

JACKSON PUBLIC SCHOOL DISTRICT

MISSION, GOALS, AND VISION

Mission

Jackson Public Schools, an innovative, urban district committed to excellence, will provide every student a quality education in partnership with parents and the community.

Goals

Increase Academic Performance and Achievement
Provide a Safe School Climate
Maintain Fiscal Integrity and Accountability

Vision

Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

Five Characteristics of High Performing Schools

When present and operating effectively these five characteristics create successful schools regardless of location, demographics and size or makeup of student enrollment:

- Scholar Academic Success
- Effective Principal Leadership
- Effective Teaching
- Parent and Community Engagement
- Scholar and Adult Recognition



Jackson Public Schools

JACKSON PUBLIC SCHOOL DISTRICT
2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK

August 8, 2017

Dear Parents, Legal Guardians, Students, and Community Supporters:

Welcome to the 2017-2018 school year! I welcome every student back to a new year in Jackson Public Schools (JPS). As we seek to help every student move forward in their academics, our first priority must be to ensure an environment that is safe and secure in which all students can learn. The *Code of Student Conduct & Handbook* provides the common structure for the entire school community to help achieve our mission.



The *Code of Student Conduct & Handbook* contains school board policies, procedures, and expectations that reinforce and structure the learning environment.

We take great pride in the accomplishments of our students and schools, and realize that it takes the joint efforts of the students, parents, teachers, administrators, support staff and the community to achieve positive outcomes.

The *Code of Student Conduct & Handbook* was prepared for students. They should read and become familiar with the information provided. The school administrators and teachers will be reviewing this *Code of Student Conduct & Handbook* to clarify expectations, guidelines and responses to student behavior. I encourage parents and guardians to read this document and to set forth your expectations for your students to follow and to make good choices.

This handbook may occasionally direct you to other resources. Should you need additional information, please contact your child's school or call (601) 960-8700.

All students are expected to adhere to the guidelines and policies found in the *Code of Student Conduct & Handbook*. Again, please keep in mind that its primary objective is to ensure that our schools are safe and secure places for the students and staff, enabling us to provide the best opportunity for our students to learn and excel.

Policies, procedures, and protocols continually evolve. Please be advised that some of the policies, procedures, or protocols may change based on the needs of the District. Any changes to policies will be approved by the Board of Trustees and will be posted at www.jackson.k12.ms.us under the Parent, Student, and Community sections of the District's website and the Approved Policy Page.

Together, we will foster an environment of respect and responsibility. This *Code of Student Conduct & Handbook* gives a framework to accomplish this. We wish all of our students and families a happy and productive year.

Sincerely,

Freddrick Murray, Ph.D.
Interim Superintendent of Schools

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2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK

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JACKSON PUBLIC SCHOOL DISTRICT
2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK
WELCOME TO THE CODE OF STUDENT CONDUCT

STUDENT EXPECTATIONS

1. Attend all classes daily and be punctual in attendance.
2. Come to class prepared and have appropriate working materials.
3. Be respectful of all individuals and property.
4. Act and speak in a safe, respectful, and responsible manner.
5. Dress appropriately and be neatly groomed.
6. Promptly report problems to the teacher, other supervising adult, and parent.
7. Abide by the rules and regulations of the school and each classroom teacher.

OBJECTIVES OF DISCIPLINE

1. Establish and maintain safe and orderly conditions that are conducive to learning
2. Develop habits and skills that make students self-directive, self-disciplined and responsible for proper and acceptable behavior.

CODE OF STUDENT CONDUCT

I. Discipline Overview

“Discipline” is defined as the steps or actions which teachers, administrators, support staff, parents, and students follow to enhance student academic and social success. According to state law, a parent, legal guardian or custodian of a compulsory school-age child enrolled in a public school district shall be responsible financially for his or her minor child’s destructive acts against school property or persons. Miss. Code Ann. §37-11-19. A parent, guardian or custodian of a compulsory school-age child enrolled in a public school district may be requested to appear at school by an appropriate school official for a conference regarding acts of the child. (See Parental Responsibilities, page ____.)

II. Code of Student Conduct Purpose

Students have the right to a public education, but they are responsible for complying with rules and regulations of JPS and the reasonable instructions of all school personnel. The Code of Student Conduct applies to students at all times whenever a student’s conduct is reasonably related to school or school activities. This includes:

- A. On school property before, during, and after school hours
- B. At any other time when the school is being used by a school group
- C. Off school grounds at a school activity, function, or event
- D. A school activity or a school-related function
- E. Whenever a JPS student is in a capacity representing his or her school
- F. On a school bus, a school-sponsored vehicle or traveling to and from school

III. Student Rights

Students have certain basic rights and responsibilities as outlined by the JPS policies in compliance with the United States Constitution, Mississippi Constitution, and Mississippi law. (See Section J of the JPS Policies at www.jackson.k12.ms.us.)

Student Rights:

- A. Right to a Public Education
- B. Right to Freedom of Expression
- C. Right of Privacy
- D. Right to Due Process
- E. Right to be Free from Unreasonable Search and Seizure

IV. Responsibilities of Students, Parents, Teachers, and School Administrators

- A. Student Responsibilities
- B. Parental Responsibilities
- C. Teacher Responsibilities
- D. School Administrator Responsibilities

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STUDENT DISCIPLINARY PLAN
JPS STEPS

The Matrix of Administrative Strategies, Approaches, and Responses for Students K-12 will be used along with the JPS Steps to assist administrators in determining what level of response to use for students who exhibit challenging, disruptive or unsafe behaviors while on school property or at a school/district sponsored activity. Students who engage in criminal offenses will be recommended for alternative placement and/or expulsion. Students who are arrested for violent crimes or drug offenses may be reassigned to the alternative program until the disposition of their criminal cases.

STEP 1	Classroom Level Strategies/Teachers will use PBIS techniques to manage behavior incidents. <i>Some examples are listed below and should be used when applicable. <u>Teachers must document behavior interventions.</u></i> <i>Implementation of Step 1 strategies <u>does not include a behavior referral</u> to school administration, although data may be recorded as part of a behavior management program.</i>		
	<ul style="list-style-type: none"> • Student Conference • Teach/Reteach Appropriate Behaviors • Reflective Activity • Replacement Behavior Strategies • Review PBIS Classroom/School Wide Expectations • Teacher Modeling of Procedures/Routines 	<ul style="list-style-type: none"> • Classroom Environment /Management Strategies (CHAMPS) • Positive Behavior Intervention & Support Techniques • Teacher Conference with Student Using Problem Solving Model • <i>Tools For Life</i>® Strategy Modeling/ Re-Teaching 	<ul style="list-style-type: none"> • Age Appropriate Rest and Recovery or Cool Down • Whole Class Lesson/Meeting • Loss of Privileges • Parent Contact • Document Behavior for Daily Classroom Behavior Tracking • PBIS Referral, including Counselor
Infraction Dress Code Violation, Electronic Device Violation, Inappropriate Behavior, Late To Class/Tardy, Bus Disturbance (See Bus Safety Matrix Violation)			
STEP 2	Teachers use the following interventions to help the students change behavior in the classroom. <i>Appropriate Classroom Level Strategies have been ineffective. A referral to the school administrator may be necessary.</i>		
	<ul style="list-style-type: none"> • Teacher/administration/designee conference with student • Confiscation of item (if applicable) • Reflective activity • Conflict mediation using problem solving model 	<ul style="list-style-type: none"> • Refer to school based services if applicable • Check In/Check Out • PEER Mediation (T.A.P.) if applicable • PBIS Referral, including Counselor • Loss of Privileges/restricted from activities 	<ul style="list-style-type: none"> • Parent Contact • Restorative Practice • Behavior referral submitted to administrator if necessary • Document behavior for daily classroom behavior tracking
Infraction Academic Cheating, Cutting Class, Dress Code Violation, Electronic Device Violation, Excessive Tardiness, Inappropriate Behavior, Late To Class/Tardy, Leaving Class Without Permission, Loitering			
STEP 3	Appropriate when matrix indicates Step 3 Responses - Behavior referral must be submitted		
	<ul style="list-style-type: none"> • Behavior referral submitted to administrator • Parent/Guardian Contact • Teacher/administration/designee conference with student • Behavior Assessment/Plan • Loss of privileges/restricted from activities 	<ul style="list-style-type: none"> • Check In/Check Out • Refer to school based/community services if applicable • In-School Detention (not to exceed 2 hours) • Restorative Practice • PBIS Referral, including Counselor 	<ul style="list-style-type: none"> • After-School/Before School Detention (not to exceed 1 hour) • Saturday Detention (not to exceed 3 hours) • Mandatory report to MDE as required (E.g. Drugs K-3)
Infraction Abusive Language Student, Academic Cheating, Cutting Class, Dress Code Violation, Electronic Device Violation, Excessive Tardiness, Forgery, Gambling, Inappropriate Behavior (See behavior lists), Late To Class/Tardy, Leaving Campus Without Authorization, Leaving Classroom Without Permission, Loitering, Misuse Of Technology, Possession Of/ Passed Along Stolen Property, Smoking/Possession Of Tobacco Or Tobacco Products			

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JPS STEPS

STEP 4	Appropriate when matrix indicates Step 4 Responses - Behavior referral must be submitted		
	<ul style="list-style-type: none">• Behavior referral submitted to administrator• Parent/Guardian Contact• Teacher/administration/designee conference with student• Mandatory Inquiry with School Administrative Team	<ul style="list-style-type: none">• Administrator/Parent/Guardian Conference• MTSS/PBIS Team Referral, including Counselor• Behavior Intervention Support Plan• School-Based Counseling• Restorative Practice	<ul style="list-style-type: none">• In-School Suspension (1-2 days)• Mandatory report to MDE• JPS Bullying Intervention Protocol (if applicable)• JPS Threat Assessment Protocol (if applicable)
	Infraction Abusive Language Staff, Abusive Language Student, Academic Cheating, Bullying/Cyber Bullying (Refer to Policy), Coercion, Cutting Class, Defiance Of School Authority, Dress Code Violation, Electronic Device Violation, Excessive Tardiness, Forgery, Gambling, Inappropriate Behavior, Initiating Or Instigating A Disturbance/Fight, Late To Class/Tardy, Leaving Campus Without Authorization, Leaving Class Without Permission, Loitering, Misuse Of Technology, Possession Of/Passed Along Stolen Property, Smoking/Possession Of Tobacco-Tobacco Products, Stealing, Tampering With Any Fire Safety Device, Threatening Behavior-Student		
STEP 5	Appropriate when matrix indicates Step 5 Responses - Behavior referral must be submitted		
	<ul style="list-style-type: none">• Behavior Referral Submitted to Administrator• Parent/Guardian Contact• Teacher/Administration/Designee Conference with Student• Mandatory Inquiry with School Administrative Team	<ul style="list-style-type: none">• Mandatory Conference Teacher/Parent/Student and Administrator• Mandatory Manifestation of Disability Review (IEP/504)• Mandatory MTSS/PBIS Team Referral, including Counselor• Mandatory Behavior Intervention Support Plan	<ul style="list-style-type: none">• Restorative Practice/Restitution• In-School Suspension (1-3 Days)• Out of School Suspension**1-2 Days with Written Notification• Mandatory Report to MDE• *See Matrix In Reference To FIGHTING
	Infraction Abusive Language To Staff, Abusive Language To Student, Academic Cheating, Bullying/Cyber Bullying, Coercion, Defiance Of School Authority, Electronic Device Violation (Refer to Policy), Falsification/Verbal, Fighting/Inflecting Serious Bodily Injury, Forgery, Gambling, Initiating Or Instigating A Disturbance/Fight, Late To Class/Tardy, Leaving Campus Without Authorization, Leaving Class Without Permission, Misuse Of Technology, Offensive/Unwanted Touching Student, Possession Of/Passed Along Stolen Property, Sexual Assault, Stealing, Tampering With Any Fire Safety Device, Theft Using Extortion, Threatening Behavior-Staff, Threatening Behavior-Student, Vandalism		
STEP 6	Appropriate when matrix indicates Step 6 Responses - Behavior referral must be submitted		
	<ul style="list-style-type: none">• Behavior Referral Submitted to Administrator• Parent/Guardian Contact• Teacher/Administration/Designee Conference with Student• Mandatory Inquiry with School Administrative Team• Mandatory Conference Required with Teacher/Parent/Student and Administrator to Address Behavior, Brainstorm Problem Solutions, Develop A Plan, And Identify Follow-Up Procedures and Progress Monitoring• Restorative Practice/Restitution• Out of School Suspension 3-4 Days with Written Notification• Mandatory Manifestation Of Disability Review (IEP/504)	<i>Secondary ONLY</i> <ul style="list-style-type: none">• 2nd Occurrence of Any Combination of Level 6 Offenses or Habitually Violations Categorized in Step 6• Student Due Process Required• Revision of The Student Behavior Intervention Support (BISP) Will Be Required at The 2nd Occurrence of Any Combination of Level 6 Offenses or Habitually Violations Categorized in Step 6• 5 Or More Days of Suspension, Followed by 20-Days Probation• Consideration for Alternative Placement as Appropriate	
	Infraction Abusive Language To Staff, Abusive Language To Student, Alcohol, Bullying/Cyber Bullying, Coercion, Defiance Of School Authority, Drugs/Controlled Substance, Extortion, Falsification/Verbal, Fighting/Inflecting Serious Bodily Injury, Group Fight, Harassment-Sexual Harassment-Intimidating Student, Harassment-Intimidating Adult, Initiating Or Instigating A Disturbance/Fight, Leaving Campus Without Authorization, Leaving Class Without Permission, Misuse Of Technology, Non-Prescription/Non Controlled Substance, Offensive/Unwanted Touching Staff, Offensive/Unwanted Touching Student, Poisoning, Possession Of/Passed Along Stolen Property, Public Indecency/Lewdness/Exposure, Sexual Assault, Stealing, Tampering With Any Fire Safety Device, Theft Using Extortion, Threatening Behavior-Staff, Trespassing, Vandalism		

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JPS STEPS

STEP 7	Appropriate when matrix indicates Step 7 Responses - Behavior referral must be submitted	
	<ul style="list-style-type: none"> • Behavior Referral Submitted to Administrator • Parent/Guardian Contact • Teacher/Administration/Designee Conference with Student • Mandatory Inquiry with School Administrative Team • Mandatory Administrator/Parent/Guardian Conference • Mandatory MTSS/PBIS Team Referral, including Counselor • Mandatory Behavior Intervention Support Plan 	<ul style="list-style-type: none"> • Mandatory Student Due Process • Restorative Practices/Restitution • Out of School Suspension Up to 5- 10 Days with Written Notification and 20 Days-Probation • *Suspension Extended Beyond 10 Days with Referral to Alternative Program • Mandatory Manifestation of Disability Review (IEP/504) • Mandatory Report To MDE*
	Infraction Alcohol, Assault On Staff/Student Level I & II, Behavior that Threatens the Health, Safety, Or Welfare Students/Staff, Bomb Threat, Bullying/Cyber Bullying, Coercion, Dangerous Instrument, Defiance Of School Authority, Drugs/Controlled Substance, Extortion, Falsification/Verbal, Fighting/Inflecting Serious Bodily Injury, Group Fight, Harassment-Sexual, Misuse Of Technology, Non-Prescription/Non Controlled Substance, Offensive/Unwanted Touching Staff, Offensive/Unwanted Touching Student, Poisoning, Possession Of Explosives/Incendiary Device, Public Indecency/Lewdness/Exposure, Reckless Burning/Arson III, Robbery, Sexual Assault, Stealing, Theft Using Extortion, Threatening Behavior-Staff, Unlawful Sexual Contact/Battery, Vandalism	
STEP 8	Appropriate when matrix indicates Step 8 Responses - Behavior referral must be submitted	
	<ul style="list-style-type: none"> • Behavioral Referral Submitted to Administrator • Parent/Guardian Contact • Teacher/Administration/Designee Conference with Student • Mandatory Inquiry with School Administrative Team • Mandatory Conference with Teacher/Parent/Administrator 	<ul style="list-style-type: none"> • Student Due Process • *Suspension extended beyond 10 days with referral to Alternative Program • Mandatory Manifestation of Disability Review (IEP/504) • Referral to Expulsion • Mandatory report to MDE*
	Infraction Arson, I & II, Assault on Staff/Student Level, Behavior that Threatens the Health, Safety, Or Welfare Students/Staff, Bomb Threat, Bullying/Cyber Bullying, Coercion, Dangerous Instrument, Drugs/Controlled Substance, Extortion, Fighting/Inflecting Serious Bodily Injury, Group Fight, Homicide, Indecent Liberties With A Minor, Kidnapping, Misuse of Technology (Major), Possession or use of Non-Prescription/Non Controlled Substance, Offensive/Unwanted Touching Staff, Participation In Gang Related Activity, Poisoning, Possession of Explosives/Incendiary Device, Public Indecency/Lewdness/Exposure, Rape/Attempted Rape, Reckless Burning/Arson III, Robbery, Sexual Assault, Theft Using Extortion, Unlawful Sexual Contact/Battery, Use Of Explosives, Vandalism, Weapons/Deadly Weapons	

Clarifying Information:

Dangerous Instrument and/or Weapon - Any student who uses, threatens to use, or possesses a weapon or dangerous instrument on school property is subject to expulsion.

