

Mississippi Achievement School District

Earl Watkins, Ph.D.

Superintendent



2022-2023

Student Handbook and Code of Conduct

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Mississippi Achievement School District
Earl Watkins, Ph.D., Superintendent

Humphreys County Region
Academics and Professional Development Center
810 Cohn Street
Belzoni, MS 39038
Phone: (662) 247-6050

Yazoo City Region
Business and Administration Center
1133 Calhoun Avenue
Yazoo City, MS 39194
Phone: (662) 746-2125

Humphreys Campus Administrative Office
401 4th Street Belzoni, MS 39038
Phone: (662) 247-6000

SCHOOLS

Humphreys Region

Ida Greene Elementary School
209 Fourth Street
Belzoni, MS 39038
Phone: (662)-247-6080
Dr. LaCourtney Landfair, Principal

O.M. McNair Middle School
910 Church Street
Belzoni, MS 39038
Phone: (662)-247-6060
Janina Tanner, Principal

Humphreys County High School
700 Cohn Street
Belzoni, MS 39038
Phone: (662)-247-6040
Raymond Russell, Principal

Thomas C. Randle CTE Center
209 Fourth Street
Belzoni, MS 39038
Phone: (662)-247-6030
Louvonika Ricks, Director

Yazoo Region

Webster Elementary School
622 East 4th Street
Yazoo City, MS 39194
Phone: (662)-746-4093
Marquita Robertson, Principal

McCoy Elementary School
1835 School Drive
Yazoo City, MS 39194
Phone: (662)-746-5800
Lakesha Doyle, Principal

Woolfolk Middle School & mASD Alternative School
Woolfolk Middle School
209 West 5th Street
Yazoo City, MS 39194
Phone: (662)-746-2904
Dr. Harrison Michael, Principal

mASD Alternative School
215 East 5th Street Yazoo City, MS 39194
Phone: (662)-746-0985
Dr. Harrison Michael

Yazoo City High School
1825 Dr. Martin Luther King Drive
Yazoo City, MS 39194
Phone: (662)-746-2378
Dr. Kelvin K. Fuller, Sr., Principal

Larry Summers CTE Center
1825 Dr. Martin Luther King Drive
Yazoo City, MS 39194
Phone: (662)-746-7642
James Peters, Director



DISTRICT VISION

The mASD will be the flagship district of the state preparing students to compete and lead globally by providing equitable access to 21st century learning experiences.

DISTRICT MISSION

Providing an educational experience worthy of consumption.

CORE VALUES

- Accountability
- Commitment
- Integrity
- Teamwork
- Compassion

***“Education is the most powerful weapon which you can use to change the world.”
- Nelson Mandela***

2022-2023 Mississippi Achievement School District Calendar

July 4	Independence Day
July 18-22	Leadership Retreat
August 1-2, 2022	New Teacher ONLY
August 3, 2022	First Day Teacher
August 3, 2022	Convocation
August 8, 2022	First Day for Students
August 31, 2022	Staff Development 80% Day for Students
September 5, 2022	Labor Day
September 28, 2022	Staff Development 80% Day for Students
October 10-11, 2022	Fall Break; Staff Development
October 26, 2022	Staff Development 80% Day for Students
November 11, 2022	Veteran's Day
November 21-25, 2022	Thanksgiving
November 30, 2022	Staff Development 80% Day for Students
December 21–Jan 4, 2022	Winter Break
January 16, 2023	MLK Jr. Day

February 1, 2023	Staff Development 80% Day for Students
February 20, 2023	President's Day
March 13-17, 2023	Spring Break
March 29, 2023	Staff Development 80% Day for Students
April 7-10, 2023	Late Spring Break
May 13, 2023	Thomas C. Randle Day
May 24, 2023	Yazoo High School Graduation
May 25, 2023	Humphreys County High School Graduation; Last Day for Students
May 26, 2023	Last Day for Teachers
May 29, 2023	Memorial Day
June 19, 2023	Juneteenth
June 1–June 30, 2023	Summer School

SCHOOL MONTHS

Month	Begins	Ends	Number of Student Days
First Month	August 8, 2022	August 31, 2022	18
Second Month	September 1, 2022	September 30, 2022	21
Third Month	October 3, 2022	October 31, 2022	19
Fourth Month	November 1, 2022	November 30, 2022	16
Fifth Month	December 1, 2022	December 20, 2022	14

Sixth Month	January 3, 2023	January 31, 2023	18
Seventh Month	February 1, 2023	February 28, 2023	19
Eighth Month	March 1, 2023	March 31, 2023	18
Ninth Month	April 3, 2023	April 28, 2023	18
Tenth Month	May 1, 2023	May 26, 2023	19
Total Student Days			180

NINE WEEK PERIODS

Period	Begins	Ends	# Teaching Days	Report Card Days
First Periods	August 8, 2022	October 7, 2022	44	October 24, 2022
Second Periods	October 12, 2022	December 20, 2022	44	January 9, 2023
Third Periods	January 5, 2023	March 10, 2023	45	March 30, 2023
Fourth Periods	March 20, 2023	May 25, 2023	47	Grades Mailed
Total Teaching Days			180	

NINE WEEKS ASSESSMENT DATES

First Nine Weeks	October 3-7, 2022
Second Nine Weeks	December 12-16, 2022
Third Nine Weeks	March 6-10, 2023
Final Exams (Seniors Only)	May 10 – 12, 2023 (Seniors Only)
Final Exams (PreK-11)	May 18-22, 2023 (PreK-11)

Nine Weeks testing windows may be adjusted based upon school needs.
A complete schedule outlining the various classes at each school will be provided to parents/guardians.

**HUMPHREYS COUNTY REGION
TRADITIONAL DAILY SCHOOL SCHEDULE – GRADES K - 12**

These hours will be implemented if the schools return to a traditional schedule.

Schools	Schools Open	Instruction Start Times	End Times
Ida Greene Elementary	7:15 a.m.	7:45 a.m.	3:10 p.m.
O.M. McNair Middle	7:15 a.m.	7:45 a.m.	3:05 p.m.
Humphreys County High	7:15 a.m.	7:45 a.m.	3:15 p.m.
Thomas C. Randle CTE Center	7:15 a.m.	7:45 a.m.	3:15 p.m.

**YAZOO CITY REGION
TRADITIONAL DAILY SCHOOL SCHEDULE – GRADES PRE-K - 12**

These hours will be implemented if the schools return to a traditional schedule.

Schools	Schools Open	Instruction Start Times	End Times
Webster Street Elementary	7:15 a.m.	7:45 a.m.	3:10 p.m.
McCoy Elementary	7:15 a.m.	7:45 a.m.	3:05 p.m.
Woolfolk Middle	7:15 a.m.	7:45 a.m.	3:15 p.m.
Yazoo City High	7:15 a.m.	7:45 a.m.	3:20 p.m.
Larry Summers CTE	7:15 a.m.	7:45 a.m.	3:20 p.m.
Alternative Learning Center	7:15 a.m.	7:45 a.m.	2:15 p.m.

60% Days - Early dismissal for students (12:35 PM)

Standard #19.4 of the *MS Public School Accountability Standards* prohibits a school from having more than two (2) of the 180 days designated as 60% days. **60% days only apply when the district is operating on a traditional schedule. 60% days do not apply to the COVID Modified Schedule.**

**HUMPHREYS COUNTY AND YAZOO CITY REGIONS
MANDATORY STUDENT DRESS CODE POLICY**

For the 2022-2023 school year, the mASD will continue the suspension of the uniform policy. All students will be required to adhere to the DRESS CODE detailed below.

I. General Guidelines

- A. Clothing and accessories shall not be worn if they display or suggest:
 - Profanity
 - Symbols of Violence
 - Gang, Gang related, and Gang like symbols
 - Alcohol, Tobacco, or drugs
 - Offensive attire to any ethnic or cultural groups
 - Obscene or foul language
 - Discriminatory Messages
 - Sexually suggestive messages
 - Vulgarity
 - Pictures that promote any of the above
- B. Clothing with rips, tears, and / or holes which exposes any area of the skin are not permitted.
- C. Any article of clothing, jewelry, or accessory that can cause bodily harm to self or others are not permitted.
- D. Chains are not permitted.
- E. Sunglasses are not to be worn inside unless prescribed by a physician or authorized by the school administration.

II. Footwear

- A. Shoes with laces are to be laced and tied.
- B. Only shoes with enclosed backs are permitted. House slippers and slides are examples of shoes without enclosed backs which are not permitted.

III. Headwear

- A. Head coverings, including but not limited to caps, hats, bandannas, hair curlers, picks, combs, hoods, bonnets, or scarves may not be worn inside unless authorized by the school administration. Exceptions are made for cultural or religious representation. (Example: Hijab)

IV. Pants/Shorts/Skirts/Dresses

- A. Pants with holes, rips or tears that expose ANY area of the skin are not permitted.
- B. Belts must be appropriately buckled.
- C. Pants will be worn fitted to the waist with or without a belt, and they will not expose undergarments.
- D. Flannel and pajama pants are not permitted.
- E. Shorts may only be worn by elementary students. **Middle and high school students are not permitted to wear shorts.**
- F. Tights, leggings, or jeggings may only be worn by elementary students. **Middle and high school students are not permitted to wear tights, leggings, or jeggings.**

V. Shirts and tops

- A. All “general” category guidelines apply to t-shirts and tops.
- B. Message bearing shirts are permitted per “general” category guidelines.
- C. Low-neckline shirts are not permitted. No cleavage and/or midriff/ and/or crop top shirts may be worn.
- D. Tank tops are not permitted.

VI. Undergarments

- A. See-through or mesh garments may only be worn as undergarments.
- B. Undergarments, such as boxer shorts, are not to be worn so that they are visible.

VII. Outerwear

- A. All general guidelines apply to any sweatshirts worn. All outerwear should be generalized and not specific to any organizations or beliefs unless approved by the building administrators (school organizations: Beta Club, Honor Society, Cheer Squads may be permitted if approved administrators).
- B. Coats and blankets are not to be worn inside unless authorized by the school administration.

VII. Covid-19 Requirements

The mASD will implement guidance as set forth by the Center for Disease Control (CDC), the Mississippi State Department of Health, the Mississippi Department of Education, and other state agencies or organizations to prepare, prevent, and respond to COVID. Mandates may include, but are not limited to:

- A. Mask mandates

VIII. Exceptions

- A. Specific outfits designed for extracurricular activities and authorized by the school administration will be permitted.
- B. Decisions regarding questionable clothing will be left to the discretion of the principal.

Code Violation Quick Reference Guide

The following are prohibited from being worn or visible on clothing:

1. Hats, bandanas, bonnets, durags, etc.
2. Sunglasses
3. Tank tops/spaghetti strapped shirts
4. Low-cut tops that show cleavage
5. Explicit/suggestive language or signs on outerwear
6. Visible undergarments
7. Sagging pants or shorts
8. Dresses, skirts, and skirts worn more than 1 inch above knee
9. Clothing (pants, shorts or tops) with holes, tears, or rips that exposes skin
10. Clothing that reveals any parts of the body with the exception of neck, arms, and legs
11. Shorts or leggings (except by elementary students).

DRESS CODE DISCIPLINARY PROCEDURES

Failure to comply with the DRESS CODE policy SHALL subject students to the following actions:

First Offense: Parents will be notified by telephone and notice sent home.

Second Offense: Parents/Guardian(s) are required to attend a conference with the administration and receive a copy of the DRESS CODE policy.

Third Offense: Parents/Guardian(s) will be notified, and the student will serve one day suspension.

Fourth Offense: Students may be required to wear school uniforms and will lose dress code privileges.

STUDENTS RIGHTS AND RESPONSIBILITIES

All students in the Mississippi Achievement School District have certain basic rights and responsibilities as outlined by the Mississippi Achievement School District policies and in compliance with the U.S. Constitution, the Constitution of the State of Mississippi, and state law.

Students Rights:

- Right To a Public Education
Students have a right to a public education and equal opportunities associated with this right which includes school programs and activities.
- Right to Freedom of Expression
Students have the right to express their opinions verbally or written as long as it does not disrupt the learning process or threaten harm to another person. No profanity. **(mASD Policy JAB)**
- Right to Privacy
Students' academic and personal records are confidential and can only be inspected by eligible students, parents/guardians, school officials, and other persons or organizations as permitted under law. **(mASD Policy JCF)**
- Right to Due Process
Students have a right to due process and to disciplinary hearings as outlined by district policy. **(mASD Policy JCC)**
- Right to Be Free from Unreasonable Search and Seizure
Students have the right to be free from unreasonable searches and seizures in accordance with district policy, federal and state law. Anything on school property is subject to search if there is reasonable suspicion. **(mASD Policy JCD)**

Students' Responsibilities:

All students are expected to follow the policies, rules and regulations of the Mississippi Achievement School District, the school administration, teachers, and staff. Students are required to be courteous, polite, and contribute to a good school climate AND CULTURE.

- Come prepared for school daily with appropriate materials and supplies.
- Be punctual in attendance and attend all classes.

- Be respectful of self and others.
- Study and be responsible for his/her schoolwork.
- Be well groomed and neatly dressed and abide by the student dress code.
- Read the student handbook and follow the rules.
- Report violations of policies to school officials and teachers,
- Respect and take care of school property.
- Abide by the rules and regulations of the school and each classroom teacher.
- Report threats, accidents, illness or problems promptly to your teachers or principal.

FEDERAL/STATE GUIDELINES

POLICY OF NONDISCRIMINATION

The Mississippi Achievement School District does not discriminate on the basis of race, color, religion, natural origin, sex, age, or disability in educational programs and services or employment opportunities and benefits in accordance with federal and state laws, and with state accreditation standards. The Mississippi Achievement School District adheres to a policy of nondiscrimination in educational programs/activities and employment, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. & 2000d—prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Right Act of 1964, as amended, 42 U.S.C. & 2000e—prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. & 1681—prohibits discrimination on the basis of sex, gender, age, or disability.

Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C. & 701 et. seq. – prohibits discrimination against the handicapped. (Linda Payne, District Contact)

Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. and 621 et. seq.

Americans with Disabilities Act, 42 U.S.C. & 1201 et. seq.

Additionally, the Mississippi Achievement School District adheres to the concepts, which ultimately were set forth in:

PL 93-380—The Family Rights and Privacy Act
IDEA (PL 94-142)—Education of the Handicapped

IDEA and 504 Contact: Linda Payne
P. O. Box 678
Belzoni, MS 39038
662.532.1908 fax: 662.247.6074
E-mail: lindapayne@masd.k12.ms.us

ANNUAL EPA REPORT TO PARENTS

The Federal Environment Protection Agency (EPA) requires that on an annual basis each school district notify every parent and employee of the status of any asbestos in the school. The school district completed the required inspection report, and there were no changes in the report. A copy of this report is on file in the principal's office and is available to the public for review. This report will serve as the annual notification by the Mississippi Achievement School District.

PARENT AND FAMILY ENGAGEMENT POLICY - mASD Policy KCBA

The Mississippi Achievement School District recognizes that educational needs are particularly great for students impacted by poverty, Limited English Proficient children, children of migrant workers, children with disabilities, and children who are neglected and delinquent. Therefore, the district endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence, respect, and work together to improve the quality of education for students. Furthermore, the district will exert every effort to encourage the involvement of parents as one significant means to achieve the goal of a quality education. To support this belief, the Title I program within each school in the Mississippi Achievement School District agrees to implement the following requirements as outlined by Every Student Succeeds Act (ESSA) Section 1116:

1. Convene bi-annually a public meeting, at a convenient time, to which all parents of eligible children will be invited and encouraged to attend; to inform parents of their school's participation, and to explain parents' involvement regarding the policy, its requirements, and their right to be involved in the design and implementation of the Title I project.
2. Offer a flexible number of meetings (times, dates, places) to accommodate and maximize parent involvement.
3. Establish a mechanism for maintaining ongoing communication among parents, teachers, administrators, and Title I officials.
4. Send written notification to parents of special services provided by Title I.
5. Involve parents in the joint development of all Title I policies, program activities, and the process of school review and improvement.
6. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities.
7. Involve parents in a timely manner in the organized and ongoing process of reviewing and the improvement overview of programs, including the school's parental involvement policy and the joint development of each school's school-wide program.
8. Provide parents timely information about programs, school performance profiles, and their child's individual assessment results, including an interpretation of such results.
9. Provide a description and an explanation of the curriculum, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
10. Provide opportunities for regular meetings to formulate suggestions to share experiences with other parents, and to participate, as appropriate, in decisions relating to the education of their children.
11. Involve parents in the joint development of a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
12. Provide assistance to parents in acquiring and understanding the Mississippi College and Career-Ready Standards, state student performance standards, State and Local assessments, Individual Success Plan (ISP), and how to monitor a child's progress and work with educators to improve the performance of their children.
13. Provide materials and training to help parents work with their children to improve their children's achievement.
14. Inform parents of the overall progress of Title I.
15. Provide parents timely responses to their recommendations.
16. Send student progress reports to parents during every mid-term.
17. Arrange parent/teacher conferences during the teacher's planning/conference periods with 24-48 hours notice.
18. Ask parents to give feedback on changes they would like to see made in the program and to identify program priorities.

19. Conduct an annual assessment of the parental involvement program.
20. Inform parents and community members of the District and School Report Cards and provide an opportunity for individuals to review these reports.
21. Disseminate to parents district and school information regarding the state assessments.
22. Notify parents of supplemental services available if a school is in school improvement.
23. Provide parents notification of School Choice Options if a school is identified as a persistently dangerous school.
24. Notify parents that they may request information regarding the professional qualifications of the student's teachers and paraprofessionals.
25. Notify parents if students are taught by a teacher that is not "highly qualified" for four (4) or more consecutive weeks.
26. Organize a P16 Community Engagement Council at each school in the district to encourage community involvement, parental communication, and business partnership in school district decision-making.
27. Collaborate with organizations such as Head Start, preschool programs, early childcare providers, staff, and parents to: plan activities and secure resources to support the further development of high quality early care and education services; ensure curriculum alignment; aid student transition; improve instructional effectiveness; and avoid unnecessary duplication of services.

STUDENT DIRECTORY INFORMATION - mASD Policy JGFB, JGFB-E, KBB

Unless the parent or guardian notifies the Mississippi Achievement School District within five days after having received the Student Handbook and Code of Conduct, consent is otherwise implied for Mississippi Achievement School District to release the following information.

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their children's education records, including directory information. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, photograph, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

This implied consent includes the release of student directory information, or for non-directory information such as student work, for use in the following ways:

1. On the mASD website, only the student's first name and/or first name and last initial only will be used. Personal information such as home address, phone number or names of family members will not be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used.
2. Schoolwork may include, but is not limited to, art, written papers or articles, class projects, and computer projects.
3. Any material printed by the school or the Mississippi Achievement School District or printed by publishers outside the Mississippi Achievement School District.
4. Printed materials may include a child's full name. Printed materials may include, but are not limited to, school directories, yearbooks, programs, brochures, newspaper articles, presentations, and print advertisements.
5. Any videos produced and broadcast by the Mississippi Achievement School District or produced and broadcast by news organizations and others who receive approval from the Mississippi Achievement School District.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 - mASD Policy JGFB-E

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's educational records maintained by the school. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access within 45 days of the day the school receives the request and notifies the parents or eligible students of the time and place where the records may be inspected. The school is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review records. One copy of a student's permanent record may be provided to a parent/guardian or eligible student at no charge. All other materials in the student's cumulative folder may be copied for \$1.00 per page.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. A parent or eligible student should submit a written request to the principal, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. After the hearing, if the request to amend the records is denied, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools have written permission from the parent or eligible student in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
- School officials with legitimate educational interest [A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person acting in the interest of the school board and who has a justifiable cause, following approval from the superintendent; a person or company with whom the school has contracted to perform a special task, such as an attorney, medical consultant or therapist; or a parent or student serving on an official committee, or assisting another school official in performing his or her duty];
- Other schools to which a student is transferring;
- State or Federal officials for audit or evaluation purposes;
- Financial aid officials in connection with a student's application for financial aid;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- Compliance with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State Law.

