

Petal School District

Petal Education Center

Student/Parent Handbook

2022-2023



Table of Contents

Foreword	3
Administration	3
PSD Board of Trustees	3
Crisis Management	3
Human Resources	4
Mission Statement	5
Purpose	6
Mission	6
Definition	6
Eligibility	6
Orientation/Enrollment Procedures	7
Enrollment Policy	7
Placement Criteria	7-8
Transition To Alternative Education Program	8
Petal Pride Behavior Initiative	8-9
Transition From Alternative Education To Traditional Setting	9-10
Curriculum	11
Instruction	11
Cumulative Folders	12
Alternative Education Student Folder	12
State Assessment	12
Support Services	12-13
Staff Development	13
Special Education	13-14
Personnel	14
School Board Responsibilities	14
District Responsibilities	14-15
Regular Education Responsibilities	15
Alternative Education Responsibilities	15-16
Administrator Responsibilities	16
Petal School District Calendar	17
A Message From The Administration and Faculty	18
Schedule	19
Grading System and Reports	20
Student Report Cards	20
Attendance Policy	21-22
Evaluation	23
Check In/Check Out	23
Residency Requirements	23
Requirements for Classification	23
Tardiness	23
Truancy (Skipping)	23
Homework Assignments	24

Discipline	24
Placement at PEC for Drug/Alcohol Offenses	24-25
Rules Governing Student's Behavior/Conduct	25-26
Program Structure	27
School Discipline Ladder	27
Discipline	27-28
Appeals	28
Behavior Off Campus	28-29
Powers and Duties of School Board	29
Searches	29
Electronic Devices/Cell Phones	29-30
Transportation	30
Automobile and Parking	30
Grievance Procedure	30
Display of Affection	31
Threats, Harassment, Intimidation, Fighting, etc.	31
Sexual Harassment	31
Student Interviews	31
Guidance Services	31-32
Parent-Teacher Conferences	32
Lunch	32-33
Emergency Procedures	33
Student Appearance	33
Mandatory Dress Code	33-35
Care of School Property	35
Visitors	35
Telephone	35-36
Textbooks	36
Illness or Injury	36
Medication	36-37
Restrooms	37-38
Lost and Found	38
Additional Information	38
General Information for Parents	38
Parent/Guardian Sign Page	39
Internet Policy	40-41
Graduation Requirements	42
Graduation Pathways	43
School Counseling Informed Consent	44

FOREWORD

This handbook is written in order to familiarize students, teachers, and parents with the regulations and organization of the Petal School District and in particular, Petal Education Center. This handbook should be of special help to all students. In it is found vital information concerning our school.

We hope this handbook will contribute to a better understanding and appreciation of our educational program. Information found in this handbook has been approved by the Board of Trustees of the Petal School District and constitutes board policy.

ADMINISTRATION

Dr. Matthew Dillon, Superintendent

Robert Knight, Assistant Superintendent of Secondary Schools

Dr. Kelli Brown, Assistant Superintendent of Elementary Schools

Eugene Smith, LuCina Taylor & Scott Tyson, Principals

PETAL SCHOOL DISTRICT BOARD OF TRUSTEES

Mr. Bruce Magee, Chairman

Mr. Jerry DeFatta, Vice Chairman

Mr. Troy Wicktom, Secretary

Dr. Chuck Harrell, Member

Dr. Jana Causey, Member

CRISIS MANAGEMENT

The Petal School District recognizes the importance of a safe and secure environment in order to provide the most effective learning situation. The district has taken certain precautions and specific measures to ensure the safety of both students and staff.

A crisis management plan has been developed and extends the idea of proactive planning for a major crisis that may occur. It ensures that district officials working with community leaders have discussed and developed an appropriate plan of response that will make use of all available resources.

In case of a crisis situation, the contact person for public information is the Petal School District Superintendent of Education. Public notification of a crisis situation would be given over local radio and television stations. Should early dismissal of students be necessary, parents can pick up their children at the front entrance to the campus and school buses would run early. Should evacuation of the campus be necessary, students would be evacuated to a predetermined area.

Petal School District

OFFICE OF HUMAN RESOURCES

P.O. BOX DRAWER 523

PETAL, MISSISSIPPI

39465

PHONE (601) 545- 3002

www.petalschools.com

Wes Carlisle

Director of Human Resources

The Petal School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in the admission to and provision of educational programs, activities, and services or employment opportunities and benefits.

If you have any questions or complaints, please contact the following:

Wes Carlisle

Director of Human Resources

Petal School District

P.O. Drawer 523

Petal, MS 39465

(601) 545-3002

Notice of Non-Discrimination

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School of the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities.

Ethel Cain Carson

Director, Office of Human Resources

Mississippi Department of Education

359 North West Street, Suite 359

Jackson, MS 39201

(601) 359-3511

The mission of the Petal School District is to empower

all students with the attitudes, knowledge, and life-long learning skills essential to thrive as responsible citizens in an ever-changing global society.



Data Driven Decision Making

Ongoing Formative Assessment

- ◆ A person's potential to learn is limitless.
- ◆ All people have intrinsic worth.
- ◆ Strength comes from engaging the full diversity of the community.
- ◆ Teamwork is essential to the continuous success of an organization.
- ◆ Family is the most important influence in the development of the individual.
- ◆ People can direct their own future.
- ◆ People are influenced more by what others do than by what they say.

Strong Instructional Leadership

Professional Learning Communities

PURPOSE

The purpose of Alternative Education is to accommodate behavioral and academic needs of children and adolescents which cannot be adequately addressed in a traditional school environment. In addition, Alternative Education provides direct social, emotional, and behavior management instruction to students.

MISSION

The mission of the Alternative Education Program is to promote academic success, modify behavior, and facilitate employability and functional skills attainment, as well as to support career and character education development in an environment that differs from the traditional school setting and offers a more conducive setting for learning. Through ongoing direct instruction, guidance, and monitoring, students will be provided support with the goal of returning the student to a comprehensive school environment with the necessary abilities to function therein.

DEFINITION

The alternative school program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Section 37-13-92 of the Mississippi Code, which delineates the components of alternative education. An alternative education program involves temporary authorized departure from the traditional school setting. It is designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and/or in adult life without positive interventions.

ELIGIBILITY

Based on Mississippi Code 1972 Annotated §37-13-92, school districts shall establish, maintain and operate, in connection with the regular programs of the school district, an alternative school Program or behavior modification program for, but not limited to, the following categories of 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;
- Any compulsory-school-age child referred to such alternative school based upon a documented need for placement in the alternative school program by the parent, legal guardian or custodian of such child due to disciplinary problems.
- Any compulsory-school-age child referred to such alternative school program by the dispositive order of a chancellor or youth court judge, with the consent of the superintendent 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.

ORIENTATION/ENROLLMENT PROCEDURES

Before any student can be enrolled at the Petal Education Center, he/she (accompanied by parent/guardian) must attend the orientation and enrollment session.

Orientation sessions will be scheduled by the principal. Students and parents/guardians should be prepared to stay at least 30 minutes to 1 hour. During this session information will be provided on the Petal Education Center and enrollment forms completed. A course of study plan will be established to meet the individual needs of each student. This plan will be developed with input from the principal and counselor of the referring school, at least one representative from the Alternative School, and a representative from the Central Office. This meeting will be held after 4:00 p.m. during Alternative School hours.

ENROLLMENT POLICY

Each school will follow the procedures for student referral in order for a student to be accepted into the Petal Education Center. Each enrolled student will have an Individualized Instructional Plan (IIP) stating the objectives to be mastered for each course with additional objectives intended to assist the student to achieve successful learning experiences and modified social behavior that will entitle him/her to return to and re-enter his/her home school in order to graduate.

Students will be enrolled for the amount of time assigned by the Discipline Review Committee unless they are granted early completion, as per the Early Completion Guidelines.