** Trespassing - Any student who comes to school or any school-related function on a day they were suspended out-of-school, they will be assigned ISS for that day and subsequently, assigned an OSS for the next school day. Students who are suspended and trespass on school property or at a school-related event may be subject to arrest.

*** Threatening Behavior to staff/student – Behavior Referrals for threatening behavior to staff or student may only be submitted after the Crisis Team has determined that the student has engaged in a substantive threat.

**** Misuse of Technology (Severe) shall mean the use of school technology equipment in soliciting, using, receiving, or sending pornographic or obscene material; or accessing unauthorized email; or the unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment; or a situation in which a student deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the school environment resulting in the loss or corruption of information or the ability of the system to operate; or in any way disrupts or degrades the school or district's technology infrastructure.

*****JPS has its own law enforcement agency called Campus Enforcement.

Note: Pursuant to Mississippi Code Section 37-11-18, any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances 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 educational property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

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When deciding whether to expel a student for possession of a weapon, JPS considers the risk of harm, student's intent, age, grade, and any other mitigating factors. "Deadly weapon" includes a "firearm", as defined in paragraph of this section, a bomb, a knife of any sort (other than an ordinary pocketknife carried in a closed position), switchblade knife, billy, blackjack, bludgeon, metal knuckles, sling-shot, razor, bicycle chain or ice pick or any "dangerous instrument", as defined in paragraph (4) of this section, which is used, or attempted to be used, to cause death or serious physical injury. For the purpose of this definition, an ordinary pocketknife shall be a folding knife having a blade not more than three inches in length.

If a student is suspended out of school, the student is suspended off the bus and cannot ride it. Students who disobey this rule will receive a consequence of trespassing.

DUE PROCESS (POLICY JCC)

The procedure provides in instances of serious misconduct which may result in a suspension out of school for more than 10 days or in an expulsion, the student is entitled to a) adequate notice of the infraction against him or her, b) an opportunity for a hearing and to present evidence, and c) a decision supported by the evidence. Each student who has been suspended for more than 10 days or expelled is automatically given notice of right to a hearing before School Appeals Committee. In such cases, a hearing before the School Appeals Committee will be held on or before the tenth school day after suspension or expulsion is initiated. By majority vote, the committee shall concur in the principal's recommendation, modify it, remove the suspension, or recommend suspension or expulsion to the superintendent.

Failure of the student, parent, guardian, or legal counsel to appear at the proper time and place shall waive the student's right to a hearing. The parents also may sign a waiver indicating that they do not wish to challenge or contest the recommendation.

If the parent or student is dissatisfied with the recommendation, the student may appeal expulsions and suspensions of more than 10 days to the school board. The parent or legal guardian shall be advised of this right by the principal or the appropriate superintendent and the proper form shall be provided for requesting a hearing. (See Miss. Code Ann. §37-9-71; House Bill 1413; Policy JCH and Procedures JCI)

TEACHER IS AUTHORITY IN CLASSROOM

JPS recognizes the teacher as the authority in classroom matters as set forth in Policy JCBAAAA:

Every teacher is authorized to hold every student to a strict accountability for an orderly environment in the classroom, on the playground, at school, or at school-related events where the teacher is present. Teachers are expected to maintain order and discipline in the classroom and to deal with general classroom misconduct and minor infringements. However, when a student's behavior repeatedly or substantially interferes with the teaching and learning process or is such that it is an immediate threat to students or staff, the violator should be referred to the principal's office. A teacher's use of corporal punishment is prohibited in the Jackson Public School District and such use thereof will subject the teacher to discipline up to and including suspension without pay or termination. (See Policy JCIA, Prohibition of Corporal Punishment)

PARENTAL RESPONSIBILITY

Parents, guardians, or custodians of compulsory school age children enrolled in JPS shall be financially responsible for their minor children's destructive acts against school property or persons.

In accordance with Miss. Code Ann. §37-11-53, JPS may request parents, guardians, or custodians to appear at school by the school attendance officer or an appropriate school official for a conference regarding acts of their children or for any other disciplinary conference. Any parent who willfully fails to attend such conference may be summoned by proper notification by the superintendent or school attendance officer and be required to attend such conference.

Parents are reminded that they can incur a fine of up to \$250.00 for failure to attend a mandatory conference once they have been duly notified. Pursuant to Miss. Code Ann. §37-11-53, parents who have been duly summoned or who refuse or willfully fails to perform the duties imposed under this section may be guilty of a misdemeanor and fined. Parents are responsible for any criminal fines brought against their child for unlawful activity occurring on school grounds or buses. JPS shall be entitled to recover damages up to \$20,000.00, in addition to necessary court costs from the parents of a minor child over the age of six but under 18 who maliciously and willfully damages or destroys District property. This action is in addition to all other actions that the District might have and to amounts it may be entitled to recover.

JACKSON PUBLIC SCHOOL DISTRICT
2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK
MATRIX OF STRATEGIES, INTERVENTIONS
AND ADMINISTRATIVE RESPONSES

Infraction	Level of Response								Office Discipline Referral Required
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	
Abusive Language to Staff				•	•	•			✓
Abusive Language to Student			•	•	•	•			✓
Academic Cheating (Step 5 for Secondary-Plagiarism)		•	•	•	•				✓
Alcohol (Possession, Use, Purchase, and/or Distribute)						•	•		✓
Arson (1 st & 2 nd)								•	✓
Assault On Student							•	•	✓
Assault On Staff							•	•	✓
Behavior that Threatens the Health, Safety, or Welfare of Students or Staff							•	•	✓
Bomb Threat							•	•	✓
Bullying/Cyber-bullying				•	•	•	•	•	✓
Bus Safety Violation	See JPS BUS SAFETY VIOLATION MATRIX								
Coercion (Secondary level)				•	•	•	•	•	✓
Cutting Class		•	•	•					✓
Dangerous Instrument(s)* Possession/Concealment/Sale							•	•	✓
Defiance of School Authority				•	•	•	•		✓
Dress Code Violation	•	•	•	•					
Drugs/Controlled Substances (Possession, Use, Purchase, and/or Distribute)		K-3	K-3	K-3		•	•	•	✓
Electronic Device Violation	•	•	•	•	•				✓
Excessive Tardiness		•	•	•					
Extortion						•	•	•	✓
Falsification - Verbal					•	•	•		✓
Fighting/Inflicting Serious Bodily Injury					•	•	•	•	✓
Forgery			•	•	•				✓
Gambling			•	•	•				✓
Group Fight						•	•	•	✓
Harassment – Sexual						•	•		✓
Harassment /Intimidation (Students)						•			✓
Harassment /Intimidation (Adults)						•			✓
Homicide								•	✓
Inappropriate Behavior	•	•	•	•					✓
Indecent Liberties with a Minor, per MS Code Ann. 97-5-23								•	✓
Initiating or Instigating a Disturbance/ Fight				•	•	•			✓

JACKSON PUBLIC SCHOOL DISTRICT
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MATRIX OF STRATEGIES, INTERVENTIONS
AND ADMINISTRATIVE RESPONSES

Infraction	Level of Response								Office Discipline Referral Required
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	
Kidnapping								●	✓
Late to Class/Tardy	●	●	●	●	●				
Leaving School Without Authorization			●	●	●	●			✓
Leaving the Classroom Without Permission		●	●	●	●	●			✓
Loitering/Student Presence in Any prohibited School Area			●	●					✓
Misuse of Technology-Including Severe Clause*****			●	●	●	●	●	●	✓
Nonprescription or Non-Controlled Substance (Possession, Use, Purchase, and/or Distribute)	K-3	K-3	K-3	K-3	K-3	●	●	●	✓
Offensive/Unwanted Touching (Staff)						●	●	●	✓
Offensive/Unwanted Touching (Student)					●	●	●		✓
Participation in Gang-Related Activity								●	✓
Poisoning						●	●	●	✓
Possession of Explosives/Incendiary Device							●	●	✓
Possession of Passed Along Stolen Property			●	●	●	●			✓
Public Indecency, Lewdness, or Exposure						●	●	●	✓
Rape/Attempted Rape								●	✓
Reckless Burning/Arson 3 rd							●	●	✓
Robbery							●	●	✓
Sexual Assault					●	●	●	●	✓
Smoking/Possession of Tobacco/Tobacco products			●	●					✓
Stealing				●	●	●	●		✓
Tampering With Any Fire Safety Device				●	●	●			✓
Theft Using Extortion					●	●	●	●	✓
Threatening Behavior – Staff					●	●	●		✓
Threatening Behavior – Student				●	●				✓
Trespassing						●			✓
Unlawful Sexual Contact/Battery							●	●	✓
Use of Explosives/Incendiary Device								●	✓
Vandalism					●	●	●	●	✓
Weapons/Deadly Weapon(s)* Possession/Concealment/Sell/Purchase								●	✓

JACKSON PUBLIC SCHOOL DISTRICT
2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK
LATE TO SCHOOL / LATE TO CLASS COMMUNICATION PYRAMID MIDDLE SCHOOL

STAGE	STRATEGY/ACTION		DOCUMENTATION
Stage 1		Verbal reminder to comprehensive cohort of the school-wide tardy expectation	SAM
Stage 2	1st documented tardy	Verbal conversation with the student reminding student of school-wide tardy expectation	
Stage 3	2nd documented tardy	2nd Verbal conversation with student reminding student of school-wide tardy expectation and instructor will contact parent/guardian	Parent/Guardian contact
Stage 4	3rd documented tardy	Verbal conversation with student; CA Referral to Administrator; Administrator will counsel student regarding school-wide tardy expectation; Administrator will make parent/guardian contact regarding consequence pyramid; Student signs-off on tardy contract	CA referral Student signs tardy contract Parent/Guardian contact
Stage 5	4th documented tardy	Verbal conversation with student indicating a CA Referral has been submitted; Administrator categorizes referral as tardy; Administrator will contact parent /guardian regarding consequence	CA referral 1-day ISS Parent/Guardian contact
Stage 6	5th documented tardy	Verbal conversation with student indicating a CA Referral has been submitted; Administrator categorizes referral as tardy; Administrator will contact parent /guardian regarding consequence	CA referral 1-day ISS Parent/Guardian contact
Stage 7+	Subsequent “tardies” within the 15-day timeframe	Verbal conversation with student indicating a CA Referral has been submitted; Administrator categorizes referral as tardy; Administrator will contact parent /guardian regarding consequence	CA referral 1-day ISS Parent/Guardian contact

LATE TO SCHOOL / LATE TO CLASS COMMUNICATION PYRAMID HIGH SCHOOL

STAGE	STRATEGY/ACTION		DOCUMENTATION
Stage 1		Verbal reminder to comprehensive cohort of the school-wide tardy expectation	SAM
Stage 2	1st documented tardy	Verbal conversation with the student reminding student of school-wide tardy expectation	SAM
Stage 3	2nd documented tardy	2nd Verbal conversation with student reminding student of school-wide tardy expectation and instructor will contact parent/guardian	SAM Parent/Guardian contact
Stage 4	3rd documented tardy	Verbal conversation with student; CA Referral to Administrator; Administrator will counsel student regarding school-wide tardy expectation; Administrator will make parent/guardian contact regarding consequence pyramid; Student signs-off on tardy contract	SAM CA Referral Student signs tardy contract Parent/Guardian contact
Stage 5	4th documented tardy	Verbal conversation with student indicating a CA Referral has been submitted; Administrator categorizes referral as tardy; Administrator will contact parent /guardian regarding consequence	SAM CA Referral 1-day ISS Parent/Guardian contact
Stage 6	5th documented tardy	Verbal conversation with student indicating a CA Referral has been submitted; Administrator categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	SAM CA Referral 1-day OSS Parent/Guardian contact
Stage 7+	Subsequent “tardies” within the 15-day timeframe	Verbal conversation with student indicating a CA Referral has been submitted; Administrator categorizes referral as tardy; Administrator will contact parent /guardian regarding consequence	SAM CA Referral 1-day OSS Parent/Guardian contact

Tardy Reset: 15 school days without a tardy will reset Students’ tardy status to Stage 2. **Compulsory Attendance (CA) Referral**
SAM=Student Administrative Management; **CA Referral**=Compulsory Attendance Referral; **ISS**=In School Suspension; **OSS**=Out of School Suspension

JACKSON PUBLIC SCHOOL DISTRICT
2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK
STUDENT RESPONSIBILITIES FOR BUS BEHAVIOR AND SAFETY

Riding the school bus is a privilege. Behavior that is disruptive, disrespectful, or dangerous may result in a bus suspension or other appropriate consequence as determined by the JPS Student Code of Conduct.

JPS BUS SAFETY VIOLATION MATRIX

	Bus Safety Violation (K-12)	Warning	1-day bus suspension	2-day bus suspension	3-day bus suspension	5-day bus suspension
Minor/ Level 1	Low to moderate intensity, passive, and/or non-threatening behaviors. • Examples include, but are not limited to: • Failure to remain seated while the bus is in motion • Failure to obey safety instructions • Use of inappropriate language or gestures • Failure to keep extremities inside the bus while the bus is parked • Getting off the bus at an unassigned stop	•	•	•		
Major/ Level 2	Significant interference with others' safety and learning and/or threatening and harmful behaviors requiring immediate response. • Examples include, but are not limited to: • Moving around the bus while the bus is in motion • Opening the emergency door or the front /back door of the bus • Failure to keep extremities inside the bus while the bus is in motion • Throwing objects out of the window, at students and/or the driver • Fighting, threatening, bullying, spitting upon, and/or tripping other students		•	•	•	•

MISSISSIPPI PUPIL TRANSPORTATION HANDBOOK (2013)
SCHOOL BUS RULES AND REGULATIONS STUDENTS MUST OBSERVE

Students shall:

1. Be ready in the morning at the scheduled time and place for the school bus to arrive.
2. Always look in both directions and pass in front of the bus, if necessary to cross road or street, to mount bus or after dismounting bus. Student should wait for bus driver to signal to cross.
3. Wait until the bus comes to a complete stop before boarding or unloading.
4. Be quiet when school bus is nearing and crossing a railroad and highway.

