to disrupt your class to talk to another student.**
- D. **Faculty meetings** are kept to a minimum and will be called by the principal. All teachers are to attend unless excused by the principal.
- E. **All teachers will receive extra-duty assignments.**

SECTION III: FISCAL MANAGEMENT

- A. Classroom teachers should continuously evaluate materials and supplies to determine the most effective teaching aids. They should discuss these materials with the building principal before preparing requisitions. The principal will evaluate the requisitions submitted as to the needs of the school in keeping with available funds, or request that additional funds be appropriated.
- B. Each teacher/non-certified employee will conduct an annual survey to determine needed building repairs. This survey will be given to the principal who will combine all surveys into one report to the Superintendent of Schools.
- C. The allocation of monies within a school is the responsibility of the principal and shall not exceed the total annual allocation for the school (Policy DC). EEF funds are at the discretion of the Department of Education and are the sole property of each teacher.

However, teachers may pool their funds to purchase equipment and/or supplies that can be used by all teachers that contribute to the pool. It is permissible to carry over funds to the next year.

- D. **All employees are encouraged to submit grants.** Grants are to be submitted through the principal who will forward the grant to the Superintendent of Schools (DFF).
 - E. All gifts by citizens, companies, etc., become the property of the Carroll County School District (DFK). The Board of Education specifically prohibits acceptance of items donated for display or distribution to students or staff, which are promotional and/or which include advertising, logos, commercial, business, or organizational identification without the express written consent of the Superintendent or his/her designee (DFKA).
 - F. **All persons...that collect and deposit funds must issue a receipt, using a bound, pre-numbered receipt book, for all monies received by him/her.** This includes class dues, fees, deposits, fines, and any other activity whereas a parent or student gives money to any employee (DG). **All monies must be rolled, counted, and listed by denomination on the proper form,** prior to turning in to the office.
 - G. **Personnel are to be paid on the last working day of each calendar month** in accordance with the terms of their contract (DJC). Before the first payment is made for each contract period, all personnel shall have on file in the personnel office:
 - 1. All forms needed by the payroll services office (DJCA);
 - 2. Membership application to the Public Employees' Retirement System of Mississippi;
 - 3. Photostat of your Social Security card; and
 - 4. Photostat of your Driver's license card.
- In addition to the above, certified employees must also have on file:
- 1. A signed contract for current school year;
 - 2. Complete application for employment;
 - 3. Valid/appropriate teaching certificate or notification of approval from the Office of Teacher Certification.
 - 4. Official college transcript(s) for all degrees earned;
 - 5. Verification of National Teacher's Examination and/or Praxis; and
 - 6. Background check.
- H. Payroll deductions not required by law must be approved prior to implementation. (DJCB).
 - I. Employee participation in both Social Security and the State Public Employees Retirement System (PERS) is mandatory (DJCBA).
 - J. Payroll deductions for group insurance plans will be made upon the request of the employee (DJCB).
 - K. Voluntary insurance programs and cafeteria plans have been approved for employee participation. Information about these plans is available through the Central Office (DJCBE).

- L. It shall be the responsibility of the employee to notify, in writing, the district's payroll office immediately upon receipt of notification of garnishment or possible garnishment of the employee's salary (DJCBF).
- M. Professional personnel frequently have opportunities to participate in worthwhile educational meetings of much value to the district or to make out-of-town trips on required school business. **Participation in and reimbursement for expenses** shall be under the following conditions (DJD):
 1. All requests to attend professional meetings shall be submitted in writing through the principal...no later than ten (10) school days prior to the meeting/activity.
 2. Meal per diem or reimbursement will not be allowed for trips that do not require an overnight stay.
 3. Receipts for expenses must accompany reimbursement vouchers.

Because of the problem of obtaining substitute teachers no more than four teachers may be gone at one time.

- N. All purchases for any school activity made by school personnel, clubs, classes, or individuals, will be requested via a purchase order approved by the principal (DJE). **Purchases made without proper approval will be the personal obligation of the purchaser.** A minimum of one (1) week must be allowed for processing of requisitions (DJE). Requisitions should list items of a like nature, which can be purchased from a single vendor and charged to the same account. No person is authorized to pick up, receive, or receipt for any material, supply, or service unless proper authority has been secured.
- O. The sponsor shall obtain prior approval from the principal and the Superintendent of Education, in writing, prior to the arrangement for the purchase of supplies and/or materials for resale (fund-raisers).
- P. **Any cash collection from a student or for any club or activity will be receipted through the principal's office...daily.** Do not keep cash in your classroom for any reason since you are responsible for it.
- Q. School busses may be used for **field trips** where scheduling permits. A "**Request to use school bus**" form must be submitted to the principal. Following Central Office approval an "Activity Trip Permit" form will be issued and must be present on the bus at the time of the activity trip. Immediately following the trip, the mileage should be computed and recorded on the "Activity Trip Permit" form. Reimbursement will be calculated at 75 cents per mile.
- R. It is the desire and express intent of the school administration staff to comply with the state laws and inherent moral and public responsibility regarding purchasing, payment, and accounting for student activity and/or club funds. **Any funds raised at J. Z. George High School** are public funds and must be treated accordingly even though they are restricted to special purposes as to use.