PLACEMENT CRITERIA

The principal shall require verification from the appropriate home school guidance counselor that a student referred is suitable for placement. Before a student is removed and placed in the program, the Superintendent must determine that the disciplinary policy of the local district is being followed. The removal of a student requires a committee of teachers and other appropriate professional personnel to develop the IIP or IEP, for students receiving special education services, to ensure the continued education for the removed student. The IIP should include the duration of placement. The IIP and IEP must be completed prior to placement. Student placement into an alternative education program is based on a required referral process. This referral process will need to be included in the district's handbook. The Disciplinary Committee may be composed of a minimum of three members, (i.e., principal, teacher, counselor) and a special education teacher, when applicable. The parents or guardians of the student should be present during the Committee's hearing. A student's placement or assignment may be extended due to academic, behavior, or attendance deficiencies. Students assigned to the alternative program are expected to pass their academic courses and attend school on a daily basis unless otherwise excused. Students assigned to the alternative education program must exhibit appropriate behavior and adhere to the alternative school's rules and regulations. In the case of a recommendation for alternative education placement, the superintendent or his designee must conduct a review of the recommendation. The review shall take into account the following factors:

- the student is suspended for more than ten days or expelled
- the nature and seriousness of the violation

- the degree of danger to the school community
- the student's disciplinary history, including the seriousness and number of previous infractions
- the appropriateness of an alternative education placement or program
- the student's age and grade level
- the results of any mental health, substance abuse, or special education assessments
- the student's attendance and academic records
- a customized intervention program with support services to meet the needs of individual students assigned to the program a comprehensive transition plan for each student returning to the traditional school setting that outlines support services that are to be provided upon the student's return to the home school

TRANSITION TO ALTERNATIVE EDUCATION PROGRAM

Detailed information from the home school should be provided and include the following:

- academic reports
- attendance reports
- copies of requested cumulative records
- counseling reports
- counselor referral
- detailed report surrounding the disciplinary infraction
- Due Process information
- emergency information
- IIP or IEP if student is receiving special education services
- intervention/s used (RTI, TST, including behavior logs)
- manifestation determination results and minutes
- MSIS information
- other behavioral/disciplinary reports
- parental input
- referral form (include duration of placement)
- superintendent approval for placement
- test data

All students in the Alternative Program will participate in the Petal Pride Behavior Initiative.

PETAL 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 PEC 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 PEC. The student will also note any underlying factors that may have impacted placement at the PEC.

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 - stands 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 PEC. 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 PEC 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 PEC placement. This program is administered by Ms. Penny Barnes, Counselor.

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 who has been assigned to the Petal Alternative Education Center during the expulsion period shall complete a minimum of 80% of the time for which he/she was assigned to the PEC prior to being considered for early release or return to the regular school campus unless a Court of Competent Jurisdiction orders an earlier release or an earlier release is required by IDEA or other applicable federal and state laws. A student who has been assigned to the PEC may request a release from the PEC with a return to the regular educational program prior to the expiration of the time period for which he/she was initially assigned to the AEC. Any request for an early release and return to the regular educational program shall be in accordance with this policy and shall be evaluated by a Screening Committee consisting of the home school principal, Alternative Education Center principals, and guidance counselor. 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. Students achieving and maintaining the highest level of behavioral incentive system as implemented by the Alternative Education Center administrators
3. Whether a change in the IEP is recommended or necessary
4. Recommendation of the Alternative Education Center principals and counselor
5. The nature of the offense committed by the student which 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 principals may recommend that the student appear before a readmission committee. Students will complete a readmission application and will follow procedures as set forth in Steps 1, 2, and 3 in the readmission process.

***Addendum-A student that repeats PEC will not be eligible for the early release option within the same school year.**

CURRICULUM

Cumulative records on each student placed in an alternative program remain at and are maintained by the school of origin. The curriculum and instructional methodology address the needs of the student through an IIP or IEP for students with disabilities. These programs emphasize academic performance, behavior modification, functional skills, and career education. Academic performance is defined as the achievement level of each assigned student. This performance can be documented by scores on classroom examinations, standardized examinations, or the level of competency on the Test of Adult Basic Education (TABE). Students should be assessed by one of the methods stated above and their scores recorded as part of their IIP or IEP. The academic portion of the IIP or IEP should be developed based upon the student's ability and baseline data obtained from the selected assessment. Behavior modification is a structured process that must be implemented to help modify student behavior. There are various ways of achieving these results, i.e., group therapy and individual counseling. Functional skills are defined as the current abilities that students must possess when they are assigned to the alternative program. These may include such skills as reading level, grade level, etc. Additionally, career orientation should be viewed as an integral part of assisting students with preparation and planning careers during and after high school, post-secondary, vocational skills, or military.

The curriculum shall also include a component for teaching socially acceptable behavior. In addition, the district shall provide certified staff in the core subject areas (math, science, English, and social studies). Beginning with the 2008-2009 school year, students entering 9th grade will be required to obtain a 1/2 credit in health and physical education (PE) as a part of graduation requirements. Alternative education must provide a teacher to teach physical education as well as a teacher certified in Health if the courses are graduation requirements. School Districts that require students to obtain those credits early in their high school career will not have to provide these classes at alternative education. If a student is referred to alternative education in 9th, 10th, or 11th grade, alternative education will not be required to provide Health or physical education as the student will still have time to take the course before graduating. Additional academic offerings may be provided at the expense and discretion of the district; however, no other courses are required by state guidelines for alternative education programs.

INSTRUCTION

School districts shall deliver instruction in accordance with the following standards:

- Curriculum and instructional practices shall reflect high expectations for students.
- Curriculum shall address cultural and learning style differences.
- Instructional activities shall be consistent with the written curriculum and appropriate for the students' developmental levels.
- Instructional materials shall be age-appropriate, functionally appropriate, and of high-interest level for students.
- Sufficient instructional materials, supplies, and equipment shall be available to deliver the instructional program.
- The instructional program shall be delivered in a climate conducive to learning.
- The instructional program shall include educational and workforce development opportunities.

CUMULATIVE FOLDERS

Alternative education personnel may copy materials from the original cumulative folder to maintain at the AE site. Any copied material must be maintained in a secure location.

- A copy of any state test results that apply to the student.
- Cumulative folder copies may be updated at the alternative education site, but any added information must be placed in the cumulative folder at the home school of origin.
- The cumulative folder must reside in the home school of origin.
- When no longer in use, any information obtained from the cumulative folder **MUST** be shredded (**FERPA violations**).

ALTERNATIVE EDUCATION STUDENT FOLDER

- Academic and Behavioral Progress Reports
- Alternative Education Handbook Notification Form
- Alternative Education Transition Committee Checklist
- Behavior Modification Tracking Forms-
- Counseling Schedule
- Counselor Referral Form
- Criminal or Unlawful Activity Reports
- Individual Instruction Plan or Individual Education Plan and revisions if applicable
- Parent Notice of Student Placement in Alternative Education
- Superintendent Referral and recommendation Form
- Transition Team Exit Evaluation

STATE ASSESSMENT

Students enrolled in alternative programs will participate in the Mississippi Assessment System at sites determined by school officials and in accordance with established guidelines regarding student grade levels and eligibility. Test results for these students will be assigned to the school of origin for accountability purposes.

SUPPORT SERVICES

A student in alternative education programs shall receive school counseling services and/or other support services such as school social work or psychological services as indicated in the IIP or IEP. Many students assigned to an alternative school program have unique needs that cannot be totally addressed by resources in the local district. In order to meet the needs of students and parents, it is recommended that local districts collaborate with other entities in their community such as but not limited to the following:

- Attendance Officers
- Business, Civic, and/or Community Organizations
- Department of Human Services
- Faith-Based Organizations

- Health Department
- Law Enforcement Programs
- Local Colleges
- Medical Community
- Mental Health-The Mississippi Department of Health will work with alternative education programs that need assistance with students who qualify for Medicaid benefits.
- Mentors/Tutors
- Partners in Education
- PTA, PTO, PTSA DHS
- Vocational Rehabilitation
- Youth Court

STAFF DEVELOPMENT

Staff development needs to promote growth and development as well as educational services for children with academic and behavior deficiencies. The Alternative Education teaching staff is provided Staff Development through the home school and district-wide training activities.

SPECIAL EDUCATION

Local school boards shall comply with applicable state and federal laws and regulations in the education of exceptional students placed in alternative education programs.

The IEP team shall develop a student's written plan which includes academic courses, behavioral components, criteria for re-entry to the school of origin or to another appropriate setting, and provisions for periodic review of the student's progress. A student identified as having special needs must have a certified teacher in the area of special education working with him/her at the alternative education site. School personnel may remove a student to an interim alternative educational setting for not more than forty-five school days and without regard for whether the behavior is determined to have manifested in association with the child's disability, if the child

- carries a weapon to, or possesses a weapon on school campus or at school functions on any school campus in the school district under the jurisdiction of the state education agency or a local education agency; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at all school functions under the jurisdiction of a state education agency or a local education agency; or
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state education agency and/or local education agency.

The 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 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 hearing must be held at the student's school of

origin to determine if the infraction justifies alternative placement. A student with a disability may be placed in an alternative educational setting; however, removal of a student with a disability from his/her current placement to an interim alternative educational setting may be implemented by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. 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. A student with a disability may be suspended for ten (10) consecutive days for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement. Also, use of interim alternative educational settings permitted by law does not constitute a change in educational placement for these purposes.