Students shall not:

1. Play in the road or street while waiting on the bus.
2. Put their head or hands out of windows.
3. Ride outside of school bus.
4. Mar or deface the school bus.
5. Smoke or use intoxicants while on the bus.
6. Fight on the school bus.
7. Strike or threaten bus driver or bus attendant.
8. Use profane language or make vulgar gestures.
9. Carry deadly weapons on the bus.
10. Make excessive noise that is detracting to bus driver or other students.
11. Throw objects inside or out the bus.
12. Commit any other act of improper conduct.
13. Use cell phone or other wireless communication device while on the bus.



NOTE: The bus driver can report all violations to the principal. Students who disobey the rules on the bus may be suspended from the bus. The District may use a camcorder or video recording device to record students who are riding on the bus.

JACKSON PUBLIC SCHOOL DISTRICT
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STUDENT RIGHTS

All students in the Jackson Public School District have certain basic rights and responsibilities as outlined by the Jackson Public School District policies in compliance with the United States Constitution, Constitution of the State of Mississippi and Mississippi state law.

Right to a Public Education

Each student has a right to a public education and the 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 in writing as long as it does not disrupt the learning process or threaten harm to another person.

Right to Privacy

Each student has the right to expect that academic records are confidential and can only be inspected by eligible students, parents/guardians, school officials and other persons or organizations as permitted under law.

Right to Due Process

Each student has a right to due process and to disciplinary hearings as outlined by district policy. (JPSD 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 and federal and state law.

Responsibilities of Students-Appropriate Social and Academic Behavior

1. Attend all classes daily, and be punctual in attendance.
2. Come to class prepared, and have appropriate working materials.
3. Be respectful of all individuals and property.
4. Behave in a safe, respectful and responsible manner.
5. Abide by the rules and regulations of the school and each classroom teacher.
6. Dress appropriately and be neatly groomed.
7. Promptly report problems to the teacher, any other supervising adult and parent. If reported to parent, the parent should contact the principal immediately.

Responsibilities of Parents

1. Read the Code of Student Conduct.
2. Support your child in following the Code of Student Conduct.
3. Understand your child's rights and responsibilities.
4. Teach your child to respect the rights of others.
5. Teach your child to respect school property and the property of others.
6. Recognize that school personnel must enforce the Student Code of Conduct.
7. Seek available resources to support your child within the school and the community.
8. Make sure your child comes to school every day on time and ready to learn.

Responsibilities of Teachers

1. Make sure your child comes to school every day on time and ready to learn.
2. Teach and positively reinforce the Code of Student Conduct.
3. Provide corrective instruction to students who demonstrate challenging behavior.
4. Address behaviors through a variety of interventions such as Positive Behavior Support.
5. Use professional judgement to prevent minor incidents from becoming major challenges.
6. Request additional training or staff development as needed.

Responsibilities of School Administrators

1. Distribute the Code of Conduct to students, parents, and all school personnel.
2. Implement the Code of Student Conduct in a fair and consistent manner.
3. Review discipline referrals and determine appropriate intervention and/or consequence.
4. Address behaviors through a variety of interventions such as Positive Behavior Support, including alternatives to suspension and expulsion.
5. Use professional judgement to prevent minor incidents from becoming major challenges.
6. Identify appropriate training and resources as needed to implement Positive Behavior Support.

Responsibilities of School District Administrators

1. Provide appropriate training and resources as needed to implement Positive Support Behavior at each school site.
2. Assist parents who are unable to resolve issues at the school-level.
3. Review and revise (if needed) the Code of Student Conduct annually.
4. Conduct long-term suspension and expulsion hearings.
5. Review suspension or expulsion cases.

JACKSON PUBLIC SCHOOL DISTRICT
2017-2018 CODE OF STUDENT CONDUCT AND HANDBOOK
ELEMENTARY AND MIDDLE SCHOOL MANDATORY STUDENT DRESS CODE
POLICY AND PROCEDURE

JPS has a mandatory dress code policy for elementary and middle schools. The recommended dress code guidelines are outlined below:

A. Elementary and Middle Schools Dress Codes

1. Tops, shirts, blouses must be navy blue or white.
 - Acceptable styles include golf-style shirts, Oxford or button-down dress shirts, turtle necks, white blouses with Peter Pan collars, and crew neck shirts.
 - Long sleeves and short sleeves are both acceptable.
 - Sleeveless tops are not acceptable.
 - T-Shirt undergarments are unacceptable as a dress code top.
 - Shirts and blouses will be tucked in.
2. Bottoms, pants, walking shorts, skirts, knee length skorts, and jumpers must be tan or navy blue.
 - Acceptable pants styles include full-length dress pants, boot cut or straight-legged pants, cargo pants, straight-legged capri pants, cropped pants and knee-length walking shorts.
 - Skirts, skorts, or jumpers must also be knee-length or longer.
 - Denim jeans, tight-fitting or baggy pants are NOT acceptable. Belts must be worn and fitted at the waist on pants with belt loops.

Mandatory school dress codes will be worn Monday – Friday of each week. School site councils may allow exceptions for dress code dress on Friday. This exception will include appropriate dress code attire that all students will wear on Friday. Examples would include a school/PTSA "spirit" t-shirt or polo that is adopted by the school's site council. This exception will not deviate from the Jackson Public School District dress code.

3. Assistance in Complying with Mandatory Dress Code. Local schools must establish a support system to assist needy families. Local schools are encouraged to work with their school adopters and other community supporters to establish a uniform closet. Schools must establish this mechanism before instituting uniforms on their campus.
4. Objection Due to Religious Beliefs. Parents who do not wish for their children to wear mandatory dress codes because their religious beliefs require traditional dress of their religion must submit their reasons in writing to the school principal for review.
5. Additional school mandatory dress code recommendations to consider:
 - School site councils can approve additional dress code colors beyond the standard
 - Shoes should not have heels higher than an inch and a half.
 - All closed-toe shoes/athletic or tennis shoes, as well as boots, are acceptable.
 - Shoes worn with laces and straps should be worn in a manner that does not create a hazardous situation.
 - If sandals are worn, they must be fastened appropriately. Mule sandals are acceptable.
 - Flip-flops or house shoes are unacceptable.
 - Vests, shirts, sweaters, sweatshirts, cardigans, and lightweight jackets are permitted as items that may be worn over the uniform top. They should be white, tan, navy blue, or one of the additional colors approved by a school site council.
 - No denim material may be worn as uniform clothing.
 - All uniform clothing must be plain without any manufacturer's logos, brand names, pictures, or insignias visible on the clothing.
 - Heavy coats, heavy jackets and raincoats are not covered by these regulations and are not to be worn during the school day unless permitted by the principal for special circumstances.
 - Club uniforms such as Scouts and 4-H, may be worn on meeting days as permitted by school administration.

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HIGH SCHOOL ATTIRE

JPS does not have a mandatory dress code for high school students. However, it expects student to wear proper attire at school and school related activities. Guidelines for proper attire are as follows:

- Moderate hairstyles that do not divert attention from the learning process are permitted.
- Students are prohibited from wearing hair curlers, hair nets, roller pins, hair bonnets, bandanas, or other hair grooming aides.
- Students shall not wear suggestive or revealing attire that would divert attention from the learning process. Sagging or low-rider pants or skirts are not allowed.
- Tank tops, undershirts, and pajamas are not to be worn as outer garments.
- Students shall wear the tail of shirts or blouses properly tucked into the lower garment.
- Students shall have clothing properly fastened at all times.
- Shirts or blouses tied at midriff, plunging necklines (front or back), spaghetti straps, see through garments, or any items of clothing that reveal bare midriff shall not be worn.
- Clothing, jewelry, buttons, patches, or any other items with words, phrases, symbols, pictures, or signs which use indecent, profane, suggestive, or inflammatory words, or promote drugs, alcohol, or tobacco shall not be worn.
- Students may not wear shorts, dresses, skirts or shorts that are more than five (5") inches above the knee.
- Gym shorts are appropriate only for the physical education program and shall not be worn to other classes.
- Caps, hats, and other head coverings shall not be worn. Students with a medical statement or religious documentation may be exempt.
- Any jewelry that is overly ornate and/or has the potential to be used as a weapon shall not be worn by students at school or school sponsored activities. Such items place students in danger of being accidentally injured, assaulted, or robbed.
- Students shall not wear sunglasses unless a medical permit is on file in the principal's office.



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JPS CODE OF STUDENT CONDUCT GLOSSARY

Abusive Language/Gestures: Student uses, or threatens to use, written or spoken language, gestures, electronic images, photos or actions, which are offensive, obscene, and/or vulgar.

Academic Cheating: The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to: (1) copying another student's paper, (2) unauthorized use of notes or sharing answers during a test or examination, (3) presenting another person's work as one's own, or (4) presenting quotations, words, or ideas without proper references or credit (plagiarism). The person sharing the information will receive the same consequence as the person who turned the work in as his/ her own. These examples also apply to electronic information retrieved from the Internet.

Administration: Includes both Central Office and building administrative staff.

Behavior Contract and Behavior Management Plan: A written plan of action for improving the student's behavior that includes operational definitions of the target behaviors and replacement behaviors as well as prevention, teaching, reinforcement and corrective strategies. The behavior contract or behavior management plan is typically implemented for general education and special education students requiring Tier 2 behavioral supports and is usually not based on the function of the behavior.

Behavior Intervention: A range of strategies that are designed to modify the disruptive or problem behaviors of a student while teaching appropriate alternative behaviors.

Behavior Referral: Identifies problem behavior, its location, and the environmental and functional factors contributing to the behavior. It documents administrative, teacher and staff responses including utilization of strategies and interventions to infractions.

Behavior that Threatens the Health, Safety, or Welfare of Students or Staff: Any statement, conduct, or gesture that causes a reasonable apprehension of physical harm to a person or property.

Bomb Threat: Pursuant to Miss. Code Ann. 97-37-21, it shall be unlawful for any person to report to another by any means, including telephone, mail, e-mail, mobile phone, fax or any means of communication, that a bomb or other explosive or chemical, biological or other weapons of mass destruction has been, or is to be, placed or secreted in any public or private place, knowing that such report is false. Any threat affecting a school must be reported no matter who received the call.

Check-in/Check-out (CICO): A Tier 2 behavioral program in which a mentor or coach is assigned to a student to assist with teaching them specific behavioral expectations. The referred student checks in and checks out with the designated mentor or coach at a specific time during the morning and afternoon hours each school day. The mentor or coach reviews the expectations for the student and provide social encouragement and acknowledgement.

Coercion: Student takes money or property from someone with consent, where the consent was obtained by force or fear.

Compulsory school age child: A child between age six and 17.

Computer Abuse: Student engages in inappropriate use of computer that violates the Acceptable Use and Internet Safety Policy.

Dangerous Instruments --Possession, Concealment, or Sale: The

unauthorized possession, concealment, or sale of any instrument, article or substance by a student which is readily capable of causing serious physical injury or death.

Defiance of School Authority: (1) A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action; or (2) A verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities.

Disorderly Conduct: May occur when a student, intending to breach the peace, or under such circumstances as may lead to a breach of peace, fails or refuses to promptly comply with or obey a request, command, or order of a law enforcement officer, having the power to immediately arrest a person. Miss. Code Ann. 97-35-7.

False Accusations: After a thorough investigation, it is found that a student knowingly and intentionally reports or gives untrue, false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school.

Falsification (Verbal): Providing: False verbal accusations attempting to defraud school/ district administration concerning an adult. The verbal accusation involves deception to the extent that such conduct may affect the employment, emotional and physical welfare of a District employee or adult volunteer.

Fighting/ Inflicting Bodily Injury: Student is involved in any form of physical aggression that may or may not result in bodily harm or injury to another person(s). This is a serious physical altercation that may require adult intervention to end.

Forged Note: Student signs another person's name on a note and/or other written document without the other person's permission.

Forgery: The act of replicating a signature or using something written falsely to deceive.

Harassment (Other than Sexual)/Inappropriate

Communication) to Peers: Student engages in sustained/intense verbal attacks.

Harassment (Other than Sexual)/Intimidation or Inappropriate

Communication) to an Adult: Student delivers intimidating, abusive or disrespectful message (words, gestures, photographs, drawings or any other form of communication) to adult.

Inappropriate Behavior: Language, gestures, or actions that intentionally or unintentionally produce distractions, disruptions, disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity (For example: shoving, horseplay, student put downs, pushing, muttering under breath).

Intervention: Actions, ideas and plans that are designed to interrupt problematic behavior and promote positive behavior.

Lateness to Class / Tardy: Students are considered late to class after the final bell. Excessive lateness (15 minutes or longer) shall constitute a class cut.

Loitering/Student Presence in Any Prohibited School Area: A student's unauthorized presence in any school area.

Major Misuse of Technology: The use of technology equipment in

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taking, soliciting, using, receiving, or sending pornographic or obscene material; or accessing unauthorized email; or the unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment; or a situation in which a student deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the school environment resulting in the loss or corruption of information or the ability of the system to operate; or in any way disrupts or degrades the school or district's technology infrastructure. This also includes, but is not limited to, photos and/or videos taken and/or shared on personal devices within the school environment.

Minor Misuse of Technology: The wrong or improper use of an electronic device that creates a disruption, interference, or damage or fear of damage to school property or the property of students and school personnel.

Nonprescription Medication: Sometimes called an over the counter, or OTC, medicine is any drug that you can buy without a doctor's prescription.

Nonprescription or Non-Controlled Substance (Possession or Use): Student is in possession of or is using an unauthorized substance (e.g., over-the-counter diet pills or pain medication), per state and federal laws.

Offensive/Unwanted Touching: Shall mean intentionally touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or Intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.

Participation in Gang-Related Activity/Gang Related as defined in Miss. Code Ann. § 97-44-3: Any combination, confederation, alliance, network, conspiracy, understanding, or other similar conjoining, in law or in fact, of three (3) or more persons with an established hierarchy that, through its membership or through the agency of any member, engages in felonious criminal activity. *Example: Any criminal activity, enterprise, pursuit of undertaking directed by, ordered by, authorized by, consented to, agreed to, requested by, acquiesced in, or ratified by any gang leader, officer or governing or policymaking person or authority, or by any agent, representative or deputy of any such officer, person or authority.*

Positive Behavior Interventions and Supports (PBIS) or School-wide Positive Behavior Intervention and Supports (SW-PBIS): A system of evidence-based strategies and structures which, if implemented effectively and with fidelity, assist schools and school personnel in establishing a positive school culture by constructively teaching school rules and social-emotional skills; positively reinforcing appropriate student behavior; using effective classroom management strategies to provide early intervention for misbehavior; and developing a continuum of graduated and appropriate consequences for more serious and continuous misbehavior at the Tier 1 (Universal Level) as well as tiered behavioral services and supports at Tier 2 (Secondary, Supplemental) and Tier 3 (Individualized, Intensive).