Section IV: The Three Tier Model of Instruction in Mississippi

On January 21, 2004, the Mississippi Board of Education adopted the Three Tier Model of Instruction, a copy of which is attached as Appendix A.

The Three Tier Model of Instruction is a systematic approach for providing student interventions. The model identifies struggling students before they fall behind and provides them with support throughout the educational process of schooling.

The model has three levels or “tiers” of instruction. Tier I is effective classroom instruction. Tier II is supplemental instruction, and Tier III is instruction for intensive intervention. All students are served by effective classroom instruction.

Approximately 20-30% of students are served by supplemental instruction, and ideally only 5-10% of students are served by intensive intervention instruction. Students requiring more than the core classroom instruction move, by the classroom teacher’s recommendation, into Tier II. If interventions are successful at Tier II, the interventions are continued. A student moves into Tier III when more intensive interventions are required. Such students are referred to the Teacher Support Team (TST) to begin Tier III intervention.

The TST will prescribe intensive interventions for any student for whom the Tier II interventions have been unsuccessful. Additionally, any student who has failed one grade in Grades 13, two grades in Grades 412, or a student who failed either of the preceding grades and has been suspended or expelled for more than twenty days in the current school year will automatically be referred to the Tier III process. Mississippi Student Information Systems (MSIS) will populate the screen entry information with the students meeting any of these three criteria using month 9 data. An intervention is any action that differs from the current instruction in the student’s regular academic program. Interventions are not simply preferential seating, parental contact, or classroom observations. Retention, suspension and/or doing more of the same classroom assignments are not instructional interventions. The TST will develop and begin implementation of the intervention within two weeks of referral to the TST. Within eight weeks of implementation, the student’s teacher and the TST must conduct a documented review.

The final review is due at the end of sixteen weeks of implementation of the intervention. If the final review indicates that the interventions have been unsuccessful, the student is referred to the Local Survey Committee (LSC).

- a. **Primary Support 80%** schoolwide or universal supports for all students. Example – conflict resolution and/or character education curriculum offered to all students, after school programs.
- b. **Secondary Support 15%** specific setting supports within schools Example – social skill instruction combined with direct intervention on problem behavior in the cafeteria, the playground, the boy's basketball team or a group of fifth grade girls.
- c. **Tertiary Support 5%** supports for individual student with chronic behavior difficulties

Example – a student exhibits problematic, attention seeking classroom behaviors due to frustration. The positive supports action team introduces a self manager card, and the student is taught a simple routine for requesting teacher assistance. After this strategy is implemented and a crisis intervention plan is developed, the action team meets consistently to review the student's progress.

Effective Classroom Management

Schoolwide classroom behavior management programs have been effective in decreasing suspension, expulsion, and dropout, reducing teacher burnout, and improving student on task behavior and academic achievement. Effective classroom management programs require commitment and perseverance; however, student misbehavior may escalate with the introduction of a new system, as students "test the limits." Yet most teachers and schools find that the additional time needed to prevent or deescalate classroom disruption is more than made up by the savings in time of lower office referrals and overall improvements in school climate. The schoolwide discipline system is the basis for classroom management, providing the guidelines and expectations for all students anywhere in the school, including the classroom. Without the school wide system in place, classroom management will be less effective. Classroom management should be supported and enhanced by the schoolwide system. It is easier to prevent behavior from occurring, than to deal with it after it has happened. Effective classroom managers are more skilled at *preventing* disruptions from occurring. How do we prevent inappropriate behaviors in our classrooms?

- Clear expectations – State what is expected of the student
- Teach behaviors – Teach and model the behaviors desired.
- Teach rules and routines, do not make the assumption that students understand the rules; remind and redirect as needed.

Student achievement has nothing to do with programs and class or school size.

It's the teacher – what the teacher knows and what the teacher does in the classroom that results in student learning.

When teacher instruction is effective, you will see improved student achievement. In fact, the most effective teachers produce as much as six times the learning gains as the least effective teachers.

The number one problem in the classroom is not discipline; it is the lack of procedures and routines. A vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and rules. Many times, the behavior problems result from the lack of procedures that govern how the classroom is organized. If there are no procedures outlining how things are to be done in the classroom, chaos will exist.

Discipline has to do with how students behave. Management has to do with procedures and these procedures govern how students go about doing their work in the classroom. The ineffective teacher who does not know how to manage a classroom will resort to discipline tactics to achieve control and compliance.