PERSONNEL

It is the responsibility of the district to select the most qualified applicant(s) to implement the alternative education program. Personnel shall be qualified for their assigned positions and comply with state-directed Alternative Education elements (15:1). Alternative education teachers who are teaching core academic content courses must meet the requirement for highly qualified teachers under No Child Left Behind requirements. Adequate instructional staff must be assigned to the alternative program to ensure the continuing education of students and classroom supervision at all times. Further, students assigned for a grading period or longer and receiving Carnegie unit credits will receive instruction from appropriately certified teachers. When the alternative school program is housed in a freestanding facility separate from the traditional school program, a certified administrator must be assigned to supervise the program.

SCHOOL BOARD RESPONSIBILITIES

Local school boards shall adopt policies and procedures for the operation of alternative education programs. Policies and procedures shall include, but are not limited to, Boss vs. Lopez Due Process Procedures (advise student of infraction, allow students an opportunity to give his/her version of the story); manifestation hearing for students receiving special education services; the goals of the program; the eligibility criteria and process for the placement of students in the program (including the composition of the Transition Team which may be an

existing school team such as the Teacher Support Team); the continuing education of students; the involvement of parents and community agencies; length and time of the school day; plan for awarding of credits; district discipline policy, the staffing plan (motivated and culturally diverse staff), personnel qualifications and class size limits (15:); criteria for completion of the alternative education program or reentry into regular education; and the performance measures and process for program evaluation. Rules and regulations which address the unique needs of alternative program students have been developed and disseminated to parents and students.

DISTRICT RESPONSIBILITIES

- Define the alternative education program and procedures in Board Policy

- Ensure accreditation standards are being met
- Ensure that the Discipline Policy has been followed prior to removal of a student
- Provide a facility that is clean, safe and functional, and commensurate with facilities provided other students in the district
- Provide adequate, certified staff that is motivated and culturally diverse
- Provide an alternative school program or behavior modification program that meets the requirements of MS Code, §37-13-92
- Provide for the continued education of students
- Provide for the safety of regular staff and students
- Provide written policies that meet Goss vs. Lopez due process procedures

REGULAR EDUCATION RESPONSIBILITIES

- Determine suitability of student to be placed in the alternative education program
- Develop a process of educational review by teachers and other appropriate professional personnel to assist in the development of the Individualized Instruction Plan (IIP)
- Develop and implement consistent due process procedures
- Ensure student participation in the Mississippi Assessment System
- Ensure the written and distributed discipline policy has been followed
- Maintain cumulative (not original) records on alternative education students
- Notify parents or guardians regarding removal of student
- Provide data to show “failure to respond” to Tier II and III interventions
- Provide Tier II and III efforts using research and evidenced based practices and positive behavioral interventions

ALTERNATIVE EDUCATION RESPONSIBILITIES

- Assist in the development of an IIP that provides for courses required for graduation for each student with emphasis in academics, applied behavioral analysis (behavior modification), functional skills, and career education
- Complete annual program review and evaluation as directed by MDE
- Determine duration of placement
- Ensure student participation in the Mississippi Assessment System
- Ensure the safety of staff and students by referring any student involved in criminal or violent behavior on campus to the appropriate authorities
- Ensure that the maximum teacher/student ratio is 1:15
- Ensure that there are high expectations for student achievement
- Meet MDE accreditation standards
- Meet requirements of MS Code, §37-13-92 and SBP (901)
- Provide academic instruction that is tailored to meet the specific needs and learning style of students
- Provide adequate, caring, certified staff who are motivated and culturally diverse
- Provide community involvement and support
- Provide continuous staff development that supports teachers in developing and enhancing classroom

management skills

- Provide counseling for parents and students
- Provide evaluation of student's progress at regular intervals and maintain records
- Provide for the continuing education of students
- Provide written rules addressing the unique needs of alternative education students to both parents and students (clearly stated mission and discipline code)

ADMINISTRATOR RESPONSIBILITIES

- Assist in the development of policies, procedures and programs
- Assist staff in the development of IIP
- Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs
- Identify resource needs
- Interpret, apply, and assure compliance with State law and policy, district law and policy and accreditation standards
- Maintain current knowledge of new trends and innovations
- Manage and oversee the day-to-day operations
- Plan, organize, control, and direct the provisions of services
- Provide staff development
- Recommend appropriate service and staff
- Research, analyze, and evaluate current and new service delivery models, procedures and techniques
- Resolve issues and conflict
- Supervise the performance of assigned personnel

SCHOOL CALENDAR 2022-2023

Petal School District

First Semester

First Day for Teachers	July 18
PD for Teachers	July 19-21
Staggered Start K-12	July 22, 25
Labor Day Holiday	September 5
First Nine Weeks Ends	September 23
Fall Break	September 26-3
Petal Plus-Intercession I	October 3-7
Teacher PD	October 10
Teachers Return	October 11
Students Return	October 11
Thanksgiving Break	November 21-25
Second Nine Weeks Ends-60%	December 16
Christmas Holidays	December 19, 2022- January 2, 2023

Second Semester

Teacher PD	January 2
Students Return	January 3
Martin Luther King Holiday	January 16
Third Nine Weeks Ends	March 10
Spring Break	March 13-17
Petal Plus-Intercession II	March 20-24
Teacher PD	March 27
Teachers Return	March 28
Students Return	March 28
Easter/Good Friday Holiday	April 7
Graduation	TBA
Last Day for Students and Teachers-60% Day	May 26
Fourth Nine Weeks Ends	May 26

Holidays

September 5, 2022
September 26-30, 2022
November 21-25, 2022
December 19, 2022-January 2, 2023
January 16, 2023
March 13-17, 2023
April 7, 2023

PETAL EDUCATION CENTER

Office of the Principal

203 Central Avenue

Petal, Mississippi 39465

Telephone: 601-584-4717

A MESSAGE FROM THE ADMINISTRATION AND FACULTY

The administration and faculty welcome you to the Petal Education Center for the 2022/2023 school year.

During the next nine months, you will be offered an opportunity to continue your intellectual, social, physical, and moral development. We wish to help you in this very important part of your life. We want you to be successful!

The information in this handbook is provided to help everyone understand the rules and expectations that are necessary to make our school an enjoyable and productive place to learn. Those that succeed in school must do these things:

1. Get to school/class on time every day.
2. Do the very best you can each day.
3. Every student is expected to behave appropriately.

If we can be of assistance, please let me know.

The Education Center Staff



**Petal Education Center
Tentative Schedule
2022-2023**



<u>Monday & Wednesday: Science/Social Studies</u>			<u>Tuesday & Wednesday: English/Math</u>		
*Early Session/Required Course Period			*Early Session/Required Course Period		
3:00-4:00	Class	60 minutes	3:00-4:00	Class	60 minutes
<u>Session I</u>			<u>Session I</u>		
4:00-5:10	Class	70 minutes	4:00-5:10	Class	70 minutes
5:10-5:14	Break		5:10-5:14	Break	
5:14-6:19	Class	65 minutes	5:14-6:19	Class	65 minutes
6:19-6:31	Lunch		6:19-6:31	Lunch	
<u>Session II</u>			<u>Session II</u>		
6:31-7:41	Class	70 minutes	6:31-7:41	Class	70 minutes
7:41-7:45	Break		7:41-7:45	Break	
7:45-8:50	Class	65 minutes	7:45-8:50	Class	65 minutes
8:50	Class Dismissal		8:50	Class Dismissal	

Total Instructional Time per night: 330 minutes

*The Early Session course offerings will be those courses needed by a student to meet promotion or graduation requirements. Examples of such courses would be Comprehensive Health, Compensatory Reading, Computer Applications, etc. Course offerings will vary depending on student needs.

GRADING SYSTEM AND REPORTS TO STUDENTS AND PARENTS

Grades are placed on report cards each nine-week term. All grades recorded on the student's report card will be stated both by letter and number (i.e., 90/A). During each nine-week term, tests and other means are used by teachers to measure the progress students have made in various subjects. The grade given at the end of each nine weeks indicates the academic accomplishments of the student.

EXPLANATION OF MARKS:

90 - 100 = A

80 - 89 = B

70 - 79 = C

65 - 69 = D

64 and below = F

The school year is divided into two semesters. Each semester is further divided into two nine-week terms. Nine-week grades are obtained as follows:

1. Daily work, weekly or chapter tests, and projects combine for $\frac{3}{4}$ of the term grade.
2. The nine-week test grade is to count $\frac{1}{4}$. The semester grade is obtained as follows:

The average of the two nine-week grades counts as $\frac{3}{4}$ of the semester grade. (The 1st nine-weeks report card grade will be added to the 2nd nine-weeks daily grade average. The average of these two grades will constitute $\frac{3}{4}$ of the student's 1st-semester grade. No 2nd nine-weeks exam will be given.) The semester exam counts for the remaining $\frac{1}{4}$. The yearly average is determined by averaging the two-semester grades.

