



Jefferson Davis County School District  
**Office of Academic Success**

*Failure, A Thing of the Past*  
2019-2020



**THE ALTERNATIVE SCHOOL HANDBOOK**  
**FOR**  
**PARENTS AND STUDENTS**  
**2019-2020**



Where Children Come First

**Will Russell**

**Superintendent of Schools**

Dr. Jason McLeod, Ph.D.  
Director of Academic Success  
601-792-4888

**Dr. Jason A. McLeod, Ph.D., Director**



# Jefferson Davis County School District Office of Academic Success

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### District Directory Information

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Bobby Wilson, District 2

Nadine Thompson, District 3

Shonda Weatherspoon, District 4

Yvon Norwood, President, District 5

### ADMINISTRATION

**Director of Exceptional Education,  
District Test Coordinator, 504 Coordinator,  
Gifted Education, Title IX Coordinator**  
Dr. Su'Brina Mason

**Director of Technology**  
Eric Stewart

**Business Manager**  
Shelia Copeland  
**Director of Food Services**  
Cindy Daley

**Director of Federal Programs & Curriculum and Instruction**  
Cammie Reese

**Director of Academic Success**  
**School Safety and Compliance, Teacher Recruitment and Retention, Alternative Placement, Advanced Placement and GED,  
and Special Programs and Events**  
Dr. Jason McLeod

**Carver Elementary School**  
Dr. Crystal Haynes, Principal  
**J.E. Johnson Elementary School**  
Devonshae Harrien, Principal  
**Jefferson Davis County High School**  
\*\*\*\*\*, Principal  
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## GENERAL INFORMATION

### Jefferson Davis County School District Alternative Student/Parent Handbook 2019-2020

#### MISSION OF THE DISTRICT

The Jefferson Davis County School District promotes a rigorous, safe, and nurturing environment in which students are empowered to achieve their full intellectual and social potential by combining high standards, discipline, and character education, with a commitment to individualism, creativity and diversity as students prepare to continue to our global society.

#### VISION STATEMENT

Students in the Jefferson Davis County School District will achieve life-long learning, reach proficiency in all academic areas, and will contribute to our community in a positive manner.

#### DISTRICT GOALS 2019-2020

Jefferson Davis County School District will:

1. Improve the reading levels and literacy levels of all students.
2. Continue to increase attendance, decrease tardiness and lower student dropout rates.
3. Implement programs and activities to improve student test scores statewide.
4. Create a climate of high expectations for all students, staff and parents to ensure academic excellence in all subject areas.
5. Strengthen the effectiveness of communication within Jefferson Davis County School District and Jefferson Davis community by creating partnership with parents, students and staff to develop lifelong learners.
6. Create and maintain a safe and drug free environment at all districts sites by implementing programs and activities that foster respect for self, others and the environment.
7. Increase teacher capacity and effective instruction by implementing a top notch professional development plan for teachers.
8. Continue to improve district finances through conservative decisions in the best interest of the students.

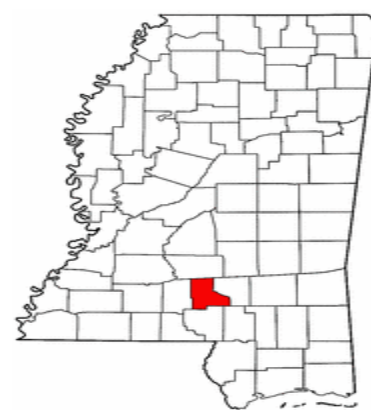
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## DISTRICT HIGHLIGHTS

### Curriculum Enhancements

- Reading Programs (Curriculum Development Teams)
- Assessment(s) Uniform for District
- Scientific Research Based (Compass Learning, USA Test Preps)
- Depth of Knowledge/Differentiated Instruction
- Remedial/Recovery Efforts
- District Wide Assessment for Math, MAPP, Science, Language Arts, and Writing (Universal Screening, State Practice Assessment, TABE (middle & high school) and accelerated reader (AR))
- Gifted Education in Grades 2-12
- Tech Prep in Grades 7-12
- Band in Grades 9-12

### Technology

- School and District Wide Internet Accessibility
- ICT III Certification for Teachers and then for Students

### Partnership Activities/Community and Parent Involvement

- Parent Connect Ed.
- Parent Academy(ies)/Workshop(s)
- Newsletter/The Prentiss Headlight/Info
- Parenting Classes/Test Taking Tips/Test Preparation (The District provides a Strengthening Families Program)

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- Active PTA
- Booster Clubs
- Teacher and Staff Appreciation Programs/Recognition
- Teacher and Student Incentive Programs
- Collaborative Mental Health Services
- Improve Relationship between Business and Industry
  1. Chamber of Commerce
  2. Grandparent's Day
  3. Run for the Roses
  4. Relay for Life
  5. Red Ribbon Week

## Co-Curricular Activities

Spelling Bee

Athletics

Science Fair

Reading Fair

## Family Safety Information

The safety of each child is a primary concern of the Jefferson Davis County School District. Our school district has spent considerable time and effort planning and practicing safety and security measures appropriate for dealing with major critical incidents. Every school has a school safety plan. Teachers, staff, and students participate in appropriate training covering a variety of potential crises. The school district employs School Resource Officers that are assigned to the middle and high schools and are available to assist at the elementary schools. The school district works closely with city and county law enforcement, the Emergency Management Agency, and other public safety departments.

We ask our families for support and assistance with our safety plan. At the beginning of the school year, review the student handbook with your children. Make sure they know the expectations the school has for their academic and social behavior. Talk to your children about the things they like at school, as well as the things that may cause them some concern. Talk to school personnel about these concerns so that they may be addressed. During the year, you may hear your children discussing various drills that may occur on campus. We regularly participate in fire and weather drills, as well as lockdown and evacuation drills. It is important that you provide the school with up-to-date phone numbers and addresses, as well as vital medical information. In the event a crisis should occur at school, please be aware of the following:

"That you will be notified by Connect-Ed of any emergency".

"Tune into the following media: WDAM-TV, WJDR 98.3 FM. They will notify the community of school closings and possible evacuation sites.

"Please do not call the school. We will need to keep communication lines open for emergency responders.

"Please do not come to the school unless instructed to do so by the media. It is important to keep roadways clear for emergency responders.

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"If the school is in a **lockdown**, students will stay on campus in a secure classroom. Teachers and school personnel have received extensive training in lockdown procedures. No one will be allowed to enter during lockdown.

"If the school must be **evacuated**, students will be evacuated to an alternate location, which will be released to you through media resources.

"No student will be released until everyone is accounted for and the superintendent's office authorizes the release.

"No student will be released until the authorized parent or legal guardian signs him or her out.