Classroom management is different because it has nothing to do with control and compliance. Classroom management has to do with organizing and structuring the classroom with procedures. Procedures teach responsibility. The vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and routines, which in turn are caused by teachers who do not have procedures and routines. Effective teachers **MANAGE** their classrooms with procedures and routines.

Ineffective teachers **DISCIPLINE** their classrooms with threats and punishments. Learning only takes place when the students are on task and doing their work, producing the lesson outcomes the teacher expects.

PROCEDURE: What the teacher wants done.

ROUTINE: What the students do automatically.

Students readily accept a uniform set of classroom procedures because it simplifies their task in succeeding in school. Efficient and workable procedures allow many activities to take place with a minimum of confusion and wasted time. Procedures help a teacher to structure and organize a classroom for maximum engaged learning time. The importance of a good start to the school year is well documented, and the role of a solid class management approach is a key to that good start. Beginning the year with a class management plan **IN PLACE** communicates clear expectations and helps beginning staff to be more consistent in enforcing their behavior standards and that leads to less student misconduct and stronger teacher self esteem.

To eliminate or reduce the number of discipline problems, it is necessary to have an organized management plan at all levels.

At the School Level

- Engage school and communitywide commitment to establishing and maintaining appropriate student behavior in school and at school sponsored events.
- Establish and communicate high expectations for student behavior.
- With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.
- Work on getting to know students as individuals; take an interest in their plans and activities.
- Work to improve communication with and involvement of parents and community members in instruction and extracurricular activities.

At the Classroom Level

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them.
- Make clear to students the consequences of misbehavior.
- Rules need to be written, posted, and enforceable.
- Teach the students the rules and routines. Explain expectations.
- Teachers who routinely refer misbehavior to "the office" can also create the impression that the teacher can't handle problems. Try to solve your own problems but ask for specialists or principal's help.

- Consistency in enforcement is critical.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self discipline in students; devote time to teaching self monitoring skills.
- Maintain an efficient instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

When Discipline Problems Arise

- Intervene quickly; do not allow behavior that violates school or classroom rules to go unchecked.
- As appropriate, develop reinforcement schedules and use these with misbehaving students.
- Instruct students with behavior problems in self control skills; teach them how to observe their own behavior, talk themselves through appropriate behavior patterns, and reinforce themselves for succeeding.
- Teach misbehaving students general prosocial skills self awareness, cooperation, and helping.
- Place misbehaving students in peer tutoring arrangements; have them serve either as tutors or tutees, as appropriate.
- Make use of punishments that are reasonable for the infraction committed; provide support to help students improve their behavior.
- Make use of counseling services for students with behavior problems; counseling should seek the cause of the misconduct and assist students in developing needed skills to behave appropriately.
- Make use of in school suspension programs, which include guidance, support, planning for change, and skill building.
- Collaborate with misbehaving students on developing and signing contingency contracts to help stimulate behavioral change; follow through on terms of contracts.
- Make use of home based reinforcement to increase the effectiveness of school based agreements and directives.
- In schools that are troubled with severe discipline problems and negative climates, a broad based organizational development approach may be needed to bring about meaningful change; community involvement and support is critical to the success of such efforts.

Ineffective Discipline Practices

- Avoid the use of vague or unenforceable rules.
- Do not ignore student behavior that violates school or classroom rules; it will not go away.
- Avoid ambiguous or inconsistent treatment of misbehavior.

*****The most important factor that must be established the first day and first week of school is Consistency.*****

Consistency means that the classroom is organized and predictable. There are no surprises and both the teacher and the students know how the class is organized and run. The students know what to do. **They know the procedures. Source: Harry Wong Dr. Mac's "THE 10 DEMANDMENTS OF BEHAVIOR MANAGEMENT"**

1. Always treat youngsters with respect and preserve their dignity.
2. Always do what is in the students' best interests.
3. Seek solutions, not blame.
4. Model tolerant, patient, dignified, and respectful behavior.
5. Use the least intrusive intervention possible.
6. Connect with your students and build strong personal bonds with them.
7. Instill hope for success (otherwise there is no reason for kids to behave in your class).
8. NEVER do anything disrespectful, illegal, immoral, ineffective, bad for health/safety, or you wouldn't want done to you.
9. NEVER give up on a student. Be perturbed with the actions of a student, but keep believing in his/her ability to change for the better.
10. CATCH KIDS BEING GOOD . . . A LOT!!

DISCIPLINE AUTHORITY

The Mississippi Legislature has empowered the school districts with statutory authority to provide a safe environment in which children can learn and to have flexibility to respond swiftly to interference with that mission.

Authority of the School Board The school board is the ultimate authority in matters of school discipline. MS AG Op., Benvenuti (April 4, 1997). The Mississippi Legislature has provided the governing bodies of local schools with substantial authority to regulate the activities of students and punish students for violation of school policies. *Clinton Mun. Separate School Dist. v. Byrd*, 477 So.2d 237, 239 (Miss. 1985).