STUDENT REPORT CARDS

Report cards will be given to students to carry home at the end of each reporting period. No report cards will be distributed to students who owe for library books, textbooks, school fees, etc.

REPORT CARDS SHOULD BE SIGNED BY THE STUDENT'S PARENT(S) OR GUARDIAN(S) AND RETURNED PROMPTLY TO THE SCHOOL.

ATTENDANCE POLICY

(The procedures in this section shall constitute a good-faith effort by the Petal School District to comply with state law, to foster academic growth, and to establish expectations of each student at Petal Education Center to attend classes on a regular basis.)

STATE LAW

The Mississippi Compulsory School Attendance Law (37-13-91) requires all children who have attained or will attain the age of 6 years on or before September 1 of the calendar year and who have not attained the age of 17 on or before September of the calendar year to be in regular attendance at school. The law also requires that the Superintendent report immediately to the local School Attendance Officer any compulsory school-age child who has not enrolled within 15 calendar days after the first day of the school year. In addition, the Superintendent will report any child with five unexcused absences to the School Attendance Officer for appropriate consultation between the officer and parents/guardians. When the child has 12 unexcused absences, the law provides that charges of "Education Child Neglect" may be brought against the parent/guardian. Potential punishment for Education Child Neglect is a fine of up to \$1,000 and/or 1 year in jail. The School Attendance Officer is available to assist parents in having the children understand the importance of getting an education through our public school system.

EXCUSED ABSENCES

Under Mississippi law (37-13-91), in order for an absence to be determined as EXCUSED, satisfactory evidence of the excuse must be provided by the student, including a note from the parent or a physician's excuse. The following eight categories constitute **EXCUSED ABSENCES**:

1. an absence resulting from illness or injury of the student which prevents the student from being physically able to attend school
2. an absence resulting from the death or serious injury of a member of the immediate family (parents, grandparents, siblings)
3. an absence resulting from medical or dental reasons
4. an absence resulting from a student's attendance at the proceedings of a court or administrative tribunal
5. an absence due to a required religious observance or event
6. an absence resulting from an authorized school activity
7. an absence that requires a student to be isolated for health purposes
8. an absence whereby the principal determines that conditions warrant that the absence be excused, which includes pre-approval of the absence by the principal

For state auditing purposes and to keep proper in-house records, an excused absence must be submitted by the parent or by the principal or his designee in written form. It is the responsibility of the student and parent to keep up with or to track the excused absences turned in each month. Excuses should be received in the same

month that the absences occur.

To obtain an **EXCUSED** absence for the student, the parent or guardian may do one of the following:

1. Send a written excuse by the student that clearly states the date(s) of the absence(s) and the reason for the absence(s). The student's first and last names, a parent's legible signature and a contact number, and the reason for the absence(s). The excuse must be presented to the office prior to the first period on the day that the student returns to school.

Only three (3) parent/guardian notes or doctor's excuses (excusing a maximum of 2 consecutive days each) per term will be accepted for excusing a student's absences.

2. Send a written excuse for approval when there is prior knowledge of an absence. However, no absence of two weeks or longer will be approved unless the reason is covered by state law and confirmed in advance and documented by the principal or assistant principal. In such cases, the student will follow the procedure for obtaining an **excused absence slip** in the preceding paragraph when he/she returns to school.

UNEXCUSED ABSENCES

Also according to state law (37-13-91), an "unlawful" absence is an absence for which the student does not have a valid excuse. These absences are called **UNEXCUSED** absences. If the student does not follow the procedure in obtaining an **excused absence slip** on the day of the student's return to school, then the absence will be considered **UNEXCUSED**, and the student may not be allowed to make up work and may receive a zero for school work missed until a written excuse is presented to the school.

MAKE-UP WORK FOR EXCUSED ABSENCES

The student will be allowed to make up work missed following an excused absence by contacting the particular teacher. The make-up work may be done under the following provisions:

1. The student has no later than the second day after he/she returns to school to see the teacher for make-up assignments.
2. Time permitted for work to be made up shall be in direct proportion to the days missed. In other words, once the teacher gives the make-up work to the student, the student has the same number of days to complete and turn in the work as the number of days he/she missed.
3. Make-up tests will be given at the discretion of the teacher.
4. Tests and assignments made prior to the student's absence are due upon the student's return to school.
5. Work missed for school-sponsored activities should be made up prior to the activity or made up in direct proportion to the days missed.
6. If a student fails to appear for an appointment for make-up work without being excused by the teacher, he/she has forfeited his right to make up work
7. Make-up work is to be done immediately when you return to school.

EVALUATION

Students must make satisfactory progress in three major areas: attendance, academics, and behavior. Attendance will be taken and documented daily. Students with five or more unexcused absences within a grading period will be referred to a Forrest County School Attendance Officer.

Academic progress will be measured by successful completion of coursework as documented in the Student Appraisal Report.

Behavior will be measured by the decrease in the number of behavioral incident reports and disciplinary actions taken.

CHECK-IN/CHECK-OUT

Students checking in after 4:00 p.m. must have a call from home to clear them. Students who report to school late should report to the office to sign in and get a pass to class. Students should then report immediately to class. Failure to do so will result in truancy. All students who check in late will be treated as tardy or truant, unless the principal excuses the incident.

No student shall leave the school without permission from the principal or his designee. Students shall be allowed to check out of school for personal illness or emergencies. Students must secure a withdrawal/check-out permit from the office and a parent or guardian must sign the student's checkout card before they will be allowed to leave school.

RESIDENCY REQUIREMENTS

Only students who are legal residents of the Petal School District as determined by residency requirements of this district, have been referred by local participating schools of this district, and have met all requirements for placement will be allowed to attend the Petal Education Center.

REQUIREMENTS FOR CLASSIFICATION

Students will be admitted to the Petal Education Center based on the recommended grade level of the referring school. Course selections will be determined by the course offerings of the Petal Education Center and the needs of the students.

TARDINESS

Any student that is not in the school building by 4:00 PM will be considered late to school. Any student late to school must do the following things before being allowed to go to class:

1. Sign and date the "Late to School" Sign-In Form
2. Staff will attempt to contact the parent or guardian by telephone to inform the parent of the student's late arrival to school.

TRUANCY (SKIPPING)

A student is considered truant when he or she is absent without knowledge or consent of parents and school officials. Parents must accompany such pupils to the principal's office before re-admittance to class.

HOMWORK ASSIGNMENTS

On the first day of absence any parent or guardian desiring homework assignments for students who are not in school should call the school office between the hours of 4:00 p.m. and 8:00 p.m. on the second day of absence.

DISCIPLINE

The objectives of discipline within our school may be considered threefold:

1. To establish and maintain favorable study conditions free from distraction and misbehavior.
2. To establish and maintain respect for authority within the school.
3. To develop on the part of the student, ideals, interests, habits, and skills that make for self-government and good citizenship.

We recognize that for learning to take place we must maintain conditions conducive to learning. This implies a classroom and school environment that is orderly. Respect for authority is stressed, but it should come, at least partly, as a result of leadership and not forced tribute.

The responsibility for a student's behavior rests with the parents or legal guardian and the individual student. The principal has the authority to administer any disciplinary action approved by the Petal School Board necessary to enforce the policies of the Petal School District and include, if necessary, the involvement of appropriate law enforcement or juvenile authorities.

Any student who is or becomes involved in violent behavior will be removed from the Petal Education Center.

Placement at PEC for Drug/Alcohol Offenses

Students who are placed at The Petal Education Center for drug or alcohol offenses have thirty calendar days from the date of the intake conference to present a negative drug screen. The exact date will be noted on the admission paperwork. The Petal Education Center takes no disciplinary action against a student until the thirty days have passed; however, students may not progress through the PRIDE points system or become eligible to return to their school of origin without the initial and/or ongoing negative drug screen.

In accordance with Petal School Board Policy JCDAC, The Petal Education Center will require a drug screen if the student exhibits signs of drug/alcohol use or possession, or if there is reasonable suspicion of either possession or use. If a drug screen is required, the results will be submitted to the administration of the Petal Education Center. The Petal School District considers the refusal or failure to submit the requested drug screen as an admission of guilt.

Additionally, all students referred for placement at the Petal Education Center for drug-related offenses (possession, sale/distribution, under the influence, etc) will be required to participate in an approved drug and alcohol counseling program.