It is important that you trust and work with your school and emergency personnel in the event of a crisis so that these individuals can accurately implement the procedures that they have trained on throughout the year. Thank you.

## ACCREDITATION

### ACCREDITATION STANDARDS FOR ALTERNATIVE SCHOOL

An Alternative School is one that is defined as a public elementary/secondary school that:

- Addresses needs of students which typically cannot be met in a regular school;
- Provides nontraditional education;
- Serves as an adjunct to a regular school;
- Falls outside of regular, special education, or vocational education

Standard 3-1A, 32	The school district provides an alternative educational school for the Categories of students identified in MS code 37-13-92
Standard 3-18.1	The Alternative School is defined through written policies and procedures that provide educational opportunities for the diploma-bound student as well as the special education student.
Standard 3-18.2	The district has written procedures for placement of students in the program.
Standard 3-18.3	The district has written procedures which provide for movement of students out of the Alternative School.
Standard 3-18.5	The Alternative School meets the needs of the students enrolled. Curriculum and instructional methodology place emphasis on behavior modification, basic skills, and career orientation.
Standard 13-18.7	All teaching staff assigned to the Alternative School are certified and any other staff assigned to the program has professional credentials necessary to achieve the stated mission of the program.
Standard 3-18.8	All students must have an improvement plan on file.
Standard 3-18.9	When the Alternative School program is housed in a free standing separate facility from the regular school program, there is an advisor board as prescribed by law, and a certified administrator is assigned to supervise the operation.
Standard 3-18.10	Rules and regulations are developed to address the problems of the students.

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## Division of Alternative Placement

***These requirements are an addendum to the Jefferson Davis Schools Handbook***

This booklet consists of additional requirements of the discipline program at the Jefferson Davis County Alternative School. A copy will remain in each classroom for student reference purposes. Additional copies are available upon request, if needed, for parents to take home. All State and Federal laws, rules, regulations, requirements, code of conduct, etc., in effect at the student's home school, will remain in effect during the student's enrollment in Alternative School.

### **Jefferson Davis County Alternative School Mission Statement**

Jefferson Davis County School District believes that alternative education shall provide students with opportunities to increase their functionality in a normal classroom environment, regulate their emotions, increase advances in cognitive skills, confront the growing importance of peer relationships, and create an individual identity. Alternative education will allow for individualized instruction and allow students to pursue academic programs, thus ensuring student success.

### **Goals**

The goals of the Alternative School are as follows:

Maintain a transition rate back into the regular classroom, or graduating at 85% or higher.

Maintain a student attendance rate 90% or higher.

Reach a rate of 70% or higher of students reading at or above grade level.

Parent involvement in parent conferences, family forums, and targeted support and counseling services will be 85% or higher.

### **What is Alternative Education?**

“Alternative Education” a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.

### **Who is Eligible for Placement?**

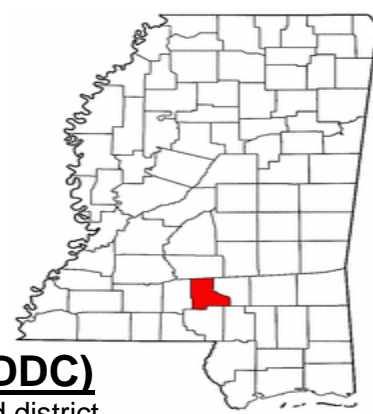
- Students who have been placed by the Jefferson Davis County School District Disciplinary Committee
- Students with repeated (documented) disciplinary infractions
- Students with basic subject failures
- Students with excessive absences
- Students identified as having specific exceptionalities/conditions, if the IEP Committee determines placement is necessary.

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## **Placement by District Discipline Committee (DDC)**

Students are placed in the Alternative School by the DDC according to state and district regulations for a specific incident and as required by law for certain offenses. **Students and parents/guardians must attend an intake meeting (even if the student is 18 or older) and sign a contract that states they agree to follow all rules and regulations of the Alternative School established by the Jefferson Davis County School Board.**

The DDC will consider recommendation from the site school principal, the TST Committee, the parent/guardian or the IEP committee

## **TST/IEP Recommendation**

District admission procedures are detailed in this section. The process MUST begin with the building level Teacher Support Team (TST), to be consistent with the "Three Tier" intervention model. There should be evidence and supporting data as to previous intervention efforts and outcomes. All children being discussed for placement at the Alternative School for behavior reasons should have had a Functional Behavior Assessment (FBA) conducted before placement. If a child has a special education ruling, the child must have a behavior plan as a component of his/her IEP and progress monitoring data supporting the effectiveness or lack of effectiveness of that IEP component. A manifest determination ruling should be completed before a child is placed at Alternative School as well.

### **TST placement is a five step process:**

1. Tier II and Tier III interventions (if the child is not a child receiving special education services) and an IEP behavior intervention plan based on a sound functional behavior assessment (if the child is a child receiving special education services). Data related to the effects of the intervention(s) must be collected in making determinations as to the student's response to previous interventions. If the intervention is successful, the child remains at his/her home school. If the intervention failed to work, then administrators should proceed to Step 2.
2. Gather information related to the case. The referral packet for placement at Alternative School should be completed. This packet can be completed once the principal's signature is present on the paper work.
3. **Forward the information to the Alternative School. After the packet is received at the Alternative School, the case undergoes screening. If a packet is complete, an appointment is scheduled with the DDC to determine if placement at the Alternative School is appropriate. If a packet is incomplete, it is returned to the home school for completion.**
4. The process of review by the DDC. The committee meets on an as needed basis. The committee is chaired by the Career & Technical Director and the meeting is held at the Dennis W. Fortenberry Career & Technology Center.
5. The committee decision. At this meeting the committee determines if placement is appropriate and the length or duration of placement. The superintendent will be informed of the committee's decision and a final decision will be rendered and parental contact made.

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## Requirements for Admission to Alternative School Program

Because participation in an Alternative School Program is an opportunity and not a right, only those students who meet grades, behavior and attendance requirements are admitted and retained in the program. Requirements for attendance and behavior are stringent.

## Parent Agreement

Parents are required to sign an agreement before the student is fully accepted into a program. The parent agreement helps ensure that the family is committed to and supportive of the Alternative School and that they explicitly agree to support the school's recommendations regarding both academic and behavioral interventions. **The Parent also agrees to school based counseling sessions before, during and after the student's time in alternative placement. These sessions will be scheduled to enhance the parent's opportunity for support at the time most conducive to the parent. Students that are assigned due to substance abuse will be required to have wrap around counseling and subject to drug testing.**

## Student Agreement

All students accepted into a program are required to sign a student agreement prior to starting the program.