The Mississippi Supreme Court has consistently stated that school disciplinary matters are best resolved in the local community and within the school system. If the parents believe a disciplinary rule mandating expulsion . . . is too harsh, their remedy is to persuade the school board to change it. *Clinton Municipal Separate School District v. Boyd*, 477 So.2d 237, 241

(Miss. 1985), quoting *Mitchell v. Board of Trustees of Oxford, Municipal Separate School District*, 625 F.2d 660 (5th Cir. 1980).

Pursuant to Section 377301 of the Mississippi Code, the school board has the following specific powers, authority and duties related to discipline:

* * *

(e) To suspend or to expel a pupil or to change the placement of a pupil to the school district's alternative school or homebound program for misconduct in the school or on school property, as defined in Section 371129, on the road to and from school, or at any school related activity or event, or for conduct occurring on property other than school property or other than at a school related activity or event when such conduct by a pupil, in the determination of the school superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, and to delegate such authority to the appropriate officials of the school district.

* * *

(g) To support, within reasonable limits, the superintendent, principal and teachers where necessary for the proper discipline of the school;

* * *

(l) To prescribe and enforce rules and regulations not inconsistent with law or with the regulations of the State Board of Education for their own government and for the government of the schools, and to transact their business at regular and special meetings called and held in the manner provided by law.

* * *

Authority of the Superintendent Pursuant to Section 37914 (2) of the Mississippi Code, the superintendent has the following specific powers, authority and duties related to discipline:

* * *

(r) To delegate student disciplinary matters to appropriate school personnel.

* * *

(w) To notify, in writing, the parent, guardian or custodian, the youth court and local law enforcement of any expulsion of a student for criminal activity as defined in Section 371192.

Authority of the Educator

The Code of Student Conduct shall include policies and procedures recognizing the teacher as the authority in classroom matters, and supporting that teacher in any decision in compliance with the written discipline code of conduct. *Miss. Code Ann.* Section 371155(d).

Section V: Business Management

- A. **It is the responsibility of the classroom teacher** to keep their area of responsibility clean, attractive, and request repair. Each student will pick up the trash from off the floor and dispose of it prior to departing the classroom.
- B. Identification badges are provided and are to be used by all personnel. Employees will check in and out through the office (EBB).
- C. In the event of an emergency which involves a critical situation demanding immediate action, stay as calm as possible and retain control of the situation (EBBD). The following communications codes are used to notify faculty and staff:
 - 1. **CODE RED:** Evacuate the building.
 - 2. **CODE YELLOW:** Tornado or other need for interior shelter.
 - 3. **CODE BLUE:** Lock down!
 - 4. **LONG BELL:** All clear.
- D. **Faculty mailboxes** shall be used for the distribution of school mail only (EBK). Each employee is required to check and clear his/her mailbox twice daily.
- E. It is the duty of each school employee and student to safeguard school property. No piece of school equipment shall be used by a student until he/she has been properly instructed in its use and in safety precautions (EC).
- F. School buses shall be used for transportation of students and shall not be used at any time by organizations outside the school. **School buses may be used to transport students on school-sponsored activity trips;** however a fee established by the school district, together with a driver's fee, shall be required for such trips when school buses are used, and a mileage fee to be established by the school district shall be charged. A responsible adult, preferably a teacher, shall accompany students on the bus as a chaperone (EDDA).

Section VI: Personnel

- A. All certified/classified employees of the Carroll County School District are expected to be thoroughly familiar with and actively support the enforcement of all Board of Trustees policies and procedures, rules and regulations of the Superintendent of Education, and rules as set forth by principals and/or immediate supervisors and in school handbooks (GA).
- B. **Attendance at professional/staff development programs** is considered a contractual obligation of the district's personnel to participate. ... Therefore, each employee shall agree and obligate himself/herself to successfully complete on an annual basis the school district's professional/staff development plan, including attendance at weekend, summer, and/or after-school sessions as directed by the administration (GADA).
- C. No employee ...shall be reimbursed by the district for tuition costs incurred in the employee's work toward advanced degree(s) (GADC)

- D. In instances where an individual staff member is concerned about the application of Board policies and administrative practices and procedures or relationships with other school employees, the staff member should consult the administrative or supervisory person to whom he/she is immediately responsible. **The District complaint and grievance procedure** is outlined in Policy GAE and is on file in the principal's office.
- E. **Harassment** of employees, including but not limited to those acts which are sexual in nature, attempts to intimidate or harangue teachers or other employees, abusive or profane language directed toward an employee, physical threat or assault, etc., will not be tolerated (GAEA).