The Petal School District will partner with *Pine Belt Mental Healthcare Resources* to implement support services. Students will be referred to and will be required to participate in this outpatient treatment program as a condition of their placement at the Petal Education Center. If parents/guardians refuse this service and choose to enroll in an alternative drug and alcohol counseling program, proof of satisfactory participation in

the counseling program must be submitted to administration for approval as a substitution for the ADAPT program. Where fees for service are involved, parents will be responsible for payment.

The discipline philosophy of Petal School District supports the teacher's right to teach and the student's right to learn. Behavior that stops the teacher and/or any student from learning will not be tolerated. We recognize that effective discipline requires the shared responsibility of parents, students, and school personnel.

Parents are notified of a suspension by telephone and/or by letter. If a parent is not contacted by phone, a letter with the information is given to the student. On occasion, a student is suspended immediately if it is considered in his/her best interest or the general welfare of the other students and/or school personnel.

RULES GOVERNING STUDENTS' BEHAVIOR/CONDUCT

1. All students must enter the building at a central point, 6th-grade building door near the restrooms.
2. Smoking or drug paraphernalia will not be permitted on school premises.
3. Symbols/names are not allowed to be worn on clothing.
4. No removable teeth (grill).
5. All students must bring necessary materials for classwork (pens, pencils, paper, etc.).
6. Cellular communication devices must follow the PEC Cell Phone Policy.
7. Students should not bring more than \$5.00 to school daily.
8. Students will not be allowed to remain on campus if determined to be under the influence of alcohol or drugs.
9. Eating/drinking will be allowed in authorized areas only.
10. Absolutely no horseplaying, wrestling, fighting, or weapons allowed on-premises.
11. Use of profanity and vulgarity are prohibited on school premises.
12. Students will not be allowed to leave campus without permission from the principal or his/her designee.
13. All visitors must report to the main office as soon as they come on campus.
14. No public displays of affection are allowed on school premises (hugging, kissing, petting, etc.).
15. * Continuous misbehavior of any student will not be tolerated. Should a student continuously disrupt class, refuse to do his/her class work, or misbehave during break, the parent or guardian (at the discretion of the Principal) will be required to come to school and observe the child. The length of the observation will be determined by the Principal. Should the parent or guardian refuse to come to school for the observation as requested, the student will be suspended from school until the parent/guardian makes the necessary arrangements to come to school for the observation.

*** THESE RULES WILL BE STRICTLY ENFORCED.**

*** ALL VIOLATORS WILL RECEIVE APPROPRIATE AND IMMEDIATE DISCIPLINARY ACTION.**

I, _____, have read the above rules and agree that my child,
_____, shall be governed by the same.

Parent/Guardian _____ Date _____ Student _____

P.E.C. Representative _____

PROGRAM STRUCTURE

Once a principal recommends long term suspension or expulsion of a student, a due process hearing is held. This hearing allows parents and students an opportunity to present information and testimony relevant to their case. After the due process hearing, the superintendent or his/her designee will determine whether the student will be placed at the alternative school.

Teachers will provide students and/or parents with a list of rules and consequences which will be used in their classrooms. When a student chooses to break the rules, consequences will be consistently applied. When a student is referred to the office, disciplinary action will be taken according to the following steps and consequences:

SCHOOL DISCIPLINE LADDER

- Step 4
 - 1. Conference with parents via telephone.
 - 2. One to three (1-3) days home suspension.
- Step 5
 - 1. Mandatory conference with student and parents.
 - 2. Three to five (3-5) days home suspension.
- Step 6
 - 1. Mandatory conference with student and parents.
 - 2. Five to seven (5-7) days home suspension.
- Step 7
 - 1. Contact parents.
 - 2. Student recommended for expulsion.

DISCIPLINE

Students will enter the Petal Education Center at the point on the disciplinary ladder as referred by their school.

BEHAVIORS THAT WILL BE REFERRED TO THE PRINCIPAL'S OFFICE

BEHAVIOR STEPS

- 1. Continued disobedience toward school personnel 4-7
- 2. Intentional disrespect toward school personnel 4-7
- 3. Defiance of school personnel and policies and procedure 4-7
- 4. Immoral or vicious practices 4-7
- 5. Use, sale, or possession of drugs/alcohol 7
- 6. Profanity or vulgarity, including gestures 4-7
- 7. Leaving the school premises without permission, or failure to report to class 4-7
- 8. Repeated violation of school rules 4-7

9. Possession, distribution, or sharing of obscene content.	4-7
10. Defacing/destruction of school property (restitution required)	4-7
11. Use or attempted use of dangerous objects or weapons	7
12. Possession of dangerous objects/weapons/firearms	7
13. Acts that are detrimental to decency, decorum, or order	4-7
14. Instigation or participation in fights when under school supervision	4-7
15. Stealing, appropriation, or converting to own use property of another (restitution required)	4-7
16. Possession, distribution, or use of any kind of fireworks of any kind on campus or any school sponsored activity	4-7
17. Attempting to forge, deceive, or otherwise misrepresent the truth	4-7
18. Leaving the classroom without permission	4-7
19. Harassment, intimidation, or threatening other students	4-7
20. Assault on students, teachers, or other school personnel	7
21. Other misbehavior as designated by administration	4-7
22. Truancy	4-7
23. Possession or use of tobacco, e-cigarettes, or paraphernalia	4-7

APPEALS

No student may be suspended until the student has been informed of the charges, has been given an opportunity to be heard and has been given a fair and impartial hearing.

Cases involving expulsion are subject to review by the Petal School Board, and the student is entitled to a hearing before the board.

For complete details regarding suspension and/or expulsion, refer to the School Board Manual; Section JDB, JDD, and JDE. Copies of the manual are on file in the principal's office and the library of the student's home school.

BEHAVIOR OFF-CAMPUS

Students may be disciplined for acts or crimes off-campus.

The responsibility for a student's conduct rests with the parents/legal guardian and his/her youngster. The principal has the authority to administer any disciplinary action approved by the Petal School Board necessary

to ensure the safety and well-being of all students. The administration will take whatever steps are necessary to enforce the policies of the Petal School District. MISSISSIPPI STATE CODE 37.11.29 STATES THAT

THE PRINCIPAL IS REQUIRED WHEN HE/SHE HAS REASONABLE BELIEF THAT ANY RELATED ACTIVITY TO IMMEDIATELY REPORT THE ACT TO THE APPROPRIATE LAW ENFORCEMENT AGENCY. AS STUDENT KNOWINGLY IN POSSESSION OF A WEAPON AS DEFINED BY MS CODE 97-37-17 AND /OR ANY IMITATION WEAPON, WILL BE RECOMMENDED FOR EXPULSION, THE WEAPON WILL BE SEIZED, AND THE MATTER WILL BE REFERRED TO THE APPROPRIATE LAW ENFORCEMENT AUTHORITY.

POWERS AND DUTIES OF SCHOOL BOARD (37-7-301)

The school boards of all school districts shall have the following powers, authority, and duties in addition to all others imposed or granted by law, to with: (e) To suspend or to expel a pupil or to change the placement of a pupil to the school district's alternative school or home-bound program for misconduct in the school on school property as defined in Section 87-11-29, 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.

SEARCHES

Students of the Petal Education Center have the right to privacy and security against arbitrary invasion of their personal property by school officials. However, the board must maintain an atmosphere conducive to the pursuit of its educational goals, including a limited right to search students' personal belongings when it is in the interest of the overall welfare of other students or is necessary to preserve good order and discipline of the school. Searches may be conducted with reasonable suspicion by not less than two members of the professional staff. Any vehicle on any campus will be subject to search with reasonable suspicion. Any student who commits an unlawful act on school grounds, at a school-sponsored activity, or a school-related activity, is subject to having charges filed against him/her by the school district with proper law enforcement officials.

ELECTRONIC DEVICES / CELL PHONES

CELL PHONE PROCEDURES FOR Petal Education Center

There is a NO cell phone and electronic device policy at Petal Education Center. ANY electronic device will be confiscated and consequences will be as follows:

1st Offense: Student may pick up device at the end of the night
2nd Offense: Parent will be required to pick up the device.
3rd Offense: At this point, the student will be required to "check-in" his or her device at the beginning of the night and will "check out" the device at the end of the evening.

To avoid issues with cell phones, students may opt to check them in each night for safekeeping until they depart.

TRANSPORTATION

All students attending the Education Center are not to be on the campus prior to 3:50 without the permission of an alternative teacher or the principal. (Exception: Those students enrolled in and attending an elective course). All students are to clear the campus immediately following the dismissal of school for the day.

All AUTOMOBILE TRAFFIC is to load/unload at the **BACK** of the campus. For the safety of our students, the rear of the campus is off-limits.