Credits are awarded upon completion of the required coursework at a predetermined mastery level. Students are expected to achieve daily academic progress in designated coursework. **The student also agrees to school based counseling sessions (with and without the parent) before, during and after the student's time in alternative placement. These sessions will be scheduled to enhance the parent's opportunity for support at the time most conducive to the parent.**

## Length of Stay

The length of a placement in Alternative School is determined by the DDC. However, a student must meet exit criteria before returning to regular classes at their home school.

Length of stay can be extended if the student's progress is not satisfactory as measured behaviorally and academically. Exceptions to this process include students entering the district from a juvenile facility, students who have been placed at the Alternative School through the court system, or in another school's alternative program.

Students must also meet qualifications in order to be released from their alternative school assignment.

- Students must have completed all academic assignments to the satisfaction of all Alternative School instructors.
- Students must have attended the required number of days *successfully*.

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*NOTE: In some cases, when a student has exceeded academic and behavior expectations of the Alternative School, the student MAY be eligible for early return to their home campus. Students can earn early release back to their home campus for perfect attendance, good behavior, dress code, and successfully completing all academic assignments. However, determinations are made by the site school principal, the alternative school principal and the DDC---not the Alternative School staff, who only make recommendations.*

## Learning Plan

**After a student has been accepted into the Jefferson Davis County Alternative School, an initial learning plan is developed unless another individual plan exists. (For example, if the student is in the Special Education Program and has an active IEP, the IEP will reference the Alternative Education Program learning plan.) The learning plan and subsequent variations of the plan are contracts to which all parties must commit. The following procedures are used to create the initial learning plan:**

- **Review the high school transcript for completed coursework and credits earned.**
- **Determine the student's skills through a file review.**
- **Discuss with the licensed teacher, school counselor, student, parent, and other involved parties the student's current academic standing, personal interests, and career aspirations.**
- **Determine academic coursework based upon the above information.**

**The learning plan includes reference to adequate academic progress and progress on short- and long-term goals. In order to determine adequate progress, the learning plan is reviewed on a semester basis. The plan is reviewed at minimum by the student and his/her school counselor. (If the student is in the Special Education Program, the case manager will also be involved.). Adjustments are made as needed.**

## The Alternative School Positive Behavior Support System

The Alternative School Positive Behavior Support System is a Center-wide management system for students in the Alternative School program. The System is designed based on sound empirical practices for students who display inappropriate social and behavioral problems that prevent them from meeting with success in the typical school setting. The System is based on a strong teaching model that holds as its central assumption the belief that most of our students who are placed at the Alternative School do not possess the social or behavioral skills that would allow them to be successful in typical school settings.

## Level I: Positive Behavior Interventions and Supports

At the basic level of the System is the Positive Behavior Intervention component. It is comprised of the stated behavioral expectations of our students for the various settings within our building, the feedback system for our students when they are meeting those expectations, and the

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motivation system to insure with more certainty that our students would strive to achieve those expectations.

This element of the System is couched in positive, proactive, and preventive approaches. A comprehensive program for individuals with behavior disorders employs both components.

To support the PBIS efforts, a member of the Alternative School Staff will be a member of the school PBIS team. The PBIS team will discuss any behavioral issues that arise relevant to implementation of the PBIS model.

A comprehensive program for individuals with behavior disorders employs both components.

### Daily Individual Goal Review Sessions

Staff members lead a morning discussion of the student's goal(s) for the day/week. The student is asked to give examples about how he/she will meet the goals or what should happen if a problem arises involving his goal.

If the student answers appropriately, the staff members ask the student to state how well the student thinks he or she is doing on that goal. Questions such as, "Have you earned your points for the goal so far today (or this week)?" should be asked. Praise should be given at each step of the process. If the student states that the goal is not going well, or that he has not been earning his points, follow-up questions should be asked. Examples would include, "Why haven't you been getting your points?" or "What can you do differently so that you can get your points today?"

### Teaching Expectations

It is important to know and understand the behaviors that are expected in different environments (e.g., classroom, hallway, and bathroom). Expectations have been determined for all of the different environments at Alternative School. Those that follow were based on the current management system. These expectations are publicly posted in those specific settings and reviewed on a predictable basis (morning and afternoon). The expectations for Alternative School have been outlined for the hallway/walk way, restroom, and classrooms.

The expectations for Alternative School are outlined in the following manner for the following areas:

### **Be Safe**

Hallway	Dining Area	Restrooms	Classroom
Move directly to the appropriate area.	Keep your hands and feet to yourself	Enter quickly and quietly.	Walk quietly to your seat.
Follow all teacher instructions.	Report to the dining area only when directed.	Put toilet paper in the toilet.	Follow all teacher instructions.
Avoid causing		Wash and dry your	

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distractions.		hands.	
<b>Be Responsible</b>			
Hallway	Dining Area	Restrooms	Classroom
Continue directly to your next class.	Get all utensils, meal items, and beverages before you sit down	Properly sign in on the clipboard & inspect before use.	Have necessary materials to start class on time.
Bring all necessary materials to your class.	Sit in the designated dining area.	Report any unclean conditions or facility abuse.	Complete all of your work on time. Strive to do your best.
	Clean up after yourself.. Put trays in the dumpster.		Do your own work.
			Everyone help keep the room clean.
Know the rules and policies; ignorance does not exempt you from the consequences.			

<b>Be Respectful</b>			
Hallway	Dining Area	Restrooms	Classroom
Keep your hands and feet to yourself.	Keep your hands and feet to yourself.	Keep your hands and feet to yourself.	Keep your hands and feet to yourself.
Focus on yourself.	Focus on yourself.	Focus on yourself.	Focus on yourself.
Talk quietly using clean language.	Remain quiet while waiting for your food.	Flush after your use.	Sit appropriately at your desk.
	Sit at your assigned area.	Talk in a quiet voice.	Leave class only when your teacher dismisses you.
	All food stays in the dining area.	Report any problems to a teacher.	Raise your hand before you speak.
			Express opinions in a manner not to offend, hurt or slander
Be polite to staff members, other students, and visitors and/or guests.			

Rewards are presented to those students that meet expectation for at least seven days.

### Preparation for Return

The final step in alternative program is the transition process to the student's home school. Information regarding successful interventions is made available, with goal setting and progress monitoring being two essential elements of this level.

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When a student reaches this final level and is integrating into his/her home school, the student remains on probation. Regression in behavior may require additional time at the Alternative School.

## **Evaluation (after return to school)**

Every teacher evaluates the students at the end of every activity period (academic or other). Expectations are recorded, kept and maintained by each teacher.

Students are also evaluated on appropriate corrective teacher/student interaction that follows an inappropriate behavior. Corrective Teaching is a method of teaching alternative social skills or behaviors for failure to meet expectations.