Note: A school official has a legitimate interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Schools may disclose, without consent, "directory" information such as a student's first name, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

Parents and eligible students have the right to file a complaint with the U. S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

Protection of Pupil Rights Amendment (PPRA) - mASD Policy JR

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U. S. Department of Education
 - Political affiliations or beliefs of the student or student's parents;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as doctors, lawyers, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of
 - Any protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law and Mississippi High School Activities Association; and
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect upon request and before administration of use
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to the student who is 18 years old.

The Mississippi Achievement School District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Mississippi Achievement School District will also notify parents of students who are scheduled to participate in the specific activities or surveys and will provide an opportunity for the parent to opt his or her child out of participation in the activity or survey. Parent consent forms will be sent home as needed for approval or the opportunity to opt out.

EVERY STUDENT SUCCEEDS ACT (ESSA) – MS Code §37-13-91

The reauthorization of the federal Elementary and Secondary Education Act has placed broad authority back to state and local education agencies to shape education policy. ESSA provides an opportunity for the Mississippi Department of Education, local districts, education agencies, and community stakeholders to work together to ensure that schools and districts have the capacity and resources to respond to the needs of underserved, underrepresented and high-need students. ESSA allows states to create their own accountability systems as well

as teacher evaluation systems and decide for themselves how to fix failing schools and close achievement gaps. This law offers the flexibility to find the best local solutions while also ensuring that students are making progress. The Act, in itself, **DOES NOT MEAN THAT A CHILD MAY NOT BE RETAINED.**

GENERAL INFORMATION AND REGULATIONS ENROLLMENT INFORMATION – mASD Policy JBA, JBAC, JBD

(WHERE DO WE TALK ABOUT ATTENDANCE OF K STUDENTS) AGE REQUIREMENT (MS Code 37-15-9)

To register for kindergarten, a student must be five (5) years old on or before September 1st of the current school year. To register for first grade, a student must be six (6) years old on or before September 1st of the current school year.

EVIDENCE OF AGE - mASD POLICY JIBC

It shall be the responsibility of school administration to enforce the requirement for evidence of the age of each pupil before enrollment. If the first evidence is not available, the next evidence will be accepted:

- A certified birth certificate;
- A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by a parent, grandparent or custodian;
- An insurance policy on the child's life which has been in force for at least two (2) years;
- A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent, grandparent or custodian;
- A passport or certificate of arrival in the United States showing the age of the child; or
- A transcript record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth.

BIRTH CERTIFICATES

All Kindergarten pupils, first-grade pupils, or pupils new to the Mississippi Achievement School District must submit a **CERTIFIED BIRTH CERTIFICATE** upon enrollment. Out-of-state pupils must submit a **CERTIFIED BIRTH CERTIFICATE**; however, the principal may allow out-of-state pupils to attend school for a period not to exceed sixty (60) days before the birth certificate is presented.

Application for a birth certificate may be made to the Mississippi Vital Records, P.O. Box 1700 Jackson, MS 39215-1700.

IMMUNIZATION COMPLIANCE (MS CODE 37-7-301, 37-15-21, 41-23-37)

State law requires that all students in grades K-12 provide the school a Certificate of Immunization. This certificate should be presented to the school on the day of registration or orientation.

Students enrolling in the Mississippi Achievement School District must present a Mississippi Certificate of Compliance regarding vaccinations. Students enrolling for the first time or enrolling by transfer from an out-of-state school must present the certificate at the time of enrollment. Students enrolling by transfer from a school within the State of Mississippi may be tentatively enrolled until the cumulative folder is received. If the certificate is not received with the cumulative folder or if the folder is not received, the parent must obtain and present a certificate.

The list of immunizations required is specified by the State Health Officer and is promulgated at least annually as directed by state statutes. All vaccines are to be given at the appropriate age and intervals according to ACIP recommendations. The required vaccines are listed below:

- Five (5) doses of DWT-diphtheria, whooping cough, and tetanus (DTaP).
- Four (4) doses of oral polio.

- Three (3) doses of Hep B.
- Two (2) doses of measles (MMR).
- One (1) dose of Varicella.
- All entering 7th grade students must have Tdap (tetanus, diphtheria, and pertussis)

READING INITIATIVE

The Literacy-Based Promotion Act places an emphasis on grade-level reading skills for students, particularly as they progress through grades K-3. A student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion.

VERIFICATION OF RESIDENCY

A Verification of Residence policy was passed by the Mississippi State Board of Education on April 20, 1990. This policy requires that all public school districts in Mississippi verify the residency of students attending a school in the district.

Effective with the 2020-21 school year and henceforth, the Mississippi Achievement School District, parents, legal guardians, or custodial adults (with appropriate legal documentation) seeking to enroll students must provide documentation, which will verify that each student resides in the school district.

DOCUMENTATION OF RESIDENCY (MS Code 37-15-29)

The parent/guardian must establish his or her residency in the following manner:

(A) Students living with parents or Guardians

A parent or legal guardian must accompany each student seeking to enroll in the District. No student will be officially enrolled in the Mississippi Achievement School District until all of the following requirements have been fully satisfied. The parent/guardian must provide at least TWO of the following:

(Any documentation with a post office box as an address will not be accepted)

1. Filed Homestead Exemption Application Form;
2. Mortgage documents or property deed;
3. Apartment or home lease;
4. Utility bills (not more than 30 days old);
5. Driver's license;
6. Voter precinct identification;
7. Automobile registration;
8. Affidavit and/or personal visit by a designated school district official;
9. Certified copy of filed petition of guardianship if pending and final decree when granted.
10. Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district; and in the case of a student living with a legal guardian who is a bona fide resident of the school district.

(B) Students living with adults other than parents or legal guardians

1. The non-parent claiming district residency must meet the criteria listed above.
2. The resident must provide the school with an affidavit stating his or her relationship to the student, and that the student will be living at his/her home full time and provide documentation fully explaining the reason(s) other than school attendance or district preference for this arrangement.

In succeeding years, any new student enrolling or entering the school district or any continuing student whose residence has changed will be required to verify that his or her residency has changed as part of the registration process.

HOMELESS STUDENT ENROLLMENT PROCEDURES - mASD Policy JAA, JBCCA, JQN

1. A homeless student (also referred to as child and youth in transition) is defined under the Federal McKinney-Vento Homeless Assistance Act as lacking a fixed, regular and adequate nighttime residence, and includes:
 - a) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - b) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d) Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (a) through (c).

Homeless, unaccompanied youth are those students who meet the above definition of homeless and not in the physical custody of parents. All unaccompanied youth are not considered homeless. Every child has a right to a free and appropriate public education. Children in transition who fit federal definitions of homelessness have a right to:

- Immediate school enrollment and attendance, even without birth records, school records, immunizations, and/or health physicals (F.S. 1003.22);
- Have assistance with requesting records from the previous school;
- Remain at their school of origin if it is in the best interest of the child; (School of origin is defined as the school that the child was last attending when the family became homeless. If this is not a choice or not available, then the child must enroll in their zoned neighborhood school.)
- Transportation to and from school; in most cases, special services can be provided to allow a school bus to pick up a homeless student and take that child to his/her school or origin. This service is initiated through the Federal Programs Office.)
- Help for prompt resolution about school placement including Special Education, Bilingual Education, Gifted, and remedial programs; and
- Receive free breakfast and lunch for the remainder of the school year (by using the nutrition application and current procedure).

Identified homeless families can receive assistance through student support staff at their school. Services provided include linkages with community resources, school uniforms and clothing for students, and school supplies. Homeless students may also be eligible for additional supportive academic services.

CUSTODIAL PARENTS - mASD Policy JBCCA

If there is a custodial order or decree between parents and/or guardians, the custodial parent must provide the school office with a current copy of the court decree, order, or petition signed by a judge, stating that the parent has legal custody of the child.

TRANSFERS - mASD Policy JBAC-C, JBCD, JBCD-E, JIBC

DISTRICT-TO-DISTRICT - mASD Policy JIBC

District-to-district transfers may be granted by the superintendent to children whose parents comply with MS Code 37-15-29 and/or 37-15-31. These transfers must be applied for and approved each year by the superintendent. Students enrolling by transfer from a school within the State of Mississippi may not be enrolled until the cumulative folder is received. If the certificate is not received with the cumulative folder or if the folder is not received, the parent must obtain and present a certificate.

OUT OF STATE - mASD Policy JIBC

Admission of students moving into the district from another school system shall be conditional upon receipt of an official transcript/cumulative record from the previous school system, proof of residency requirements, and completion of district registration information and presentation of valid certificate of compliance for immunizations. Students enrolling for the first time or enrolling by transfer from an out-of-state school must present the certificate at the time of enrollment.

PROCEDURES FOR ACCEPTING TRANSFERS -mASD Policy JIBC

Enrollment of transfer students from a school or program, (home study, tutorial, or correspondence, etc.) not accredited regionally or by a state board of education or its designee(s) will be given a universal screener to determine the appropriate classification of the student within 30 days after filing for transfer.

NOTE: Notice of the administration of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test(s) {MS Code 37-15-23}.

Enrollment of transfer students who have been previously dismissed and/or expelled from other schools may be denied if disciplinary procedures indicate that the general welfare of the school, students, or faculty would be affected. The student being received will maintain the same placement status and shall be transferred to a commensurate setting as defined in the disciplinary report from the previous school district.

Cumulative records must show date of birth as verified by birth certificate and other evidence of age. If not recorded, transfer students must submit documents to the school administration. Any student (grades 2-12) not in compliance at the end of 60 days from enrollment, shall be suspended until in compliance. Any individual having questions regarding the transfer policy is urged to call the Mississippi Achievement School District's Office of Teaching and Learning s at 662-247-6050 for Humphreys County or 662-746-2125 for Yazoo City.

TRANSFER OF LETTER GRADES

Transfer of grades to the Mississippi Achievement School District with only letter grades will be assigned the following numerical grade averages:

A-90-100

B-80-89

C-70-79

D-65-69

F-Below 64 - students will not be assigned a grade below 50.

WITHDRAWAL INFORMATION - mASD Policy JBIC

Students who are transferring to another school district must complete a withdrawal form. All textbooks, library books, and any and all assigned technology devices shall be returned before withdrawal is complete. In grades K – 12, if a student withdraws or moves out of the district, the school will forward grades once the child has enrolled in his/her new school. The school to which the student is transferring will have the option of accepting the grades

in progress as the student's final grade. School officials should be notified one school day prior to the withdrawal of any student. Cumulative records will be sent to the new school when withdrawal is complete.

COMPULSORY ATTENDANCE - mASD Policy JBA

Compulsory school age means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year. Any child who has attained or will attain the age of (5) years on or before September 1 **AND** has enrolled in a full-time kindergarten program.

If a compulsory-school-age child has not been enrolled in a school within fifteen calendar days after the first day of the school year of the school which such child is eligible to attend or such child has accumulated five unlawful absences during the school year of the public school in which such child is enrolled, the Superintendent or the Superintendent's designee shall, within two school days or within five calendar days, whichever is less, report such absences to the attendance officer. Effective July 1, 2003 a child enrolled in public kindergarten will follow the same guidelines: Section 37-13-91, Mississippi Code. Unauthorized or unexcused absence from school is considered truancy. This includes the student's absence from any scheduled class. Parents will be notified of each incident of truancy. House Bill 1530(2012) further requires that a student must be present 63% of the instructional day as set by the local School Board in order for that student to be given credit for a full day. Students who are not present for 63% of the day are considered absent.

SCHOOL ATTENDANCE, TARDINESS, AND EXCUSES - mASD Policy JBD, HB 525

Regular school attendance and promptness are extremely important to the Mississippi Achievement School District. Time on task is essential if students are to succeed in their educational efforts. While regular and punctual attendance at school is the responsibility of the student, it is vitally important for parents or guardians not only to encourage regular attendance and punctuality but also to ensure that their children are in school every day for the entire school day. The school district also recognizes that circumstances will arise that will call for students to be checked out during the day, parents should understand that only in unavoidable cases should a student be taken out of school. Please make every effort to schedule doctor and/or dentist appointments as close as possible to the end of the school day to prevent students from missing instructional time.

If it is necessary that a student is absent from school, the parent or guardian must provide an excuse (i.e., doctor excuse, handwritten note, etc.) outlining the reason for the absence. In the event that a child accumulates five (5) days of absences (these days do not have to be consecutive), their name will be given to the Attendance Officer who will in turn investigate the circumstances surrounding the absences and possibly seek legal judgment against the parent or guardian.

ABSENCE FROM SCHOOL - mASD Policy JBAC, JBD

School attendance is the responsibility of students and parents. The parents/guardians must contact the school each day the student is absent from school/class or submit the appropriate documentation for the reason for the absence. In cases of unreported absences, the school will attempt to contact the student's parent or legal guardian. In order for any absence, with the exception of school field trips, to be excused, pupils must submit a note signed by a parent/legal guardian stating the reason for that absence and must include date of absences, parent or guardian phone number, and the date signed by parent/guardian. The pupil must present this excuse to the proper school official no later than three days after the pupil returns to school. If no excuse is presented, the absence shall be considered unexcused.

The teacher will be responsible for maintaining and making available a folder of weekly course assignments for the student. When an absence is excused or unexcused including suspension, students will be allowed to make up the work missed within five (5) days upon returning to school. A student will receive a zero (0) on classroom work, other graded work, or any exam not made up. However, every effort will be made for students to complete make-up work.

A parent or guardian who fails to attend a conference on absences or provide proof of lawful absences shall be reported to the School Attendance Officer.

VIRTUAL LEARNING ATTENDANCE REQUIREMENT

All students are expected to be in attendance during a school year for at least 180 days, either in-person and/or remotely, to be considered for progression to the next grade level or graduation, unless otherwise exempted by state mandates for school closures. Virtual learning attendance will mirror in-person attendance requirements unless otherwise noted due to unforeseen circumstances (i.e., pandemic or weather-related closures).

REPORTING ATTENDANCE

Attendance shall be collected daily and reported in accordance with the requirements outlined in Miss. Code Ann. §§ 37-13-91 and 37-151-5(j) and Miss. Admin. Code 7-3: 30.2, State Board of Education Chapter 30, Rule 30.2, and Policy 2.1 of the current edition of the Mississippi Public School Accountability Standards. LEAs are required to maintain daily schedules that document the amount of instruction a student or group of students is scheduled to receive on a given day. The schedule shall detail the amount and type of instruction being provided that the LEA has approved for the purpose of recording attendance in accordance with Miss. Code Ann. §§ 37-13-91 and 37-151-5(j).

Teachers will take attendance daily, but the meaning of attendance varies depending on schedule (virtual or in-person)—virtual learning attendance is more about participation/engagement than physical presence.

- **Active Time Spent in LMS** – This indicates the time a student is active in a class that is logged and recorded by the teacher in SAM Spectra and is used as a method to track participation in the course.
- **Student Submissions in an LMS** – This indicates required classwork submissions by a student in a class that is logged and recorded by a learning management system (LMS) and is used as a method to track participation in the course.
- **Other Indicators in an LMS** – This indicates specific feature(s) that are logged and recorded by a learning management system (LMS) and is used as a method to track participation in the class.
- **Teacher and Student Communication** – This indicates academic-based communication between a student and the subject area teacher or the teacher and parent/guardian and is logged by the teacher and is used as a method to track participation in the class.
- **Other Indicators Tracked by the Teacher** – This is a description of student participation activities that are logged and recorded by the subject area teacher and is used as a method to track participation in the class.

TEACHERS AND PARENTS MAY USE THE FOLLOWING AS A GUIDE FOR VIRTUAL LEARNING ATTENDANCE:

Elementary

- ***Synchronous Online*** - Students attending school virtually will login to the LMS during homeroom. Teachers will record attendance for the scholars and submit them to the office for input into the scholar information system by the record clerk.
- ***Asynchronous Online*** - Attendance will be captured daily through engagement with the LMS. Student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to present if the student completes the engagement measure on a later date.
- ***Asynchronous Offline (Print Assignments)*** - Attendance will be captured weekly through engagement with the LMS and/or submission of weekly assignments. District staff will make one-on-one contact with students via telephone daily to authenticate attendance. Assignments will be delivered and collected twice per week. Families without access to transportation will pick up and submit assignments via the district's bus routes.

- Students participating in in-person and remote instruction will have to successfully complete the same instructional requirements to be considered for progression to the next grade level.

Secondary

- ***Synchronous Online*** – Students attending school virtually will login to the LMS during homeroom. Attendance will be taken in the student information system during that time by the teacher.
- ***Asynchronous Online*** - Attendance will be captured daily through engagement/participation with the LMS. Student engagement is measured daily, and attendance is assigned based on the student’s completion of that day’s engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to present if the student completes the engagement measure on a later date.
- ***Asynchronous Offline*** - Attendance will be captured weekly through engagement with the LMS and/or submission of weekly assignments. Teacher and/or Record Clerk will make one-on-one contact with students via telephone daily to authenticate attendance. Assignments will be delivered and collected once per week. Families without access to transportation will pick up and submit assignments via the district’s scheduled regular bus routes.
- Students participating in in-person and remote instruction will have to successfully complete the same instructional requirements to be considered for progression to the next grade level or graduation.

HOW ATTENDANCE PARTICIPATION MAY LOOK:

- Attending video conference sessions
- Participating in threaded discussions
- Completing and submitting assignments (Note: students without a device or connectivity will submit paper-based assignments)
- Taking an assessment online and/or paper/pencil
- Uploading a video
- 1:1 communication via phone/email/Canvas or Google Classroom

At-home, parent-led instructional time will not count towards overall minute requirements under the synchronous online (remote) instruction method. Under the synchronous online instruction method, two-way, real-time, face-to-face, or virtual remote interaction between teachers and students is required to meet the instructional minute requirements. This may also include student to-student sessions if supervised by a teacher who is facilitating the session live.

Students participating in-person and remote instruction will have to successfully complete the same instructional requirements to be considered for progression to the next grade level or graduation.

Elementary and secondary schools will use the learning management system and SAM for tracking scholar engagement/participation and academic progress. All students are expected to have contact with their classroom teacher daily, and if that is not possible, the district will develop other means to check on families or students who do not regularly check in with their child’s teacher. The district will consider safe, welfare checks that maintain social distance to deliver supplies and transfer paper-based assignments. The district may involve attendance officers and court action if attendance is not documented within five school days.

COMPULSORY SCHOOL ATTENDANCE (TRUANCY) LAWS

Truancy laws will apply to students who fail to attend school based on the LEA’s option of traditional, hybrid, or virtual scheduling, or any combination thereof. No waiver has been granted for the 2022-2023 school year for Miss. Code Ann. § 37-13-91 and Process Standard 10 of the current edition of the Mississippi Public School Accountability Standards related to Compulsory School Attendance.