Parents must pick up their students on time.

AUTOMOBILE AND PARKING

All individuals who bring a vehicle to school adhere to the following regulations:

1. Must have a valid driver's license
2. Must not speed or violate any safety rules or student will lose parking privileges
3. Must not carry other individuals on outside of vehicle
4. All vehicles will park in front of the main building and students will enter and exit through the main entrance only.
5. Students are not allowed in the parking lot during school. Students are to park their cars and leave the parking lot immediately. When the student leaves the school building going home, the student will go directly to his/her car and leave the school grounds at that time. Failure to abide by these rules shall result in loss of school parking privileges.
6. All students must register their car.
7. Any vehicles on campus will be subject to search.
8. Students who violate the tardy policy to school may have the privilege of bringing their vehicles on campus suspended.

GRIEVANCE PROCEDURE

The Board realizes that there may be conditions in the school system that need improvements and that students should have some means to effectively express their concerns which will be considered and handled with fairness.

Students' complaints and grievances shall be resolved through orderly processes and at the lowest possible level. However, the Board shall provide channels for an eventual hearing, should circumstances dictate.

A detailed description of the process for handling complaints and grievances can be found in section JCEA of the School Board Policy Manual. Copies of this manual are located in the principal's office and in the library.

DISPLAY OF AFFECTION

School is not the place for public displays of affection. We expect students to behave as ladies and gentlemen at all times. Students that exhibit this behavior will face disciplinary action.

THREATS, HARASSMENT, INTIMIDATION, FIGHTING, ETC.

Petal Education Center is responsible for providing a safe, secure climate for all students. We will not tolerate threats, harassment, intimidation, or fighting on our campus. Any student, parent, or teacher who thinks there may be a problem should notify the principal immediately. Every effort is made to handle problems in a most reasonable fashion. Any student who participates in a fight or encourages fighting, regardless of who started it, will be subject to severe disciplinary action. Severe disciplinary action may include long term suspension from school, expulsion, and/or legal charges being filed against the student.

ALL THREATS ARE TAKEN SERIOUSLY! "JUST PLAYING" IS NOT AN ACCEPTABLE DEFENSE. ANY STUDENT WHO MAKES A THREAT IS SUBJECT TO VERY SEVERE DISCIPLINARY ACTION WHICH MAY INCLUDE EXPULSION, LONG-TERM SUSPENSION, AND LEGAL CHARGES BEING FILED. THE SCHOOL DISTRICT MAY REQUIRE PROFESSIONAL COUNSELING BEFORE THE STUDENT CAN RETURN TO SCHOOL.

SEXUAL HARASSMENT

Sexual harassment is unwelcome behavior that makes a person feel uncomfortable or unsafe. Sexual harassment is illegal and will not be tolerated at Petal Education Center. Any student, parent or teacher who thinks there may be a problem should notify the principal immediately.

STUDENT INTERVIEWS

School administrators and teachers have the right to interview students regarding their conduct and/or the conduct of others. In regard to students' alleged actions, except where the alleged action would constitute a criminal offense, the right against self-incrimination does not exist.

GUIDANCE SERVICES

It is the aim of Petal Education Center to help each pupil profit as much as possible from his/her school program experiences. Your teachers and administrators are here to help you to obtain your goals. Your Alternative School Counselor will be available to assist you. Appointments with your guidance counselor can be made by calling the counselor's office at Petal High School (601-583-4688) or Petal Middle School (601-582-0955).

Counselors may help you:

1. Select and outline a program of study.
2. Identify abilities, interests, and special aptitudes by use of standardized tests and other sources of information

3. Improve social and academic adjustments.
4. Provide information on career opportunities.
5. Maintain good attendance in school.
6. Make important personal decisions.
7. Find jobs, assisted by principals.
8. One-on-one counselee/counselor sessions as needed and at student's request.
9. Group sessions with guest speakers.
10. Small group conflict/resolution counseling sessions as need merits.
11. Assessment of student needs for referrals with outside agencies.

Inquiry of possible additional counseling services and job find can be made through the Petal Education Center administrators by calling 601-584-4717 between the hours of 4:00 p.m. and 8:00 p.m.

*All guidance services are provided and coordinated by Alternative School Counselor who consults with the home school counselors.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are an essential part of the education process. Parents have the right to know how their child is doing and they should be given the opportunity to assist in improving their child's achievement or behavior. Conferences should be scheduled during a teacher's preparation period during the regular school day (4:00 p.m. - 8:45 p.m.) and can be arranged by calling Petal Education Center at 601-584-4717.

Please remember that the purpose of the parent-teacher conference is to solve problems and assist the student, not to create problems and hostilities.

When requesting a conference, the following procedures should be followed:

1. Parents should state the motive and purpose of the conference at the time the appointment is made. This will ensure that the teacher has appropriate information needed to answer parent concerns.
2. Parent-teacher conferences are confidential and should address the individual needs of the student.

LUNCH

The ultimate goal of the child nutrition program is to provide nutritious meals to all students daily at an economical price. Free and reduced price meal programs are provided for eligible students. The Family Free and Reduced Price Meal Application that requires only one form per family to be completed each year are utilized in the Petal School District. Additional information regarding these programs may be made at the Child Nutrition Office at 601-545-3020. Parents will have the opportunity to apply for Free and Reduced Meals upon enrolling their child in the Alternative School Program.

Meals will be served under the following conditions:

1. Students must consume food items and not be wasteful.
2. Students must clean up the area after meals.
3. If students are required to pay reduced or full price for meals, parents must ensure that their student

has adequate funds in their account to cover meals.

The teacher's lounge is off-limits to students attending the Petal Education Center.

Students are to use only the area assigned during lunch breaks for consumption of food items.

EMERGENCY PROCEDURES

FIRE DRILL INSTRUCTIONS

When the alarm is heard, all students should walk briskly and orderly toward the designated places according to where they may be at the time of the alarm.

Each room should have one student assigned to close the windows in the room at the instant of the alarm. The teacher will be the last one out of the room and will direct the students out of the door and will close the door when leaving. Before leaving, the teacher will check to see that no one is left in the room.

TORNADO OR SEVERE WEATHER ASSIGNMENTS

A severe weather alarm will be given. When this alarm is sounded all teachers and students should move immediately to their designated places according to where they may be at the time of the alarm.

Students in the halls will sit along the walls with heads on knees and hands on top of their heads.

Every attempt will be made to contact a parent/guardian or someone on the emergency call list in the event of early dismissal. In the event of early dismissal, media sources including the school district website (www.petalschools.com) will be notified. All parents are encouraged to listen to the radio or television in case of bad weather. All days missed will be made up in correlation with the adjusted calendar for the district.

STUDENT APPEARANCE

Students are expected to present a clean, neat and well-groomed appearance at school. It is the responsibility of parents and guardians to see that their child is properly attired for school. The administration reserves the right to make the final decision concerning the appropriateness of clothing at school. Parents should be aware of potential drastic changes in weather and should see that their child is dressed accordingly.

MANDATORY DRESS CODE

Recognizing that first impressions are important and that people are generally more at ease and function better when they are dressed appropriately, the following guidelines for dress have been established for Petal Education Center. The emphasis is upon cleanliness and neatness. Students will be restricted from attending classes if their attire is inappropriate. The school's administration reserves the right to make any decision necessary for the best interest of the students and which will protect the image of the school and community. The principal may allow some modifications to the dress code on designated days. This dress code outlines the only acceptable form of attire approved to be worn by students in this district. Every component of the student attire should be appropriate in length and/or size. Appropriate is defined as that which properly covers the body and which is in good taste.

PETAL SCHOOL DISTRICT DRESS CODE 7-12

Student Dress Code

If a student is sent to the office for a dress code violation, he/she will be assigned the appropriate discipline. Students may be placed in ISR until a parent or designee can bring appropriate clothing.

5.1 Student Dress Code

POLO/BUTTON-UP SHIRTS/TOPS

- Solid: Petal red, white, black, navy or gray (navy will be removed for 23-24)
- All visible emblems, trademarks, and/or logos must be white, red, gray, or black
- All Shirts must have sleeves
- Must be buttoned high enough so that no cleavage can be seen.
- Shirts/tops must touch the waist of pants/skirts at all times (i.e. when in movement, when arms are extended or raised, and when in seated position, etc.)

PETAL SPIRIT T-SHIRTS

- Petal school logo/design with solid Petal red, white, black, navy or gray (navy will be removed for 23-24)
- Designs/print must be white, Petal red, gray or black
- V-neck or crew neck
- All Shirts must have sleeves
- Collar must be high enough so that no cleavage can be seen
- Shirts/tops must touch the waist of pants/skirts/shorts at all times (i.e. when in movement, when arms are extended or raised, and when in seated position, etc.)