Possession of a Weapon Prohibited by Federal and State Law: Possession of any weapons other than a firearm. Possessions of knives, edged weapons, blunt weapons, or any device carried with the obvious intent to be a weapon such as clubs, ax handles, screw drivers, other than a shop environment. [Prohibited: Knife, BB gun, air rifle, air pistol, Bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic or brass knuckles, razors and

razor blades, and any sharp- pointed or edged instrument except for those used as instructional supplies, unaltered nail files, and clips and tools used solely for food preparation, instruction, and maintenance on educational property. [Miss. Code Ann. § 97-37-14.]

Public Indecency, Lewdness, or Exposure: Student engages or attempts to engage in actions that include but are not limited to virtual or physical exposing of body parts in public view with the intent to shock or intimidate others.

Restorative Practices or Restorative Justice: An approach to student discipline that focuses on resolving conflict, repairing relationships, and assisting students to redress harms caused by their conduct, and may include positive interventions and processes such as conferencing, mediation, family group counseling, restitution activities, problem-solving activities, and adult or peer mentoring.

Retaliation Against School Employee: Student engages in act(s) of retaliation against any school employee on or off campus (e.g., slashing the tires of a school employee, or keying a school employee's car).

Sexual Misconduct: Shall mean a consensual sexual act(s) between two individuals within the School Environment.

Threatening Behavior: A threat to engage in menacing behavior that is violent or sexual in nature to an individual, not a group or community – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

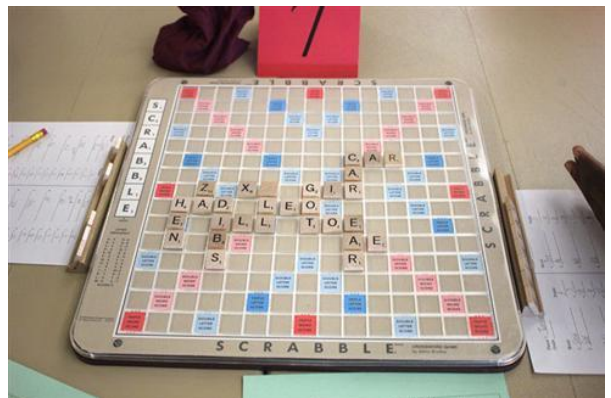
Trespassing: Shall mean when a student knowingly or unknowingly is in a Jackson Public School building or on the Jackson Public School District property without a legitimate purpose. Student is on school property without permission, including breaking and entering, when such trespassing significantly interferes with others' safety and learning and/or is of a threatening or harmful nature.

Expelled or suspended students are not to return to JPS property and failure to abide by this rule, may result in a trespass arrest or violation.

Unlawful Acts: Aggravated assault, Drugs, Homicide, Indecent liberties with a minor, Kidnapping, Mayhem, Poisoning, Robbery, Rape, Sexual Battery

Vandalism: Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events. Parents will be liable for any damage. Class of offenses is determined by dollar amount of item(s) vandalized. **Miss. Code Ann. §§37-11-19; 37-11-53**

Verbal Altercation: An intense argument between two or more students that disrupts the learning environment.



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SEXUAL HARASSMENT – EMPLOYEES AND STUDENTS

PART I

In accordance with Title VII of the 1964 Civil Rights Act, as amended in 1972, Section 703, no employee in the Jackson Public School District shall be subject to sexual harassment. Furthermore, students in academic institutions are protected from sexual harassment by Title IX of the Education Amendment of 1972, and shall not be subjected to sexual harassment by their peers or employees.

It is the intent of the school board to maintain an environment free from sexual harassment of any kind. Therefore, unwelcome sexual advances, requests for sexual favors, retaliation against persons involved in sexual harassment complaints and investigations, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited.

PART II

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when certain criteria are met:

CRITERIA I:

Submission to such conduct is made either implicitly or explicitly, a term or condition of employment, the assignment of grades, or promotion, or used to deprive the student of access to the educational opportunities and benefits provided by the school district.

II:

Submission to or rejection of such conduct by an individual is used as the basis for employment or academic and other educational decisions affecting such individual.

III:

Such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment. With regard to students, the criteria are when such conduct has the purpose or effect of unreasonably interfering with the student's educational performance or creating an intimidating, hostile, or offensive learning/teaching environment.

Criteria I and II are examples of quid pro quo or conditional sexual harassment. The third criteria is an example of hostile work or learning/teaching environment.

PART III

Reports or complaints regarding a violation of this policy must sufficiently clear and explicit as to be recognized as a legitimate report of sexual harassment. Mere allegations of certain conduct will not be deemed a legitimate report of sexual harassment. For example, a report that "Teacher X sexually harassed me by leering at my chest in the cafeteria today" could be recognized as a sufficiently clear and explicit report of sexual harassment. However, a report that "Teacher X looked at me in an unusual manner in the cafeteria today" could not be recognized as a legitimate report because the statement contains no indication that the conduct was sexually harassing.

Violations of this policy must be immediately reported to an administrator, teacher, or counselor, who holds a superior position to the offended person, or to the Title IX coordinator/district counsel, without fear of reprisal. If your supervisor or administrator is the person you believe has engaged in sexual harassment, report it to the executive director of human resources or the Title IX coordinator/district counsel. If the alleged harasser is the superintendent, report the conduct directly to the district counsel, who will appoint an independent investigator to conduct the investigation and complete a report with recommendations to the school board for their consideration and final decision. Upon receipt of the complaint, the district counsel may provide to the board a Notice of Complaint and Appointment of Investigator.

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Should alleged violations of this policy prove to be legitimate, the offending employee shall be subject to disciplinary action, including involuntary termination of employment. Students who engage in sexual harassment of other students shall be subject to disciplinary action, including suspension and expulsion.

PART IV

The school district will not retaliate against an individual who makes a complaint of sexual harassment or against any participant in the investigation nor will it permit any supervisor, administrator, principal, or employee to do so. Retaliation is a serious violation of the sexual harassment policy and should be reported immediately. A person who engages in retaliation conduct against another individual for report sexual harassment will be subject to disciplinary action up to and including termination.

SOURCE: Jackson Public School District, Jackson, Mississippi
LEGAL REF.: Title VII Civil Rights Act 1964, as amended in 1972, Section 703. 2000 e et seq.
DATE: July 21, 1986
AMENDED: March 17, 1992
January 18, 2000
November 17, 2003
May 26, 2006
January 22, 2008
August 4, 2016

ANTI-BULLYING POLICY FOR STUDENTS

The Board of Trustees of the Jackson Public School District intends to provide all students with an equitable opportunity to learn. The Board of Trustees has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to student learning.

It shall be against District policy for any student to engage in bullying or harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. Such behavior will not be condoned by the District. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, that takes place on District property, at any District-sponsored function, or on a school bus or school vehicle that:

- (1) Places a student or District employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or an employee's work performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior that takes place off District property will not be condoned or tolerated by the District when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school, or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

Some examples of bullying include, but are not limited to, the following:

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- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student and employee movement, or unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats, or telephone calls.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. Cyberbullying – the use of information and communication technologies such as e-mail, cell phone text messages, instant messaging, defamatory personal websites, computers, other electronic devices, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm, humiliate, tease, intimidate, or harass others.

The District will make every reasonable effort to ensure that no student or District employee is subjected to bullying or harassment by other persons.

Retaliation:

It shall be against District policy for any student or District employee to engage in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. As such, the District shall make every reasonable effort to ensure that no student or District employee engages in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. No retaliation against the victim, witness, or any person with reliable information about an act of bullying or harassing behavior is permitted.

Reporting:

The District requires all its employees, and strongly encourages anyone else who has witnessed or has reliable information that a student or District employee has been subject to any act of bullying or harassing behavior, to report the incident to the appropriate school official.

The District has enacted procedures for reporting, investigating, and addressing bullying and harassing behaviors.

Education and Training:

In support of this policy, the Board of Trustees promotes preventative and intervention educational measures to create greater awareness of bullying and harassing behavior. This policy and its accompanying procedures shall be printed in the District Code of Conduct Handbook, each school's employee handbook, and in the policy manual. The superintendent or designee shall provide appropriate training to all students and District employees related to the implementation of this policy and procedures. All training regarding this policy and its procedures will be age and content appropriate.

Disciplinary Actions:

Students who engage in bullying or harassing behaviors or retaliation are subject to disciplinary action as outlined in the District Code of Conduct Handbook. The discipline policies and procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the Jackson Public School District defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior. District employees who engage in bullying or harassing behaviors or retaliation are subject to disciplinary actions up to and including termination.

This policy and procedures shall be reviewed annually.

SOURCE: National School Boards Association
Mississippi School Boards Association

LEGAL REF.: Senate Bill 2015
Miss. Code Ann. §37-7-301(e); §37-11-20; and §§37-11-67 and 37-11-69

DATE: AUGUST 17, 2010
DECEMBER 14, 2010
AUGUST 4, 2016

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PROCEDURES FOR STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Students and employees in the Jackson Public School District are protected from bullying or harassing behavior by other students or employees. It is the intent of the Board and the administration to maintain an environment free from bullying and harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. These complaint procedures provide a process for filing, processing and resolving complaints of such conduct. Adherence to these procedures is mandatory. The failure of any person to follow these procedures will constitute a waiver of the right to pursue a complaint at any level, including review by the Board.

I. Definitions

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

II. Requirements for Processing Complaints

- 1) Since it is important that complaints be filed and processed as rapidly as possible, the number of days indicated at each step is considered as maximum and every effort will be made to expedite the process. At any step in the complaint procedure, the time limits may be extended when necessary.
- 2) References to days are working days and do not include holidays and/or weekends.
- 3) The failure of a complainant to proceed from one step of the procedure to the next within the set time limits shall be deemed to be acceptance of the decision previously rendered and shall eliminate any future review concerning that particular complaint.
- 4) The failure of the reviewing officers to communicate their decision to the complainant within the time limits shall permit the complainant to proceed to the next step.
- 5) A complainant may withdraw his/her complaint at any step without prejudice.
- 6) No reprisal shall be invoked against any student for filing a complaint or for participating in any way in this procedure.

III. Procedures for Processing a Complaint

Step One:

Any student who feels he/she has been a victim of bullying or harassing behavior, has witnessed, or has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior is strongly encouraged to report such conduct to a teacher, principal, counselor or other school official. The report shall be made promptly but no later than five (5) working days after the alleged act or acts occurred. The school official shall complete an "Allegation of Bullying Complaint" form which shall include the name of the reporting person, the specific nature and date of the misconduct, the names of the victims of the misconduct, the names of any witnesses, and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the student's principal who shall institute an immediate investigation. Complaints against the principal shall be made to the appropriate Chief Academic Officer and

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complaints against the superintendent shall be made to the Board president. Complaints against a board member shall be made directly to the district counsel, who will appoint an independent investigator to conduct the investigation and complete a report with recommendations to the school board for their consideration and final decision.

The complaint shall be investigated promptly. Parents will be notified of the nature of any complaint involving their child. The investigating staff member will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The investigating staff member conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and, subject to federal law governing privacy of students' educational records, a decision regarding disciplinary action, if any. In the event that the investigating staff member is unable to substantiate the bullying or harassment allegation, the inability to substantiate shall be indicated in writing and maintained in the complaint file of the alleged victim and alleged perpetrator.

Once the incident is determined to be a bullying incident and investigation is completed, appropriate disciplinary response and follow up services for both the targeted student(s) and perpetrator(s) are determined. The nature of the incident, disciplinary response and proposed follow up services are to be communicated to the parent/guardian of targeted student(s) and perpetrator(s) as allowed by law and District policy, no later than 10 school days from the initiation of the investigation.

The Superintendent or designee will receive quarterly reports from each school of all bullying incidents reported by type, location, and consequences.

Step Two:

If the victim is not satisfied with the decision of the investigating staff member, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.

Step Three:

If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim's appearance before the Board.

SOURCE: Mississippi School Boards Association
DATE: August 17, 2010
December 14, 2010
AMENDED: August 4, 2016

LEGAL REF.:Senate Bill 2015; Miss. Code Ann. §§37-7-301(e); 37-11-20; 37-11-67; 37-11-69



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Jackson Public School District
Allegation of Bullying Complaint Form

Victim Name: _____	Grade _____	Age _____	Sex: _____
Perpetrator Name: _____	Grade _____	Age _____	Sex: _____
Witness Name: _____	Grade _____	Age _____	Sex _____
Witness Name: _____	Grade _____	Age _____	Sex _____
Witness Name: _____	Grade _____	Age _____	Sex _____
Witness Name: _____	Grade _____	Age _____	Sex _____
Witness Name: _____	Grade _____	Age _____	Sex _____

Facts of the Allegation (Who, What, When, Where, Why)

Is this a Title IX issue? (Sexual Harassment) ☐ Yes ☐ No

What was the nature of the bullying allegation?

☐ Race ☐ Religion ☐ Sex ☐ Creed ☐ Color ☐ National Origin

☐ Appearance ☐ Behavior ☐ Sexual Orientation ☐ Other Differentiating Characteristic

Received by School Official _____	_____
Date	Signature
Received by Principal _____	_____
Date	Signature
Investigator Assigned _____	_____
Date	Signature
Investigation Returned to Principal _____	_____
Date	Signature of Investigator
Allegation substantiated <input type="checkbox"/> Yes <input type="checkbox"/> No	
Notification of Parents: _____	_____
Date	Signature of Principal
Parent Appeal to Superintendent: _____	_____
Date Received	Date Forwarded to Superintendent
Superintendent Notification of Parents: _____	_____
Date Received	Signature
Action upheld: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent Appeal to School Board: _____	_____
Date	Signature
School Board Meeting w/Parents: _____	_____
Date	Signature
Action Upheld: <input type="checkbox"/> Yes <input type="checkbox"/> No	
School Board Final Notification: _____	_____
Date	Signature

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CORE TRAITS FOR SUCCESSFUL LIVING

Month	Character Trait to be Emphasized
AUGUST 	CITIZENSHIP Strand: loyalty, faithfulness, commitment, patriotism, trustworthiness, dependability, dedication, friendship <i>"Never believe that a few caring people can't change the world. For, indeed, that's all who ever have." Margaret Mead</i>
SEPTEMBER 	HONESTY Strands: truth, integrity, sincerity, decency <i>Honesty is the best policy. - Benjamin Franklin</i>
OCTOBER 	SELF-DISCIPLINE Strands: self-discipline, self-reliance, decision-making, problem solving, restraint, temperance <i>"In reading the lives of great men, I found that the first victory they won was over themselves... self-discipline with all of them came first" Harry S Truman</i>
NOVEMBER 	RESPECT Strands: self-esteem; human worth; dignity; tolerance; consideration for others' beliefs, rights, and property; respect for authority <i>"Respect for ourselves guides our morals, respect for others guides our manners." Laurence Sterne</i>
DECEMBER 	CARING Strands: goodwill, compassion, courtesy, empathy, kindness, consideration, manners <i>"A smile is the light in your window that tells others that there is a caring, sharing person inside." Denis Waitley</i>
JANUARY 	FAIRNESS Strands: sharing, taking turns, open-mindedness, principles, justice, equality, civil rights <i>"We cannot choose how others choose us. We can only choose how we treat others." Shawn Ahmed</i>
FEBRUARY 	COURAGE Strands: bravery, boldness, risk-taking, heroism, strength, confidence, steadfastness <i>"Courage is resistance to fear, mastery of fear, not absence of fear." Mark Twain</i>
MARCH 	RESPONSIBILITY Strands: dependability, accountability, thoughtfulness, consideration, reliability, tenacity, honesty <i>"The price of greatness is responsibility." Winston Churchill</i>
APRIL 	GOAL SETTING Strands: diligence, persistence, perseverance, commitment, accomplishment, decision-making, delayed gratification, emotional intelligence <i>"Your goals are roadmaps that guide you and show you what is possible in your life." Les Brown</i>
MAY 	WISDOM Strands: wisdom, love of learning, exploration, curiosity, decision-making, good judgment <i>Wisdom is the power to see and the inclination to choose the best and highest goal, together with the surest means of attaining it." J. I. Packer</i>

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STUDENT HANDBOOK

RESOURCES FOR FAMILIES AND STUDENTS

FAMILY RESOURCE CENTER AND PARENTING PROGRAM

The Jackson Public Schools Parenting Program provides parents with educational resource materials, equipment, and information to become more effective in working with their children on specific skills at home. The District's Family Resource Center is located in the Enochs Administrative Complex. Services are provided to all families within the district and participating non-public schools. The Enochs Family Resource Center is open year round.