TARDINESS

A student is tardy for school if he/she arrives at school after the tardy bell has rung (see the individual school arrival time) or after classes have begun throughout the academic day. Excused tardies will receive no penalty. Students who are tardy disrupt the instructional process for all other students in class. **Students who report to school late must be accompanied by a parent or guardian.**

ASTHMA POLICY

If your child is asthmatic, the schools are authorized to permit students to self-administer asthma medications upon receipt of a notarized statement from the parent or legal guardian. Parent(s) and/or guardian(s) are asked to complete the necessary paperwork and alert the school staff. This asthma plan should be updated as necessary and reported to the district annually.

COMMUNICABLE DISEASES - mASD Policy JGC, JGCC, JGCD

Mississippi Law provides that “it shall be unlawful for any child to attend any school, kindergarten, or similar type facility intended for instruction of children, either public or private, unless they shall first have been vaccinated against those diseases specified by the State Health Officer.” In order to comply with this law, students in the Mississippi Achievement School District must present to the school of enrollment a Certificate of Compliance regarding vaccinations including students enrolling in Kindergarten.

Students enrolling in the Mississippi Achievement School District from an out-of-state school must present the immunization compliance **at the time of enrollment.**

Students withdrawing from the Mississippi Achievement School District will leave the Certificate of Compliance in the cumulative folder for transfer to the receiving school.

A student with a communicable disease (i.e. pink eye, chicken pox, measles, etc.) shall remain at home until the disease is no longer a threat to that student or others. Principals should report to the health department (**WHEN IS REPORTED TO THE PRINCIPAL’S SUPERVISOR**) any cases of communicable diseases, which might pose a threat to the health of the school or community. Please notify the school by phone when your child has a contagious disease.

Decisions regarding a contagiously infected student shall be made on an individual basis with regard to the behavior and physical condition of the student and the expected type of interaction with others in that setting. These decisions shall be made using the team approach; including the child’s physician, public health personnel, the child’s parents/guardians, school nurse, and personnel associated with the educational setting. In each case, risks and benefits to both the infected student and to others in the setting shall be weighed. As conditions change, cases may be reevaluated on a case-by-case basis.

SCHOOL LATE START PROCEDURES - mASD Policy AFC, AFC-1

Student safety is always the District’s first priority in determining whether to close or delay schools. Should it become necessary to close schools because of weather or other emergency conditions, the Superintendent will notify all building principals and directors, then the media. Official notice of emergency school closures or delays will be aired over the:

- Local television stations and radio;
 - Television: WABG-Channel 6; WLBT-Channel 3; WJTV-Channel 12; WXTV-Channel 15
 - Radio Station: WELZ
 - District social media pages (i.e. Facebook, twitter, Instagram)
- District’s Automated Incident Management System (AIM) messaging system; and,
- District’s website (<https://www.masd.k12.ms.us/>)

If a two-hour delayed start is called, the following will occur:

- No breakfast program;
- Buses will run two hours later and run the regular schedule at the end of the day;
- Classes will begin two hours later and end at the usual time at the end of the day.

Announcements will be made only in the event of emergency school closures or delays, and if no such announcement is made, it should be concluded that all schools will operate as scheduled.

VISITORS

Due to health and safety concerns related to COVID-19, visits to schools or to district offices will be limited or restricted. This applies to parent visits as well. Please call the school or office you wish to visit for information about restrictions that may be in place. In the event that the district returns to normal operations, the paragraph below will apply.

Visitors are welcome to all schools within the Mississippi Achievement School District. Upon entering the building at the main entrance, all visitors must report to the office to receive a visitor's badge. All guests must provide their state ID or driver's license before a visitor's badge is issued. Safety Officers will escort visitors for those who wish to visit different departments of the school. To minimize the loss of instructional time, visitors shall not visit teachers unless it is during the teacher's planning period. However, classroom visitations must be scheduled 24 hours in advance. While visiting classrooms, visitors shall not record any activity within the classrooms. When going to other areas of the district, school employees and regularly enrolled students are considered visitors and are required to attain the required visitor's pass. All visitors will be escorted to and from their desired area of visitation by a school security officer or member of the staff.

CHILDREN INTERNET PROTECTION ACT (CIPA) - mASD Policy IFBED, IJEA, IA

It shall be the responsibility of all members of the Mississippi Achievement School District staff to supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with the following policies: the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and Protecting Children in the 21st Century Act.

The District's technology department will provide age-appropriate education and training for students who use the Mississippi Achievement School District Internet facilities. The training provided will be designed to promote the Mississippi Achievement School District's commitment to acceptable use, student safety, appropriate behavior, and cyber bullying awareness and response.

It is the intent of the Mississippi Achievement School District to promote harmonious human relationships that enable students to gain a true understanding of the rights and duties of people in our diverse society. Furthermore, it is our intent to promote the principles of equality and human dignity. A learning environment shall be available to all students that is free from verbal, physical, racial, sexual harassment, intimidation, bullying, and cyber-bullying.

Harassment, including intimidation, bullying, and cyber-bullying will not be tolerated in the Mississippi Achievement School District, on the area immediately adjacent to school grounds, on school-provided transportation or at any official school bus stop, activity, program, event, internship, or trip sponsored by the district. Additionally, incidents of harassment, including intimidation, bullying, and cyber-bullying that interfere with or disrupt the educational process are prohibited regardless of where they occur.

The use of the school's Internet is a privilege, not a right. Inappropriate use may result in cancellation of that privilege at any time.

UNACCEPTABLE USE

(Violators of the acceptable use policy may face level III – V consequences)

The student is responsible for all of his/her actions and activities involving the Internet. Below are examples of prohibited conduct including, but not limited to:

1. Accessing materials or communications that are:
 - Damaging to another's reputation
 - Abusive
 - Obscene
 - Sexually oriented
 - Threatening
 - Contrary to the school/district policy on harassment
 - Harassing (including cyberbullying)
 - Illegal
2. Using the Internet for any illegal activity, including violation of copyright or other contracts or transmitting any material in violation of the United States. and State of Mississippi regulations.
3. Copying or downloading copyrighted material for a student's own use without the owner's permission.
 - Students may redistribute copyrighted programs or material only with the owner's permission.
 - Such permission must be documented or must be obtained directly from the owner in accordance with applicable copyright laws, school board policies and procedures.
4. Failing to comply with resource quotas or disk usage (memory).
5. Using the Internet for private financial or commercial gain.
6. Wastefully using resources (unnecessary printing, etc.).
7. Utilizing any software having the purpose of damaging the school/district's system or other user's systems.
8. Gaining unauthorized access to resources or entities (hacking).
9. Invading the privacy of individuals.
10. Posting or sharing personal information about or images of any other student or staff member without written permission from that student or staff member (Level IV violation).
11. Using another student's account or password.
12. Posting material authored or created by another person without his/her consent.
13. Posting anonymous messages.
14. Using the Internet for commercial or private advertising.
15. Forging email messages.
16. Attempting to delete, copy, or modify the electronic mail of other system users and deliberately interfacing with the ability of other system users to send/receive mail.
17. Using the Internet while access privileges are suspended or revoked.
18. Using the network in a manner inconsistent with the directions from teachers and other staff and generally acceptable network etiquette.
19. Postings that portray damaging information or cause disruptions in the school.
20. Posting during school hours whether using a school computer or personal device.

VANDALISM- mASD Policy JCBD, ECBA

Vandalism will result in the cancellation of privileges and other disciplinary actions. For the purpose of these procedures, vandalism is defined as any malicious attempt to harm or destroy school/district equipment or materials, data or another student's material or information, the Internet network or agency. This includes but is not limited to the uploading or creation of computer viruses.

Parents are financially liable for a child's destructive acts toward school property or persons. When the school makes a request, the parents will be required to attend a disciplinary conference regarding the acts of their children. Parents who willfully fail to attend a properly noticed conference may be guilty of a misdemeanor. Miss. Code Ann. § 37-11-53. The school attendance officer has authority to request the attendance of a parent at a school conference regarding the destructive acts against school property committed by their child.

INSTRUCTIONAL PROGRAMS AND SERVICES - mASD Policy IC, ICB, ICD

All schools within the Mississippi Achievement School District are accredited by the Mississippi Commission of School Accreditation **and Cognia**.

Mississippi Achievement School District Assessment System

- K-12 District Wide Assessments
 - Universal Screener
 - Benchmark Assessments
 - Cursive Writing
- Pre-K-2 Assessments
 - Dyslexia Screening – Fall of Grade 1 and Spring of Kindergarten
 - Kindergarten Readiness Assessments - Mississippi K-3 Assessment Support System (MKAS2)
 - Brigance Screen III - Early Childhood Screener
- Grade Level Testing Program (GLTP) Grades 3-8 Criterion-Referenced tests
 - Mississippi Academic Assessment Program (MAAP) ELA & Math
 - Mississippi Academic Assessment Program-Alternate (MAAP-A)
 - 3rd Grade MAAP - Reading (LBPA - Literacy Based Promotion Act)
 - MAAP-SCI - Science assessments in grades 5 and 8
- MAAP End of Course Assessments Grades 9-12
 - Algebra I, Biology I, U.S. History, and English II (Student must either pass the Subject Area Test or meet one of the State mandated Concordance table requirements for other graduation options)
 - ACT State Testing Program
- Mississippi Career Planning and Assessment System (MS-CPAS3)
 - Career and Technical Education (CTE) assessments
 - Occupational-specific
- National Center for Construction and Education Research (NCCER)
 - CTE assessments
 - National certification
 - Occupational-specific
- National Assessment of Educational Progress (NAEP)
 - Required every two years for Title I funding.
 - Assessment for grades 4, 8, and 12 in reading, mathematics, science, and foreign language.
 - School sampling

District and local schools will have “report cards” that show the district/school progress and test data disaggregated by subgroups available for dissemination to parents and the community.

ENGLISH LANGUAGE LEARNER (ELL) SERVICES - mASD Policy JAA

The Mississippi Achievement School District provides services to English Language Learners at each school site in the district. The district follows state and federal guidelines for testing ELL students. The district has developed an English Language Learner Plan and will continue to revise as needed.

CHILD FIND - mASD Policy IDDF

The Mississippi Achievement School District participates in a statewide effort to identify, locate and evaluate children with disabilities ages 3 through 21 years of age who may have a physical, mental, communicative, and/or emotional disability. For more information, call the Child Find Coordinator, at 662.746.0985 Ext 9232.

GIFTED EDUCATION - mASD Policy IDE

Classes are provided for gifted students who meet eligibility requirements for placement in the Gifted/Talented program in grades 2 – 6. Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. For more information, call 662.746.0985 Ext 9232.

INTERVENTION PROCESS FOR STUDENTS EXPERIENCING DIFFICULTY

Mississippi Achievement School District adheres to the Mississippi Department of Education’s Three-Tier Policy on intervention for students experiencing academic and/or behavioral problems.

- Tier I:** Quality classroom instruction based on the curriculum framework and Mississippi College and Career Ready Standards.
- Tier II:** Focused supplemental instruction.
- Tier III:** Intensive interventions designed to meet the needs of individual students.

This process is called the **Multi-Tiered System of Support (MTSS)**. It is a multi-step process that helps educators provide academic and behavioral needs of ALL students as early as possible to ensure success. The goal of the MTSS is to prevent failure and make all students successful learners. The MTSS contains the following essential components:

- Universal Screener in math, reading, and other content areas to help schools identify students who may need more support or other types of instruction;
- Research-based interventions, teaching strategies, or other methods that have been proven to be effective in addressing a student’s academic or behavioral problems that will help children learn;
- Progress monitoring a student’s progress in the general curriculum to see how well the student is doing on a specific skill;
- Following recommended state guidelines for making decisions about which students are making progress or responding to intervention

Teachers should monitor student progress through multiple assessment strategies, identify students in need of assistance as soon as they begin to fall behind, and modify instruction to assure that every student has an opportunity to master essential skills. However, the district is aware that some students require more time beyond the regular school year to master essential skills. Therefore, the Mississippi Achievement School District may offer students who do not master the English, reading or mathematics requirements during the regular school term the opportunity to attend a summer program. The Mississippi Achievement School District will offer in-school tutorial, extended day, and summer school opportunities if feasible.

Multi-Tiered System of Support (MTSS) or MULTI-SYSTEMS OF SUPPORT TEAMS

Every school has a Multi-System of Support Team (MTSS), which operates under the principal. The Multi-Systems of Support Team is a problem-solving unit responsible for interventions developed at Tier III.

Interventions must be:

- Evidence-based
- Designed to address the student's specific deficit areas
- Implemented as designed by the MTSS
- Supported by data regarding effectiveness

Any student suspected of having a disability or experiencing significant academic and/or behavior difficulties after an eighteen-week observation period as outlined in the MTSS model should be referred to the school's MTSS team for review. If a student's parents request an evaluation for their child, that student should be referred to the Teacher Support Team. The MTSS procedures should be followed whether a teacher or a parent makes the referral. The student's information will be reviewed by the school MTSS for the purpose of designing effective interventions and making appropriate recommendations for the student. Written documentation of the request made, the information reviewed, and the decisions/recommendations of the MTSS must be kept on file at the school.

Mississippi Achievement School District adheres to the MS Department of Education guidelines regarding certain mandatory referrals to Teacher Support Teams. Students in the following categories **must** be referred to the Teacher Support Team.

- Students in grades 1-3 who have failed one grade.
- Students in grades 4-12 who have failed two grades
- Students who failed either preceding grade and have been suspended for more than 20 days in the current school year.

HOMEWORK - mASD Policy IHB

The mASD recognizes the value of purposeful, well planned and properly motivated home assignments that are (1) appropriate to the grade level, age, and abilities of the student; (2) designed to stimulate initiative and independence or to reinforce and enrich classroom instruction; (3) in complete accord with the curriculum frameworks; (4) carefully planned so that home assignments are not so lengthy as to be self-defeating nor so complicated as to require assistance or resource materials not available; and (5) an extension of class work that has already been introduced.

FIELD TRIPS - mASD Policy JGFB

As part of the educational service of the school, students may be taken on field trips. Such trips are made only with the permission of the parent. When such trips are being planned, permission slips will be sent home to be signed by the parent. All field trips must be approved by the superintendent and must be supervised by classroom teachers. No field trips will be taken the week of term exams and state/national tests. Parents who volunteer to chaperone are not permitted to bring other children on the field trip.

Field trips that require superintendent approval must be in the superintendent's office, at least one month prior to the regular board meeting.

ITEMS NOT ALLOWED AT SCHOOL - mASD Policy JCB, JCBE

Certain items are NOT ALLOWED at school or on the campuses for any reason. If these items are found, they will be confiscated. Student(s) will face immediate disciplinary consequences, and violator(s) may face consequences beginning with Level III.

Students attending schools in the Mississippi Achievement School District will not be permitted to use or bring any of the following items in any school building, on any school grounds during the hours of regular classes, while attending before-school, after-school detention, and before and after-school tutoring:

- “Gag” gifts, whistles, balloons, and laser pointers or similar devices that can be categorized with these items;
- Candy, chips, juice and other food items brought to school to sell;
- Weapons (real or toy), mace, or pepper spray;
- Gang related items (i.e. handkerchiefs, towels, caps, or any other such identifiable related items) will not be allowed at school at any time regardless of the color of the item.
- Cigarettes/tobacco products (including e-cigarettes, pens or liquids for these), matches and lighters
- Fireworks or related paraphernalia
- Any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

STUDENT CELL PHONES/PERSONAL COMMUNICATIONS AND ELECTRONIC DEVICES

During the instructional day, cell phones must remain out of sight and in silent mode. Therefore, students will place his/her cell phone in the slot/holder labeled with their name or number on it at the onset of class. Students may retrieve their phone at the end of each class period.

Students’ cell phones that ring, vibrate excessively, or in any other way disrupt the educational process of a class, are grounds for confiscation of the device by school staff. For the first offense, students may retrieve their phone from the classroom teacher at the end of the instructional day. The second offense parents will be contacted to claim the student’s cell phone or other electronic devices from school administrators or school personnel after dismissal.

No student shall use a cell phone or mobile communication device to violate any Student Code of Conduct, including computer usage agreement, and/or bullying policies. Examples of unacceptable usage can include but are not limited to:

- In restrooms
- In hallways during instructional time
- Cheating
- Cyberbullying
- Sexting
- Taking unauthorized pictures or videos of school personnel and/or students
- Sharing an unauthorized and/or inappropriate video with another student, group of students, or on any social networking site (i.e. Facebook, Instagram, Snapchat, Twitter, etc.)

Contents of cell phones may be reviewed and searched if there exists a reasonable suspicion that it may have been used in an activity prohibited by the Code of Conduct.

ELECTRONIC DEVICES

Use of certain electronic devices is permitted in the mASD as described below:

DISRUPTIVE ELECTRONIC DEVICES

- Recording devices, radios, pagers, laser pointers, and other electronic devices are deemed distracting to the educational environment. As such, these devices are not permitted in any area of mASD schools.

- The misuse of permissible electronic devices in a manner distracting to other students or school personnel is not allowed. The misuse of electronic devices includes, but is not limited to:
 - Use of any electronic device in a classroom or other area of mASD buildings not authorized by school personnel.
 - Listening to video or audio without headphones or earbuds.
 - Use of headphones/earbuds at a volume level where others can hear.

NON-DISRUPTIVE DEVICES

- Non-disruptive devices are defined as electronic devices primarily used for educational purposes.
- The categories of non-disrupted devices are (a) laptops, (b) netbooks, (c) tablets, (d) eReaders, and (e) audio players (MP3 player).
- These devices may be used:
 - during classroom instruction only if the device is notated in the classroom teacher’s lesson plan or if documented in the lesson progression documentation.
- These devices may NOT be used:
 - to print to mASD printers
 - to access any mASD servers
 - to email another student or staff members with derogatory or threatening messages

MOBILE PHONES

- Mobile phones possessing advanced functions including Internet access, eReader, and video/audio functions can be classified as Non-disruptive Devices. These functions may be used in Yellow and Green Zones as permitted and directed by school personnel. (See Zones below)
- Each teacher has the right to permit the use of cell phones and mobile communication devices for instructional purposes only.

CONSEQUENCES FOR INAPPROPRIATE USE OF ELECTRONIC DEVICES

Violation of the appropriate use of electronic devices, as described above, (1) may result in detentions, in-school suspension, or out-of-school suspension; and (2) student may be required to turn the device over to school personnel and the parent may pick up the device from the Main Office after dismissal.

LOST OR DAMAGED DEVICES

Mississippi Achievement schools assume no responsibility for theft, loss, or damage of any electronic device brought to school. There will be no search for smartphones, laptops, and other electronic devices if lost or stolen. Students bring these devices at their own risk.

ZONE INDICATORS

Red Zone: An area designated as a Red Zone indicates that any personal device, permitted or otherwise, is strictly prohibited. (i.e. restrooms, locker rooms) All personal devices (i.e. cell phones) will be placed in a predetermined location in a classroom designated as a Red Zone.

Yellow Zone: An area designated as a Yellow Zone indicates that personal devices may be in use in a limited capacity as permitted and directed by school personnel. Classrooms are designated as Yellow Zones giving each teacher the flexibility to change between Red and Green depending on the appropriate environment needed for instruction.

Green Zone: An area designated as a Green Zone indicates that personal devices may be in use for tasks as permitted and directed by school personnel: during or after school activities, before entering the school building, and the cafeteria will be designated as a Green Zone at the discretion of the principal.