PULLOVERS, SWEATSHIRTS/ HOODIES, & SWEATERS; RAIN- & LIGHTWEIGHT JACKETS

- Solid Petal red, white, black, navy or gray (navy will be removed for 23-24)
- All visible emblems, trademarks, and/or logos must be white, black, red, navy, or gray and be position neutral

PANTS

- Solid colors: Khaki (tan), Navy, Gray, Black
- Must be worn securely around waist
- Should not be the same color as the top (i.e Black shirt should not be worn with black pants, etc.)
- No athletic, leggings, sweatpants, or blue jeans/denim

SHORTS/SKIRTS/SKORTS

- Solid colors: Khaki (tan), Navy, Gray, Black
- Should not be the same color as the top (i.e Black shirt should not be worn with black pants, etc.)
- Length—no shorter than students' fingertips with arms fully extended by their sides for the full, bottom seam
- Leggings, if worn underneath, must be solid white, black, navy or gray
- No fishnet-style hosiery
- No athletic shorts, skirts/skorts (i.e. tennis skirts/skorts) or blue jean/denim
- No wrap skirts or slits

WINTER COATS

- Coats must be removed when student enters the building
- No trench coat style

ACCESSORIES

- Proper shoes must be worn at all times (i.e. no slippers)
- No head coverings wider than two inches, including hoods, bandanas, hats, caps, visors, do-rags, or skull caps
- No disruptive or distracting hair styles or accessories
- Piercings are limited to the ears
- No inappropriate tattoos (weapons, drugs, alcohol related, etc.)
- Accessories should be position neutral and should not pose a safety hazard

In all instances, the appropriateness or inappropriateness of school dress will be determined by school administrators.

Incentive dress days may occur. On these days, students should adhere to dress code length requirements and other expectations for the described attire.

CARE OF SCHOOL PROPERTY

All buildings and whatever they contain in the way of equipment are provided at great expense by the taxpayers of the Petal School District. Pupils should pride themselves in doing everything possible to take care of school property and should encourage others to do so.

All paper and waste should be placed in the containers arranged for this purpose. Paper should not be thrown on the campus or floors. Any student causing damage to school property either intentionally or through neglect on his/her part will be liable for such damages.

VISITORS

All parents or other visitors to the school must report to the principal's office. Visitors will not be permitted to remain on the school campus unless authorized to do so by the principal.

All visitors who either do not have a pass or refuse to show a pass will be reported to the office immediately. This rule is not directed against parent(s)/guardian(s) who wish to visit if they so desire. Please see an administrator for a pass so that the teacher will admit you.

Friends and/or other students not enrolled in the Petal Education Center will not be allowed to visit.

TELEPHONE

Students must have a pass from a teacher in order to come to the office to use the telephone. Students are not to use any other phone in the school. Permission to make the call must be received from an adult in the

office. Phone calls to parents in case of illness or emergency will be made by the administrator or teacher. Personal phone calls will not be allowed.

Only in the case of extreme emergencies will teachers or students be called out of class to answer the phone. Office personnel will take all messages and deliver them to teachers.

TEXTBOOKS

Books will be issued and numbered by the teacher of each course requiring the use of such textbooks. Students will be held responsible for the loss or damage to textbooks issued to them. The teacher of each course will determine the amount of fines or cost of replacement of such textbooks as determined by the State Textbook Commission.

Students may be asked to buy workbooks or laboratory manuals for some courses.

ILLNESS OR INJURY

Students who become ill or are injured at school will be given basic first aid as deemed appropriate. The parents/guardians of students who need off-campus medical attention will be notified immediately.

MEDICATION

Parents/guardians are encouraged to administer medication to their children at home if possible. However, the school will cooperate should medication have to be administered at school.

STUDENT HEALTH SERVICE-MEDICATION-JGCD (PMS)

1. Administration of medication is foremost the responsibility of the parent/guardian. All medications that can be given outside of school hours without serious effects must be given before or after school.
2. The FIRST dose of any medication must be given at home in case there is an allergic reaction.
3. School personnel/nurses are not responsible for giving missed or late home doses of medication.
4. All medication that the student is receiving in the school setting will be recorded on the student's medication record.
5. Prescription and nonprescription medication will be administered only if:
 - a. The appropriate school medication administration form is completed including doctor's signature, parent/guardian signature, child's name, name of medication, amount of medication needed, route of administration, and time of administration.
 - b. Any prescription medication that is ordered only once or twice daily must be given at home and will not be administered at school unless the school receives a letter from the physician explaining why the medication must be given at school instead of home.
 - c. Prescription medication must be in the pharmacy container with a label that includes the student's name, physician name, name of medication, strength, dosage, time interval, and route.
 - d. Over-the-Counter medications (Tylenol, Advil, cough drops, etc.) must be clearly legible. All over-the-counter medications must be supplied by the parent/guardian. The school WILL NOT supply any

medications.

PLEASE NOTE: All medications to be given at school will now require a physician's signature on the school form: NO EXCEPTIONS!

- e. The information on the medication form and on the medication bottle must be the same.
6. Medication will NOT be accepted in household containers, envelopes, or baggies.
7. Medication will not be given from a teacher's own personal supply.
8. A new medication form must be completed and signed for each medication or change of medication order. A new form with doctor's orders and signature must be signed at the beginning of each school year even if the medication is continued from one year to the next.
9. Grades K-12 students' medications, both prescription and nonprescription, must be brought to school by an adult and given to the school nurse, not a secretary.
10. Medications cannot be transported on the school bus.
11. No Petal School District employee/agent of the school will be responsible for administering any medication on field trips or school-sponsored events.
12. The proper disposal of unused medications is important, and it is the responsibility of the parent to obtain all unused medication from the school when it is discontinued, the school year ends, or the student transfers to another district. All medication left in the school under these conditions will be disposed of by the school nurse or delegate.
13. Students may keep diabetic medications with them at all times if given permission from the parent/guardian, physician, school nurse, and the school receives all appropriate forms from the parent and physician.
14. Students may keep their asthma inhalers with them at all times; however, the parent/guardian must meet the following requirements:
 - a. Provide written authorization for self-administration to the school;
 - b. Provide a written statement from the student's health care provider that the student has asthma and has been instructed in self-administration of asthma medications. The statement should also contain: 1) the name and purpose of the medication; 2) the prescribed dosage; 3) the time or times the medications are to be regularly administered and under what special circumstances the medications are to be administered; 4) the length of time for which the medications are prescribed.

Petal School District and its employees and agents shall incur no liability as a result of any injury sustained by the student from the self-administration of asthma medications. Upon fulfilling the requirements of this section, a student with asthma may possess and use asthma medications when at school, at a school-sponsored activity, under the supervision of school personnel, or before and after normal school activities while on school properties including school-sponsored child care or after-school programs. All medicines, vitamins, or drugs (including cough drops and aspirin) which are authorized by parents/guardians and /or medical doctors that are to be taken by students are to be turned into the office with written directions for use. A written request for the use of cough drops is to be sent to the administration if cough drops are to be used in the classroom.

RESTROOMS

Restrooms should be kept as clean as possible. Students are to use the restrooms for the purpose for which they were built. Students are not to loiter in the restrooms. Students may use the restrooms between classes. If a special problem exists, even temporarily, contact the office, or in an emergency, send a note. Special permission can be arranged.

LOST AND FOUND

Lost books and equipment will be stored in the office in what is known as “Lost and Found”. At the end of each nine weeks period unclaimed books and articles will be discarded. The school cannot guarantee the safe return of articles found. Such return is often governed by the time which elapses before claims are made and/or the honesty of the claimants.

ADDITIONAL INFORMATION

- All students are expected to remain in a designated area when classes are not in session.
- **Students are not to bring radios, tape players, telephones, pagers, or any other device that would be disruptive to the school.**

GENERAL INFORMATION FOR PARENTS

1. Some students lead their parents to believe that they are attending school for the day but fail to report. Parents are urged to call the school at 601-584-4717 if there are any questions concerning their child’s attendance. Effort is made to contact the parent if the student actually arrives at school and then leaves without permission.
2. Personal articles are sometimes left for short periods, unguarded. This is an open invitation to theft.
3. If a student is “sent to the office” with a written report of misbehavior from the teacher, the teacher’s version is accepted unless requested investigation reveals extremely unusual circumstances.
4. The responsibility for enrolling a student and being aware of his/her daily attendance or failure to attend rests with the student and his/her parents.
6. Students are not allowed to bring visitors to class at any time.
7. A telephone call from the parent does not automatically excuse a student for absence or tardiness. The reason for the absence or tardy is the determining factor. There are NO official “cut” or “skip” days.
8. Parents are notified of disciplinary action by telephone or by letter. A discipline report is given to the student to take home and give to his/her parents. The parent is asked to sign the discipline report and return it to school.
9. Students will be dismissed early for doctor visits and emergencies only. In all instances, parents or their designated representative (must be indicated in writing) will be required to come into the school to check out a student. Obviously, this may at some time be difficult, but the regulation is an attempt to provide the greatest protection possible for the student.
10. If special mental or physical problems exist which would affect the educational well-being of the student, the school principal should be notified in writing each school year.