Personnel in academic institutions are protected from **sexual harassment** by **Title IX of the Education Act of 1972**. This amendment to the **1964 Civil Rights Act** prohibits sex discrimination and sexual harassment in educational institutions that receive federal assistance. Procedures for reporting such conduct are found in Policy GAEAA and are on file in the principal's office.

Any person who believes that he/she has been subjected to discrimination as prohibited by **Section 504 of the Rehabilitation Act of 1973** or the **Americans with Disabilities Act** may file a complaint (GAEAA).

- F. Employees of the Carroll County School District have a right to **campaign for elective public offices** and to hold elective or appointive positions. However, the Board of Trustees may require any employee of the school system to resign when the seeking of public office conflicts with the performance of contracted duties. Staff members will not be permitted to assist with political campaigns in any manner during the workday without loss of pay or personal business leave and no encroachment on the time of the workday will be allowed for such campaigns (GAHB).
- G. Any employee who has been absent for any reason must report absences directly to his/her principal or supervisor or he/she will lose full pay for unreported absences (GARI). **Authorized absences** include:
1. Illness - self, child, husband, wife, mother, father, sister, brother, foster parent, grandparents, grandchildren or in-laws (mother, father, sister, brother, son, daughter), blood relative dependent as defined by IRS.
 2. Death - self, child, husband, wife, mother, father, sister, brother, foster parent, grandparents, grandchildren or in-laws (mother, father, sister, brother, son, daughter), blood relative dependent as defined by IRS.

Certified employees will receive sick/personal leave as follows:

1. 240-day contract will receive 24 days of which 12 days are personal.
2. 220-day contract will receive 11 days of which 2 days are personal.
3. 200-day contract will receive 10 days of which 2 days are personal.
4. 187-day contract will receive 9 days of which 2 days are personal.

Any unused portion of the annual personal leave allowance shall be transferred to the annual sick leave allowance. Any unused portion of the annual sick leave allowance shall be carried over to the next school year and credited to the employee in unlimited number. Upon retirement any unused portion of the sick leave allowance shall be credited to the employee for retirement purposes.

Personal leave days may be granted with approval of the building principal or his/her immediate supervisor. Leave requests must be made **at least two (2) school days** in advance. The building principal or immediate supervisor has the authority to limit the number of approved personal days to 10% of any building staff on a given day in order to assure the educational process is not interrupted and the safety and welfare of students are maintained. **Personal days cannot be taken the day before or the day after a school holiday or on the first or last working day of the contractual period or on the first or last day of a school term.**

PERSONAL LEAVE DURING STATE TESTING – POLICY

It is the policy of Carroll County School District that no Certified Staff may take personal days during the four (4) days of primary administration of the Subject Area Testing Program (typically administered the last part of April/first part of May) and on the three (3) days of the administration of the MCT₂ (usually given around the middle of May). Each school needs all of their people to be involved in high-stakes testing, regardless of whether the individual is serving as a test administrator, a test proctor, a hall monitor, or as someone who watches students while someone else is testing.

Adopted: May 5, 2009

ALL CERTIFIED STAFF MUST BE PRESENT ON THE FIRST DAY OF THEIR CONTRACT AND THE LAST DAY OF THEIR CONTRACT.

Teachers who are absent must inform the principal's office so that adequate arrangements may be made to secure substitute teachers. Any employee claiming an absence by reason of illness and/or other causes may be required to provide written substantiation of reasons for the absence.

- H. The principal or other appropriate administrative personnel shall have the **power to suspend employees** under their supervision...for failure to comply with school policies and procedures or reasonable requests of the administration. The employee shall have the right to a hearing as outlined in the procedures governing staff grievances (GAS).
- I. **Outside employment** that would interfere with proper discharge of professional responsibility...is discouraged. Tutoring shall at no time interfere with school meetings or take time from planning periods (GAU).
- J. **The use, possession, or presence of illegal drugs or alcoholic beverages** while on the job or on school property is prohibited and is a dischargeable offense. Employees who sell, traffic in, or otherwise dispense illegal drugs while on the job or on school property are subject to immediate termination of employment, and legal authorities shall be notified (GAX).

The Carroll County School District bans the **use of all tobacco products** in all school buildings/facilities of the district, on all school-owned, operated vehicles of the district, and on all school grounds of the district by all persons at all times (GAXA).