PARTICIPATION IN CLUBS - GRADES 3 THROUGH 12- mASD Policy IDE

There are a number of worthwhile clubs whose aims and goals help promote our overall school objectives. Participation in club activities should be encouraged. However, such participation should not be allowed to interfere with academic pursuits.

The following policies should be observed:

- All clubs must have the approval of the mASD.
- All clubs must have a faculty member as a sponsor.
- Club meetings and activities should be scheduled so as not to interfere with the school's instructional program or at a minimal level as possible.
- All other policies and guidelines relative to student conduct and participation.
- Student selection and membership should be decided upon in a non-discriminatory manner.

ABSTINENCE-PLUS SEX EDUCATION - mASD Policy ICG

The Mississippi Achievement School District seeks to affirm its commitment to creating healthy and responsible teens in the Mississippi Achievement School District by fully complying with the Mississippi Code of 1972, Annotated, Section 37-13-171, and by:

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

The district shall utilize an age-appropriate, evidenced based, medically accurate, Abstinence-Plus curriculum from the list of curricula approved and recommended by the Mississippi Department of Education (MDE), including as one choice the curricula of Abstinence-Plus developed by the Mississippi Department of Human Services and the Mississippi Department of Health, if such curricula are on the MDE's approved curriculum list. Abstinence Plus curricula lessons should be health related and addressed and taught at least once a week.

The Mississippi Achievement School District adopts a Mississippi Department of Education approved "Abstinence-Plus Education Curriculum" and requires the implementation of such a program and curriculum in the Mississippi Achievement School District effective at the beginning of the 2012-2013 school year. Furthermore, the Mississippi Achievement School District:

1. Prohibits any teaching that abortion can be used to prevent the birth of a baby;

2. Requires boys and girls to be separated into different classes when sex-related education is discussed or taught;
3. Prohibits instruction and demonstrations on the application and use of condoms; and
4. Requires the school nurse employed by the school district to carry out the functions of those strategies to promote consistency in the administration of the program if the district adopts the program developed by the Mississippi Department of Health.

PARENT'S RIGHTS - mASD Policy ICG

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

ALCOHOL/ILLEGAL SUBSTANCE USE - mASD Policy GBRM, GBRM-2, JCDAB, JGC

No student, regardless of age, shall possess, consume, purchase, or distribute any alcoholic beverages or illegal substances (a) on school property, (b) at any place where any interscholastic athletic contest is taking place, (c) during the course of any field trip, or (d) during the course of any school sponsored trip or activity approved by the mASD Superintendent, or his authorized agents.

Likewise, no student shall aid, abet, assist, or conceal the possession, consumption, purchase, or distribution of any alcoholic beverage by any other student(s) on (a) school property, (b) at any place where any interscholastic athletic contest is taking place, (c) during the course of any field trip, or (d) during the course of any trip or activity approved by the mASD Superintendent, or his authorized agents. Any student who violates this policy shall be subjected to disciplinary action, the nature and extent of which shall be determined pursuant to the Student Code of Conduct.

INTERROGATION AND SEARCHES - mASD Policy JCBE, JCDA, JCDAC, JCDAE

School officials may search a student or student's property with reasonable cause or with the student's free and voluntary consent. Areas such as lockers, which are owned and jointly controlled by the district, may be searched if reasonable cause exists to believe that contraband is inside the locker. Students shall not place, keep, or maintain any article of material in school-owned lockers that is forbidden by District policy or that would cause a substantial disruption on school property or at a school sponsored function.

Searches of a student's outer clothing, bags, book bags, purses, and pockets may be conducted if reasonable cause exists. Highly intrusive invasions of a student's privacy, such as searches of a student's person, if probable cause exists, should be conducted only if a law enforcement agent is present.

Vehicles on school property are also subject to search. When a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside a student's vehicle, the student may be required to open the automobile, including the trunk, for further inspection.

STUDENT AUTOMOBILES

Students must present a driver's license and a copy of insurance to the school administration for permission to bring a car on campus.

1. Special permission will have to be granted by the principal for student parking and a permit given.
2. Speeding, reckless operation, or making excessive noise on school property or near any school building will not be tolerated. Speed limit on campus is 10 mph.
3. Sitting in cars before and during school is not permitted. Students must leave their car upon arrival. Students shall not enter cars during the school day without permission from the office.
4. Do not park in parking spots reserved for visitors. Student violators may lose their parking privileges.
5. Student drivers who report to school late on a continuous basis may result in driving privileges being revoked.
6. All student drivers will submit car keys to the front office or designated area upon arrival on campus.
7. Student cars that are on campus illegally will be considered trespassing and are subject to be towed.
8. All student drivers will be assigned a designated parking space.
9. All student drivers will be required to purchase a parking decal.

ACADEMIC DISHONESTY - mASD Policy IH, IHE, IHF, MS

Utilizing, receiving, or giving unauthorized information of school related assignments, unit/chapter tests, or exams are not permitted and will not be condoned by any school within the Mississippi Achievement School District. A student suspected of academic dishonesty by a teacher will be informed of the allegations in a private and professional manner. If the student is guilty beyond a reasonable doubt, the child will be given an alternate assignment, project, and/or test. If the incident occurs and involves a major assignment, research paper, or nine-week exam, a written discipline referral form will be forwarded to the appropriate principal or assistant principal for further action or investigation.

GRADING - mASD Policy IH, IHE

The school year is divided into two semesters. Each semester is further divided into two nine (9) week terms. At the end of each nine-week period, the student's work is evaluated and expressed numerically on a scale of 100:

- A - Excellent 90 - 100
- B - Good 80 - 89
- C - Satisfactory 70 - 79
- D - Poor 65 - 69
- F - Failing 64 & below
- I - Incomplete

CALCULATING STUDENT AVERAGES

Student Daily Grade Averages

Daily grade averages for each nine-week marking period are composed of major grades (assessments and major projects) weighted at 50 percent and minor grades (class assignments, homework, and quizzes) weighted at 50 percent. The daily average for a student account for 75 percent of the final grade for the nine-week marking period.

Example:

Average of Major Grades - 78

Average of Minor Grades - 84

$$.50 \times 78 + .50 \times 84 = 39 + 42 = 81$$

Calculating The Final Grade for Each Nine Week Marking Period

Nine weeks benchmark assessments have a total weight of 25 percent of the student average for each nine-week marking period.

Ex. Daily Average: 81 Nine Weeks Test Grade: 71

Determine 75 percent of the daily average and 25 percent of the nine weeks assessment grade and add those quantities together.

$$.75 \times 81 + .25 \times 71 = 60.75 + 17.75 = 78.5 = 79 \text{ Nine } \textit{Weeks Average}$$

Calculating Semester Averages

Semester averages will be determined by finding the average of the first nine weeks grade and the second nine weeks grade.

Ex. First Nine Weeks Grade: 78 Second Nine Weeks Grade: 86

$$\frac{78 + 86}{2} = \frac{164}{2} = 82.5 = 83 \text{ Semester } \textit{Average}$$

The same process is used to calculate the second semester average. Semester averages are the final grade for semester courses.

Calculating Final Grades for Year Long Courses

Final grades are determined by calculating the average of the first semester grade and the second semester grade.

Ex. First Semester Average: 83 Second Semester Average: 90

$$\frac{83 + 90}{2} = \frac{173}{2} = 86.5 = 87 \text{ Final } \textit{Grade}$$

REMOVAL OF A GRADE OF “I”

If a student receives an “I,” he or she must successfully complete all course requirements by the last day of the school year that the “I” is received.

EXEMPTIONS

Exemptions during the fourth (4th) nine weeks will be permissible if the final average for the course all year is ninety (90) or above.

GRADE REPORTING

Student progress reports shall be sent to parents mid-way through each nine-week grading period. This report shall indicate grades and attendance records to date. Written notices of unsatisfactory progress can be sent home whenever necessary to keep parents informed of declining grades or when a deficiency is noted. Parents may check with teachers on their child’s grade at any time. The district does ask that parents come for conferences during the teacher’s planning time so as not to interrupt the instructional time.

Report cards will be issued at the end of each grading period. Each parent is responsible for picking up the report cards. Parents/guardians may also view report cards on Active Parent. Please contact the school secretary to create an Active Parent account. Report cards will be given to non-custodial parents upon written permission from custodial parent(s) or upon receipt of a certified copy of an order from a court authorizing the district to release a copy of the report card/records to the non-custodial parent.

ACADEMIC RECOGNITION

To recognize student achievement, three honor groups are identified at the conclusion of each nine-week grading period identified as the following:

Honor Roll.....Overall average of 80 - 84 with no grades less than 70

Principal’s ScholarOverall average of 85 + with no grades less than 80

Superintendent’s Scholar90-100 in each class (all grades 90 or above)

CARNEGIE UNITS IN MIDDLE SCHOOL (CREDITS TOWARD GRADUATION)

Information Communication Technology (ICT) II/Cyber Foundations II, Pre-Algebra, Algebra I, Foreign Language, Mississippi Studies, Introduction to World Geography, or other courses approved for Carnegie credit by the Mississippi Department of Education and offered by the District may be taken in the 8th grade for Carnegie Unit credit. The attainment of these Carnegie Units will be factored into the course of studies for the graduation requirements, rank in class, and consideration for valedictorian and salutatorian.

ACADEMIC RULE FOR PARTICIPATION IN EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES IN MIDDLE SCHOOL

Following is a summation of some of the Mississippi High School Activities Association, Inc. regulations that must be met by a student in order to participate in athletics and other activities:

1. The student must enroll no later than the 15th day of any semester of participation, carry four major subjects in and deport himself/herself satisfactorily.
2. A 7th grader must not have reached 14 years of age prior to August 1; an 8th grader must not have reached 15 years of age prior to August 1.
3. A student must attend school in the school district of which his/her parents are bona fide residents.

4. Students must be examined by a physician and declared physically fit prior to participation.
5. If a student who is eligible for a given semester drops out of school for one or more semesters, he/she is then ineligible until he/she passes five subjects during a semester. A student who is eligible for a given semester cannot drop out of school during the semester or remain out of school for one or more semesters and then be eligible for the next semester he/she attends.
6. With passage of *Senate Bill 2628*, students in sixth grade or above must maintain a 2.0 grade point average on a 4.0 scale to participate in sports or extracurricular activities. The district will ensure that the policy is followed, and the Department of Education will monitor eligibility based on a semester grade reporting period.
7. To be eligible for participation as a seventh grader, a student must be promoted from sixth grade; and for participation as an eighth grader a student must be promoted from seventh grade. A pupil must pass his/her grade level by achieving at least an average of 70 in four basic courses (*any subject that the student meets five days a week*) the previous year in order to be eligible to participate during the present year.

Eligibility for participation in all extra-curricular activities will be determined by the guidelines as set forth by the MS High School Athletic Association (MHSAA).

Pupils in the 7th and 8th grade participating in high school extra-curricular activities must pass their grade level by achieving at least an average of 70 in all of the core courses of math, science, English and social studies the previous year in order to be eligible to participate during the present year.

HIGH SCHOOL STUDENTS

CORRESPONDENCE COURSES - mASD Policy IHEA, IHF, IHFC

A student may earn a maximum of one (1) Carnegie unit during their high school years through completion of an approved correspondence course. Permission to enroll in a correspondence course must be granted by the building principal. A student must receive permission/approval to order the correspondence course no later than two weeks after the beginning of each semester. All correspondence lessons and tests will be completed before May 1. No correspondence test will be administered after May 1. If the correspondence credit is necessary to meet graduation requirements, the final grade will be received by the principal's designee one week (seven calendar days) prior to graduation.

CREDIT RECOVERY PROGRAM - mASD Policy IHEA, IHF

Credit Recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. The Credit Recovery Program has been adopted by the mASD and includes rules, regulations, and processes. The rules, regulations, and processes may be reviewed with the high school principal. Only students in grades 10-12 may enroll in the Credit Recovery Program. A student is eligible to take only two Credit Recovery classes and only after successfully passing the Subject Area Test(s) and receiving a course grade of 60 or above. For pre-approved methods of instruction, there is no fee for the district services offered during the regular academic school year. However, if you choose to select a program outside of the mASD district to recover credit, the parent/guardian/student will be responsible for any applicable fees associated with this chosen method. Credit recovery courses begun during the summer must be completed during the same summer session. Check the Policy Manual or the school counselor for additional guidelines for participation in the Credit Recovery Program.

DRIVER EDUCATION - mASD Policy IB, IDDE, Approved Courses for MS Schools

It is imperative that any student-contemplating enrollment in the Driver's Education class with the mASD must be able to provide an original birth certificate and an original social security card. The names on both

documents must match exactly. Please make arrangements to locate these documents before enrolling in the class.

House Bill 1115 also requires that students under the age of 18 submitting an application for driver's licenses, temporary permits or learning permits are in compliance with attendance requirements established under Section 63-1-9(1)(g). The school is authorized to submit the applicant's attendance record to the State Department of Public Safety. If a student's license or permit is revoked due to attendance laws, the superintendent's designee may request reinstatement only after the student has completed 9 weeks of school attendance without an unlawful absence. The Mississippi Achievement School District will report excessive unlawful absences to the State Department of Public Safety.

DUAL ENROLLMENT/DUAL CREDIT - mASD Policy IB, ID

What is Dual Enrollment/Dual Credit?

Dual enrollment/dual credit is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma at a Mississippi public institution that will also count as credit toward a high school diploma. Students have the option of participating with more than one college/university for dual enrollment classes as well as participate with other districts (with the Superintendent's approval) to take advantage of additional course offerings. Students whose schedules permit may be eligible to have early release from school in instances where the need to participate in such classes is necessary.

Who is eligible?

Eligibility for Dual Enrollment/Dual Credit will be determined by the guidelines as set forth by the two- or four-year college or university OR as set forth by the Mississippi Department of Education.

Other guidelines include students who have:

- Minimum overall GPA of 3.0 on a 4.0 scale on all high school courses **and**
 - Successful completion of 14 core high school units and/or junior status **and**
 - Written recommendation from school principal or guidance counselor
- OR**
- Minimum overall GPA of 3.0 on a 4.0 scale on all high school courses **and**
 - Minimum composite ACT score of 30 or the equivalent SAT score **and**
 - Written recommendation from school principal or guidance counselor

IMPORTANT FACTS

- Prior to enrollment, the student must receive written permission from the high school principal for participation. The college will attach a copy of the official student class schedule to the form, indicating days and time for class. This must be returned to the school prior to classes beginning.
- It is the responsibility of the student to meet admissions requirements of the institution and pay all fees required by the institution (if applicable) for credit.
- The student will be expected to follow the attendance policy of the institution and will suffer all financial and academic penalties that accrue for tardiness, absence and/or withdrawal.
- Textbook cost for the college courses may be covered by the district if funds are available. In the event the funds are not available the textbook cost becomes the responsibility of the parent and/or student.
- The grade earned at the institution will be the grade assigned for dual credit at the high school. The grade shall become a part of the grade point average and affects class ranking. The grade will be calculated according to the Mississippi Achievement School District's policy as an advanced course. Parents are advised that midterm grades at the college level may not be reflective of actual overall performance in the course.

ON-LINE COURSES

The Mississippi Department of Education allows districts to offer courses through distance and online learning as outlined in board policy Part 3, Chapter 56, Rule 56.1 - Distance Learning / Online Courses (Rule 56.1) and vendors utilized for on-line course offerings must meet the Mississippi Department of Education's approval to ensure the vendor/provider's content, curriculum, and assessments are aligned to Mississippi's course standards.

COUNSELING - mASD Policy JGC, JGCB, JGCD, JGCD-R

Counseling services are available for every student in the school. These services include assistance with educational planning; interpretation of test scores; occupational information; career information; study help; help with home; school, and/or social concerns or any question the student may feel he/she would like to discuss with the counselor. Referral to outside sources and agencies can also be provided based on individual circumstances and when deemed necessary. Students wishing to see the counselor may notify their teacher or should contact the office to arrange for an appointment.

WEIGHING OF GRADES FOR ACCELERATED COURSES - mASD Policy IH, IHA, IHE

Mississippi Achievement School District values the fact that it is adding rigor to the curriculum through dual enrollment/dual credit courses, AP courses and advanced courses. Due to the difficulty of these courses and to encourage participation, the following courses will be weighted on the final grade of the semester as follows:

Advanced Placement = 1.10 x grade

Dual Enrollment/Dual Credit Courses and Advanced Courses (as specified below) = 1.05 x grade

All other courses = 1.0 x grade (remain the same)

Advanced Courses to be weighted are:

Math - Advanced Math, Trigonometry, Pre-Calculus

Science –Physics

World Language – 3rd year

PROMOTION/RETENTION GRADES K – 3 - mASD Policy IH, IHE

Because reading readiness skills, language arts skills, and mathematics skills are essential for a student's educational success; they are key factors in decisions of promotion or retention of students.

Kindergarten

Students promoted to the first grade must have a grade of 65 or better in math, reading, language, science, and social studies.

Grades 1-2

In order to be promoted to the next grade, the student must have a grade of 65 or better in math, reading, language, science, and social studies.

Third Grade

To be promoted to the fourth grade, the student must have a grade of 65 or better in math, reading, and language, science, and social studies. In order to exit the Third Grade, each student must take and pass the 3rd Grade MAAP Reading Summative Assessment at a proficiency level of three before exiting third grade. In the event a student successfully passes the 3rd Grade MAAP Reading Summative Assessment but fails a class, that student will be required to attend an extended learning time not less than four weeks for remediation in order to be considered for promotion.

GOOD CAUSE EXEMPTION

See the Literacy Based Promotion Act below or view link: www.mdek12.org/OEER/LBPA

GRADES 4-8

In order to be promoted to the next grade, the students must have a grade of 65 or better in math, reading, language, science, and social studies.

NOTE: Students enrolled in the Mississippi Studies and ICT II and/or Cyber Foundations II classes while attending Middle School must receive a grade of 65 or above in order to be eligible to receive an academic unit of credit towards graduation.

PROMOTION AND RETENTION (GRADES 9 – 12) - mASD Policy IH, IHE

The promotion or retention of high school students will be based on the number of Carnegie units accumulated. Carnegie units will be granted for courses in which a student earns a 65 or above.