The program's purpose is to:

Enable parents to enhance the learning experience of their children.

Provide resources designed to strengthen the social, emotional, and academic needs of the family.

Improve student achievement by involving parents in the education of their children.

All materials checked out from the Enochs Family Resource Center are for seven days. Parents fill out a loaner application and receive a green identification card for check out privileges. The loaner agreement explains the services offered and the parent responsibilities for checking out materials. The resources are checked out on an honor system.

RESOURCES FOR FAMILIES

Computer Lab

The state-of-the-art computer lab offers parents and students a variety of computer programs including Microsoft Word, Microsoft Publisher, Microsoft PowerPoint, Microsoft Excel and the Internet.

Home Study Packets

These packets are used to reinforce and support skills taught in the classroom. Parents may obtain a Student Prescription Sheet from the Enochs Family Resource Center or the JPS website to be completed by the child's teacher and returned to the center by email to Sylenia Anderson or by calling (601) 960-8945 and giving the information to a center staff member. The staff will prepare individual packets based on teacher recommendation.

Reading Enrichment

Reading books are available for elementary and secondary students. Books on the summer reading lists for grades K-12 are also available at the Enochs Family Resource Center.

Lightspan

Lightspan is a video teaching program that connects to your home television set with reading, math, social studies, science and English programs for grades K-6.

Brainchild

This is a hand-held computer with software in reading, math, social studies and English.

Parent Workshops

Parents who use the center are invited to take part in scheduled meeting, workshops, and conferences. Workshops can be scheduled at the child's school upon request.

Parent Requested Services

The staff will work with parents in securing community services and assistance for their families.

The forms below are available to speed up the process of requesting materials from the Enochs Family **Resource Center**.

- Student Prescription Sheet—Once completed by a teacher, materials can be obtained for free by the student's parent or guardian to address prescribed needs.
- Loaner Application—Parents use this form to check out materials from the resource center.

HOMEBOUND (SUPPORTIVE INSTRUCTION)

The Jackson Public School District provides homebound instruction for students who are expected to be restricted for two weeks or longer for treatment or convalescence. Homebound Instruction may be provided to students expected to be out of school longer than ten school days pending expulsion.

Requests for homebound instruction are processed through each school's respective Homebound Contact Person. Authorization for Homebound Instruction is granted for certifiable reasons. Medical requests for Homebound instruction must be accompanied by a separate Homebound Instruction Medical Form. All information requested on the form must be complete. The medical section of the form must be prepared and signed by a medical doctor, psychologist or psychiatrist.

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The primary objective of the Homebound Instruction Program is to provide temporary instructional services so that the student can return to school or enter alternative placement with the knowledge and skills sufficient to resume his/her previous academic programming. Students who are placed on Homebound Instruction will remain enrolled within the local school and are not counted as “absent.” All requests for Homebound Instruction are subject to approval of the Superintendent or the superintendent’s designee.

MISSISSIPPI’S ACCOUNTABILITY SYSTEM (*Mississippi Accountability Standards, 2016*)

The accountability system is designed to improve student achievement and increase the level of accountability for both school districts and individual schools. The accountability model focuses on student achievement at each school and at the district level. Performance standards have been established, and student assessment data from the statewide assessment program will be used to determine individual school performance classifications and district level performance classifications. The following specifications for establishing school and district performance standards and accountability requirements are addressed in Sections 37-18-1 through 7 of the *Mississippi Code of 1972*, Annotated.

The State Board of Education (SBE) shall establish, design, and implement a program for identifying and rewarding public schools that improve. Upon full implementation of the statewide testing program, the State Board of Education shall apply an “A,” “B,” “C,” “D,” and “F” designation to the school and school district statewide accountability performance classification labels.

GRADUATION REQUIREMENTS

(Process Standard 14, Mississippi Accountability Standards, 2016)

The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MS Code § 37-16-7} (7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4)

- 14.1 Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3) Students receiving a standard diploma may select from four (4) graduation pathways as specified by the local school district’s graduation requirements.
 - 14.1.1 Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units as specified in Appendix A-1. Note: The local school district may establish additional local requirements approved by the local school board as authorized under MS Code § 37-16-7. **The Jackson Public School District requires 21½ Carnegie units.**
 - 14.1.2 Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with school board policy, their parent / guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in Appendix A-1. Note: The local school district may establish additional local requirements approved by the local school board as authorized under MS Code § 37-16-7. **The Jackson Public School District requires 25 Carnegie units.**
 - 14.1.3 Entering eleventh graders in 2010-2011 and thereafter (seniors of school year 2011-2012 and later) who chose the Career Pathway Option are required to earn the minimum graduation requirements of 21 Carnegie units as specified in Appendix A-3. {MS § Code 37-16-17}.
 - 14.1.4 Beginning in school year 2011-2012, all eighth grade students are required to have an Individualized Career and Academic Plan (iCAP) prior to exiting the eighth grade.
 - 14.1.5 Innovative Programs
 - 14.1.6 Early Exit Diplomas
- 14.2 Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. {MS Code § 37-16-7} (7 Miss. Admin. Code Pt. 3, Ch. 34, R. 34.1, Ch. 36, R. 36.1, R. 36.3, R. 36.4),
- 14.3 Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: “This student has successfully completed an Individualized Education Program.” {MS Code § 37-16- 11(1)}
- 14.4 Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {MS Code § 37-16-11(2)} (See Appendix G of *Mississippi Accountability Standards, 2016*)
- 14.5 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

Note: Carnegie units may be awarded in the seventh grade for the following courses: Algebra I, Biology I, ICT II (Information and Communication Technology), and first-year Foreign Language provided course content is the same as the high school course. Effective with 2014-15, Carnegie units may be earned for CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math I), and CCSS Math Grade 8 (with Algebra I/Traditional). **Note:** Carnegie units may be awarded in the eighth grade for the following courses: Algebra I, Geometry, Mississippi Studies, Geography, Biology I, ICT II (Information & Communication Technology), STEM (Science, Technology, Engineering & Science), Introduction to Agriscience, first-year Foreign Language, and second-year Foreign Language provided course content is the same as the high school course. Carnegie units may be earned for CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math I), and CCSS Math Grade 8 (with Algebra I/Traditional).

GRADUATION REQUIREMENTS (BOARD POLICY IGB)

DISTRICT PATHWAY (21.5 Carnegie Units Required; A-1)	TRADITIONAL PATHWAY (25 Carnegie Units Required; A-2)	CAREER PATHWAY (21 Carnegie Units Required; A-3)	EARLY EXIT PATHWAY (17.5 Carnegie Units Required; A-4)
4 Carnegie units of English 1 English I 1 English II 1 English III or AP or DC or IB equivalent 1 English IV or AP or DC or IB equivalent 4 Carnegie units of Mathematics 1 Algebra I or state equivalent 1 Geometry 1 Additional math 1 Additional math 3 Carnegie units of Science 1 Biology I 1 Physical science (unit from) 1 Additional science 3 Carnegie units of Social Studies ½ MS Studies World History or AP or IB equivalent 1 U.S. History or AP or IB equivalent ½ U. S. Government Carnegie unit of Business and Technology 1 Carnegie unit of Arts ½ Carnegie unit of Health ½ Health or JROTC I and II ½ Carnegie Physical Education 4½ Carnegie units of Electives	4 Carnegie units of English 1 English I 1 English II English III or AP or DC or IB equivalent English IV or AP or DC or IB equivalent 4 Carnegie units of Mathematics 1 Algebra I or state equivalent 1 Geometry 1 Algebra II 1 Additional math 4 Carnegie units of Science 1 Biology I Physical science (unit from) Additional science courses 4 Carnegie units of Social Studies ½ MS Studies ½ Intro to Geography World History or AP or IB equivalent U.S. History or AP or IB equivalent ½ U. S. Government ½ Economics Carnegie unit of Business and Technology 1 Carnegie unit of the Arts 1 Health and Physical Education ½ Health or JROTC I and II ½ Physical Education or JROTC I 6 Electives 1 Foreign language course 1 World Geography 1 Additional math or science 3 Additional elective courses <i>Note: Electives should align to post-secondary admission standards. One of the advanced electives must include a foreign language.</i>	4 Carnegie units of English 1 English II English III or AP or DC or IB equivalent English IV or AP or DC or IB equivalent 3 Carnegie units of Mathematics Algebra I or state equivalent Additional math courses 3 Carnegie units of Science Biology I Additional science courses 3 Carnegie units of Social Studies ½ MS Studies U.S. History or AP or IB equivalent ½ U. S. Government Additional social studies course Carnegie unit of Business and Technology Carnegie unit of Health or Physical Education Carnegie units of Career and Technical Education (from student's program of study; CDC completers) 2½ Carnegie units of Electives	2 Carnegie units of English 1 English I 1 English II or state equivalent 3 Carnegie units of Mathematics Algebra I or state equivalent Additional math courses 2 Carnegie units of Science 1 Biology I or state equivalent 1 Additional science course 2 ½ Carnegie units of Social Studies ½ MS Studies World History or AP or IB equivalent 1 U.S. History or AP or IB equivalent 1 Health and Physical Education ½ Health or JROTC I and II ½ Physical Education or JROTC I 1 Carnegie unit of Business and Technology 1 Carnegie unit of the Arts 5 Carnegie units of *Electives <i>Note: Electives should align to postsecondary admission standards.</i>

Qualification for a Mississippi Early Exit Diploma signifies to students that they are ready to do college-level work without remediation and opens up a variety of education and career pathways within and beyond high school. In order to qualify for a Mississippi Early Exit Diploma, in addition to earning the Carnegie units listed below, students must meet college and career qualification scores in all core content areas on a series of end-of-course exams and/or the required benchmarks for college readiness on the ACT (18 in English Composition; 22 in Mathematics; 22 in Reading; 23 in Science) or Institutions of Higher Learning (IHL) approved college entrance exam. Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

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HIGH SCHOOL	MIDDLE "FEEDER" SCHOOLS	ELEMENTARY "FEEDER" SCHOOLS	
Callaway	Kirksey Northwest Powell	Davis John Hopkins Watkins	Green North Jackson
Forest Hill	Cardozo Siwell	Bates Timberlawn Woodville Heights	Oak Forest Van Winkle
Jim Hill	Blackburn	Baker George Lee	Barr Isable
Lanier	Brinkley	Brown Galloway Smith	Dawson Johnson Walton
Murrah	Bailey Chastain	Boyd McLeod Power/APAC	Casey McWillie Spann
Provine Career Development Center	Hardy	Clausell Lake Raines	French Pecan Park
Wingfield	Peeples Whitten	Key Marshall Wilkins	Lester Sykes

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BOARD POLICIES

EMERGENCY CLOSING OF SCHOOLS (BOARD POLICY AFA/EBAA)

The Board of Trustees authorizes the superintendent to close the schools in the event of hazardous weather or emergencies which threaten the safety of the students, staff, or school property. Student safety is a primary goal of the Jackson Public School District (JPSD). At all times, weather conditions are monitored to ensure that students can be safely transported to schools and returned home. When hazardous weather conditions, such as severe cold, heavy snow, tornado or hurricanes can be predicted before 4:30 a.m., the Superintendent will recommend closing or delaying the start of school. Once the decision to close or delay schools has been made, the public is notified no later than 5 a.m. (except in extreme conditions) and parents are informed via parent messaging system Blackboard Connect, District social media such as Facebook and Twitter, JPS website www.jackson.k12.ms.us, and local news media.

BOARD MEETINGS (BOARD POLICY BC)

The board of trustees shall meet regularly on the first and third Tuesday of every calendar month at 5:30 p.m., or as designated by an order entered upon the minutes. Student disciplinary matters shall be heard at the regular board meeting on the first Tuesday of every month and shall be the first item of business on the agenda.

PUBLIC PARTICIPATION IN BOARD MEETINGS (BOARD POLICY BCG / KCA)

The board of trustees desires to hear the viewpoints of citizens throughout the district and considers the responsible presentation of these viewpoints vital to the efficient operation of the district. Stakeholders are encouraged to fully utilize meetings with school officials, site councils, and administrative procedures to communicate and resolve issues with the school administration prior to presenting the issue to the board of trustees.

DAMAGE OR LOSS CHARGES (BOARD POLICY DEGD / JCA / JCK)

Following discovery of damage or loss of school properties, the principal shall make written report to the superintendent or designee as to the nature and estimated cost of damage, or current replacement price of loss. The administrative officer reporting damage to or loss of school property shall submit known names and addresses of the party or parties responsible for damage or loss. In the case of a minor, the name and address of his parent or legal guardian shall be given also. If responsible persons' names are obtained subsequent to the report, such information is to be submitted forthwith in writing.

The superintendent or designee shall have loss or damage evaluated and direct the finance office to invoice the parties involved for the amount of damage or loss. On receipt of payment the administrator making the report will be notified by the finance office that payment has been made.

FEES (BOARD POLICY DEGE / IFB / JCK)

Certain courses carry special requirements for which charges are made. These fees are used to cover partial cost of materials and supplies used in the course. Full collection of all fees at the opening of school is preferable. Fees can only be charged to the students with the approval of the principal. A receipt will be issued all students for all fees charged.

EMERGENCY DRILLS (BOARD POLICY EBAB / JDM)

Schools are to formulate and practice emergency drill activities.

FIRE DRILLS

The principal shall conduct a fire drill within the first full week at the opening of school and at least once a month thereafter. The drills shall include all students and all school employees. The routes of egress and alternate routes should be clearly understood by all employees and shall be included in teacher handbooks in accordance with the guidelines established by the Jackson Fire Department.

EMERGENCY DRILLS

Other emergency drills and evacuations shall be conducted and routes designated when deemed necessary. Procedures for emergency conditions such as tornado, storm and flash floods shall be developed for every school by the principal in accordance with guidelines established by the Jackson Hinds Emergency Operations Center.

In case of an emergency, it may become necessary to retain students at the school building since many parents may not be at home. Parents may come to the school premises to pick up their children if they desire.

BOMB THREATS

The personnel of the district shall cooperate with the Office of Campus Enforcement in carrying out procedures for dealing with bomb threats.

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VANDALISM PROTECTION (BOARD POLICY EBBA / JCA)

If any pupil shall willfully destroy, cut, deface or damage any school building, equipment or other school property, he shall be liable to suspension or expulsion and his parents or guardian shall be liable for all damages. Citizens, students and members of the police department are urged by the board to cooperate in reporting any incidents of vandalism in property belonging to the district and the name(s) of the person or persons believed to be responsible. Each employee of the district shall report to the principal of the school every incident of vandalism known to him or her, and, if known the names of those responsible. The superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. He is further authorized to delegate authority to sign such complaints to press charges.