- K. **The possession of a handgun or other weapon**, including mace, pepper spray, stun gun, etc., on school premises or at any school-related activity by any employee of the district or any other individual, including those persons having permits for possession of such weapons, is prohibited. Employees in violation of this policy shall be **immediately suspended without pay** pending a hearing for termination of employment.
- L. Each faculty staff member should consider it his/her responsibility to be dressed in a manner appropriate to the profession and set a good example for the students by wearing clothing that is clean/appropriate for the types of duties assigned. **Board policy prohibits teachers from wearing shorts to school (GAZA)**. In addition, **no blue jeans or flip flops or open toed shoes** shall be worn.
- M. **Each teacher's contract** shall be binding on both parties...for the entire term of the contract, and the only grounds upon which the Board of Trustees shall consider the request of a teacher to be released from any of the contractual obligations stated in the contract shall be health or other extenuating circumstances. Release from contract is condition upon ability to secure a satisfactory replacement (GBA).
- N. The **Duties/Responsibilities of Certified Employees** are found in Policy GBB. A copy of the policy will be distributed to all certified employees at the beginning of the school year and included in the principal's pre-school in-service.
- O. Cell phones are not to be used during class time, and no blue tooth shall be used during school hours. **There will be no text messaging between staff and students at any time.**

Each teacher shall be responsible for maintaining satisfactory discipline on the part of each student assigned to him/her and shall contribute to the good discipline of those students whom he/she observes during the working day who, for one reason or another, are not under the immediate supervision of another teacher (GBBAAD). Student traffic during class time will be held to an absolute minimum. **Students must sign out** from a class and must have a pass. Failure of the teacher to meet the disciplinary responsibilities in a consistent manner...will constitute grounds for dismissal.

- O. **Staff members are not to leave campus** during work hours without permission of their principal principal/supervisor. The staff member must sign out in the school office (GBBAAE).
- P. If a person is employed as a **coach/teacher**, he/she will not be permitted to resign from coaching assignment and retain the teaching position unless the coaching assignment can be reassigned to another teaching position. If the coach/teacher is not recommended for reemployment in either position the second position can not be retained (GBEB).

- Q. The school bell does not excuse students from the classroom. **Each teacher shall give notice of dismissal and stand in the doorway of his/her classroom to supervise children as they pass in and out of the classroom and through the corridor (GBH).**
- R. **Observation of the teacher's performance** shall be as frequent as circumstances dictate...The teacher may respond in writing to any aspect of his/her treatment (GBII). Observation instruments shall be employed which measures the level of competence of the individual (GBJ).
- S. In the event that a determination is made by the school district not to offer an employee a renewal contract for the succeeding year, written **notice of non-renewal** shall be given within the period prescribed by law but in any event, no later than the following (GBN):
1. If the employee is a principal, the school district shall give notice of non-reemployment on or before March 1.
 2. If the employee is a teacher or other personnel holding a position requiring certification by the State Department of Education, the district shall give notice of non-reemployment on or before April 8.

An employee who is notified of non-reemployment is entitled to a written statement of the reasons and a summary of the factual basis for the non-reemployment. The reason for non-reemployment must be rationally related to some legitimate education interest of the school district.

- T. **Resignations** by certified personnel must be submitted in writing to the staff member's principal or immediate supervisor and forwarded to the Superintendent of Education (GBO).
- U. **The normal working day** for teachers shall be from thirty (30) minutes prior to the beginning of classes until thirty (30) minutes after dismissal of students or eight hours per day except on days designated for staff development. Principals...may adjust the time to fit their particular schools. If a teacher finds that he/she will be late for school, he/she must notify the principal prior to the opening of school (GBRB).

The working day under the current class schedule is 7:30 AM to 3:25 PM Monday through Thursday. On Friday the schedule will be 7:20 AM to 2:30 PM. If in-service training is scheduled the workday will be extended. All employees must clock in and clock out each day on duty. Time records will be utilized to verify compliance.

- V. Certified staff is encouraged to attend professional educational meetings that are directly related to their teaching position. Such meetings may be attended under the following conditions (GBRHB):
1. Reimbursement for expenses will be made only for those personnel who attend such meetings at the request of the administration.
 2. The request must be submitted in writing no later than ten (10) school days prior to the activity.

3. Personnel who attend professional meetings other than those at the request of the administration may be permitted to do so at their own expense and with the loss of personal leave.
- W. Salaries will be set in accordance with the salary schedule in effect at the time of employment (GCBB).
 - X. Evaluation shall be an ongoing process. All supervisors of classified personnel shall use evaluation instruments and follow evaluation procedures established by the district (GCI).
 - Y. Certified professional employees such as teachers, counselors, supervisors, and administrators are exempt from drawing overtime pay in accordance with the Fair Labor Standards Act (FLSA), 29 U.S.C. 201 et seq (GCRD). The principal may only give comp time if the loss of the employee would not have a negative impact on the school day and a substitute teacher is not required.

Section VII: Instructional Programs

- A. The instructional staff shall demonstrate, through behaviors that essential basic skill objectives at every level are included in each teacher's daily lesson plan, and that clearly defined objectives of the core curriculum are communicated to all students by teachers (IB).
- B. **Educational Surveys** will not be permitted without prior written approval of the Superintendent of Education or his/her designated representative (ICCA).
- C. Personnel benefits provided by Carroll County Schools do not apply to employees during summer school. Personnel will be paid once per month at a daily/hourly rate. Summer school usually begins in the first week after the end of the regular school year (IDCA).