Freshman (9thGrade)

6 units required to be promoted to 10th grade

Sophomores (10thGrade)

12 units required to be promoted to 11th grade

Juniors (11thGrade)

17 units required to be promoted to 12th grade

Seniors (12thGrade)

24 units required to graduate (traditional), 26 units (academic and CTE), and 28 units (Distinguished)

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects	Requirements
English	4	<ul style="list-style-type: none"> English I English II 	<ul style="list-style-type: none"> Students must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission. For early release, students must have met College or Career Readiness Benchmarks that allow students to attend postsecondary without remediation or demonstrate work ready requirements. <p>Recommendations</p> <ul style="list-style-type: none"> For early graduation, a student should successfully complete an area of endorsement. A student should take a math or math equivalent course the senior year.
Mathematics	4	<ul style="list-style-type: none"> Algebra I 	
Science	3	<ul style="list-style-type: none"> Biology I 	
Social Studies	3 ½	<ul style="list-style-type: none"> 1 World History 1 U. S. History ½ U. S. Government ½ Economics ½ Mississippi Studies 	
Physical Education	½		
Health	½		
Art	1		
College and Career Readiness	1		
Technology	1		
Additional Electives	5½		
Total Units Required	24		

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects	Requirements
English	4	• Alternate English Elements I-IV	<ul style="list-style-type: none"> • The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma. • All students are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAP-A) with a score of 3 or higher. • Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.
Mathematics	4	• Alternate Math Elements I-III • Alternate Algebra Elements	
Science	2	• Alternate Biology Elements • Alternate Science Elements	
Social Studies	2	• Alternate History Elements (Strands: U. S. History and World History) • Alternate Social Studies Elements (Strands: Economics and U. S. Government)	
Physical Education	½		
Health	½	• Alternate Health Elements	
Art	1		
College and Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)	
Life Skills Development	4	• Life Skills Development I-IV (Strands: Technology, Systems, Employability, and Social)	
Additional Electives	2		
Total Units Required	24		

TRADITIONAL DIPLOMA ENDORSEMENT OPTIONS

Students pursuing a Traditional Diploma must identify an endorsement prior to entering 9th grade. There are three endorsement options: **Career and Technical, Academic, and Distinguished Academic Endorsement.**

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	•English I• English II	<ul style="list-style-type: none"> • Earn an overall GPA of 2.5 • Earn silver level of ACT WorkKeys • Earn two additional Carnegie Units for a total of 26 <p>Must successfully complete one of the following:</p> <ul style="list-style-type: none"> • One CTE dual credit • A Work-Based Learning or Career Pathway Experience
Mathematics	4	•Algebra I	
Science	3	•Biology I	
Social Studies	3½	•1 World History• ½ Economics •1 U.S. History• ½ Mississippi Studies •½ U.S. Government	
Physical Education	½		
Health	½		
Art	1		
College & Career Readiness	1		
Technology	1		

CTE Electives	4	• Must complete a four-course sequential program of study	<ul style="list-style-type: none"> • Earn a State Board of Education approved national credential
Additional Electives	3 ½		
Total Units Required	26		

ACADEMIC ENDORSEMENT

Curriculum ^[1] _[SEP] Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	•English I• English II + two (2) additional above English II	<ul style="list-style-type: none"> • Earn an overall GPA of 2.5 • Courses must meet MS IHL college prep curriculum (CPC) requirements • Earn MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by post-secondary for non-remediation at most community colleges and IHL college ready courses in senior year, or the SAT equivalency score). • Earn two additional Carnegie Units for a total of 26 <p>Must successfully complete one of the following:</p> <ul style="list-style-type: none"> • One AP course with a C or higher and take the appropriate exam • One diploma program IB course with a C or higher and take the appropriate IB exam • One dual credit course with a C or higher in the course
Mathematics	4	•Algebra I + two (2) additional math courses above Algebra I	
Science	3	•Biology I + two (2) additional science courses above Biology I	
Social Studies	3½	•1 World History• ½ Economics •1 U.S. History• ½ Mississippi Studies •½ U.S. Government	
Physical Education	½		
Health	½		
Art	1		
College and Career Readiness	1		
Technology	1		
Additional Electives	7 ½	•Must meet 2 advanced electives of the CPC requirements for MS IHLs	
Total Units Required	26		

Please note: There are four available options to choose from for the College and Career Readiness course therefore I believe that it should be left blank. It does not explicitly state that it must be offered at a particular time.

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	• English I• English II + two (2) additional above English II	<ul style="list-style-type: none"> • Earn an overall GPA of 3.0 • Courses must meet IHL CPC-recommended requirements. • Earn national college readiness benchmarks on each subtest established by ACT of 18 in
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I	
Science	4	• Biology I + (2) additional science courses above Biology I	

Social Studies	4	<ul style="list-style-type: none"> • 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government 	<p>English and 22 in Math or SAT equivalency.</p> <ul style="list-style-type: none"> • Earn four additional Carnegie Units. <p>Must successfully complete one of the following:</p> <ul style="list-style-type: none"> • One AP course with a B or higher and take the appropriate AP exam • One Diploma Program-IB course with a B or higher and take the appropriate IB exams • One academic dual credit course with a B or higher in the course
Physical Education	½		
Health	½		
Art	1		
College and Career Readiness	1		
Technology	1		
Additional Electives	8	<ul style="list-style-type: none"> • Must meet 2 advanced electives of the CPC requirements for MS IHLs 	
Total Units Required	28		

Students must receive passing scores on all subject area tests or fulfill the MDE approved assessment options as outlined by State Board Policies 3803 and 3804. (Algebra I, Biology I, U. S. History, and English II Multiple Choice). If a student passes these tests, but fails the course, he/she must repeat the course. If a student fails the test but passes the course, he/she will be assigned the earned credit, but he/she must retake the test on the dates prescribed by the Mississippi Department of Education until the test is passed. Both the Carnegie Unit credits and passing scores on the subject area tests are required for graduation.

STUDENTS WITH DISABILITIES

The Mississippi Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children established by the Mississippi Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public.

LITERACY BASED PROMOTION

In compliance with the “Literacy Based Promotion Act,” it is the intent of the Mississippi Achievement School District to improve the reading skills of kindergarten through third (3rd) grade students so that every student completing the third (3rd) grade is able to read at or above grade level. Each kindergarten through third(3rd) grade student's progression is determined, in part, upon the:

- student's proficiency in reading;
- the policies of local school boards facilitate this proficiency; and
- each student and the student's parent or legal guardian are informed of the student's academic progress.

Intensive Reading Instruction and Intervention

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

The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school, or at a specific time as identified by MDE. Universal Screener may be repeated if indicated at midyear and at the end of the school year to determine student progression in reading in kindergarten through third (3rd) grade. If it is determined that the student continues to have a reading deficiency, the student shall be provided with continued intensive reading instruction and intervention by the school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.

A kindergarten, first (1st), second (2nd), or third (3rd) grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention shall include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. A kindergarten, first(1st), second(2nd) or third (3rd) grade student identified with a reading deficiency or not promoted may be placed in a transition class.

Parent Notification of Reading Deficiency

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a kindergarten, first (1st), second (2nd), or third (3rd) grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher of the following:

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

Social Promotion Prohibited

In compliance with the "Literacy-Based Promotion Act," social promotion is prohibited in this school district. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion. The only exception will be students who are two or more grade levels behind who are placed on an accelerated course/recovery plan in middle or high school. Each exception will be reviewed individually and must require the superintendent's approval before the student's program placement is changed.

Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's third (3rd) grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for third (3rd) grade, the student shall not be promoted to fourth (4th) grade.

Good Cause Promotion

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

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

Good Cause Request

A request for good cause exemptions for a Third-Grade student from the academic requirements established for promotion to Fourth Grade shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal which indicates that the promotion of the student is appropriate and is based upon the student's record. The documentation shall consist of the good cause exemption being requested and shall clearly prove that the student is covered by one (1) of the good cause exemptions listed above.
2. The principal shall review and discuss the recommendations with the teacher and parents and make a determination as to whether or not the student should be promoted based on requirements set forth by law. If the principal determines that the student should be promoted, based on the documentation provided, the principal shall make the recommendation in writing to the school district superintendent, who, in writing, may accept or reject the principal's recommendation.
3. The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determine otherwise.

Retained Third Grade Students

Beginning in the 2014-2015 school year, the Mississippi Achievement School District shall take the following actions for retained Third Grade students:

1. Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:
 - a. Small group instruction;
 - b. Reduced teacher - student ratios;
 - c. Tutoring in scientifically research-based reading services in addition to the regular school day;

- d. The option of transition classes;
 - e. Extended school day, week or year; and
 - f. Summer reading camps.
2. Third Grade students who are retained shall be provided with a high-performing teacher, as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to literacy.

Parent Notification of Third Grade Retention

Written notification shall be provided to the parent or legal guardian of any Third-Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption.

The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. This notification shall be provided to the parent or legal guardian in writing, in a format adopted by the State Board of Education in addition to report cards given by the teacher.

Parents and legal guardians of Third Grade students shall be provided with a "Read at Home" plan outlined in a parental contract, including participation in regular parent-guided home reading.

Intensive Acceleration

The Mississippi Achievement School District may provide, where applicable, an intensive acceleration class for any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3. The focus of the intensive acceleration class should be to increase a student's reading level at least two (2) grade levels in one (1) school year. The intensive acceleration class will provide reading instruction and intervention for the majority of student contact each day and incorporate opportunities to master the Grade 4 state standards in other core academic areas.

NOTIFYING PARENTS OF RETENTION -- mASD Policy IB, IH, KCBA

Parents shall be notified of the possibility and/or the probability of retention. If these students are seniors, parents will be informed that the student may not meet the requirements for graduation. In notifying parents of the possibility of retention, the following steps will be followed:

1. For each grading period, the teacher will notify the parents by letter concerning the student's inadequate progress and arrange a parent/teacher conference.
2. Meet with parents on Parent/Teacher Conference Day, or other agreed upon date in a week of this date.
3. At the conference, a conference report form shall be completed and signed by the parent and the teacher. This report shall outline the competencies and skills the student has not mastered, what action the teacher is taking and what parents may do to help the student.
4. If the parent is unable to attend the conference, two copies of a letter of notification of unsatisfactory work shall be sent to the parent by mail. The parent will be expected to sign one copy of the letter and return the signed copy to the teacher. The original copy shall be kept at school.
5. By the end of the third reporting period, a conference shall be scheduled to inform the parent that the student is performing below the level of expectation and that the student faces retention. At this conference the teacher and parent shall sign a conference report form. This report shall indicate the skills the student has not mastered and what action the teacher has taken. If the parent is unable to attend the conference, two copies of a letter of notification of unsatisfactory work shall be sent to the parent. The parent is expected to sign one copy of the letter and return the signed copy to the teacher. The original copy shall be kept at school.

6. Senior parents will be notified in writing by the end of the first semester if the student is failing and again in April if the student is failing a course that will prevent him/her from graduating.
7. Parents will be notified if a student does not meet minimum requirements on a Subject Area Test at least five days after the school receives the results.
8. By the middle of the ninth month, a teacher/parent conference shall be scheduled to inform the parent that the student's work is still below par and the student may be retained. A conference report form shall be completed and signed by the teacher and parent.

In accordance with the Mississippi Public School Accountability System, a student who fails to meet the graduation requirements will not be allowed to participate in the graduation ceremony.

The Mississippi Achievement School District reserves the right to mail report cards home.

GRADUATION PARTICIPATION mASD Policy IH, IHF

Participation in the graduation ceremony is not a requirement for graduation and a privilege that can be taken away or denied. However, a senior who plans to participate in the ceremony should attend the graduation practice(s).

The proper attire for a male student is a white-collar shirt with a tie. Dark slacks or trousers are appropriate; blue jeans are inappropriate. A dress/skirt is proper attire for a female student. Dark footwear is appropriate for all students. Tennis shoes, boots, and flip-flops are inappropriate and shall not be worn. Students who fail to adhere to the graduation dress requirements shall not be allowed to participate in the ceremonies. The student will not receive any refunds.

The Administration reserves the right to impose other restrictions or guidelines as deemed necessary.

GRADUATION – SPECIAL DISTINCTION – HONORS -mASD Policy IH, IHF

Students with outstanding academic records during four years of high school will be recognized as graduating with distinction (Honors). A student must attain a cumulative average of 85 to graduate with Honors (Gold Cords). Academic Honor cords that will be permitted during graduation ceremonies will be limited to Honors, Beta, SCA, Superintendent Advisory Council, Mississippi Scholars, and the National Tech Honors Society. All other cords will be given during Senior Recognition activities.

TRANSCRIPTS

mASD High Schools will release information on a school record according to the regulation of *The Family Rights and Privacy Act*. A written or electronic request must be made before any official transcript is mailed. A fee of \$2.00 will be assessed for subsequent transcript requests, and a fee of \$5.00 will be assessed for a facsimile.

GRADUATION – REQUIREMENTS - mASD Policy IH, IHF

Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified. Students receiving a standard diploma may select from a graduation endorsement as specified by the local school district's graduation requirements.

OPTIONS FOR GRADUATION

Process Standard 14.2 of the *Mississippi Public School Accountability Standards, 2020* requires districts to ensure that each student receiving a standard diploma has met assessment requirements on each of the required high school End-of-Course (EOC) assessments or one of the options in lieu of a passing score.

Beginning with school year 2014-2015, students may graduate by passing the course and meeting one of the following options:

Concordance tables: The concordance tables provide opportunities for students who do not obtain a passing score on an EOC assessment by using a combination of the assessment score with the student's final passing course grade. When using the concordance tables as one of the approved options, districts are to use the concordance table specific to when the student took the respective assessment.

Composite score: Students who do not obtain a passing score on one or more EOC assessments may meet high school EOC assessment requirements by taking the average of all EOC assessment scores and achieving a minimum combined score of 646. (Additional guidance on the Composite Score option is also found in Appendix A-5 of the *Mississippi Public School Accountability Standards, 2020*.) (Note: The student must still have a passing grade/Carnegie Unit credit in the required course.)

In order to use the Concordance table or the Composite Score options, the student must be currently enrolled.

State Board Policy Chapter 36, Rule 36.5 provides additional approved options for students to meet high school EOC assessment requirements. These options are also outlined in Appendix A-5 of the *Mississippi Public School Accountability Standards, 2020*. While it is possible that a student will meet one of the options before taking the EOC assessment this policy states that a student is eligible to use any of these options once he or she has failed to pass the required EOC assessment one time. Options outlined in State Board Policy Chapter 36, Rule 36.5 include:

College Credit: Students may obtain a grade of "C" or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed. The college credit option is only applicable if the student is enrolled in high school and college at the same time. (Additional guidance on the College Credit option is also found in Appendix A-5 of the *Mississippi Public School Accountability Standards, 2020*)

ACT, ASVAB, ACT WorkKeys, MS-CPAS3 or other state-approved industry certifications: (Additional guidance on the use of these assessments is also found in Appendix A-5 of the *Mississippi Public School Accountability Standards, 2019*.)

- Obtain a score of 17 or higher in the specific subject area on the ACT.
- Obtain an Armed Services Vocational Aptitude Battery (ASVAB) AFQT (Armed Forces Qualification Test) score of 36 plus one of the following:
 - a.) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - b.) Earn an approved Industry Certification as specified in the Career Pathways Assessment Blueprint and outlined in Appendix A-5 in the current edition of the *Mississippi Public School Accountability Standards*.
- Obtain the *Silver Level* on the ACT WorkKeys plus one of the following:

- a.) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
- b.) Earn an approved Industry Certification as specified in the Career Pathways Additional information about the new graduation options can be found at [Mississippi Diploma Options](#).

Options outlined in State Board Policy Chapter 36, Rule 36.5 apply to past, current, and future Mississippi students.

Process Standard 14.5 of the *Mississippi Public School Accountability Standards, 2020* prohibits students who fail to meet graduation requirements from participating in graduation exercises.

ADDITIONAL REMINDERS: Per State Board Policy Chapter 28, Rule 28.5, only students who have failed a course may enroll in credit recovery to earn a minimum passing grade. Credit recovery cannot be used by a student who has passed the course to improve the students assigned course grade. A student who has passed a required class but failed the EOC assessment may enroll in credit recovery for remediation only. The grade earned for the class remains unchanged.

INDIVIDUAL SUCCESS PLAN (ISP)

The ISP is a student’s guide that helps him/her establish and achieve career and academic goals for success after high school. Using the Choices Program, each student in Mississippi must have an ISP that is personalized to meet each learner’s educational and career goals. The ISP is completed with the assistance of the school counselors. The ISP is a set of district-developed, sequential set of courses that include academic and career and technical education courses that are logical, challenging, and aligned to industry-recognized and college readiness standards. These courses include opportunities for dual or credit at the postsecondary level for all students and meet college and career readiness standards. These opportunities would lead to an associate degree or a bachelor’s degree, or a certificate at the postsecondary level.

***Freshman entering prior to the 2018-19 school year adhere to the graduation option selected upon entry to 9th grade in alignment with the Mississippi Public School Accountability Standards 2019.**

GRADUATION READY OPTIONS INCLUDE (DIPLOMA OPTIONS)

- Career and Technical Endorsements (26 Credits)
- Academic Endorsement (26 credits)
- Distinguished Academic Endorsement (26 credits)
- Traditional Diploma (24 credits) – All students
- Alternate Diploma (24 credits)

POSTSECONDARY OPTIONS INCLUDE THE FOLLOWING:

- Community College
- Institutions of Higher Learning
- Technical training options
- Workforce
- Military

SPECIAL EDUCATION - mASD Policy IDDF, IH, II

A student enrolled in a Special Education program in the district may exercise one of the following options to work toward a diploma or certificate.

DIPLOMA

This option is available for students that complete all district requirements for graduation as a regular education student as previously stated under graduation requirements.

SPECIAL CERTIFICATE

This option is available for students that have been ruled eligible under the Individuals with Disabilities Education Act (IDEA) and have an Individualized Education Plan (IEP) or whose disability is such that requirements for any of the graduation options for earning a traditional diploma cannot be met.

Upon or prior to entry into 9th grade, the procedures and requirements of the above options will be explained to the parents of the Special Education student. The parents and the student shall execute an agreement with the district specifying the option selected. This decision can be modified as deemed appropriate by the parent and/or IEP committee. The IEP shall thereafter reflect the option selected by the parent and the student.

Beginning with the Freshmen Class of 2018-2019, the following are high school exit options for students with disabilities.

Exit Option	Intended Student Population
Traditional Diploma with/without Endorsement	The vast majority of students with an IEP should be able to earn a Traditional Diploma.
Alternate Diploma	Students who have a Significant Cognitive Disability.
Certificate of Completion	Students with disabilities who have reached the maximum age of service under IDEA, which in Mississippi is age 20, and have not been able to meet the requirements for a traditional diploma.

ACADEMIC END-OF-COURSE TEST FOR GRADUATION (mASD Policy IHF, SBE Policy 3804)

In addition to the Carnegie unit requirements, students must also satisfy the following exit requirements as specified by the Mississippi Department of Education and the State Board of Education:

- Achieve a passing score on the state high school examinations (SATP3): Algebra I, English II, U. S. History from 1877 to the Present, and Biology I.
- Satisfy one of the Additional Assessment Options for Meeting End-of-Course Subject Area Tests (Graduation Requirements) A complete listing of Additional Assessment Options is available in the Office of the High School Principal or High School Counselor. MS Code 37-16-7.

GRADUATION – VALEDICTORIAN AND SALUTATORIAN - mASD Policy IH, IHE

The student with the highest numerical grade average will be recognized at graduation as valedictorian of the graduating class. Only one credit of physical education will be factored in the calculation for rendering a grade point average to determine valedictorian and salutatorian. The student with the second highest grade point average will be recognized as salutatorian. The student must complete all work (7 semesters) at the mASD to be considered eligible.

Any student who withdraws from the mASD grades 9-12 and enrolls in another school outside the district (public or non-public) will not be considered for valedictorian or salutatorian. This rule does not apply to students who may enroll in special state schools such as the Mississippi School for the Arts and the Mississippi School for Mathematics and Science.

GRIEVANCE PROCEDURE - mASD Policy JCAA

A grievance is defined as a charge by a student that school regulations governing participation in certain school activities are being misinterpreted. Should a regulation impose a restriction on participation in school activities, the student would deal with the school personnel responsible for directing the program. However, if the student does not secure satisfaction by conferring with the person in charge of the program, the student may present the grievance to the building administrator. If resolution is not obtained in this appeal, further appeal may be made to the Superintendent of Schools (**or his designee**).

RANK IN CLASS

A weighted grade point average is computed for each senior to determine rank in class for graduation from Humphreys County High School and Yazoo City High School.