SCHOOL BUS SCHEDULING AND ROUTING (BOARD POLICY ECB)

The superintendent or his designee shall establish bus routes adhering to safety policies and efficient operation of the transportation system. A reasonable time schedule for each route shall be established and the driver shall be expected to adhere to this schedule. By the same token, students shall be expected to be at their respective bus stops when the bus arrives. Once a bus route has been established, the bus driver shall not alter or change assigned routes without the approval order of the supervising officer. In discharging pupils who must cross the highway, the responsibility of safe crossing rests with the driver. Student transportation management, including, but not limited to, scheduling and routing, shall conform to state statutes.

FOOD SERVICES (BOARD POLICY ED)

The purpose of the food service program shall be to provide well balanced meals that are nourishing at moderate prices in pleasant surroundings. The program also provides a teaching situation in which the foods that children need for proper growth and development are served in an appetizing manner so they will be readily accepted. The program contributes to the social education of the child by providing an opportunity to practice good table manners.

STUDENT INSURANCE PROGRAM (BOARD POLICY EFA)

The purpose of this policy is to make available student accident insurance to each student enrolled in the District. It is the District's purpose to inform parents and legal guardians of student accident insurance options. Each parent or legal guardian is responsible for purchasing the student accident policy pursuant to their needs. Student accident insurance is offered to parents and legal guardians should a student sustain a physical injury requiring medical attention while at school, playing football, or participating in other recreational activities. Each student shall be provided an option to purchase student accident insurance each school year. Students who play school sponsored sports shall be given student accident insurance options as well. This policy shall be reviewed before the start of the school year on an annual basis to ensure it continuously meets the needs of the students.

MISSISSIPPI EDUCATOR CODE OF ETHICS: STANDARDS OF CONDUCT

The Mississippi Educator Code of Ethics shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator-student relationship (Standard 4 of the Code). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4, Mississippi Educator Code of Ethics: Standards of Conduct).

Standard 4: Educator-Student Relationships

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1. Ethical conduct includes, but is not limited to, the following:

- a. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students.
- b. Nurturing the intellectual, physical, emotional, social and civic potential of all students
- c. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
- d. Creating, supporting, and maintaining a challenging learning environment for all students.

4.2. Unethical conduct includes, but is not limited to the following:

- a. Committing any act of child abuse
- b. Committing any act of cruelty to children or any act of child endangerment
- c. Committing or soliciting any unlawful sexual act
- d. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability

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- e. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/ unauthorized drugs
- f. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with students.

Examples of these acts may include but not be limited to: sexual jokes and/or sexual remarks

- | | |
|---|--|
| ▪ sexual kidding or teasing | ▪ threats of physical harm |
| ▪ sexual innuendo | ▪ sexual assault |
| ▪ pressure for dates or sexual favors | ▪ electronic communication such as texting |
| ▪ inappropriate touching, fondling, kissing or grabbing | ▪ invitation to social networking |
| ▪ rape | ▪ remarks about a student's body |
| | ▪ consensual sex |

CARE OF SCHOOL PROPERTY (BOARD POLICY GACB)

It is the duty of every teacher and principal in charge of school buildings to instruct students in the proper care of public property and to exercise due care in the protection of school property against damage, either by defacement or breakage. If the teacher or principal should permit damage to property by gross negligence or willful neglect of duty, the person may be held financially responsible.

All employees must see that any unsanitary condition, damage to school property, or needed repair is reported to the principal.

SEXUAL HARASSMENT – EMPLOYEES AND STUDENTS (BOARD POLICY GACN/JCP)

In accordance with Title VII of the 1964 Civil Rights Act, as amended in 1972, Section 703, no employee in the Jackson Public School District shall be subject to sexual harassment. Furthermore, students in academic institutions are protected from sexual harassment by Title IX of the Education Amendment of 1972, and shall not be subjected to sexual harassment by their peers or employees.

It is the intent of the school board to maintain an environment free from sexual harassment of any kind. Therefore, unwelcome sexual advances, requests for sexual favors, retaliation against persons involved in sexual harassment complaints and investigations, and other verbal or physical conduct of a sexual nature amounting to or constituting harassment are prohibited.

REPORTING CHILD ABUSE OR NEGLECT (BOARD POLICY GBBA / JD)

Any person who has reasonable cause to suspect that child abuse is occurring shall report such information to the Department of Human Services. The information may be based on physical and behavioral indicators as well as other sources of knowledge. The report and identity of the party and reporter are confidential except when the court in which the testimony is filed, in its discretion, determines the testimony of the person reporting to be material to a judicial proceeding. Child abuse should be suspected when a child shows such physical signs as bruises, scars or burns, has injuries which might have resulted from being beaten, or shows other indicators of cruel and abusive treatment. Child neglect exists when a child is discovered to be in any one or combination of these situations: (1) abandoned; (2) poorly clothed, malnourished or ill-fed; (3) ill without medical attention; (4) overworked or otherwise exploited; and (5) lacking love, care, guidance, and protection.

Any attorney, physician, dentist, intern, resident, nurse, psychologist, social worker, child care giver, minister, law enforcement officer, school attendance officer, public school district employee, nonpublic school employee, or any other person participating in the making of a required report pursuant to Section 43-21-353 or participating in the judicial proceeding resulting therefrom shall be presumed to be acting in good faith. Any person or institution reporting in good faith shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

SUICIDE PREVENTION EDUCATION (BOARD POLICY GBFA)

The Board of Trustees of the Jackson Public School District recognizes that suicide is a major cause of death among youth and should be taken seriously. It is the policy of the Jackson Public School District that in-service training on suicide prevention education will be conducted for all licensed teachers and principals. The Board of Trustees establishes this policy in an effort to take positive steps toward reducing student suicide through:

1. Prevention. To provide in-service training to all licensed teachers and principals with information about and recognition of the signs of suicidal behavior.
2. Intervention. To take affirmative action when an immediate referral is warranted and to understand the emergency procedures when a referral is made.

The training program has been developed by the Mississippi Department of Mental Health and Mississippi Department of Education who will provide the training to a designated team within the district, who will then provide in-service training to all principals, teachers and other key staff members as designated by the Superintendent.

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TUTORING OF PUPILS BY TEACHERS (BOARD POLICY GBG / GBA)

To assure that no teacher be placed in a conflict of interest position with regard to assisting pupils, they may not accept gifts or remuneration from the pupils' parents for tutoring after school hours pupils taught by the teacher during the regular school day. A teacher may tutor pupils who they do not teach after the regular instructional day. Such instruction should take place off school premises and after the school workday is completed. This policy does not apply to the district's after-school programs.

ABSTINENCE-PLUS SEX EDUCATION (BOARD POLICY ICC)

The board of trustees of the Jackson Public School District believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. The board is committed to fostering community partnerships that educate both students and parents about this important topic.

The Jackson Public School District seeks to affirm its commitment to creating healthy and responsible teens in the 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 a comprehensive, age-appropriate, evidenced based, medically accurate, and free of fear and shame based strategies 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.

GIFTED EDUCATION PROGRAM (BOARD POLICY IDAA)

The Jackson Public School District is responsible for ensuring that gifted education program (GEP) regulations, standards, and specific requirements for gifted education in the State of Mississippi are followed and effectively implemented, as well as to ensure that high-quality, researched-based curriculum and instructional practices are utilized with gifted learners. The District offers an intellectually gifted education program for grades 2-6 as mandated by the State of Mississippi. The District's board-approved Teaching and Learning Guide for Gifted Education, often referred to as the District's Instructional Management Plan (IMP), guides District and school administrators, GEP teachers, students, and parents participating in the gifted education program(s).

INSTRUCTIONAL MANAGEMENT SYSTEM (BOARD POLICY IDA)

The Board of Trustees recognizes the necessity to adopt and develop the curriculum constantly if the district is to meet the needs of its scholars. The Board charges the superintendent and staff with instructional planning and development, including academic and behavior interventions. The curriculum will in all cases be consistent with the philosophy, goals, and policies of the District.

Jackson Public School District shall develop and implement an instructional management system that meets the criteria established by the Mississippi Department of Education. Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for teaching the required learning standards.

GRADE AND SUBJECT CLASSIFICATION (BOARD POLICY IDD / JBI) REGULAR CLASSIFICATION

Principals shall be governed by the regulations of the Mississippi Accrediting Commission in accepting students from accredited and non-accredited schools in grade and subject classification. Students applying for admission from non-accredited schools shall be temporarily placed in the grade and subject in which they have been recommended by the non-accredited school. Principals shall allow enough time for examination, observation, and fair appraisal of the scholastic status of such students to determine whether or not proper classification has been made. Following such evaluations, proper placement of students shall be made by the principal.

No student is to be officially enrolled in a Jackson Public School after attending another school until proper records of previous school attendance are provided the principal of the school to which admission is requested. Upon receipt of the school records, the principal will make proper grade and subject classification of the student. The following grade classification shall be made annually.

1. Elementary School

Students shall be eligible for grade promotion according to the satisfactory completion of prescribed requirements and programs of study at each grade level as outlined and stipulated by the Jackson Public School District.

2. Middle School (6 – 8)

Students shall be eligible for grade promotion according to a satisfactory completion of prescribed requirements and programs of study at each grade level as outlined and stipulated by the Jackson Public School District.

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3. High School (9 – 12)

Students shall be eligible for grade promotion according to a satisfactory completion of prescribed requirements and program of study at each grade level as outlined and stipulated by the Jackson Public School District. *See Board Policy JBQ for further details.*

GRADE CLASSIFICATION OF STUDENTS ENROLLING FOR THE FIRST TIME BEYOND FIRST GRADE

Students enrolling in school beyond Grade One for the first time who meet the criteria of a compulsory school age (6-17 years old) pupil shall be granted temporary grade classification according to age appropriateness. Student will undergo a series of approved assessments and observations to determine permanent grade classification. The evaluation process is time-sensitive but must allow the school principal adequate time to assess, examine, and determine the most appropriate academic placement for the pupil.

GUARANTEES FOR STUDENTS WITH DISABILITIES (BOARD POLICY IDEE)

Jackson Public School District will adhere to State Board Policy 74.19 (State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004) effective September 15, 2013. Jackson Public School District will also adhere to subsequent procedures.

FREE APPROPRIATE PUBLIC EDUCATION

The Jackson Public School District will provide a free appropriate public education to children ages three (3) through twenty (20) with a disability who by reason thereof, need special education and, as appropriate, related services as defined under Part B of the Individuals with Disabilities Education Improvement Act of 2007 (IDEA), Mississippi statutes, and the Mississippi Department of Education policies. A free appropriate public education will be provided to students with disabilities residing within the jurisdiction of the district and who are enrolled in the Jackson Public School District. These services will be provided at no cost to the parent, meet the standard of the Mississippi State Board of Education as set forth in the state policies and procedures, and in conformity with a student's Individualized Education Program (IEP). Provisions of a free appropriate public education will continue for a student with a disability through the school year in which a student reaches age twenty-one (21) if the student was enrolled in the district and was twenty (20) at the beginning of the year.

EXTENDED SCHOOL YEAR SERVICE

The Jackson Public School District will ensure that extended school year (ESY) services are available as necessary to provide a free appropriate public education. ESY services are special education and related services that are provided to a child with a disability which meet the standards of the Mississippi Department of Education's criteria in state regulations. Services, as appropriate, will be provided beyond the normal school year of the district, in accordance with the student's IEP, and at no cost to the parents.

CHILD FIND

The Jackson Public School District will continue its efforts to search for unserved children, ages birth through twenty-one, who are in need of special education and related services.

DYSLEXIA SCREENING (BOARD POLICY IDFAB)

It is the policy of the Jackson Public School District ("District") to comply with all requirements of the dyslexia legislation provided in the Mississippi Code of 1972 Annotated, Section 37-173-15.

SPEECH LANGUAGE SCREENING (BOARD POLICY IDFA)

The district will comply with all requirements of the Mississippi Speech-Language Therapy Scholarship for Students with Speech-Language Impairments provided in Miss. Code Ann. 37-175-3.

A parent or legal guardian may provide written notification to the district opting out of the mandatory screening provided under this policy.

OBSERVATIONS/SCREENINGS/ASSESSMENTS (BOARD POLICY IDFB)

The Jackson Public School District ("District") personnel may conduct the following observations, screenings, and /or assessments without obtaining written parental consent when a student is not being successful in the regular education program:

1. Speech/Language screening;
2. Hearing and/or vision screening;
3. Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) checklists;
4. Behavioral observations/checklists; and
5. Functional behavioral assessments.

The purpose of these observations, screenings, and /or assessments is to determine a student's strengths as well as possible reasons for the student's lack of success in the regular education program.

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If an outside individual or entity contracting with the District for the purpose of performing an observation in order to make recommendations of possible changes in the child's educational programming or IEP, the individual or entity shall submit a report of the observation to the District.

The District shall notify the parent upon receipt of the report.

Mass screening for hearing, vision, and speech shall be done in grades determined by the District's administration and/or the State Department of Education.

ATHLETICS (BOARD POLICY IDH)

The board believes individual students will grow physically and mentally through their experience in self-discipline and their contribution to team effort made possible through competitive interscholastic and intramural team and individual sports activities.

Those teachers having direct responsibility for the conduct of the athletic program of the school are required to conform in all ways to the general education program as established by the board and administration, including such matters as scheduled, financial expenditures, relationships with other schools, and health and safety regulations.

No students may start practice for any athletic team until they have been examined and pronounced physically fit by a medical doctor. Written consent from the parents or legal guardian is required prior to practice as well.

District participation in interscholastic athletics shall be subject to approval by the board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.

ADULT EDUCATION (BOARD POLICY IDI)

The District offers a school program and courses outside the regular school day and not as an integral part of the elementary and secondary school programs for persons 16 years of age and over, not enrolled in school or required to be enrolled in school by the compulsory school attendance, including high school equivalency classes.

The program will be administered by the superintendent through his or her designee and subject to the control of the Mississippi Community College Board. The program will be supported by a combination of local taxation and federal and state aid. The board will appoint adult education instructors on the recommendation of the superintendent.

All physical facilities of the District will be available for use in the adult education program when such use does not conflict with uses already established. Activities will not be limited to those which can be conducted in school buildings, but may be conducted at other places and with other facilities within the District with the prior approval of the superintendent or his designee.

WORKSTUDY PROGRAMS (BOARD POLICY IDL)

The board grants permission to principals to approve a limited class schedule for twelfth grade students who need to be away from school for a portion of the school day to work or because of hardship.

INSTRUCTIONAL MATERIALS AND FEES (BOARD POLICY IFB)

For courses requiring materials and supplies supplementary to those provided by the district, the board shall authorize the collection of fees from students. The amount of fees for such instructional supplies shall be determined by the board upon recommendation by the superintendent. Students enrolled in these courses shall be required to make payment (upon admission) to such courses. When a cash deposit or collection of fee is required, the principal shall have a proper receipt issued to the student and duplicate shall be retained in the office of the principal. It is the responsibility of the individual students to provide instructional materials such as workbooks, pencils, papers and like essentials for day-to-day classroom instruction.

TEXTBOOKS (BOARD POLICY IFCA) LOST BOOKS

If at any time a student loses or damages a book, they shall be charged a fee. This fee shall be based on the life expectancy of the book. Assessments shall be determined by the condition of the book at the time of issue, according to directions from the State Textbook Procurement Commission. All such losses and collections shall be reported on the proper form. If, at any time, the home school student loses or damages a textbook(s), the parents or legal guardians will be responsible for compensating the district for the fair market value of the textbook(s).