Remedial classes funded by grants may not be paid at the same rate as those classes funded by the school district.

- D. **Textbooks** from state approved lists shall be furnished to all students without charge to the extent that state textbook funds are provided (IFA).

A student who loses a book must pay the contract price less one-sixth of the cost of the book for each year the book was in use. Students will not be allowed to enroll unless all outstanding fines from the previous school year are paid.

- E. Staff members shall not utilize commercial movies, supplementary materials, including films, tapes, videocassettes, and the like, other than those in the school library media center and other educational agencies without prior approval by the building principal (IFBDA).

F. A **Field Trip** is defined as "Any planned activity involving student(s) away from the school but under the jurisdiction and supervision of the school" (IFCB). The following applies:

1. Teachers must request submit a request in writing at least ten (10) school days in advance utilizing the field trip request form.
2. The parent must submit a written approval for their student to attend.
3. No field trips will be approved during the last twenty (20) school days of the year.
4. Overnight trips are not permitted unless approved by the Superintendent of Education and the Board of Trustees.

G. **Guest speakers** must be approved before they can address students (IFCC).

H. A **minimum of seven (7) grades per subject per term** is required to determine a grade for a class. Worksheets and homework grades will not count as one of the required seven (7) grades (IHA). However, if worksheets and/or homework is assigned the student should be given credit for the work and those grades averaged, along with the seven (7) required grades, for a period grade.

The burden of making up missed work rests entirely with the student. All work missed must be completed within three (3) days of the student's return to class. Work that was assigned prior to the student's absence will be due when the student returns to class.

At the end of each reporting period the teacher will submit a list of students that failed the period to the principal. The second and fourth reporting period will reflect semester grades. The fourth reporting period will also reflect pass/fail status (IHABB).

I. Any student having perfect attendance in a class for an entire semester and an average of 85% or higher or no unexcused absences and an average of 90% or higher will not be required to take the **semester tests unless the student is failing overall and the final can help them pass. First, second and third nine week tests are required of all students.**

J. **Progress reports** shall be issued to every student each of the four nine-week grading periods. **No teacher may record a term, semester, or a final grade of "F" for any student who has not been notified through a written progress report of his/her potential for failure** (IHABA).

Grade cards will be issued at the end of each reporting period. Students must bring a self-addressed, stamped envelope so that report cards can be sent home.

K. **Parent-Teacher Conferences** can be held at any time. You are to arrange the conference with the parent either before school, after school, or during your planning period.

Two parent-teacher conferences are scheduled on the school calendar and every teacher is obligated to attend. Teachers are required to maintain a list of all parents who visit and turn that list in to the office, along with comments, when the conference is completed.

The principal will schedule parent requested conferences. These may take place in the principal's office.

- L. **Each teacher must make detailed lesson plans in advance** (IKI). Your lesson plans are part of your evaluation. Lesson plans will be completed on the S-Resa online lesson planner. Class rosters, seating charts, and lunch time should be included in a substitute teacher packet. Lesson plans will be turned in weekly on Thursday by the end of the day.

Section VIII: Students

- A. Each teacher will be provided and be familiar with the Student Handbook.
- B. The primary disciplinarian is the classroom teacher. Classroom management is the duty and responsibility of the classroom teacher. Minor classroom discipline problems should be handled by the classroom teacher unless assistance is required from an administrator. Parents should be contact (about student discipline) only during their planning periods.

When a teacher sends a student to the principal's office for disciplinary reasons, the decision regarding punishing the child shall rest solely with the administration. Teachers will not prescribe to the administration what is to be done concerning disciplinary measures after they have attempted to solve the problem (JD).

Teachers will make every effort to contact the parent when discipline of a student is necessary. The teacher will complete the discipline referral form when sending a student to the principal. **The teacher must complete the "Contacted Parent" section** indicating when the parent was contacted and the result. Referral forms will be returned to the teacher with "no action taken" if the "Contacted Parent" section is not completed.

Teachers are **never to leave their classroom unattended** unless it is an emergency. Time before school, after school, and during your planning period should be used for class preparation. If you must leave your class, **advise the teacher next to you and notify the office.**

- C. The principal shall conduct a fire drill within the first two weeks of the opening of school and at least once each month thereafter (JGFA).
- D. All funds turned in to the office must be documented and receipted for. Additionally, no funds will be accepted unless they are counted, bills separated by denomination, and all coins wrapped.
- E. The "No Child Left Behind" program requires that students with disabilities be placed in regular classrooms whenever possible. The removal of the students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily (JQE). Satisfactory completion of a course is determined by the requirements outlined in the IEP.