SCHEDULE REQUIREMENTS

A full-time student of mASD will be enrolled in eight courses on a 4x4 school year schedule - courses in which Carnegie units will be awarded upon successful completion of the courses. A junior or senior may use one or more periods for a service-learning project or other college/career activity approved by the principal.

CHANGE OF SCHEDULE

Schedule changes will only be approved by building administrators on the following basis:

1. Course advancement.
2. Course has been previously taken and successfully passed.
3. Initial placement in CTE.
4. Administrator's discretion
5. Did not meet prerequisite requirements

SUBJECT SELECTION GUIDELINES

General guidelines for subject selection are as follows:

1. A student participating in any activity governed by the Mississippi High School Activities Association must pass a minimum of five (5) units of credit each year. The five units apply to graduation.
2. A student will not receive credit for athletics, cheerleading, or managing an athletic team.
3. A student may make a request for a particular class. A guidance counselor will honor, if possible, the request of each student. In an attempt to resolve conflicts and honor course selection requests, a particular teacher request may not be possible.

HALL PASSES

Students are not permitted in the hall during class periods unless they have a pass from an authorized staff member. Students constantly reprimanded for being in the halls without permission from an authorized staff member may face disciplinary action.

DRUG TESTING

Activities that fall under the jurisdiction of the MHSAA: band, basketball, football, cheerleading, choir, tennis, track & field, baseball, softball, etc. are subject to random drug testing. Students may be randomly tested for drugs, other controlled substances, or performance-enhancing drugs during the course of the year. Such testing

will be provided by the school district. This is a preventive measure to ensure the health and welfare of our young people taking part in school-sponsored extracurricular activities.

ACADEMIC RULE FOR PARTICIPATION IN EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES – HIGH SCHOOL

Following is a summation of some of the Mississippi High School Activities Association, Inc. regulations that must be met by a student in order to participate in athletics and other activities:

1. The student must enroll no later than the 15th day of any semester of participation, carry five major subjects that count toward graduation, and conduct himself/herself satisfactorily.
2. Any student who becomes 19 years of age prior to August 1 or surpasses the four years of eligibility requirement upon 9th grade shall be ineligible to participate in any sport for four years .
3. A student must attend school in the district of which his parents are bona fide residents.
4. Students must be examined by a physician and declared physically fit prior to participation.
5. If a student who is eligible for a given semester drops out of school for one or more semesters, he/she is ineligible until he/she passes five subjects during a semester. A student who is eligible for a given semester cannot drop out of school during the semester or remain out of school for one or more semesters and then be eligible for the next semester he/she attends.

The MHSAA eligibility rules require each student participating in MHSAA sanctioned competitions to make "satisfactory progress toward graduation." Each school district determines the requirements for "satisfactory progress toward graduation" through its graduation requirements. Each school district must interpret this according to its requirements. In situations which require "judgment," schools are directed to "interpret the rules for the benefit of the students." Additionally, according to Mississippi law, a student must maintain a grade point average of at least 2.0 or C average.

Special education students will be academically eligible if they are making satisfactory progress according to the committees reviewing their Individual Education Plans (IEP).

SELECTION OF CANDIDATES FOR MR. & MISS SCHOOL, CLASS REPRESENTATIVES, ETC

Each candidate nominated must meet specific guidelines and be approved based on qualifications (i.e. student grades, conduct, etc.). Each candidate must be a student in good standing in addition to meeting the following guidelines:

- Meet qualifications as outlined for the position;
- Support and uphold the principles and rules of the school;
- Manifest outstanding school spirit.

The student body at each school will vote their selection for persons to fill the office as designated. A student will be declared the winner after having attained at least the majority of votes of 51% or better in the number of votes cast. If no students received the 50% + 1 of the majority, the two highest voted candidates will compete in a "run-off" with the highest votes being declared the winner.

NCAA FRESHMAN ELIGIBILITY STANDARDS

If you plan to enroll in any college or university, read the following guidelines carefully because the rules have changed.

Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.

- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
- *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses		DIVISION II 16 Core Courses	
4	years of English	3	years of English
3	years of mathematics (Algebra I or higher)	2	years of mathematics (Algebra or higher)
2	years of natural/physical science (1 year of lab if offered by high school)	2	years of natural/physical science (1 year of lab if offered by high school)
1	year of additional English, mathematics or natural/physical science	3	years of additional English, mathematics or natural/physical science
2	years of social science	4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)		

CODE OF CONDUCT

The primary emphasis of this school system is to provide the best quality education for the boys and girls of the district. The school system feels strongly that a basic prerequisite for any successful instructional program is a clear understanding of the policies and resulting rules. Therefore, it is imperative that policies and rules be understood and followed without exception.

All students in the Mississippi Achievement School District have certain basic rights and a responsibility to know and abide by the rules and regulations of the district as outlined by the Mississippi Achievement School District policies in compliance with the U.S. Constitution and Mississippi State Law.

The school district shall adopt and make available to all teachers, school personnel, students and parents or guardians, a code of student conduct. The code shall be based on the rules governing student conduct and discipline adopted by the school district and may be made available at the school level in the student handbook. *Miss Code Ann. 37-11-55*

Faculty members are authorized to maintain an orderly learning environment and students are strictly accountable for any disorderly conduct whether in school, on the playground, at a school-related event or activity, school sponsored field trip, or en route to or from school.

Effective parenting by teaching through example helps to develop good behavior habits in students as well as proper attitudes towards the school. To ensure students' success, parents should visit the school and check with the school official concerning their child's conduct.

STUDENT DISCIPLINE

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

1. A parent, guardian, or custodian of a compulsory-school age child who is enrolled in the Mississippi Achievement School District shall be responsible financially for his or her minor child's destructive acts against school property or persons. *Miss. Code Ann. S 37-11-19 (1996)*
2. A parent, guardian, or custodian of a compulsory-school age child who is enrolled in the Mississippi Achievement School District may be requested to appear at school by an appropriate school official or the school attendance officer for a conference regarding the destructive acts of the child as specified in the student handbook and any other discipline conferences regarding the acts of the child.
3. A parent, guardian, or custodian of a compulsory-school age child who is enrolled in the Mississippi Achievement School District who has been summoned by proper notification by an appropriate school official or attendance officer shall be required under this provision to attend such a discipline conference of the Compulsory School Attendance Act.
4. A parent, guardian, or custodian of a compulsory-school age child subject to the provisions of this section who refused or willfully fails to perform any of the duties imposed upon him or her under the law shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed an amount as provided by law.
5. A parent, guardian, or custodian of a compulsory-school age child who is enrolled in the Mississippi Achievement School District shall be responsible for any criminal and/or civil fines brought against such students for unlawful activity occurring on school grounds, buses, or school sponsored trips.

6. The Mississippi Achievement School District shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus the necessary court costs, from the parents of any minor (6-18) who maliciously and willfully damages or destroys property belonging to the school district.

District administration shall legally audit the discipline plan and student code of conduct on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

Legal References: Miss. Code Ann S 37-11-53 (Supp. 2001)

Accreditation Requirements
MS Public School Accountability System
School Safety Act of 2001
Cross-References: Policies JCA - Student Conduct
JCB - Code of Conduct

BULLYING/ANTI-HARASSMENT (mASD Policy JDDA & JDDA-1)

The Mississippi Achievement School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic (including social media) or verbal communication, any physical act or threatening communication(including social media), or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits.

In most cases, bullying is characterized by repeated harmful actions on the part of the bully(ies). Any student who feels he or she has been a victim of bullying, harassing behavior, has witnessed such, or has reliable information that another student has been subject to bullying or harassing behavior shall report such conduct to a teacher, counselor or school administrator.

- Bullying/Harassing Behavior forms are available at each school office and online.
- The report shall be made promptly but no later than five (5) calendar days after the alleged act(s).
- The receiving school official shall complete a Bullying/Harassing Behavior Complaint form and submit it promptly to the principal who shall institute an immediate investigation.
- Families of alleged victim(s) and perpetrator(s) must be notified. The investigation must be completed within five (5) working days.
- As this is an administrative investigation, students may be interviewed without parent/guardian permission.
- Interviews should answer who, what, how, when, where, and why.
- There can only be two results from the investigation: the allegation is substantiated, or the allegation is unsubstantiated.
- The parents of all students involved must be notified in writing of the result/outcome of the investigation.
- If the parents of the victim(s) are not satisfied with the principal’s decision, they have ten working days from the date of notification to appeal to the mASD Chief of Schools & Academics.
- The superintendent or his designee must notify the parents of his/her decision in writing within ten working days of receipt of the appeal.

IF YOU ARE THE VICTIM OF BULLYING

- Clearly tell the bully(ies) to stop.
- Don't ignore the incident. Immediately report the incident to someone at school.
- If the bullying continues after you have clearly told the bully(ies) to stop, make a written record of the incident including date, time, witness or witnesses, and parties involved in the incident.
- Report the incident immediately to an adult who has authority over the bully(ies); for example: teacher, school counselor, assistant principal, or principal.
- Avoid being alone with the person(s) who has attempted to bully you in the past.

TO MINIMIZE THE RISK OF BEING ACCUSED OF BULLYING

DO:

- Keep your hands to yourself.
- Remember that NO one has a right to harm another person in any way.
- Think before you speak.
- Immediately apologize if you accidentally say or do something that has made another person feel oppressed.
- Report all incidents of bullying behavior you have witnessed to appropriate school personnel.

DON'T:

- Touch anyone without his or her permission and especially in an inappropriate way.
- Continue interacting with a person after he or she has perceived your behavior toward him or her as being inappropriate and has clearly told you to stop.
- Make remarks that may cause another person to feel oppressed (stressed, scared, intimidated).

RIGHTS OF A STUDENT BEING BULLIED

- Each student of the Mississippi Achievement School District who believes he or she is being bullied, if possible, shall report the bullying to the appropriate official. However, as provided by *Miss. Code Ann. §37-11-69*, the District recognizes the fundamental right of each and every student to take reasonable action as may be necessary to defend himself or herself against an unlawful attack by another student who has evidenced menacing or threatening behavior during bullying or harassment.
- The mASD maintains full authority to investigate and determine the validity of the defense by the alleged victim of bullying or harassment.

BULLYING/HARASSING BEHAVIOR COMPLAINT FORM

School: _____

Name(s) and grade(s) of victim(s): _____

Name and Title of Person Reporting: _____

Relationship to victim: _____

Name(s) of accused: _____

Location of incident: _____

Date and time of incident: _____

Describe what happened and who was present. Use the reverse side or attach additional pages if needed.

Other incidents of Bullying:

<u>Dates</u>	<u>Times</u>	<u>Name of Accused</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

I certify that all information provided in the complaint is true and complete. I understand that any intentional misstatement of fact may subject me to school discipline.

Signature of reporting student: _____ Date: _____

Signature of official receiving complaint: _____ Date: _____

(Reports of student bullying must be submitted to the principal.)

MISSISSIPPI SCHOOL SAFETY ACT OF 2001

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

During the conference, disruptive behavior will be discussed and agreements reached that no further disruption will be tolerated. The conference may be in person, by telephone, by email or by other written communication.

Among other provisions, this act provides that a student 13 years of age or older may be subject to automatic expulsion on the third occurrence of habitually disruptive behavior during a school year.)

The term “disruptive behavior” means conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher or school administrator’s ability to communicate with the students in a classroom, with a student’s ability to learn, or with the operation of a school or school-related activity and which is not covered by other laws related to violence or possession of weapons or

controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to foul, profane, obscene, threatening, defiant or abusive language or actions toward teachers or other school employees, defiance, disobedience of the direction of a teacher.

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

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

DISCIPLINE- mASD Policy JCA, JCD, JCD-2

STUDENT DISCIPLINE PLAN

The superintendent, administration, faculty/staff, and other employees wish to establish an educational climate in which student behavior is at all times exemplary and in which teaching and learning can take place. A discipline plan has been established for all students enrolled in the Mississippi Achievement School District. The code shall be followed and enforced. Principals of the schools and their administrative personnel may consider any mitigating circumstances prior to disciplinary action and shall assure due process for each student, including, but not limited to, the following factors:

- Age, health, maturity and academic placement of the student
- Prior conduct of the student
- Attitude of the student or willingness to make restitution
- Cooperation of parents or guardians
- The severity of the problem

Each student in the Mississippi Achievement School District is expected to conduct himself/herself in an appropriate manner according to the Code of Conduct. Behaviors below are considered violations of the Code of Conduct and are subject to disciplinary actions. Behavior violations are grouped into five levels: Level I, Level II, Level III, Level IV, and Level V. Each Level has disciplinary procedures, which may be implemented by teachers and principals.

FIGHTING - mASD Policy JCA, JCD, JCD-2, Student Code of Conduct

Any student involved in a fight, which is defined as an exchange of physical blows, (hitting, slapping, pushing, and shoving) will face actions in Level IV. In the event a fight breaks out, students are advised to move away from the area of the disturbance, tend to their own concern, and not get in the way of administrators or teachers who are trying to deal with the situation. Standing around, standing on tables, standing in the aisles, so as to hinder school officials or refusal to leave the scene when asked to do so are all violations.

Note: Students who instigate fights but are not actively involved (that is, students who carry rumors, put others up to fight, carry information back and forth between other individuals who subsequently fight) are subject to disciplinary actions as if they were actively involved. Fighting will not be tolerated on any campus, on any school bus, or at any school sanctioned event.

Infractions of the *Code of Student Conduct* are grouped into five levels:

- Level I - Basic

- Level II - Minor
- Level III - Intermediate
- Level IV - Major
- Level V - Zero Tolerance

Note: Repeated infractions of the *Code of Student Conduct* in school and/or on the school bus will be considered willful disobedience and/or open defiance of authority resulting in possible suspension or expulsion from school and/or the school bus for the remainder of the school year or a specific period of time. Such patterns of behavior will also warrant consideration for enrollment at the District’s alternative education center for students in grades 4 through 12.

Be advised that students will be held responsible for prohibited items in their personal control, such as items located in vehicles, book bags, clothing or items belonging to someone else. The discipline chart that follows does not contain all of the infractions that may occur in the school setting. Each infraction will be addressed on a case-by-case basis and consequences will be based on the severity of the infraction and at the Administrator’s discretion.

LEVEL I: INFRACTIONS/CONSEQUENCES	
<i>These are classroom disciplinary actions that should be handled by the teacher.</i>	
<p>Running in the classroom or hallway</p> <p>Violating the DRESS CODE policy (First Offense)</p> <p>Failure to bring necessary class supplies, homework or other requirements</p> <p>Displaying inappropriate affection in public</p> <p>Failing to abide by class rules</p> <p>Other violations the administration shall deem to fall within this category.</p> <p>Scholastic dishonesty</p>	<p>For Level I Offenses, the consequences are listed below. If the behavior becomes habitual, the consequence moves to a higher level on the ladder.</p> <ul style="list-style-type: none"> ● Corporal punishment by a certified administrator; with the exception of the infraction associated with failure to bring supplies, homework, and other materials. ● Parent/Teacher Conference. ● Student detention <p>The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee.</p>
LEVEL II: INFRACTIONS/CONSEQUENCES	
<p>Using abusive language (i.e. related to another student that is spoken, written or gestured)</p> <p>Excessively (3 or more warnings for the same behavior) distracting other students (i.e. excessive noise in classroom or hallway, throwing objects, etc.)</p> <p>Leaving the classroom without permission</p>	<p>For Level II Offenses, the consequences are listed below. If the behavior becomes habitual, the intervention moves to a higher level on the ladder.</p> <ul style="list-style-type: none"> ● Corporal Punishment by a certified administrator ● Parent/Teacher Conference ● Parent contact via phone call, text, or email

<p>Destruction or theft of school property, including graffiti (under \$500)</p> <p>Trespassing on your assigned campus without authorization i.e. during suspension or assignment to alternative school.</p> <p>Theft from an individual (under \$500)</p> <p>Other school- based misconduct that disrupts the school environment</p> <p>Repeated Level I offenses</p> <p>Unauthorized use of school equipment</p> <p>Skipping/Cutting Class</p> <p>Unauthorized use of School Property</p>	<ul style="list-style-type: none"> ● Parent/Teacher/Student/Administrator Conference ● In-school suspension ● Out-of-school suspension ● Recurring offenses of 3-4 times must initiate Targeted/Behavior Intervention Plan (BIP) with documented interventions. <p>The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee.</p>
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LEVEL III: INFRACTIONS/CONSEQUENCES

<p>Bullying Levels (verbal and written aggression or intimidation - physical acts of aggression or intimidation and repeat Level II behavior)</p> <p>Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion</p> <p>Repeated violations of Level II Behaviors</p> <p>Vandalizing school property (over \$500)</p> <p>Visiting other schools within the district without permission (considered trespassing)</p> <p>Stealing on campus or during a school sponsored trip.</p> <p>Creating or conspiring to create a disturbance in the classroom, on the bus, on school property, or any school sponsored activity, event or trip, or vandalism or theft of property on a school-sanctioned or sponsored event.</p> <p>Continuously leaving school without permission, skipping/cutting class, or not following proper procedures in leaving campus</p> <p>Being insubordinate, showing disrespect for authority, willful disobedience</p>	<p>For Level III Offenses, the consequences are listed below. If the behavior becomes habitual, the intervention moves to a higher level on the ladder.</p> <ul style="list-style-type: none"> ● In-School Suspension ● Out-of-school suspension <p>Cell Phone—refer to school’s cell phone practices</p> <p>Severe defiance of authority disobedience e.g., demonstrating gross disrespect for school personnel</p> <p>Students that are suspended are not allowed to attend any school functions or events.</p> <p>The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee.</p> <p>**A manifestation meeting will be required for all Exceptional Ed. students.</p>
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<p>Profane, obscene, indecent, immoral, or seriously offensive language and gestures, propositions or exhibiting</p> <p>Refusing to surrender any item not allowed at school</p> <p>Intentionally providing false information to any school employee</p> <p>Using, possessing, or handling tobacco and tobacco-related products</p> <p>Unauthorized Absenteeism</p> <p>Being under the influence of drugs or alcohol</p> <p>Harassing or threatening other students</p> <p>Trespassing</p> <p>Skipping/Cutting Class</p> <p>Harassing or threatening other students</p>	
<p>LEVEL IV: INFRACTIONS/CONSEQUENCES</p>	
<p>Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants</p> <p>Repeated Level III offenses</p> <p>Expulsion, though not for referral to law enforcement</p> <p>Witness Intimidation or Retaliation</p> <p>Theft from an individual \$500 or over.</p> <p>Assault, harassment, verbal abuse, threatening, or false allegations of abuse against a school employee</p> <p>Hazing activities (e.g., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initial into any student group)</p> <p>Group Fighting (2 or more fighting together)</p> <p>Food fights in the cafeteria and standing on tables</p> <p>Gambling</p> <p>Cyber Bullying</p>	<p>For Level IV Offenses, the consequences are listed below. If the behavior becomes habitual, the intervention moves to a higher level on the ladder.</p> <ul style="list-style-type: none"> ● Out-of-school suspension <p>Cell Phone—refer to school specific practices</p> <p>Recurring offenses of 3-4 times must initiate Behavior</p> <ul style="list-style-type: none"> ● Targeted Intervention Plan (TIP) with documented interventions. Documented training for staff to implement the TIP is mandatory. <p>Fighting: General Assembly, Bus, School Functions: Games, Club activities, etc.</p> <p>* Fighting: General Assembly, Bus, School Functions: Games, Club activities, etc.:</p> <ul style="list-style-type: none"> ● 1st Offense: 5 days suspension (all schools) ● 2nd Offense: 9 days suspension pending hearing for disciplinary committee with an administrator’s recommendation of 45 days placement at the Alternative School <p>Group Fighting (2 or more fighting together)</p>