**The counselor will schedule a time to meet with the student and the parent during the probationary period. As a measure to success, the counselor will review the teacher's report with the parent to ensure success of the student and present recommendations if deficits exist.**

## **Exit Requirements**

Students earn the privilege of returning to their regular campus only after successfully completing and meeting all the following requirements. The student must:

- a. Have served at least the minimum number of days required.
- b. Achieved/Meet Expectations for a minimum of three weeks.
- c. Have satisfactorily completed all work assigned.
- d. Leave their work station in order.
- e. Have successfully demonstrated an understanding of the Character Education program and the positive character traits.

The number of days assigned may be lengthened or reduced by the Alternative School staff. The home campus will be notified of the date the student will return to that campus.

The items listed below are the criteria used to determine reduction of days at the Alternative School:

- a. Attendance
- b. Conduct
- c. Academics
- d. Dress code
- e. Exceeding goals

Students can earn early release back to their home campus for perfect attendance, good behavior, and successfully completing all assignments.

## **Process for Transition**

When a student is considered for transition to Step 4, a team meeting is held. The student will also participate in a transition meeting with the student's guardian(s), the receiving school's

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school-based counselor/case manager, the receiving teacher, a representative from the Special Education Office (if applicable), the Alternative School Director, and the receiving school's principal or administrative designee. This meeting allows the student to familiarize himself with the policies of the receiving school and give all parties concerned an opportunity to interact and establish lines of communication. A review/revision of IEP and/or change of placement may also occur at this meeting if the child is part of the Special Education Program. Otherwise, a Transition Plan is developed at this meeting to guide the smooth transition of the student back into the home school setting. Details of the plan include transition treatment goals, a check in / check out schedule, establishment of a mentor, the identity of the party responsible for plan implementation, review of program progress, and frequency of progress review meetings. All involved in the development of the plan sign the plan, and the next review meeting is scheduled for a month later.

The Check in/check-out monitoring technique is used when a student is returned to their regular school setting. A transition meeting is held at the student's home school prior to release. As a minimum a member of the Alternative School staff, the home school principal, the home school counselor, and one of the student's teachers attend. Details of the transition are worked out during the meeting.

## Behavioral Strategies

### That Works

That Works involves giving the child praise to increase the occurrence of the positive behaviors. That Works can be in the form of praise, rewards, access to preferred activities, tokens, or whatever is reinforcing for that child. For example, That Works can be in the form of, but not limited to, verbal statements, a thumb's up, a smile, or a simple pat on the back.

### Cool Down

Cool Down is defined as a short period of no access to positive reinforcement. A student is placed in CD for any act of aggression, excluding self-defense. A student can also be placed in CD for other behaviors at a teacher's discretion. Examples include, but are not limited to, actively annoying other students or teachers, refusing to follow directions the 1<sup>st</sup> time given, or leaving the work area without permission. If a student refuses to go to CD, the teacher sends the child to the office to meet with the director.

- **Exclusionary CD:** This requires the child be removed from the activity and placed in a location where he/she can neither participate in nor observe the classroom activity, but is still within the classroom. The student may be placed in a chair facing a corner or behind a wall. The student must have quiet feet, hands, and mouth for 5 minutes before the child is able to return to their seat.
- **Seclusion CD:** In this type of Cool Down, the child is removed from the classroom and placed in a room specifically designed for this purpose. The room is free from potential reinforcement. This is usually reserved for students with severe behavior problems.

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## **Definitions of Appropriate Behaviors**

**Compliance:** Student initiates compliance within 10 seconds of an adult presented instruction and completes the demand in a timely manner. A timely manner depends on the demand and relies on teacher's discretion for individual demands.

**Remaining in Work Area:** Students remain in designated area for an assignment or task for the entire duration of activity.

**Completing Assignments:** Student completes assignment or task in the time specified by the teacher.

**Returning Home/School Note:** Student returns school/home note for the previous day, thus meeting the conditions for the school/home note. Conditions may include having the note signed by the guardian, etc.

**Ignoring Others Teasing, Name Calling, etc.:** Student does not respond verbally or by gesture (giving the finger) to another student who is teasing, name-calling, or directing any inappropriate behavior to that student.

**Easy Transition To or From Cool Down Time:** Student moves to Cool Down Time area without any inappropriate behaviors. Student moves from timeout to regular activity without any inappropriate behaviors.

## **Definitions of Inappropriate Behaviors**

**Teasing:** When one student makes fun of another with the intent of making the other student feel bad or to make others around them laugh at the teased student's expense.

**Name Calling:** When one student calls another student/teacher by a name other than his or her accepted name or nickname with the intent to cause the other person to feel bad.

**Cursing:** When a student says a word commonly used as a swear word. The list of words includes appropriate names of body parts used in an inappropriate manner or in an inappropriate situation. Teacher discretion will be used when determining if a word is a swear word or not.

**Leaving Work Area:** A student clearly departs from an area assigned for a particular task without permission from teachers. Leaving the classroom meets definition if assigned activity is in the classroom.

**Sleeping:** A student's head is resting on or against an object with eyes closed. The student may not be asleep but gives the appearance of sleeping.

**Noncompliance:** If student does not initiate compliance with an adult presented instruction within 10 seconds. This can also be scored if student initiates but does not complete the

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demand within a reasonable amount of time as determined by the person who issued the instruction.

**Talking Back:** A student is argumentative with a teacher, is sarcastic towards teachers, or makes a “smart” remark after a teacher makes a comment directed at that student or another student.

**Not Finishing Assigned Work:** A student fails to complete an assignment or task after having been given enough time to finish the assignment or task. The teacher will determine if the assignment or task should be finished in a certain amount of time.

**Difficult Transition to or From Cool Down:** A student is noncompliant when told to go to Cool Down. If student refuses to go to Cool Down or if any problem behaviors occur on the way to Cool Down. If the student refuses to comply when released from Cool Down or refuses to answer any questions when Cool Down Time is finished (such as “Why were you in Cool Down?”). Also scored if student presents any problem behaviors from Cool Down to regular activity.

**Aggression:** A student hits, kicks, scratches, pokes, pinches, throws things, or otherwise intentionally attempts to cause harm or physical irritation to another student, teacher, or assistant. Aggression does not include self-defense, which has its function as protection, and not intent to harm. To that end, anyone who bullies other students or who starts or participates in a fight or other emotional or physical harm or threat to another member of our school family will be suspended.

**Fighting/Disorderly Conduct:** A student standing up to fight or standing up yelling at another student is treated as a fight. We are very serious about school safety, and students can be arrested for these offenses while at school or on the bus.

**Gang Related Clothing or Activity:** Wearing gang related clothing, safety pin in clothing, rolling up one pant leg or other gang type symbols, writings or drawings related to gangs is treated as the first stage of a fight or violence. This includes drawing gang symbols on handbook, school papers or any school property. No notched eyebrows are allowed.