DAMAGED BOOKS

Principals are authorized to collect for any damage to, or excess wear of, textbooks. The amount collected should be determined by the extent such damage has impaired the future use of the books and should be sufficient to impress upon parents and children the necessity

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for proper care in the use of district textbooks. All monies thus collected shall be returned to the school's textbook account through the district textbook custodian.

USE OF PUBLIC SCHOOL LIBRARIES (BOARD POLICY IFDA)

Home schooled students may be allowed full access to Jackson Public Schools libraries within their district as part of the home school instructional program. The home school students may use the school district libraries during school days and hours only.

SCHOOL LIBRARIES (BOARD POLICY IFD)

Purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population shall be those recommended by licensed library media specialists, teachers and administrators guided by a district approved collection development policy.

It shall be the policy of this school district that each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology which meets the minimum standards of the Mississippi Commission on School Accreditation, Commission on School Accreditation, be provided in each elementary and secondary school in the district.

FIELD TRIPS (BOARD POLICY IFEA)

A field trip is any planned activity involving students away from the school but which remains under the jurisdiction and supervision of the school. The field trip, or off-campus tour, should provide enrichment to the classroom instructional program by offering learning experiences through the resources of the community, state, nation or world. Therefore, it is imperative that field trips are carefully planned. All adults who may serve in a supervisory capacity while on field trips must comply with the Volunteer Screening Policy.

A student must present to his teacher written approval by his parent or legal guardian before he or she can participate in the field trip. Field trips must have the approval and endorsement of the principal, the appropriate central office administrator, and in instances of trips that are overnight (including out of state or out of the country) or beyond the Jackson metropolitan area, the approval and endorsement of the Superintendent. The Jackson metropolitan area is defined as Madison, Hinds, and Rankin counties. At the next regular board meeting, for informational purposes, the Superintendent or his designee shall provide the board of trustees a list of all field trips that he approved. All field trips shall be supervised by regular classroom teachers and or other certified staff members employed by the school district. Field trips will not be approved during the weeks of term exams or standardized tests or during the final fifteen (15) days of the school year. The Superintendent or his designee can make exceptions to this policy.

Fees collected for a specific field trip may not be in excess of the actual cost of the trip, and all such fees shall be deposited in the manner prescribed by policy. Transportation inside and outside the district is subject to school policies, rules, and procedures. The district establishes the cost to the school, club, athletic activity, or organization for utilizing school buses on the trip and information may be obtained from the director of transportation.

COMMUNITY INSTRUCTIONAL RESOURCES (BOARD POLICY IFE)

The Board of Trustees believes that one of the goals of the district shall be to equip each student to serve as a good citizen of the community. The administrative and instructional personnel are encouraged to partner with community members and organizations who can provide various resources to assist with this goal. The administration shall direct the development of a community instructional resources program designed to utilize the citizens, the institutions, and resources of the community in the education of its children.

The business community shall be requested to work cooperatively with the staff and advise the school board relative to the development of student employability skills. The superintendent shall have supervisory control over the program. Members of the staff and the community shall be encouraged to offer their ideas and services through the channels developed by the administration.

SPEAKERS (BOARD POLICY IKA)

All speakers must be invited through the school principal, who shall endeavor to engage speakers who may aid and assist in accomplishing the goals of the instructional program.

GRADING SYSTEM (BOARD POLICY IGA)

The basic objective of a grading system is to communicate to parents a periodic evaluation summarizing significant factors of the student's adjustment in the total education program. The cumulative purpose of the grading system is to supply the parent a composite statement of educational process in a specified period of time for the student in selected areas of learning.

The grading system is basically a method of communication about the student's intellectual, social and emotional development. The grading system is based upon student achievement and performance, bearing in mind that any system incorporates both subjective and objective considerations in student evaluation. The following numerical values shall be used in determining letter grades for students:

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Elementary Schools

A (Excellent)	100 – 94.5
B (Above Average)	94.4 – 84.5
C (Average)	84.4 – 74.5
D (Below Average)	74.4 – 69.5
F (Failure)	69.4 – 0

Middle and High Schools

A (Excellent)	100-90
B (Above Average)	89-80
C (Average)	79-70
D (Below Average)	69-60
F (Failure)	59 and below

GRADE ADJUSTMENT AND MINIMUM GRADE (BOARD POLICY IGAB)

The building principal is responsible for the supervision and maintenance of student records at the school level.

CONVERSION OF LETTER GRADE TO A NUMERICAL GRADE

Schools will use the following scale to convert letter grades to numerical grades for students enrolling in the district with only letter grades and no numerical value assigned from the school they previously attended.

MIDDLE AND HIGH SCHOOL Grades 6 – 12	
<u>Letter Grade</u>	<u>Numerical Grade</u>
A	100
B	89
C	79
D	69
F	59

ELEMENTARY SCHOOL Grades 1 – 5	
<u>Letter Grade</u>	<u>Numerical Grade</u>
A	100
B	94
C	84
D	74
F	69

GRADING CHANGES

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher except as otherwise specifically allowed by this section.

A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher except as provided in this subsection.

A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.

Any local school district or personnel employed by the school district who violates the provisions of this section shall cause the local school district or school to be subject to losing its accreditation in the manner determined by the policies and procedures of the State Board of Education.

THE AWARDING OF A MINIMUM GRADE:

No student in grades 1 - 5 shall receive a grade of less than 60 in any subject. No student in grades 6 - 12 shall receive a grade of less than 50 in any subject.

EARLY RELEASE (BOARD POLICY IGBA)

Early release from classes may be granted to senior high school students who are employed or who have been accepted for and maintain active dual enrollment at a community or four (4) year college. Please see Board Policy IGBA for eligibility criteria.

GUIDANCE PROGRAM (BOARD POLICY IH / JE)

Each secondary school shall provide a program of guidance services designed to assist students in selecting appropriate educational activities, to help them to understand themselves in relation to their environment, and to develop the decision-making ability and inner discipline that will help them to achieve their maximum potential. The program shall be headed by a guidance counselor possessing a

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Mississippi Professional Certificate whose responsibilities may include:

- Plan and develop guidance program
- Provide counseling experiences
- Evaluate student appraisals
- Provide educational and occupational planning
- Make referrals
- Assist in placement
- Provide parental assistance
- Plan staff involvement
- Conduct educational research
- Assist in developing positive public relations

STANDARDIZED TESTING PROGRAM (BOARD POLICY II)

Certain standardized tests are scheduled for administration throughout the school system. These tests constitute the Standardized Testing Program. Tests will be administered to conform with state statute. The testing program is designed to assess the student's scholastic aptitude, as well as to provide data for continuous study of student achievement, interests, aptitudes, and characteristics related to general improvement of the school program. The test data assists in curriculum planning, instructional programming, and student motivation. Some tests shall be used to provide data for research.

SELECTION OF INSTRUCTIONAL MATERIALS (BOARD POLICY IJ)

Instructional materials shall be evaluated and selected according to specified procedures by qualified certified staff to ensure that the materials in the educational structure support the curriculum and meet the diverse needs of students. The instructional materials selected must be age and grade appropriate and must contribute to, and be aligned with, the curriculum and competencies.

Written parental permission must be obtained before showing any movies that are not rated general, or G, by the Motion Picture Movie Association. In the event parental permission is not received, the child will be placed temporarily in another room and given an alternate assignment.

TEACHING ABOUT RELIGION/PRAYER IN SCHOOL (BOARD POLICY IKB)

The District shall comply with state and federal statutes and with Mississippi, United States Supreme Court, and other federal court decisions regarding prayer in schools and at school related activities. No doctrinal, sectarian, or denominational teaching shall be permitted in the schools.

When there is a conflict between laws, the District will follow federal law. No person shall be compelled or coerced into participating in any religious activity. Likewise, no person shall be denied the right to exercise his religious beliefs as long as such exercise is consistent with state and federal law. All inquiries with regard to religious activities, including prayer, taking place during school events or on school property shall be directed to the District Counsel.

Nonsectarian, non-proselytizing prayers which are initiated and led by students at graduation ceremonies shall be permitted. The following statement shall be printed in the graduation program:

The invocation and benediction are student led, student initiated, and are not sponsored by the Jackson Public School District. No one should feel compelled to participate in these activities. While all are asked to bow their head for the invocation and benediction, no one is compelled to join in them, nor will be assumed, by bowing, to have done so. School personnel, students, and members of the public should contact the District Counsel concerning all requests regarding prayers and other religious activities at school events or on school property.

ENGLISH LANGUAGE LEARNERS (BOARD POLICY IKD)

According to the *Every Student Succeeds Act* (ESSA) which amends the Elementary and Secondary Education Act of 1965, a Limited English Proficient (LEP) student or an English Language Learner (ELL) may be defined as LIMITED ENGLISH PROFICIENT. The term limited English proficient, when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

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- (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

The Jackson Public District will provide English Language Learners (ELLs) with a program of language instruction to develop proficiency in English to those students who chose to participate. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental acceptance or refusal. The District will provide the guidelines for the implementation of all aspects of English learner instructional programs in K-12. All classroom teachers, administrators, and support staff are expected to follow this plan while planning, delivering and assessing instruction for English learners and providing opportunities for their parents or guardians.

STUDENT EQUAL EDUCATIONAL OPPORTUNITY (BOARD POLICY JAA)

The purpose of this policy is to ensure that the District complies with the applicable laws regarding discrimination on the basis of disability.

This concept of equal educational opportunity is a guide in making decisions relating to school facilities, employment or personnel, selection of educational materials, equipment, curriculum, and regulations affecting students.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Under Section 504, a person with a disability is anyone who:

- 1. Has a mental or physical impairment which substantially limits one or more major life activities such as walking, seeing, speaking, sitting, thinking, breathing, learning, interacting with others, working, reading, standing, lifting, bending, concentrating, manual tasks, and caring for one's self;
- 2. Has a record of such impairment; or
- 3. Is regarded as having such impairment.

The Jackson Public School District acknowledges its responsibility under Section 504 to prohibit discrimination against students with disabilities in admission to or access to or treatment in its programs and activities to the extent provided by law. Discrimination against any person with a disability will not knowingly be permitted in any program or practice of the District.

EVALUATION UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Under Section 504, the District will identify, evaluate, and provide an appropriate public education to students with disabilities within the meaning of Section 504 of Rehabilitation Act of 1973.

PARENTAL RIGHTS

If the parent or guardian disagrees with the determination made by school personnel of the District, he or she has a right to a hearing before an impartial hearing officer.

PARENT INVOLVEMENT POLICY (BOARD POLICY JAB / KKA)

The Jackson Public School District believes that effective parent involvement programs must be designed to provide leadership for home and school partnerships and to promote schools' commitment to building level planning and improvement. The Elementary and Secondary Education Act of 1965 (ESEA) amended as the *Every Student Succeeds Act* (ESSA) 2015 establishes the role of the school in involving parents and clarifies the relationship between the local school's role in parental participation and the role of the local educational agency (LEA). Research demonstrates that a positive impact on student success results when schools effectively involve parents. This policy contains three components: (1) policy involvement; (2) shared responsibilities for high student performance; and, (3) building capacity for involvement.

It is the policy of the Jackson Public School District to do the following:

- 1. Provide coordination, technical assistance, training, support and resources to assist schools in planning and implementing effective parent involvement programs through the leadership of the district's Office of Federal Programs;
- 2. Build the schools' capacity for stronger parent involvement programs through the provision of site based management;
- 3. Involve parents in the development/evaluation of school plans and policies through the provision of district-level consultation with the Office of Federal Programs, the Parent Advisory Council, and other district-wide planning committees;
- 4. Enhance efforts to meet the total needs of families and schools by coordinating services and strategies with existing community agencies, programs and businesses; and

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5. Reserve resources required by federal law and provide additional resources needed for effective implementation of all parent involvement components.

The Jackson Public School District promotes family involvement on all levels, including but not limited to:

- Creating a climate that fosters and supports family participation in the schools
- Corroborating the link between parental involvement and student achievement
- Providing opportunities for staff and interested adults to build stronger relationships between home and school

The building administrators, teachers, and support staff shall make efforts to promote an inviting atmosphere for parents to feel accepted and to share in the responsibility for their child's academic progress. The building staff shall also perform the following tasks:

1. Each Title I school must notify parents of its parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, Title I schools must make their parental involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school;
2. Encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of District programs, activities, and procedures designed to carry out the *Every Student Succeeds Act* (ESSA) parent involvement goals;
3. To support the efforts of parents by providing flexibility in meeting and conference times, purposes and locations;
4. To convene annual meetings to explain school programs, policies and plans;
5. To involve parents in planning and evaluation procedures;
6. To provide timely information regarding meetings, activities, and requests for parent responses;
7. To provide prompt, personal responses to parents' requests and recommendations;
8. To strengthen the effectiveness of parents' ability to work with their children at home by providing training and support;
9. To provide school performance profiles that clearly show parents the schools' progress toward meeting state standards;
10. To provide opportunities for parents to assist in the instructional process at school and at home;
11. To provide regular, timely information for parents about their child's participation and progress in all educational programs;
12. To utilize creative, timely means of communication with parents;
13. To model positive communication with parents and practice methods to resolve conflicts;
14. To provide a comprehensive range of opportunities for parents to become informed and involved;
15. To provide a description and explanation of the curriculum, assessment and expected proficiency requirements;
16. To develop homework practices that foster successful learning experiences for parent and child;
17. To assess the needs of families and design training opportunities that address these needs;
18. To assess the professional development needs of staff members and provide training opportunities designed to strengthen staff involvement with parents;
19. To coordinate services with the school counselor, social services, Head Start, Even Start and community agencies to address key family issues;
20. To recognize the diversity of family structures, circumstances and responsibilities, including differences that might hinder parent participation;
21. To develop a school-parent compact designed to outline the role of parent, child and school personnel in the shared responsibility for learning;
22. To work constructively with school level parent teacher associations (PTAs) and other parent organizations to actively involve parents in their child's school;
23. Under the McKinney-Vento Homeless Assistance Act, schools must identify children and youth in homeless situations and provide appropriate services. Homelessness is one who (A) lacks a fixed, regular and adequate nighttime residence and (B) includes – (i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a 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; (ii) children and youth 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; (iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children. Information will be shared about McKinney-Vento services, rights, and definitions when a parent or youth cannot provide proof

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of residency, guardianship, or other documentation, or when they display other possible indicators of homelessness. Delaying the enrollment of a homeless student violates federal law and may place the student in danger.

24. To the extent practical, both the district and its Title I schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Activities in this area include providing information and school reports in a format and, to the extent practicable, in a language such parents understand, and scheduling a flexible number of meetings convenient to parents;
25. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under the policy, and revision of parent involvement policies necessary for more effective parental involvement.

SCHOOL ADMISSION (BOARD POLICY JB)

The State of Mississippi provides for a uniform system of free and public school for students who meet compulsory school age requirements. It is the intent that every child who is at compulsory school age attend school for a period of instruction sufficient to train the student in educational skills adequate to prepare him/her to take one's place in society and make a contribution as a citizen of this state. All children should be encouraged to continue their education until they have completed high school.

AGE (BOARD POLICY JBA)

All students entering kindergarten must have attained the age of five on or before September 1 of the current year. All students entering first grade must have reached the age of six on or before September 1 of current year. Students twenty-one (21) years of age prior to or on the opening day of school in the school year in which they apply for admission will not be admitted.