- F. At different times throughout the year all students will be called together for assemblies/pep rallies. **All teachers are to attend these assemblies/pep rallies and help maintain good order. Sit with your class.**
- G. A **master calendar** is kept by the principal to minimize conflicts in scheduling events. Before scheduling any meeting or event check the calendar. Scheduling on the master calendar takes precedence over other scheduling.

PROPER CHAIN OF COMMAND ACTIONS CONCERNING YOUR CHILD

In the Classroom: Teacher > Principal > Superintendent > School Board
 In the Gym/Athletics: Coach > Athletic Director > Principal > Superintendent > School Board
 SPED Teacher: Teacher > Principal > Special Education Director > Superintendent > School Board

CLASSROOM GRIEVANCE PROCEDURES

Teachers and administrators act *in loco parentitis* (as a parent for the student) while the child is at school or involved in a school activity. There are times when the student does not agree with everything that is occurring in the classroom. If a student has questions or concerns about a teacher's actions, the student should follow these measures:

Student is to follow all directions from a teacher;

If a student disagrees with a teacher's request, the student should handle the problem ***AFTER*** class to preserve the dignity of the student and the teacher;

If a student is then unable to resolve a conflict with the teacher, the student should request a conference with the teacher through the counselor or administrator;

If this does not resolve the problem, the student's parent should arrange a conference with the teacher through the office.

Confronting the teacher in the classroom will result in a referral for disruptive and disrespectful behavior.

Section IX: Calendars and Schedules

2010-2011 SCHOOL CALENDAR

August 2, 3, 4, 2010	Professional Development
August 5, 2010	First Day for Students
September 6, 2010	Labor Day Holiday
September 9, 2010	Progress Reports
October 5-8, 2010	First 9-Wk Test
October 11, 2010	Professional Development
	(no students)
October 12, 2010	Report Cards
November 18, 2010	Progress Reports
November 22-26, 2010	Thanksgiving Holidays
December 14-17, 2010	Semester Exams
December 17, 2010	60% Day
December 20, 2010	Begin Christmas Holidays
January 3, 2011	Students Return
January 6, 2011	Report Cards
January 17, 2011	Martin Luther King
	Holiday
February 10-11, 2011	Progress Reports
February 21, 2011	Professional Development
	(no Students)
March 8-11, 2011	9 Weeks Tests
March 14-18, 2011	Spring Break
April 14-11, 2011	Progress Reports
April 22, 2011	Holiday - Easter
April 25, 2011	Professional Development
	(no students)
May 16-18, 2011	Final Exams
May 19, 2011	60% Day – Students’ Last
	Day
May 20, 2011	Professional Development
May 20, 2011	J.Z. George Graduation

B. Bell Schedule:

BELL SCHEDULE FOR 2010-2011 SCHOOL YEAR

Monday through Thursday

Friday

7:25-7:52	BREAKFAST
7:55-8:42	FIRST PERIOD
8:45-9:32	SECOND PERIOD
9:35-10:22	THIRD PERIOD
10:25-11:12	FOURTH PERIOD
11:15-12:27	LAST LUNCH
12:30-1:17	SIXTH PERIOD
1:20-2:07	SEVENTH PERIOD
2:10-3:10	EIGHTH PERIOD

7:25 – 7:52	BREAKFAST
7:55 – 8:42	FIRST PERIOD
8:45 – 9:32	SECOND PERIOD
9:35 – 10:22	THIRD PERIOD
10:25 – 11:12	FOURTH PERIOD
11:15 – 12:27	LAST LUNCH
12:30 – 1:17	SIXTH PERIOD
1:20 – 2:07	SEVENTH PERIOD

C. Fall Sports Schedule

- ALL SPORT SCHEDULES CAN BE FOUND AT THE CARROLL COUNTY SCHOOL DISTRICT WEBSITE @ ccs-ms.org.

D. Gate Fees:

Baseball/Softball:	\$4.00
Basketball:	\$6.00
Junior High Football:	\$4.00
Varsity Football:	\$6.00

E. 2010-2011 School Year Coaches:

Athletic Director:	Heath Dudley
Football:	Chris McRae – Head Coach Robert Bass – Jr. High Coach, Assistant High School
Basketball:	Heath Dudley---High School and Jr. High School Boys Heath Dudley – High School and Jr. High School, Girls
Baseball/Softball:	Mark Austin – Coach
Cross Country:	Heath Dudley – High School, Boys and Girls - Jr. High School Boys and Girls

Track: Heath Dudley – High School, Boys and Girls
- Jr. High School, Boys and Girls

Cheerleading: Coretta Erve

Section X: EMPLOYEE RIGHTS AND RESPONSIBILITIES
UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of

the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave.

Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

Section XI: JURY DUTY POLICY

This school board shall provide leave (with pay) for employees who serve as witnesses under subpoena and/or on juries. The school board CANNOT recover jury fees from employees who serve on juries. (Attorney General Opinion, Middleton, 1991)