**Breaking School Expectations:** A student will be reprimanded for a period once a school expectation is broken.

## **EXAMPLES OF INAPPROPRIATE BEHAVIORS**

**Mild Misbehavior, such as, but not limited to:**

- Talking without permission
- Chewing gum, candy, etc.
- Rocking in chair
- Feet on desk or in desk
- Sitting on desk top
- Inappropriate manners

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- Sagging
- Writing on chart or taking chart off the wall or erasing items entered by a teacher

### **Moderate Misbehavior, such as, but not limited to:**

- Making unnecessary noises, including, singing, rapping, laughing
- Cursing
- Spitting in the building or waste baskets
- Not doing class work during class time.
- Not complying with staff's request
- Talking after warned to stop
- Writing or passing notes
- Bothering other people's possessions.
- Not facing forward in cubicle.

### **Serious Misbehavior such as, but not limited to**

- Walk out of class without permission
- Calling others names (student or staff)
- Throwing paper, spit balls, etc.
- Graffiti
- Violation of dress code
- Sleeping or the appearance of sleeping
- Out of seat without permission
- Disrespectful remarks or gestures toward other students, staff, or other individuals
- Going on the internet without permission.
- Violating the computer use regulations.
- Repeated minor or moderate offenses.
- Use or possession of tobacco on school ground

### **Criminal Conduct or Removal, such as, but not limited to:**

- Fighting or trying to get someone to fight
- Hitting another person
- Destroying school or teacher property
- Vandalism/Theft
- Sexual, verbal, or physical threats toward students, staff, or other individuals
- Trespassing on district property
- Harassment/Threats/Intimidation
- Open defiance of a teacher/administrator
- Use, possession, or under the influence of drugs/alcohol
- Running/Walking away from a search
- Possession of weapons
- Criminal or illegal behavior
- Display/Advertise/Recruit for an affiliated gang
- Behavior, gestures, or drawings which symbolizes gang membership

Students found exhibiting any of the behaviors in this group are subject to immediate suspension, arrest and possible referral to the DDC for expulsion.

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## **Three Strike Policy**

- Each strike results in a phone call home.
- A strike is determined by the entire staff.
- A strike is not given without serious reason. Examples: Disrespect, out of control actions, bullying, violent intents or acts, plotting or mischievous intent, etc...
- Any activity viewed by the entire staff as dangerous behavior earns an automatic three strikes. Examples: Fighting or physical assault, stealing of personal or school property, etc...
- Three strikes result in the student's referral to the DDC for expulsion.

## **Interrogations and Searches**

Students assigned to the Alternative School are subject to daily inspection of their person, any possessions, and assigned materials upon arrival at school. This is done in the interest of safeguarding children, their own property, and the property of the school. Books, equipment, desks, and lockers, or other materials provided by the school, remain school property, even though utilized by the students. The school retains the right to check, inspect, or search these materials, facilities or property, at any time to verify their condition, orderliness, cleanliness, and/or content. Students are fully responsible for the security and contents of the assigned desks.

Interrogation and searches of student's property may occur on school grounds whenever it is determined by school staff that there is a reasonable basis for the interrogation or search. Students at the Alternative School are subject to audio and visual monitoring at all times.

## **Personal Items Brought to School**

Students are not to bring any materials to school except those directed by the teacher (i.e. homework). Purses and backpacks are not allowed. Articles considered inappropriate for school are removed and confiscated. These include but are not limited to tobacco products, music players, inappropriate published or written material, tapes, gum, jewelry, etc. Staff may remove any article that is perceived as causing a disruption. Any illegal items found are turned over to the School Resource Officer.

Any item brought to school remains in the office until the end of the week, or as determined by the staff. This includes, but is not limited to, accidentally wearing jewelry, wearing a cap and money over 5 dollars. Keys surrendered each morning and returned at the end of the day.

Students requiring a cell phone for after school use must have their parent or guardian coordinate directly with the Alternative School director. The phone must be surrendered each morning upon arrival and is given back at the end of the day.

## **School and Law Enforcement**

The Alternative School and Bassfield High School share the services of a School Resource Officer. This officer's purpose is to assist in creating a safe, secure, and orderly learning environment and also to bridge the gap between police officers and young people by influencing

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positive attitudes towards law enforcement. In addition, the School Resource Officer offers information to students and parents in regards to law enforcement.

If a student's behavior while he/she is receiving their educational services at the Alternative School so warrants, the School Resource Officer and possibly other law enforcement officials are called. Examples of such behaviors **this nature might include, but are not limited to:**

- assault: results in recommended expulsion
- fighting: a student involved in a fight is suspended for a minimum of three (3) days and up to twenty (20) days are added to that student's Alternative School assignment
- possession of firearm or weapon: results in recommended expulsion
- possession of drugs or drug paraphernalia: results in recommended expulsion
- under the influence of alcohol or an illegal drug, results in recommended expulsion.
- leaving campus without permission
- disruption of class environment
- threat to another student or staff member

## Academics

The Alternative School Staff will make every effort to insure that students complete all work assigned by the home school teacher in a timely manner. The staff returns all student work to the home school teachers each Friday and pick up any new materials for the next week. In certain cases, a student's schedule must be modified. A student enrolled in a career & technical course is required to drop the course or take it up through technological advancements. Students' enrolled in courses requiring a state test may be required to drop the course.

The Alternative School Staff may use internet based courses (Mississippi Virtual School, Odysseyware/Plato,) to make up any lost credit. The Polycom video system is used whenever possible to allow students to participate in their normal classroom without actually being there.

Disciplinary progress reports are issued to students at the Alternative School on a regular basis. Additional progress reports are sent at parent request, or if the staff deems it necessary that the parent be more frequently updated about the child's progress. Academic progress reports are issued by the student's teachers from their home school on a schedule established by the district.

All class assignments are logged out to the students and logged back in by students when completed. This is to insure accountability of the assignments.

All report cards are issued by the home school.