	<ul style="list-style-type: none"> ● 9 days suspension pending hearing for 45-days up to expulsion placement at the Alternative School ● 365 days alternative placement or expulsion <p>The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee.</p>
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LEVEL V: INFRACTIONS/CONSEQUENCES

<p>Robbery</p> <p>Arson</p> <p>First or second-degree assault (police notification/intervention)</p> <p>Assault on a student with a weapon.</p> <p>Repeated Level IV offenses</p> <p>Sexual assault</p> <p>Threatening to cause bodily harm or death of student or employee</p> <p>Use, possession, sale or distribution of, or intent to sell or distribute, unauthorized drugs or controlled substances.</p> <p>Possession of an explosive (non-fireworks/firecrackers) that seriously endanger the welfare or safety of other students or school personnel</p> <p>Unlawful Sexual Behavior and/or Unlawful Sexual contact, and/or indecent exposure between teacher and student</p> <p>Possession of or caught using drugs</p>	<p>For Level V Offenses, the consequences are listed below. If the behavior becomes habitual, the consequence moves to a higher level on the ladder.</p> <p>Group Fighting (2 or more fighting together)</p> <ul style="list-style-type: none"> ● Suspension pending a Hearing and recommendation of 90 days placement at Alternative School ● Recommendation for expulsion <p>Social Media Post/Share <i>Posting images, videos (school fights or disturbance), etc. on any social media sites</i></p> <ul style="list-style-type: none"> ● 5 days suspension ● 8 days suspension (school fights/disturbance) <p>Authorized Disciplinary Consequences for Violations of Level V Behaviors will result in one or more of the following:</p> <ul style="list-style-type: none"> ● Police notification ● Arrest/charges ● Immediate suspension, not to exceed 10 days pending a District hearing ● Suspension and/or Alternative Placement ● Expulsion ● Other action deemed appropriate by the administration
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<p>Willfully causing damage to the property of a school employee</p> <p>Destruction or theft of school property, including graffiti over \$500</p> <p>Causing false alarms/contacting police/fire emergency.</p> <p>Threatening or bullying other students (including any inappropriate internet other electronic device)</p> <p>Posting images, videos (school fights or disturbance), etc. on any social media sites</p> <p>Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or district (including firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3”, pocket knives with blades longer than 3.5”, spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury</p> <p>Using profanity/vulgarity towards personnel</p> <p>Use of counterfeit money</p> <p>Other felonious acts</p>	
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Note: Weapons may be a BB guns, air rifles, air pistol, knives, dirks, daggers, slingshots, leaded canes, switchblade knife, blackjack, metallic or brass knuckles, razors and razor blades, box cutters, and any sharp-pointed or edged instrument (i.e. metal hair picks or combs, eye-brow razors, etc.).

Students in any school who possess any controlled substance in violation of the Uniform Control Substance Law, a knife, a handgun or other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commit a violent act on school property or school sponsored trip as defined in *Miss Code Ann. § 97-37-17*, may be subject to automatic expulsion for one calendar year.

The superintendent or designee may immediately report to law enforcement agencies when there is a reasonable belief that an unlawful activity has occurred on school property or during a school activity. *Miss. Code Ann. § 37-11-29. Miss. Code Ann. § 37-11-18.*

Although it is the district’s goal to apply the code of conduct consistently and uniformly, the district also understands that the nature of some incidents may warrant the implementation of a consequence not aligned to recommendations in the Code of Conduct. The superintendent will be the final authority in matters concerning disciplinary actions when the code of conduct does not provide the best plan of action for the student’s offense.

BUS DISCIPLINE LADDER: Students exhibiting inappropriate behavior on the bus will be referred to the Bus Disciplinary Ladder. However, a student's failure to follow the bus rules/regulations may also result in assignment to the School Discipline Ladder.

- First Offense:** Warning and parent notification, if offense is not a Level II or higher.
- Second Offense:** Removal from the bus for three (3) school days (all buses)
- Third Offense:** Removal from the bus for five (5) school days (all buses)
- Fourth Offense:** Removal from the bus for 10 school days and conference with a district administrator prior to student's being permitted to ride the bus.

STUDENTS' DUE PROCESS RIGHTS - mASD Policy JCA, JCAA, JCD, JDC

All suspensions shall be handled in accordance with state and federal law and the procedures in the district policy manual. In instances of serious misconduct which may result in a suspension of more than ten (10) days or expulsion, the District will provide the following to parents and/or students:

- Adequate notice of the charge against the student
- Opportunity for a hearing and to present evidence
- Notice that the student and/or parent is entitled to be represented by an attorney at his/her cost.
- Opportunity to appear before a disciplinary committee and to present evidence in defense of the charges, and/or make a stenographic or tape recordings record of evidence given, at their own expense, subject to the requirements of confidentiality to protect the rights of other students
 - **Legal guardian and student are only allowed in hearing**
- Should the student and/or his/her parent not appear at the time and place set for the hearing, the hearing may be held in their absence
- A written decision from committee will be prepared and presented within 2 days of the hearing
- Any student receiving automatic expulsion shall be entitled a hearing, whether requested or not, before the disciplinary committee.

STUDENT'S RIGHT TO A HEARING

Whenever a student is suspended for ten (10) days, the parents or legal guardians shall be notified in writing within 24 hours of such suspension giving the reason, therefore. Each student has the right to a disciplinary hearing before the Disciplinary Committee. If the parent and student are "No Shows" to the Disciplinary Hearing, the school's recommendation will be accepted.

The District will appoint a Disciplinary Committee composed of three (3) certified/licensed district Faculty/Staff members outside of the student's home school who will listen to each student's hearing and examine the evidence presented. By majority vote, this committee may concur with the principal's recommendation, modify the recommendation, remove the suspension, or be subject to the approval of the mASD Chief of Administrative Services.

Following any hearing, the parent has the right to appeal the decision rendered by the Hearing Officer. If the parent is not satisfied with the decision of the Hearing Officer, he/she may request an appeal before the mASD Appellant Agent (mASD Chief of Administrative Services) within five (5) days. Such requests must be in writing and received by the mASD Chief of Administrative Services within five (5) days of receiving the decision from the Hearing Officer. The Appellant Agent (Chief of Administrative Services) decision will become final.

IN-SCHOOL DETENTION (ISD) GUIDELINES

^[1]_[SEP]It is the belief of the Mississippi Achievement School District that each child is deserving of equal access to the best education possible in a safe and secure environment where maximum learning can take place. If there are occurrences where a student's behavior interrupts this learning process for other students, then consequences have to be employed that provide temporary removal of the student misbehaving from the classroom activity in order to allow the remaining children the ability to continue to learn. It also enables the teacher to continue with the lesson. The overall goal of this removal is to keep the learning going for the misbehaving student, allowing that student the necessary time to receive counseling and time to reflect, as well as assist the school in maintaining its attendance rate.

Only an administrator will assign a student to ISS for those Level II or Level III behaviors that would not warrant a disciplinary hearing. There will be no early release allowed to those assigned to ISS. Staff members will be notified in a timely manner that a student has been assigned to ISS and will gather necessary class assignments and resources.

TRANSITION TO ALTERNATIVE EDUCATION (Alternative Education Support Manual, MDE 2019,)

The Mississippi Achievement School District shall abide by the guidelines for transitioning students to an alternative setting as set forth and outlined in the Alternative Education Support Manual as follows:

The Alternative School Director and Assistant Directors will maintain constant contact with the student's home school to ensure the necessary coursework requirements are met and maintained for each student in the alternative setting. Detailed information from the home school should be provided to the alternative school and include at a minimum, the following:

- Academic Reports
- Test data
- 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 (MTSS, 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

TRANSITION FROM ALTERNATIVE EDUCATION TO TRADITIONAL SETTING

The Mississippi Achievement School District shall abide by the guidelines for transitioning students returning from an alternative setting back into the mainstream of the regular school setting as outlined in the Alternative Education Support Manual as follows:

The Alternative School Director and Assistant Directors will maintain constant contact with the school on the student's progress and pending return to the regular school setting. A student's exit from the Alternative program will 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 will be conducted prior to returning the student to their home school. If the student's behavior, academic progress, or attendance has been unsatisfactory, the student will be recommended to remain in the alternative education setting until more favorable progress can be achieved.

- **All students returning from Alternative School may(will) be placed on a 30–45-day Probationary Period. If the student violates his/her probation, he/she may be sent to a Probationary Hearing and issued a disposition of an alternative placement.**

The Alternative School Director and Assistant Directors along with the counselors for both the high school and the alternative school along will continue the necessary dialogues/progress monitoring to assist the student's successful transitioning back to their home school. In the event students are transitioning from juvenile detention facilities, a support system will be in place to both counsel and guide the students with returning to the regular setting.

Students returning from the juvenile setting will first be screened to determine if they are to return to a smaller class size in the alternative setting or directly to the school setting or develop strategies for the student based on needs. The needed time would also allow students to receive needed counseling.

A transition team support team made up of, at a minimum, the Alternative School Director and / or Assistant Director, building principal, counselors, and the alternative teacher will meet with the student and parent to discuss strategies that produced positive and acceptable behavior from the student and discuss any probation stipulations. The support persons will discuss and ensure the student is ready to make a complete transition and to make sure the staff at the home school are adapting to the necessary strategies that produce favorable results from the student. The lines of communication will be left open for questions, concerns, and/or recommendations.

AUTOMATIC EXPULSION

Any student in any school who possesses any controlled substance in violation of the Uniform Control Substance law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on school property may be subject to automatic expulsion for one calendar year by the superintendent of the district. However, the superintendent may modify the period of time on a case-by-case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process. Miss. Code Ann. S 37-11-18.

WEAPONS ON SCHOOL PROPERTY – (Please note that this is not an all-inclusive list)

The following are considered weapons:

- Gun, rifle, pistol or firearm of any kind
- Dynamite, bomb, grenade, fireworks, or other explosives
- BB gun, air rifle, air pistol, slingshots, metallic knuckles
- Knives, dirk, dagger, razor, razor blades, box cutters
- Canes, leaded cans, sticks, chains or clubs
- Any sharp-pointed or edged instrument (ex. fingernail file)
- Chemicals that may injure
- Metal hair picks or combs or other similar sharp items used to inflict injury

ARRESTED STUDENTS - mASD Policy JCBE, JCDAC, JCDAE

If a student who attends school is subject to arrest by a law officer, the principal shall request to see the summons or warrant and shall deliver the student into the officer's custody. The principal shall immediately notify the parents, the Campus Police Chief, and the mASD Superintendent. If a student is arrested for an occurrence which has happened at school or on the school bus, law enforcement officials do not need a warrant or summons to take a student from campus.

POLICE QUESTIONING OF STUDENTS - mASD Policy JCBE, JCDAC, JCDAE

For police questioning of a student, the following guidelines shall apply:

- Before the principal permits the questioning of a student by law enforcement officers, the officer must state the necessity of questioning the student while in school.
- The questioning officer's name and title shall be obtained and recorded by district officials.
- The principal shall make reasonable efforts to contact the student's parents.

PHYSICAL RESTRAINT - mASD Policy JCBE, JCDAC, JCDAE

Any District employee may, within the scope of the employee's duties, may use and apply physical restraint to a student that the employee reasonably believes is necessary in order to:

- Protect a person, including the person using physical restraint, from physical injury.
- Obtain possession of a weapon or other dangerous objects.
- Protect property from damage.
- Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order to impose disciplinary measures.
- Restrain an irrational student.

ALCOHOL & CONTROLLED SUBSTANCES - mASD Policy JCBE, JCDAC, JCDAE

It is against the law for any student of any high school, junior high school or elementary school to possess tobacco on any school property. No student, regardless of age, shall possess, consume, purchase, or distribute any alcoholic beverage on school property, at any place where an interscholastic athletic contest is taking place, and during the course of any field trip or activity sponsored by the mASD Superintendent or his authorized agents. If any student is caught possessing and/or consuming on school property, they may be subject to any or all of the following immediate punishment: Expulsion, Suspension. (*Legal Reference: General Education Provisions Act, Section 1041, 199; 103-227 Pro Children Act of 1994*)

SEXUAL HARASSMENT - mASD Policy JB

In accordance with Title VII of the 1964 Civil Rights Act, as amended in 1972, Section 703, no student in the Mississippi Achievement School District shall be subject to sexual harassment. It is the intent of the school district to maintain an environment free from sexual harassment of any kind. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited. Complaints of violation of this policy may be made to the appropriate building administrator or the Title IX coordinator, without fear of reprisal. Student-on-student harassment is a Level IV violation and any student violating the policy will be disciplined accordingly.

VANDALISM - mASD Policy JCBD, ECBA

Vandalism is willful or mischievous injury, destruction or defacing school property. Students found defacing property by using graffiti property (i.e. gang symbols/signs, or other inappropriate language or references) on any school property shall pay the cost of repairs and /or renovation.

SCHOOL PROPERTY

School property consists of school buildings, school buses, school campuses, grounds, recreational areas and athletic fields. School property also includes any property owned, used or operated by any local school board. Further, school property can be any property on which a school-related activity or school-sponsored events occur.

CONSEQUENCES

If damage for vandalism is less than \$300, punishment could result in one year in prison, a \$1,000 fine, or both. If damage is more than \$300, punishment could result in five years in prison, a \$5,000 fine, or both. The student committing the act of vandalism may also have to pay for all damage to school property.

CITIZENSHIP: SCHOOL PRIDE

Good citizenship is important and expected. A student's citizenship is a contribution to our school image, our community, our state, and our nation. Good citizenship is a prerequisite for participation in all activities. Students who have outstanding citizenship records qualify for special awards.

STUDENT AUTOMOBILES - SD Policy JGF, JGFF

The Mississippi Achievement School District provides transportation for all students. Bringing an automobile on campus is a privilege, which may be revoked if violations occur. Students must leave their automobile upon arrival at school. Students are not to go to their automobiles at any time during the school day without approval of school officials. Students must register their automobiles with the school principals.

Students who provide their own transportation to and from school are under the same regulations as students who ride a bus. Once on campus, the student may not leave without permission from the principal.

Students must provide the school SRO with a valid driver's license and proof of insurance in order to be issued a student decal for their vehicles. Any vehicle found on campus without the proper parking decal will be subject to towing.

LOUD RADIOS

Loud radios and music are a distraction to the school environment. All loud radios and music must be turned down when students enter the campus. If the music is heard outside the vehicle, it is too loud. Playing loud music may result in loss of parking privileges on campus.

CORPORAL PUNISHMENT - mASD Policy JBB

Corporal punishment shall be used as a last resort to correcting behavior. Only certified administrators may administer corporal punishment.

House Bill No. 1182 is an act to amend section 37-11-57, Mississippi Code of 1972, to prohibit the use of corporal punishment in public schools to discipline a student with disability who has an IEP or section 504 Plan; and for related purposes.

Mississippi Achievement School District General Rules Regarding Corporal Punishment of Students

- Students shall not be physically punished by school employees whose parents object to this manner of punishment. Corporal punishment includes whipping, spanking, and paddling.
- Corporal punishment, when approved, must be administered by an administrator and witnessed by another administrator or a certified teacher.
- Corporal punishment shall not be administered on any part of the body except the student's buttocks.
- Punishment shall not be administered in anger nor shall it be excessive. The student shall be punished in such a manner as not to leave any marks or bruises on the skin or flesh.

Procedures of Corporal Punishment

The Principal may choose to administer corporal punishment or assign the task to another certified administrator (i.e. Certified Assistant Principal). A classroom teacher may not administer corporal punishment.

Corporal punishment is to be administered only to students involved in the acts for which the punishment is given (no mass punishment). Students shall not be administered corporal punishment of any kind because of poor grades or a student's failure to do his/her homework. *Legal Reference Case: Ingraham vs. Wright (1971)*.

Other Forms of Punishment

Students shall not be subject to physical activity or exercise as a form of punishment. In addition, food, beverages, or the opportunity to purchase food items shall not be used as means of punishment.

Mississippi Achievement School District's Notice Regarding Title IX's Amended Regulations

MASD prohibits all forms of sexual misconduct in its community and does not discriminate on the basis of sex in the education program or activity that it operates. This requirement to not discriminate applies to all students, employees and applicants for employment. As provided by Title IX, as amended, "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial assistance." 20 U.S.C. Section 1681(a). This Policy is to be utilized as a grievance procedure in the event a complaint is made by any person alleging sexual misconduct, including harassment, has taken place during a MASD education program or activity.

MASD maintains the following policy on sex discrimination and sexual harassment in compliance with Title IX of the Education Amendments of 1972 and the Title IX regulations in 34 CFR Part 106. MASD provides notice of this policy to applicants for employment, students and employees to the extent required by law. This notice explains the process for reporting or filing a formal complaint of allegations of sexual harassment, investigating a formal complaint and outlines the decision making and appeal procedures.

Definitions

The following definitions apply for the purpose of this policy:

Actual Knowledge is notice of sexual harassment or allegations of sexual harassment to a recipient's Title IX Coordinator or any official of the recipient who has authority to institute corrective measures on behalf of the recipient, or to any employee of an elementary or secondary school. Any employee with actual knowledge of sexual harassment or allegations of sexual harassment is required to make a report to the Title IX Coordinator.

Complainant is any individual who is alleged to be the victim of conduct that could constitute sexual harassment. A person may be a complainant even when no report is filed or grievance is pending. At the time of filing, the complainant must be participating in or attempting to participate in the education program or activity of the district.

A Decision Maker is the individual that is tasked with making determinations of responsibility (also may be referred to as the "initial decision maker" considering it is the first decision made. This person should not be confused with the Appeals Official, who may be referred to as the "appeal decision maker" with the responsibility of deciding an appeal.

Deliberate indifference is when a district's response is clearly unreasonable in light of the circumstances.

Determination regarding responsibility is the formal conclusion of the initial Decision Maker on each allegation of sexual harassment as to whether the respondent did or did not engage in the alleged conduct constituting sexual harassment.

Education program or activity includes any location, event or circumstance over which the district exhibits substantial control over both the respondent and the context in which the harassment occurred. This can involve the use of email, social media and other technologies.

Formal Complaint is a document or electronic submission filed by a complainant or signed by a Title IX Coordinator, alleging sexual harassment, against a respondent, and requesting that the district investigate the allegation of sexual harassment.

Party is either the complainant or respondent.

Parties are all complainants and respondents with respect to a complaint of sexual harassment or with respect to multiple formal complaints that have been consolidated.

Respondent is the individual who is reported to be the perpetrator of the conduct that could constitute sexual harassment. A person may be a respondent even when no report is filed and no grievance is pending.

Sexual harassment is defined as conduct on the basis of sex that meets one or more of the following:

(1) An employee of MASD conditioning the provision of an aid, benefit or service of MASD on an individual's participation in unwelcome sexual conduct (quid pro quo sexual harassment);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

(a) Sexual assault means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

(b) Dating violence means violence committed by a person –

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; (3) the frequency of interaction between the persons involved in the relationship.

(c) Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's act under the domestic or family laws of that jurisdiction.

(d) Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to –

(A) fear for his or her safety or the safety of others; or

(B) suffer substantial emotional distress.