11. Students are allowed to use the school's telephone facilities for illness and emergencies. Forgetting items needed at school does not constitute an emergency.

The purpose of this handbook is to inform students and parents/guardians of the policies and procedures of the Petal Education Center. Students and parents/guardians will be able to avoid confusion and misunderstanding by being familiar with the contents of this handbook.

Please sign the form below and return it to your child's homeroom teacher within two days of receipt of this handbook.

DETACH AND RETURN

We, the undersigned, have read and understand the policies, procedures and expectations as outlined in the Petal Education Center Student-Parent Handbook. We further understand that it is the responsibility of the student and the parent/guardian to abide by the policies, rules, procedures, and expectations set forth in this handbook.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

POLICY ON DISTRICT-PROVIDED ACCESS TO THE INTERNET AND OTHER ELECTRONIC INFORMATION NETWORKS AND SERVICES

I. Purpose and Scope

Computer technology has advanced to the point where a person operating a common, everyday personal computer, typical of that used in the home office, now has the capability of accessing and exploring literally thousands of computerized libraries, databases, and other computerized information sources, and connecting with millions of computer users all over the world for purposes of sharing and exchanging information and ideas. This capability is possible simply by connecting with and tapping into an interconnection of computers in a global, information-based computer network referred to as the Internet. The types of information available through this network are virtually limitless and cover the spectrum from the kind of information that adds to our body of productive knowledge and which is educationally valuable on one end, to the kind of information that merely serves our human desires to be entertained and amused and which, in the main, serves no recognized educational purpose at the other. This information may come across the Internet in written, graphic, or pictorial form, and with sound in some instances.

The availability of this technology as a resource, and the convenience it affords to those who depend on accurate information that is readily available, have obvious benefits to everyone. From the standpoint of instruction in the K- 12 educational arena, the availability of this technology as a district-provided resource has the potential for tremendous benefits to students and staff in terms of its use as an instructional tool within and outside of the classroom as well as an educational resource for study, exploration, and research. At the same time, however, the availability of this technology in the school environment presents certain challenges. One major challenge is the ability to restrict district-provided access to the Internet to only those uses which facilitate obtaining information for research and instruction in support of and consistent with the educational goals and objectives of the school district. The purpose of this policy is to provide standards and establish guidelines for the acceptable use of this district-provided resource by students and staff within the Petal School District (PSD).

II. Responsibilities and Board Expectations of Parents, Students, and Staff

Use of district-provided access to the Internet in PSD will be regarded as a privilege and not a right. Students interested in accessing the Internet through the district-provided access must first obtain permission to use the equipment from a PSD instructional staff member such as the student's teacher, support staff member, or another member of the school's administrative or teaching staff. It is expected that student access to the Internet will be structured in ways that point students to those resources which have been evaluated prior to use. However, parents must recognize and understand that students will be capable of moving beyond the known resources to others that have not been previewed by staff, and which may not be educationally related or otherwise appropriate in the school environment. The teaching staff will endeavor to monitor access to and use of these resources, but it must be clearly understood by parents, guardians, and the community at large that there can be no absolute assurance that students will restrict their use only to educationally related school appropriate sources.

All student users of the district-provided Internet access are expected to exhibit behavior, while engaged

online, consistent with the standards established in the PSD policy on student discipline. All users, whether students or staff, who use the district-provided access to the Internet and who engage in conduct in violation of the acceptable use standards established by PSD will be subject to having their privileges suspended and/or revoked consistent with the school's authority and responsibility to maintain discipline in the schools. With the use of district-owned, school-based computers; users shall not have or claim to have any expectation of privacy with regard to the storage of files or information. In that regard, the use of memory and storage in connection with district-provided access to the Internet will be treated like school lockers. The professional staff may review all files and message exchanges on the systems in order to maintain system integrity and ensure that users are acting responsibly and consistently with the acceptable use standards.

Regarding the acceptable use standards, the following uses of the district-provided Internet access are not permitted:

- a. Transmitting, uploading, downloading, or otherwise accessing abusive, hateful, degrading, demeaning, derogatory, or defamatory materials, information, or communications;
- b. Transmitting, uploading, downloading, or otherwise accessing pornographic, obscene, sexually explicit, indecent, or vulgar materials, information, or communications;
- c. Vandalizing, damaging, disabling, or gaining unauthorized access to another person's property, files, data, or materials;
- d. Engaging in any commercial or business activity;
- e. Transmitting, uploading, or downloading any material in violation of copyright protections;
- f. Engaging in any other activity contrary to any local, state, or federal laws, rules or regulations.

Before being permitted use of the system, students, parents, school personnel, and other users, will be asked to sign a statement agreeing to abide by the above guidelines. A violation of the above guidelines for acceptable use of the Internet access will result in disciplinary action including possible loss of Internet access privileges.

By providing the means to access the Internet using PSD-owned and school-based equipment, it must be clearly understood that PSD makes absolutely no warranties of any kind, expressed or implied, about the Internet or the nature, quality, or accuracy of the information accessible through the district-provided access to the Internet, and PSD will not be responsible for any loss occasioned as a result of using this service including loss of data resulting from delays or interruptions in service. In addition, PSD will not be responsible for the accuracy, nature, or quality of information stored on school diskettes, hard drives, or servers. Further, PSD will not be responsible for loss or damage to personal property used on the school-based computers in connection with the use of the district-provided access to the Internet. Finally, PSD will not be responsible for any unauthorized, personal expenses or financial obligations incurred as a result of the use of the district-provided access to the Internet.

The Superintendent is authorized to develop additional rules and regulations to implement the purpose and intent of this policy.

Petal High School
Graduation Requirements

4 units in English

3 units in Math, progressively

3 units in Science, one of which must be Biology

4 units in Social Studies*

1/2 units in Comprehensive Health

1/2 units in Computer Application

1 unit in the Arts 1 unit in Keyboarding/Typing

9 electives (including Technology Discovery)

*Mississippi Studies may be waived for students beyond the 9th grade who transfer to a Mississippi school from another state.

All students are encouraged to take advantage of a wide variety of courses in order to be prepared for senior college, junior college, or the technical world of work.

A school district may allow three (3) Carnegie units from band, chorus, and physical education to count as three (3) of the electives required for graduation by the state, except that no single course shall be counted for more than two (2) of the three (3) units.

Teacher assistants will be limited to juniors and seniors. (No credit)

The maximum number of Carnegie units that may be earned toward graduation through summer school will be four (4) units. Only one Carnegie unit may be earned through correspondence toward graduation.

The Petal School District will limit the scheduling of formal graduation ceremonies to those honoring senior students who have successfully completed graduation requirements. Required work — All students must take at least four (4) academic units each full school term.

GRADUATION PATHWAYS

Traditional Pathway Option 28 Credits		District Pathway Option 21 Credits	
Graduation Requirements	Required Subjects	Graduation Requirements	RequiredSubjects
4 Credits of English	English I, II, III, & IV	4 Credits of English	English I, II, III, & IV
4 Credits of Math	Alg I, Geom. & Alg II	4 Credits of Math	Algebra I, Geometry
4 Credits of Science	Biology I, Physical based science	3 Credits of Science	Biology I, 1 above Bio
4 Credits of Social Studies	1 World History 1 U. S. History ½ Geography ½ U. S. Gov't ½ Economics ½ MS Studies	3 Credits of Social Studies	1 World History 1 U. S. History ½ U. S. Gov't ½ MS Studies
½ Credit of Health	½ Comprehensive Health	½ Credit of Health	½ Comprehensive Health
1 Credit of Physical Education		1 Credit of Physical Education	
1 Credit of Business & Technology		1 Credit of Business & Technology	
	Cyber II 9th STEM, or Computer Applications, Keyboarding and Keystone		Cyber II, 9th STEM, or Computer Applications, Keyboarding and Keystone
1 Credit of Art		1 Credit of Art	
8½ Credits of Electives		3½ Credits of Electives	
STUDENTS MUST PASS ALL REQUIRED STATE TESTS.			