## Weekly Point Chart Tracking

Monday

STEP \_\_\_\_\_

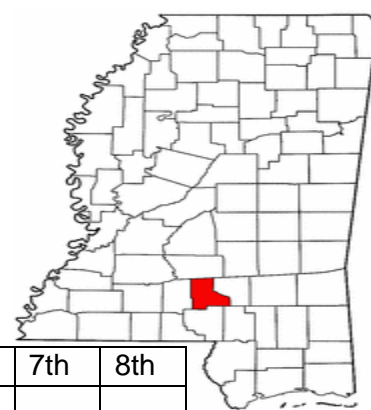
# Consecutive days: \_\_\_\_\_

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Goals/Instructional Period	1st	2nd	3rd	4th	5th	6th	7th	8th
Follow directions 1 <sup>st</sup> time given								
Get along with other students								
Get along with adults								
Good worker								
Ignoring inappropriate behavior								
Bonus								
<b>Total</b>								

**Tuesday**                      **STEP** \_\_\_\_\_                      **# Consecutive days:** \_\_\_\_\_

Goals/Instructional Period	1st	2nd	3rd	4th	5th	6th	7th	8th
Follow directions 1 <sup>st</sup> time given								
Get along with other students								
Get along with adults								
Good worker								
Ignoring inappropriate behavior								
Bonus								
<b>Total</b>								

**Wednesday**                      **STEP** \_\_\_\_\_                      **# Consecutive days:** \_\_\_\_\_

Goals/Instructional Period	1st	2nd	3rd	4th	5th	6th	7th	8th
Follow directions 1 <sup>st</sup> time given								
Get along with other students								
Get along with adults								
Good worker								
Ignoring inappropriate behavior								
Bonus								
<b>Total</b>								

**Thursday**                      **STEP** \_\_\_\_\_                      **# Consecutive days:** \_\_\_\_\_

Goals/Instructional Period	1st	2nd	3rd	4th	5th	6th	7th	8th
Follow directions 1 <sup>st</sup> time given								
Get along with other students								
Get along with adults								
Good worker								
Ignoring inappropriate behavior								
Bonus								
<b>Total</b>								

**Friday**                      **STEP** \_\_\_\_\_                      **# Consecutive days:** \_\_\_\_\_

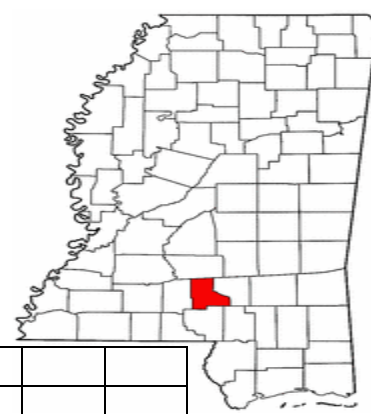
Goals/Instructional Period	1st	2nd	3rd	4th	5th	6th	7th	8th
Follow directions 1 <sup>st</sup> time given								

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Get along with other students									
Get along with adults									
Good worker									
Ignoring inappropriate behavior									
Bonus									
<b>Total</b>									

Name: \_\_\_\_\_ Week ending \_\_\_\_\_

## REASON FOR REFERRAL

The Alternative School process begins in the home school with a referral from a principal or assistant principal. Students may be referred in one of the following ways:

1. A student is a repeat offender of minor school rules. All other interventions have failed, and the academic progress of the student is at risk. These interventions must be documented by the home school principal and submitted to the District Support Team for referral.
2. A student breaks a major school rule and needs immediate Alternative School referral which is approved by the District Discipline Committee. Students carrying fire arms will not be allowed to enroll in the Alternative School.
3. A student is returned to school by order of any chancellor or youth court judge.
4. In all other cases the District Discipline Committee will review the referral and determine the student's assignment.

## STEPS IN THE REFERRAL PROCESS

When the decision is made to enroll a student in the Alternative School, several steps are followed:

1. A conference is held between the student, parent(s), a home school administrator, and the Alternative School administrator to discuss the referral and sign the Alternative School admission and intervention forms.
2. The referring principal or the home school counselor will contact the student's teachers to inform them of the referral and collect assignments for the duration of his assigned stay. The assignment should be as follows:
  - A. Students assigned to long term (9 weeks or more) need one week of assignments to accompany the student to the Alternative School in advance each week.
3. The home school will provide the Alternative School with the student's behavioral improvement plan when the student is enrolled. This improvement plan will contain present behavioral and

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academic performance and goals for the Alternative School. A detailed list of interventions must be sent to the Alternative School teacher before the student arrives.

4. The parent(s) and the student must also meet with the Alternative School principal prior to enrolling the in the Alternative School. During this meeting rules and regulations of the Alternative School will be discussed and an agreement to obey all rules will be signed.

A student with a disability may be placed in the Alternative School if the student's IEP has been revised by the IEP committees and the Alternative School is the least restrictive environment for that student.

\*The full process must be repeated for each referral.

## **THE FIRST DAY**

Upon arrival at the Alternative School, the principal officially enrolls the student by completing the admission forms. The forms are designed to obtain important data and is used to record entrance and exit dates. Students will begin assignments on this day.

## **MAJOR ASPECTS OF THE ALTERNATIVE SCHOOL**

1. Counseling by a district school counselor.
2. Class work and homework submitted by the regular classroom teachers.
3. Parental involvement.
4. Activities planned by the Alternative School teacher.

## **ROLE OF THE ALTERNATIVE COUNSELOR**

All students must have met with the home school counselor on a regular basis concerning problems and solutions to these problems before being admitted to the Alternative School. The counselor:

1. Keeps a folder containing the student's personal data form, a copy of the referral form and records of each counseling sessions for every Alternative School student assigned from his/her school.
2. Conducts individual and group counseling sessions by meeting with each student from his/her home school at least once a week. This may include/require parent (s) attendance to become a partner in the resolution of the student's problems and/or learn how they can help in the behavior modification of their child.
3. Assist students in filling out his/her personal data form.
4. Acts as a liaison between the home school and the Alternative School.
5. Secondary counselors-provide career orientation for each student.

## **ROLE OF THE ALTERNATIVE SCHOOL TEACHER**

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1. Keeps a folder on each Alternative School student containing improvement plans, forms, documentation, and program work.
2. Maintains the classroom.
3. Enforces all rules and regulations.
4. Keeps an anecdotal record on each student as needed.
5. Assists students with their work.
6. Administers all tests assigned to the students.
7. Communicates with parent and student on the progress the student is making.

## GUIDELINES

### Transportation

1. Students must ride the bus or be transported by parents. Students riding the bus must continue to obey the rules for riding the bus.
2. Students who are assigned to the Alternative School for fighting on the bus will not be allowed to ride the bus to the Alternative School. Those students must be transported by parents.
3. If a student that is already assigned to the Alternative School starts a fight on the bus, the student will be suspended from riding the bus and disciplinary action will be taken up to and including suspension or expulsion.
4. No students can drive personal automobile to school.
5. Students are not allowed to walk to or from school.

### Arrival at School

1. All students are scanned for foreign objects upon arriving at school.
2. Students are to go directly to their assigned seat unless directed to another area.
3. There are NO book bags allowed at the Alternative School.
4. A student's attire will conform to the dress code of the District. In addition:
  - A. All shirts are to be tucked in.

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- B. Pants are to be worn at waistline.
  - C. Belts are required to be worn and must be buckled at all times.
  - D. Drawstring pants are **not** permitted.
  - E. Shoes are to be worn at all times and house shoes are **not** allowed.
5. All parents/guardians must come into the office and sign out students before the student can leave the building and campus. Identification must be presented. If there is a non-custodial parent, parents must have documentation on file in the office that states non-custodial parents may not secure a dismissal from the student in question.