Supportive Measures are individualized services reasonably available to the complainant or respondent that are non-punitive, non-disciplinary, and not unreasonably burdensome, which are designed to ensure equal educational

access, protect safety, or deter sexual harassment. Supportive measures may include, but not be limited to: (1) counseling; (2) extensions of deadlines or other course-related adjustments; (3) modifications of work or class schedules; (4) campus escort services; (5) mutual restrictions on contact between the parties; (6) changes or modifications to student schedules; (7) increased security and monitoring of certain areas of campus; (8) academic support services, such as free tutoring; and (9) other similar measures.

Scope of Title IX Policy

In accordance with Title IX, as amended, any allegations of sexual harassment that occurs outside the education program, outside the United States or outside of the definition of sexual harassment do not fall within the scope of this policy. However, an administrator, campus principal or designee, may address student issues and impose discipline and/or sanctions through a separate Student Code of Conduct provision if any student acts are found to fall outside the scope of MASD's Title IX policy.

Title IX Coordinator & Responsibilities

MASD is required to treat complainants and respondents equitably by offering supportive measures to a complainant and following a grievance process before imposing any disciplinary sanctions on a respondent. MASD has designated and authorized the following individual(s) to coordinate its efforts to comply with its policies to prevent sexual harassment and discrimination:

Dr. Sametra Brown, Human Capital and Talent Management Director

Mississippi Achievement School District
1133 Calhoun Avenue
Yazoo City, MS 39194
Phone: 662.746.2125
Email: sbrown@masd.k12.ms.us

The following person is designated as the Section 504/American with Disabilities Act Coordinator and will handle any inquiries:

Linda Payne, Special Education Director

Mississippi Achievement School District
1133 Calhoun Avenue
Yazoo City, MS 39194
Phone: 662-532-1908
Email: lindapayne@masd.k12.ms.us

The Title IX Coordinator is the person authorized by MASD to coordinate the district's Title IX compliance program. The Title IX Coordinator manages the process with investigative and decision-making authority allocated to others. The Title IX Coordinator is also responsible for coordinating a response on behalf of MASD that is prompt and reasonable in light of the known circumstances.

Additionally, the Title IX Coordinator is required to promptly contact the complainant confidentially (even if a formal complaint has not been filed) to: (1) Discuss the availability of supportive measures, which may include counseling, course modifications, schedule changes, increased monitoring or supervision, etc. ; (2) Consider the complainant's wishes regarding supportive measures; (3) Inform the complainant of the availability of supportive

measures with or without the filing of a formal complaint; and (4) Explain the process for filing a formal complaint. The Title IX Coordinator's response to the respondent will also protect the respondent's due process rights so as to not impact the respondent's access to the education program or activity prior to the grievance process and a determination regarding responsibility. However, Title IX, as amended, permits the district to immediately remove a respondent, if necessary. See the Emergency Removal from MASD below.

Reporting

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person who may be the victim of conduct being reported. A report may be made either in person to the Title IX Coordinator during the normal business hours, or at any time during or outside normal business hours by mail, telephone, or email, by using the contact information provided above for our Title IX Coordinator.

Any MASD employee who knows or learns information concerning conduct related to sex discrimination, including sexual harassment, should immediately notify the Title IX Coordinator. An employee may report in any of the methods as described above. Inquiries about the application of Title IX to MASD may be directed to the Title IX Coordinator or to the Assistant Secretary of Education at the United States Department of Education, or both.

Confidentiality

MASD must keep confidential the identity of a person who complains of or reports sexual harassment, including parties and witnesses, except as permitted by law to carry out the purpose of Title IX, as amended, with regard to conducting an investigation into a formal complaint.

Emergency Removal from MASD - 34 C.F.R. § 106.44(c)

MASD will place a non-student employee respondent on administrative leave during the pendency of the grievance procedure. MASD may remove any respondent from MASD's education program or activity on an emergency basis if: (1) MASD conducts an individualized safety and risk analysis; (2) MASD determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the respondent as a result of the analysis; and (3) MASD provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision for administrative leave or emergency removal does not modify a respondent's rights under IDEA, Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Process for Formal Complaints

Grievance Procedure - 34 C.F.R. § 106.45

The following are all basic elements of MASD's grievance procedure:

1. Treat complainants and respondents equitably by providing remedies to a Complaint where a determination of responsibility for sexual harassment has been made against the respondent.
2. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance procedure.
3. Follow this grievance procedure before the imposition of any disciplinary sanction or other actions against the respondent that are not supportive measures.

4. Provide any party whose participation is invited or expected with written notification of the date, time, location, participants and purpose of all hearings, investigative interviews or other meetings with sufficient time for the party to prepare to participate.
5. Provide any party with an equal opportunity to present facts and evidence that is relevant.
6. Objectively evaluate all relevant evidence, both inculpatory and exculpatory, and ensure protection of any legally recognized privilege from being pierced during the grievance process.
7. Send both parties the recipient's investigative report summarizing the relevant evidence, prior to reaching a determination regarding responsibility.
8. Operate in a manner that is reasonable, yet prompt, throughout the grievance process.
9. Design remedies to restore or preserve equal access to MASD's education program or activity. Remedies may include the same individualized services described as supportive measures. However, remedies need not be non-disciplinary or non-punitive and need not to avoid burdening the respondent.
10. Require all persons who serve as the Title IX Coordinator, Investigator, Decision Maker, Appeals Official or Facilitator to not have a conflict of interest or bias for or against complaints and respondents generally or an individual complainant or respondent in a case in which they are involved.
11. Ensure that the Title IX Coordinator, Investigator, Decision Maker, Appeals Official and Facilitator receive appropriate training to conduct their respective roles, which includes training on serving impartially and avoiding prejudgment of facts, conflicts of interest and bias.
12. Apply the *preponderance of the evidence* standard in making determinations with respect to all formal complaints, whether against students, faculty or non-faculty employees.

Written Notice - 34 C.F.R. § 106.45(b)(2)

MASD will provide to all known parties written notification upon receipt of a formal complaint that includes at least the following:

1. Notice of MASD's grievance procedure, including any informal resolution process.
2. Notice of the allegations which may constitute sexual harassment, including sufficient details known at the time. Sufficient details include the identities of the parties involved in the incident, if known, the conduct alleged to constitute sexual harassment and the date, time and location of the alleged incident, if known.
3. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance procedure.
4. Notice that the parties may have an advisor of their choice, who may be, but is not required to be an attorney.
5. Notice that the parties may inspect and review the evidence.
6. Notice that the MASD's code of conduct prohibits any student or employee from knowingly making false statements or knowingly submitting false information during the grievance procedure.

If, during the course of an investigation, MASD decides to investigate allegations about either the complainant or respondent that were not included in the initial notice, MASD will provide supplemental notice of the additional allegations to those Parties whose identities are known at the time.

Informal Resolution - 34 C.F.R. § 106.45(b)(9)

MASD may facilitate an informal resolution process, such as mediation or restorative justice, before a determination of responsibility is determined at any time after a formal complaint has been filed. MASD must obtain the parties' voluntary, written consent to proceed with an informal resolution process. The formal procedures for resolving a formal complaint will normally be suspended during the informal resolution process.

The grievance procedure shall end, and no investigation or hearing shall occur, if the informal process produces a resolution that is agreed upon by the Parties in writing. MASD may not: (1) require any person to waive the right to an investigation and adjudication of a formal complaint as a condition of enjoyment of any right, including the continuance of education or employment; (2) require the parties to participate in an informal resolution process; (3) offer an informal resolution process unless a formal complaint has been filed; and (4) offer or facilitate an informal resolution process to resolve allegations that an employee engaged in sexual harassment against a student. At any point prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Consolidating Formal Complaints - 34 C.F.R. § 106.45(b)(4)

MASD may decide to consolidate formal complaints (1) as to allegations of sexual harassment against more than one respondent; (2) by more than one complaint against one or more respondent; and (3) by one Party against the other Party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Dismissing a Formal Complaint - 34 C.F.R. § 106.45(b)(3)

MASD is mandated to dismiss a formal complaint in the event of any of the following:

1. The alleged conduct does not meet the definition of sexual harassment for purposes of Title IX;
2. The alleged conduct does not occur in a MASD education program or activity; or
3. The alleged conduct does not occur against a person in the United States.

MASD has discretion to dismiss all or part of a formal complaint in the event of any of the following:

1. The complainant notifies the Title IX Coordinator, at any time, that he/she wishes to withdraw the complaint;
2. The respondent's enrollment or employment ends with MASD; and
3. Specific circumstances prevent MASD from gathering evidence.

If MASD exercises its mandatory or discretionary dismissal authority, it will be sure to provide notice of dismissal to both parties to include the reasons for such dismissal. Additionally, MASD may separately address allegations of misconduct through its Student Code of Conduct, if it is not addressed through the grievance procedure for Title IX purposes.

Advisors

Parties may designate an advisor of their choice, and the advisor may or may not be an attorney. MASD will not limit the choice or presence of an advisor for either a complainant or respondent in any meeting or grievance proceeding. MASD may appoint an advisor for any party who does not have one. MASD appointed advisors serve at no cost to a party. However, parties are encouraged to designate an advisor of choice. In the event a party changes advisors, there is a requirement that the advisor's contact information is provided to the Title IX Coordinator.

Except in the event of a hearing, the role of the advisor is limited to providing support, guidance and advice to the party throughout the grievance procedure. It is imperative to note the following applicable limitations:

1. An advisor is not permitted to answer questions posed directly to any party or witness, nor otherwise interfere with the questions asked by the Investigator.
2. An advisor may request reasonable opportunities to confer with the party being advised.
3. An advisor may talk quietly with a party during meetings; however, interruptions are not permitted.
4. An advisor does not have the right to question witnesses except in a hearing.
5. An advisor shall not disclose any confidential information to other persons which is disclosed to the advisor in the course of the grievance procedure.
6. An advisor must act in a respectful manner at all times; bullying, yelling and/or other abusive or disrespectful behavior will not be tolerated.
7. An advisor must comply with the instructions and directions as provided by the Decision Maker.

MASD may require a party to designate a different advisor if a party's advisor refuses to comply with the aforementioned.

Investigating Formal Complaints - 34 C.F.R. § 106.45(b)(5)

MASD will designate one or more investigators to investigate the allegations in the formal complaint. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on MASD – not the parties. MASD shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived it. Credibility determinations made by any investigator shall not be based upon a person's status as a complainant, respondent or witness.

Both parties have an equal opportunity to present witnesses, including fact and expert, and other inculpatory and exculpatory evidence. MASD does not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

Additionally, the Investigator will provide each party and the party's advisor any and all evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint before the investigative report is completed. The evidence will be subject to inspection and review by both parties and may be provided in an electronic format, hardcopy or a combination of both. Each party is permitted at least ten (10) days to submit a written response to the evidence. The written response shall be the party's final opportunity to identify and present additional witnesses and other relevant evidence, inculpatory or exculpatory. The investigator will provide the new evidence to both parties and permit an additional ten (10) days for each party if the investigator determines that a party has provided new evidence, including witnesses, directly related to the allegations.

The investigator will draft an Investigative Report that fairly summarizes all of the relevant evidence gathered in the course of the investigation after the time for a party's written response to the evidence has expired. The investigator will also send each party and the party's advisor a copy of the Investigative Report at least ten (10) days prior to a hearing, if one is scheduled to be conducted. A party or the party's advisor may make a written response to the Investigative Report by providing a copy to the Investigator and the Title IX Coordinator no later than (**specify time frame**) before the hearing. A copy of the Investigative Report and all written responses by the parties will be provided to the Decision-Maker.

Hearings and Written Questions - 34 C.F.R. § 106.45(b)(6)

No hearing is required in K-12 educational institutions. MASD may determine that hearings will be held in certain circumstances. With or without a hearing, after MASD has sent the investigative report to the parties and before reaching a determination of responsibility, the Decision Maker must provide each party the opportunity to submit written questions that are relevant that the party wants asked of the other party or a witness, provide each party with the answers and provide for limited follow-up questions. There are certain restrictions as to the type of questions that may be asked of the complainant. The Decision Maker is required to be trained in order to address these restrictions.

Determination of Responsibility - 34 C.F.R. § 106.45(b)(7)

The Decision Maker shall determine whether the respondent is responsible for each allegation in the formal complaint that could constitute sexual harassment. The Decision Maker shall reach these decisions by applying the preponderance of the evidence standard. In making the determination, the Decision Maker shall: (1) make an objective evaluation of all relevant evidence, including both inculpatory and exculpatory; (2) not make credibility determinations based on a person's status as a Complainant, respondent or witness; (3) not rely on any statement of a party or witness who does not submit to cross-examination at the hearing, in the event that a hearing took place; (4) not draw an inference about responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions; (5) rely upon evidence or information that is protected under a legally recognized privilege unless the person holding the privilege has waived it; (6) issue a written determination stating the respondent's responsibility for the alleged misconduct; and (7) exercise independent and unbiased judgment.

MASD will provide the written determination regarding responsibility to the parties simultaneously. The determination will become final on the date on which an appeal would no longer be considered timely, if neither party appeals. In the event a party appeals, the determination will become effective on the date MASD provides the parties with the written determination of the appeal unless the appeal decision requires further action or proceedings.

MASD has designated the Title IX Coordinator for ensuring that any sanctions or remedies are effectively implemented as outlined in any written determination.

Sanctions

MASD can impose a range of disciplinary sanctions and remedies with respect to any misconduct, including sexual harassment, for which a respondent has been determined to be responsible. Possible disciplinary sanctions and remedies include all, but not limited to, the following:

- 1. Suspension**
- 2. Expulsion**
- 3. Counseling or training**
- 4. Demotion**
- 5. Written Warning**
- 6. Termination**

Appeals - 34 C.F.R. § 106.45(b)(8)

Both parties may appeal from a determination regarding responsibility, or from MASD's dismissal of all or any part of a formal complaint. The appeal procedures shall apply equally to both parties. Any of the following is an appropriate basis for appeal:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made; or
3. There was a conflict of interest or bias for or against the complainant or respondent generally or individually on part of the Title IX Coordinator, Investigator or Decision Maker.

A party must file a written Notice of Appeal challenging the initial outcome that is received by the Title IX Coordinator within ten (10) days after the written determination was issued in order to effectively file an appeal. The Notice of Appeal should include, at least, all of the following: (1) every basis for the appeal; (2) a complete statement of the facts and evidence that support each basis for the appeal; and (3) the relief requested as a result of the appeal.

MASD will promptly notify both parties in writing, simultaneously, that an appeal has been filed and provide a copy of that Notice of Appeal. The non-appealing party shall have ten (10) days from the date of such notice to submit to the Title IX Coordinator a written statement in support of the initial outcome or in opposition to the appeal. A copy of any such written statement shall be provided to the appealing party. The appeal shall be considered and decided by an Appeals Official (also referred to as Appeals Decision Maker), who shall not be the same person as the Title IX Coordinator, the Investigator or the initial Decision Maker.

The Appeals Official shall review the Notice of Appeal, the response provided by the non-appealing party and may review the record, written or live, as necessary to reach a conclusion on the appeal. The Appeals Official shall be bound by the same rules and considerations which apply to the Decision Maker as described in this grievance procedure. The Appeals Official shall also issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall, insofar as applicable, provide the same type of information required to be included in the initial written determination. The decision on appeal shall be appropriate to the basis or bases for appeal and may adopt one or more of the following: (1) affirm the initial written determination; (2) change any part of the written decision, including a change to any finding of responsibility or no responsibility; (3) increase or decrease in the sanctions; (4) required additional investigation, particularly in the event of new evidence that could have impacted the outcome if presented; or (5) order a new hearing, if one was conducted. The written decision on the appeal shall be provided to both parties simultaneously.

Record Keeping - 34 C.F.R. § 106.45(b)(10)

MASD must keep records related to reports of sexual harassment for a minimum of seven (7) years, including investigation records, disciplinary sanctions, remedies, appeals and records of any action taken, including supportive measures. These records should reflect that the district's response was not deliberately indifferent and that measures were taken to restore or preserve equal access to the education program or activity.

MASD must also document the reasons why a complainant was not provided with supportive measures to reflect that its response was not clearly unreasonable in light of the known circumstances.

Furthermore, MASD must retain any materials used to train Title IX Coordinators, Investigators, Decision Makers and any employee designated to facilitate an informal process for seven (7) years.

Retaliation - 34 C.F.R. § 106.71

MASD prohibits retaliation against any person because he or she has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing under this

grievance procedure. Any person who believes that he or she has experienced retaliation may file a report or formal complaint with the Title IX Coordinator.

Retaliation includes:

1. Conduct intended to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 CFR Part 106, or this grievance procedure; and
2. Discipline incorporated against an individual for a code of conduct violation that does not involve sex discrimination, including sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, including sexual harassment, or a report or formal complaint, for the purpose of interfering with any right or privilege secured by Title IX, as amended, or this grievance procedure.

For more information regarding filing a complaint with OCR, please visit the [Office of Civil Rights](#)

OCR provides an online complaint filing system at [OCR Complaint Assessment System](#)

OCR can also be contacted through the Dallas regional office at:

U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: (214) 661-9600
Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov

**MISSISSIPPI ACHIEVEMENT SCHOOL DISTRICT
PARENT- SCHOOL-STUDENT COMPACT**

Mission Statement: To provide an educational experience worthy of consumption

Therefore, each party is encouraged to commit to the following behaviors:

Students will:

Take pride in his/her school:

- Display proper school and classroom behavior;
- Show respect for themselves, their school, teacher, and support staff;
- Obey the district Code of Conduct and Dress Code (uniform policy);
- Bring ALL necessary materials to class;
- Be motivated to learn or engaged in classroom participation;
- Understand that there are ALWAYS consequences for not abiding by the rules;
- Set a goal of academic success.

Parent/Guardians will:

- Make sure that their child/children attend school regularly and on time;
- Provide a home environment that encourages their child/children to learn;
- Attend Parent/Teacher Conferences and other school activities;
- Observe and volunteer at their child/children school;
- Talk with their child/children about school activities every day;
- Encourage their child/children to read at home;
- Promote positive use of their child/children extracurricular activities;
- Show respect and support for their child/children and school staff;
- Support the school in its efforts to maintain proper discipline;
- Instruct child/children to follow uniform policy;
- Establish a parent teacher relationship to keep current of child/children progress.

Staff will:

- Believe that each student can learn given time and opportunities;
- Promote an inviting atmosphere for parents to feel accepted;
- Implement a rigorous high school curriculum for all students;
- Respect the cultural differences of children and families and provide interpretation for language barriers as needed;
- Provide a safe, secure, and drug-free environment conducive to learning;
- Empower each child to reach his/her fullest potential;
- Enforce school and classroom rules fairly and consistently;
- Provide timely, consistent and open communication to parents;
- Provide training and support to strengthen the needs of parents to work with their child(ren) at home;
- Provide a variety of support programs to enhance instruction at all grade levels;
- Demonstrate professional behavior and a positive attitude.

Student's Signature

Teacher's Signature

Parent's Signature

Principal's Signature

Mississippi Achievement School District



**ACKNOWLEDGEMENT
PARENT-STUDENT HANDBOOK AND
CODE OF CONDUCT**

We hereby acknowledge that we have read and understand the Parent-Student Handbook and Code of Conduct. We agree that _____
(Name of Student)

should be held accountable for these rules and regulations.

Student's Signature Date

Parent/Guardian's Signature Date

PLEASE SIGN AND RETURN THIS FORM TO THE PRINCIPAL'S OFFICE.