## In-School

1. It is imperative that students obey the classroom rules and respect the teacher.
2. Students are to remain seated until the teacher instructs them differently.
3. No talking. Students must be recognized by the teacher before speaking out.
4. Lunch will be served in place.
5. Dismissals – Students are dismissed to parents or legal guardian, or to the designated person on the check-out card. Dismissals must be of a serious nature as determined by administrator or that day must be made up before dismissed from the Alternative School.

Students will not be dismissed from school when the community is under a tornado warning. School personnel are responsible for the safety of the student who is in the hallway during a tornado warning; therefore, parents are not available to check out students while the warning is active.

6. Cell phones and other manually operated games or electronic devices (radios, pagers, ipod...etc.) are not allowed at school. This includes the time a student is being transported on a school bus. If a student is found to be using them (including making/receiving a call, making/receiving a text message, taking pictures, etc.) the electronic device is taken and can only be returned to a parent according to our district's policy on cellphones (see secondary handbook cell phone policy).
7. Lockers will not be assigned to students.
8. Students are not allowed the use of a phone except for an emergency.

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9. Students who are assigned to the Alternative School will not be allowed to participate in any extra-curricular activities on any campus in Jefferson Davis County Schools.
10. No student will be allowed to attend summer school in the Jefferson Davis County School District while assigned to the Alternative School.

## **Attendance**

All students are expected to attend Alternative School for the number of days assigned.

Days missed must be made up before being dismissed from the Alternative School.

## **Departure**

1. Students will remain seated until they are notified of dismissal.
1. Students are to leave campus immediately upon being dismissed.
2. Students who are transported by parents must be picked up no later than **3:15p.m.** If the student is not picked up by **3:15p.m.**, the proper authorities will be notified.
3. **Students transported by parents in the morning must be picked up by parents in the afternoon unless a note accompanies the student.**

## **Discipline**

The Jefferson Davis County School District has the safety of students as a priority; therefore, no student will be allowed to fight or to hit for any reason on the way to school and from school, while or at school, or at any school events. A student who fights or hits will be immediately suspended from school. It is the responsibility of the school staff to discipline a student who fights or hits.

**Students must obey the guidelines of the Alternative School in addition to the handbook of their home school.** Failure to adhere to the school polices and guidelines will result in disciplinary action up to and including expulsion from the Jefferson Davis County Alternative School.

The first offense committed by a student at the Alternative School will result in a five-day suspension unless otherwise approved by the principal. All offenses are listed in the home school handbook. The

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second offense will result in a ten-day suspension with recommendation for expulsion without respect to the offense.

**NO EXCEPTIONS.**

**Remedial students are disciplined according to their home school disciplinary procedures.**

Any student guilty of fighting, possession of a weapon and possession or use of drugs or drug paraphernalia will be recommended for immediate expulsion without exception.

## **EMERGENCY DRILLS**

In accordance with current state emergency and safety regulations, unannounced emergency drills will be conducted throughout the year. Teachers are responsible for informing their students of emergency procedures.

## **FIRE DRILLS**

1. A warning will be given by the teacher.
2. Students will file out of the school and move southward to the south end of the parking lot.
3. The teacher will take his/her grade books with him/her when he/she leaves and account for every student in his/her class.
4. Students will return to the classroom immediately upon the conclusion of the drill.

## **TORNADO DRILL**

1. The warning sound will be given by the teacher.
2. In a quiet and orderly manner, students will file into the hallway and sit in the hallway away from glass or any possible moving debris.
3. The teacher will take the grade book with him/her when he/she leaves the classroom.
4. Students will return to the classroom immediately upon completion of the drill.
5. Students will not be dismissed from school during the time a tornado warning is in effect.

## **EARTHQUAKE**

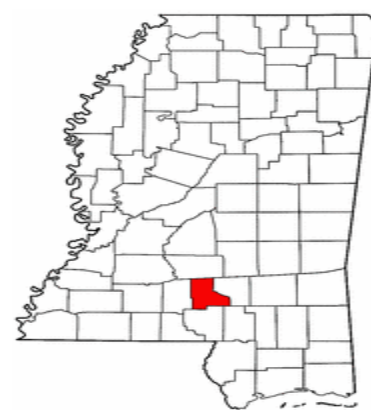
1. Immediately take cover under desks or under tables away from above classroom hazards and turn away from windows.
2. Remain in sheltered position for a least 60 seconds or until tremors have ceased.

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## **MEDICATION POLICY**

The ALTERNATIVE SCHOOL will be administering medication only at the request of the child's physician and when appropriate forms have been filled out in the office.

Jefferson Davis County School District recognizes that some children are able to attend school regularly because of the effective use of medication in the treatment of chronic disabilities or illnesses. When possible, parents should give medication at home. When a student's physician requires that the student take prescription or nonprescription medication during school hours, the school will cooperate with the physician and parent in the administration of the medication.

The following regulations and procedures follow guidelines recommended by the American Academy of Pediatrics.

### **AUTHORIZATION REQUIRED TO ADMINISTERING PRESCRIPTION AND NONPRESCRIPTION MEDICATION:**

The Request to Administer Medication Form must be completed by the child's physician and parent/guardian and must be approved by the designated school personnel before administration of Medication to the child at school. Request to Administer Medication forms are available in the school office.

### **DELIVERY OF MEDICATION TO AND FROM SCHOOL:**

- A. The parent/guardian is responsible for delivering one school week's supply of medication in the original container to the school office the first day of each week unless other arrangements are made with school personnel. The empty container will be returned home the last school day of each week by the student.
- B. Medication brought to school by a student without prior approval from school Personnel will not be administered. In such cases, the parent will be notified immediately that he or she must come to the school so the medication can be administered.

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- C. Unused medication will be returned to the parent/guardian only, unless other arrangements are made with the school personnel.
- D. The parent/guardian is responsible for notifying the school immediately when:
  - there is a change of physician
  - the medication or dosage is changed
  - the administration of the medication is to be stopped

## **TRANSFER OF RECORDS**

In accordance with the Privacy Rights of Parents and Students Acts school records will be forwarded on request to the school which a student seeks or intends to enroll.

## **ATTENDANCE POLICIES**

School attendance is necessary for students to obtain maximum benefits from this educational institution.

## **ABSENCES**

1. Each student shall be authorized six (5) excused absences in accordance with the home school each semester if the reason complies with the following:
  - A. Personal illness; or
  - B. Serious illness in the family; or
  - C. Death in the family; or
  - D. Special permission of the principal (obtained in ADVANCE IN PERSON) from the parent/guardian.
2. A parent/guardian must call the school at 601-792-4888 by 9:00a.m. each day of the student's absence for verification in it is to be counted as one of the two excused absences.
3. Unless specially NOTED by a physician, doctor appointments will be excused.
4. All other absences will be unexcused.
5. All students are personally responsible for accounting for their absences. The attendance office will not be accountable to the student for providing information. An excused admit might be temporarily granted for the days absent, but if a student has exceeded his number of excused absences, those over the limit will later be changed to unexcused.

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## **EXTENDED ABSENCES**

When a student is absent for more than five (5) consecutive days, the following guidelines must be followed:

1. If the student intends to receive an excused absence, he/she, upon returning to school, must present a statement from a licensed physician certifying specific dates missed due to the medical condition.
2. The student anticipation an extended absence due to a medical reason must notify his/her teacher or counselor prior to the absence in order that orderly academic progress may be made during the absence.
3. Failure to comply with either of the above guidelines may result in the student not being permitted to complete for credit the academic work missed during the absence.

## **MAKE-UP WORK EXCUSED ABSENCES**

A student who needs to make up work missed because of an excused absence must contact each of his/her teachers immediately upon returning to school and set a time when the missed work can be completed. Although an absence is excused, students will receive no credit for work missed unless it is made up. The subject teacher is responsible for setting a reasonable deadline and aiding the student in bringing his/her work up to date. All work must be made up within a number of days equal to the number of days the student was absent up to a maximum of five school days; otherwise an automatic zero (0) will be assigned for the work missed.

## **MAKE-UP WORK FOR UNEXCUSED ABSENCES**

Those students who return to school with absences designated as unexcused will take only assigned tests missed during the class period in a designated area on the first day he/she returns to school. Any student who refuses or declines to take his/her test at this time will automatically receive a zero (0). **NO EXCEPTIONS.**

## **REPORTING ABSENCES-ATTENDANCE OFFICE (601-792-4888)**

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WHEN A STUDENT IS ABSENT, a parent/guardian **MUST** call the office before 9:00a.m. on each day of the student's absence. If the parent/guardian has not contacted the attendance office prior to this time, our office will attempt to contact the parent/guardian. In the event that the office makes contact for verification, the absence will be unexcused unless the absence is verified by a medical excuse. Upon returning to school, the student should report directly to the attendance office.

## **CHECK-OUTS**

PROCEDURE:

1. Any student needing to check out of school for any reason **must**:  
Have on file a check-out log containing the signatures of the parent/guardian and the names and numbers of other adults who have been authorized by parent to check out the student.
2. In the office, a notification call will be made if a parent/guardian or adult designee shall report to sign the student out that is not on the check-out form. Proof of identification may be required to check a student out.
3. An administrator will handle all emergency situations.
4. NO TEACHER has the authority to permit a student to leave campus.

## **TARDINESS**

All students who report to the school tardy must report to the attendance office before going to their class.

## **TRAUNCY**

Students are considered truant if they are unaccountably absent from any class or leave campus without proper authorization. All trauancies will be reported to the proper authorities.

## **Visitation Policy**

Parent Visitation/Observation:

Parents are encouraged to come to their child's school during normal operating hours. All visitors are required to use the main entrance to the building.

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All visitors are asked to sign in upon entrance, leave personal items (cell phones, bags, etc.) in your vehicle and obtain a visitor's badge to ensure the safety and security of students and staff. The visitors badge must be worn at all times during the observation.

Parents may either visit the classroom at the teacher/school invitation or request to make a formal observation of a classroom. Making an appointment with the school at least two (2) days in advance of an observation is not only a courtesy and a requirement, but enables you to schedule the observation for the maximum benefit. No visitations will be scheduled during the first three (2) weeks of school.

Siblings are not allowed to be in attendance during the observation. Teachers will be happy to discuss the observation at a mutually convenient time.

Principals retain the authority to deny access to the school for any individual who has or may disrupt or disturb the learning environment or who lacks a valid or legal purpose for entering the school. Our shared commitment and cooperation is essential for the safety of our students and staff.

**Dr. Jason A. McLeod, Ph.D., Director**

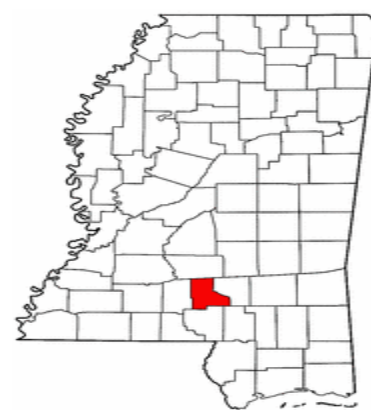
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# Jefferson Davis County School District Office of Academic Success

*Failure, A Thing of the Past  
2019-2020*



## Counselor Observation/Feedback Sessions Form

School: \_\_\_\_\_ Activity: \_\_\_\_\_ Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Observer: \_\_\_\_\_

Effective Inst Delivery	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Close Proximity																				
Look at me																				
Praise for Eye Contact																				
Directive																				
Descriptive Wording																				
5 Second Wait																				
Praise for Compliance																				
Child Behaviors																				
Eye-Contact																				
Initiates within 5 sec.																				
Completion of task																				
Compliance																				
Point Cards (PC)																				
PC on students' desks																				
PC marked every period																				
Oppnty 2+/per period																				
Break Cards																				
1 minute break																				
Corrective Tchng Seq																				
Describe inapp bx																				
Provide a consequence																				
Des/Dem approp bx																				
Give rationale																				
Ask for acknowledgemnt																				
Practice alt skill x 2																				
Use praise																				

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## School Counselor Feedback/Observation Session

Student's Name: \_\_\_\_\_ Home Campus: \_\_\_\_\_

I have visited and identified the following steps to improve both behavior and academics:

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\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
DATE

## School Counselor/Parent/Student Support Session

Student's Name: \_\_\_\_\_ Home Campus: \_\_\_\_\_

I have visited and identified the following steps to improve both behavior and academics:

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\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
DATE

**Dr. Jason A. McLeod, Ph.D., Director**



Jefferson Davis County School District  
**Office of Academic Success**

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Where Children Come First

**Counselor's Signature**



**DATE**

**Dr. Jason A. McLeod, Ph.D., Director**

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## Early Release Evaluation Form

Student Name \_\_\_\_\_  
 Teacher Name \_\_\_\_\_  
 Class \_\_\_\_\_

Class Performance	Outstanding	Very Good	Acceptable	Poor	Unacceptable
Attendance and Punctuality	5	4	3	2	1
Preparation for class	5	4	3	2	1
Quality of Work	5	4	3	2	1
Respect for Others	5	4	3	2	1
Adherence to rules	5	4	3	2	1
Overall Performance	5	4	3	2	1

**Comments on Performance:**

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**Would you recommend an early release from alternative school?**

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**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Dr. Jason A. McLeod, Ph.D., Director**