Any child who transfers from an out-of-state public or private school in which that state's law provides for a first grade enrollment date subsequent to September 1, shall be allowed to enroll if

- (a) The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
- (b) The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
- (c) Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
- (d) The superintendent or designee determines that the child was making satisfactory educational progress in the previous state.

BIRTH CERTIFICATE (BOARD POLICY JBB)

Parents/Legal Guardians must present pupil's certified birth certificate verifying date of birth for enrollment in the Jackson Public School District.

IMMUNIZATIONS (BOARD POLICY JBC)

Mississippi law provides that "it shall be unlawful for any child to attend school, kindergarten, or similar type facility intended for the instruction of children, either public or private, unless they shall first have been vaccinated against those diseases specified by the State Health Office." The board of trustees of the Jackson Public School District has the power, authority, and duty to require those vaccinations specified by the State Health Officer as provided by law. Application of immunization requirements will be consistent with state statute.

All Jackson Public School District students must present to the school of enrollment a Certificate of Compliance regarding vaccinations. All students must show evidence of immunization against tetanus, diphtheria, whooping cough, red measles, German measles, and poliomyelitis. Additionally, effective August 1, 2007, the Pneumococcal Conjugate Vaccine (PVC7) or "Prevnar", will be added as a childcare requirement for children under five years old and entering child care for the first time. All students will be required to present the certificate at or before the time of enrollment. Children entering school for the first time are required to have two doses of chickenpox vaccine or a history of chickenpox. Beginning January 2008, all students, including those already enrolled in childcare, will be required to be vaccinated with the recommended doses of the pneumococcal vaccine.

Effective 2012-2013 and in subsequent years, all students entering, advancing or transferring into 7th grade will need proof of an adolescent whooping (pertussis) booster, Tdap vaccine, before entry into school. Tdap vaccine given on or after the 7th birthday meets the new school requirements. Certificates of vaccinations shall be issued by local health officers or physicians on forms specified by the Mississippi State Board of Health. Enforcement of this law will require removal of children from classes if they are not adequately immunized.

Students who cannot have vaccinations for medical reasons should have a physician or health department official complete a certificate for that reason.

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School principals are required to refuse admittance to any child whose parents or legal guardian do not present a birth certificate and a medical certification of proper immunizations within the allotted time.

BONA FIDE RESIDENCE (BOARD POLICY JBE)

Definition of Residence

Any new student enrolling or entering the school district will be required to verify his/her residence address as a part of the registration process. Students are not legally enrolled until the verification of residence has been completed.

For school attendance purposes, definition of residence is that the student physically resides full time, weekdays/nights, and weekends, at a place of abode located within the limits of the school district. All students shall register at the school they are assigned to attend. The parent or legal guardian shall provide evidence of the residence and the school district administration shall verify bona fide occupancy.

Initial Enrollment Documents (New to the district students)

The following documents must be submitted to the school district, prior to a student's initial enrollment in JPS:

1. Valid Picture Identification
2. Certified copy of student's birth certificate (long form)
3. Immunization record on Form 121 or Medical Exemption Certificate
4. Completed Online Enrollment Form
5. Cumulative record from student's previous school
6. Proof of Grade Classification i.e., *official report card, official school withdrawal form*
7. Transcripts for students entering grades 10 – 12
8. Two (2) documents, from Section II B, that verify residency.

Proof of Residency Documents

The parent or legal guardian of a student seeking to enroll in a school shall provide the school district with at least two of the items below as verification of their address. The documents must be in the name of the adult enrolling the student. Only one document from each group may be submitted.

Group One:

- Mortgage documents or property deed
- Apartment or home lease
- Filed homestead exemption application form

Group Two:

- Utility bill dated within the last two months or utility deposit receipt (no cellular phone bills)

Group Three:

- Automobile registration or automobile insurance
- Driver's license
- Voter registration card
- DHS documents for benefits
- IRS documents from the most recent tax year
- Any other documentation that will objectively and unequivocally establish that the parent or legal guardian resides within the school district
- Sworn affidavit of residency and/or personal visit by a designated school district official.
- Certified copy of filed petition for guardianship if pending, and final decree when granted.

Any document with a post office box will not be accepted.

If the student has a legal guardian, a copy of the court order appointing the guardian must be provided to the district. If a petition for guardianship has been filed and the decree is pending, you must provide a certified copy of the filed petition for guardianship.

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STUDENTS LIVING WITH ADULTS OTHER THAN PARENTS OR LEGAL GUARDIANS

The non-parent or non-legal guardian claiming district residency must meet the same criteria as that of parents or legal guardians as stated in Section II A-C.

If a child is living with an adult other than parents or legal guardians, in loco parentis, authority will be recognized to establish residency of the minor in situations that include but are not limited to:

1. Death or serious illness of the child's parent(s) or legal guardian(s);
2. Abandonment of the child;
3. Child abuse or neglect;
4. Unstable family relationships or undesirable conditions in the home of the child's parents or legal guardians having a detrimental effect on the child; or
5. Students enrolled in recognized exchange programs residing with host families.

The district resident must provide the school with an affidavit stating his/her relationship to the student and that the student will be living at his/her abode full-time and provide documentation fully explaining the reason (other than school attendance zone or district preference) for this arrangement. The Board of Trustees, the district, or its designee shall make the necessary factual determination.

Whenever appropriate, the person who has assumed responsibility for the care and custody of the child shall be encouraged to obtain legal guardianship of the child.

HOMELESS CHILDREN

When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC Sections 1143(1), 11432(e)(4), and 11302(a), the school district shall consider and take the enrollment action that is in the best interest of the child pursuant to 42 USC 11432(e)(3).

DISTRICT REQUIREMENTS

The requirements as stated in Section II are minimal and the school district reserves the right to require additional documentation and verification at any time. The principal of a school is responsible that only students eligible to attend that school are in fact enrolled and attending.

The school district shall maintain a file, which contains the written instrument identifying the type of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.

TRANSFERRED STUDENTS

The provisions of this policy do not apply to students who reside outside the school district, but who have legally transferred into the school district.

NON-COMPLAINE

Any suspicion of violation of residence requirements will be investigated. Any case which cannot be resolved by the principal will be referred to the superintendent or designee for additional investigation and further action. Students enrolled in a school without proper residence verification and without approved transfer will be withdrawn from the school in which they are illegally enrolled.

DISTRICT-TO-DISTRICT TRANSFERS (BOARD POLICY JBG)

Student Leaving the District

The superintendent is authorized and empowered, subject to concurrence by the board, to approve the transfer of a student from this school district to another school district upon the written request of his/her parent or legal guardian.

Students Coming to the District

The application for district-to-district transfer of a student from another school district will only be considered for approval according to specified criteria as prescribed by the school district on an annual basis.

The district-to-district transfer is then subject to the approval of the Superintendent of Schools and the Board of Trustees. This policy does not apply to a child or legal ward of a fulltime employee of the district who lives outside the district. When the board of the district in which the fulltime employee is a legal resident approves the transfer of the student to this school district, the student will be assigned to the school where the parent or legal guardian is employed. Transportation for such cases shall be provided by the parent or legal guardian of the student.

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PUPIL TRANSFER- INSIDE DISTRICT (BOARD POLICY JBH)

SECTION I: INTRODUCTION

A pupil of the Jackson Public School District shall attend the school in the zone of the legal residence of his/her parent or approved legal guardian. Transfer to another school may be approved subject to the following:

- A. Space availability as determined by current building capacity
- B. Enrollment in a special program created by the district, i.e., Magnet Program.
- C. Enrollment in a regular program offering, i.e., language, not offered in the school of legal residence.
- D. Brothers and/or sisters of special education pupils may be enrolled at school to which the special education pupil is assigned.
- E. A pupil in the junior or senior year of school or last year of middle or elementary school whose parents move to another zone may request transfer to present school of attendance but must provide his/her own transportation.
- F. Elementary pupil residing in a subzone choosing to attend the designated neighborhood school.

All in-district transferees are subject to specific criteria as prescribed by school district. In addition, please note that any transfer approved for any reason other than programmatic, transportation must be provided by the parent or legal guardian.

Transfer eligibility may cease if a pupil drops out of the program and may be reassigned to the school of legal residence.

SECTION II: EMPLOYEES

Any full-time employee of the Jackson Public School District who is assigned to duty in a school other than the school of his or her residence zone may request for his or her child to attend the school of employment.

SECTION III: TRANSPORTATION

Transportation will be made available for pupils transferred for programmatic reasons. Parents/Legal Guardians must provide transportation for students who are transferred based on space availability.

SECTION IV: ATHLETIC ELIGIBILITY

Eligibility will be determined by the Mississippi High School Athletic Association (MHSAA) policy.

PROMOTION AND RETENTION OF STUDENTS (BOARD POLICY JBJ/IGD)

The Superintendent and staff of the Jackson Public School District recognize the need to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with classroom instruction and opportunities for intervention.

SECTION I: Instructional Model Which Consists of Three (3) Tiers of Instruction:

The Jackson Public School District adheres to the Mississippi Department of Education's three-tier policy on intervention for students experiencing academic and/or behavioral problems as follows:

- Tier I: Quality classroom instruction based on the Mississippi Curriculum Framework
- Tier II: Focused supplemental instruction
- Tier III: Intensive interventions specifically designed to meet the needs of individual students

Teachers should monitor student progress through multiple assessment strategies, identifying students in need of assistance as soon as they begin to fall behind, and modify instruction to assure that every student gains essential skills. If supplemental support strategies in Tier I and Tier II are unsuccessful, students must be referred to the school Teacher Support Team (TST).

Teacher Support Teams

Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the schools' instructional leader or the principal's designee. the designee may not be an individual whose primary responsibility is special education. The Teacher Support Team (TST) which operates under the jurisdiction of the school principal is the problem- solving unit responsible for interventions developed at Tier III. Interventions must be:

- research-based
- designed to address the student's specific deficit areas
- implemented as designed by the TST
- supported by data regarding effectiveness of interventions

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Any student suspected of having a disability or experiencing significant academic and/or behavioral difficulties should be referred to the school's TST for review. If a student's parents request an evaluation for their child, that student should be referred to the TST. The TST procedures should be followed whether a teacher or a parent makes the referral. The student's information will be reviewed by the school TST 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 TST must be kept on file at the school.

The Jackson Public School District adheres to the Mississippi Department of Education guidelines regarding certain mandatory referrals to TST. Failure to make adequate progress following Tier I and Tier II, students will be referred to the TST if any of the following events occur:

- A. Students in grades 1-3 who have failed one (1) grade;
- B. Students in grades 4-12 who have failed two (2) grades;
- C. Students who failed either preceding two (2) grades and have been suspended or expelled for more than 20 days in the current school year; or
- D. Students scoring at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi statewide accountability system,
- E. A student is promoted from grade 3 to 4 under a good cause exemption of the Literacy-Based Promotion Act

Referrals to the TST must be made within the first twenty (20) days of a school year if the student meets any of the criteria A-E stated above.

Intensive Reading Instruction

In accordance with the Literacy-Based Promotion Act of 2013, each student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- performance on reading screener approved or developed by MDE, 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, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

Progress Monitoring

Teachers should use progress monitoring information to:

- determine if students are making adequate progress,
- identify students as soon as they begin to fall behind, and
- modify instruction early enough to ensure each student gains essential skills.

Monitoring of student is ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s).

No later than 16 weeks after implementation of the intervention(s) a second review must be conducted to determine whether the intervention(s) is successful. If the intervention is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

Required Screening

All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier I and Tier II, students will be referred to the TST of interventions.

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- Phonological awareness and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;

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- Encoding skills; and
- Rapid naming, quickly naming objects, pictures, colors, symbols (letters or digits) aloud.

Each school will complete documentation as required by MDE for all students in Tier II or Tier III. All Tier II and Tier III documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

SECTION II: GRADES K-5

A. Kindergarten

It is the goal of the kindergarten program to provide all students with the school readiness skills they need to be successful in the first grade. A student may be retained in kindergarten for an additional year if the district deems that placement of the student in the first grade would not be the most appropriate educational placement. Students in kindergarten must master state core objectives in reading, language arts and mathematics.

1. Kindergarten Philosophy and Goals

The kindergarten program shall reflect an understanding of child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers where opportunities are provided for children to acquire skills and concepts that include problem-solving, decision-making, questioning, evaluating, and discovering.

2. The goals for kindergarten are outlined below:

- a. Develop a positive self-concept.
- b. Achieve intellectual growth.
- c. Enlarge student's world of people, experiences, ideas, and things.
- d. Increase competences and skills in reading, writing, listening, thinking, and speaking.
- e. Increase skills involved in physical coordination.
- f. Increase competence in dealing with emotional feelings and social situations.
- g. Increase competence in self-direction and independence.
- h. Develop cooperative trusting relationships.
- i. Develop natural curiosity and creative potential.

3. Learning Principles

Effective educational planning for young children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

- a. Children learn as total persons (emotionally, socially, physically, and intellectually).
- b. Children go through similar stages of development, but at individual rates.
- c. Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
- d. Children learn through active involvement (exploring, playing manipulating and problem-solving)
- e. Children learn through attitudes as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
- f. Children learn through play; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the child.

B. Grade 1

Students must master the state Core Curriculum and the district objectives in reading, language arts and mathematics with a grade average of 70 in each subject.

C. Grade 2

Students must master the State Core Curriculum, which will be embedded in the term and semester test, and the district objectives in reading, language arts, and mathematics with a grade average of 70 in each subject.

D. Grade 3

Students must master the State Core Curriculum and the district objectives in reading, language arts, and mathematics with a grade average of 70 in all academic subjects (reading, language arts, mathematics, science/health, and in social studies).

LITERACY-BASED PROMOTION

In compliance with the *Literacy-Based Promotion Act*, it is the intent of Jackson Public School District to improve the reading skills of kindergarten through third grade students so that every student completing the Third Grade is able to read at or above grade level. Each kindergarten-third grade student's progression is determined, in part, using the student's proficiency reading in the areas of phonemic awareness, fluency, and comprehension.

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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, statewide end-of -the year exam, or approved alternate assessment 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 year and repeated at mid-year and at the end of school year to determine student progression in reading in Kindergarten-Third 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 district until the reading deficiency is remedied.

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-third 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.

Social Promotion Prohibited

In compliance with the "Literacy-Based Promotion Act," social promotion is prohibited in the Jackson Public 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.

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

Good Cause Promotion

A 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 student who has less than 2 years of instruction in an English Language Learner program
- B. Student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law
- C. Student with a disability who participates in the state annual accountability assessment and who has an IEP or a section 504 plan that reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading or was previously retained in Kindergarten or First, Second, or Third Grade
- D. Student who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education
- E. Student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria

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.

The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district

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superintendent determine otherwise.

Parent Notification of Third Grade Retention

Written notification shall be provided 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 area 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 the 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.

Retained Third Graders

Third graders who are retained who fail to pass the 3rd grade summative assessment and do not qualify for a good cause exemption must be provided:

- Intensive instructional services
- Progress monitoring
- 90 minutes of research based reading instruction in the five components of reading

In the event that a student passes the Mississippi Assessment Program (MAP) in reading or the third grade MKAS, but fails a content-area subject (reading, language arts, math, science and/or social studies), he or she may attend summer school for promotion in that content-area. If a student fails more than one subject, he or she will not be eligible to attend summer school and must repeat the third grade.

Interventions for Students with Good Cause Exemptions

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.

Intensive Acceleration Classes

The Jackson Public School District may provide, where applicable, an intensive acceleration class for certain student’s purpose:

- For any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3
- To increase a student’s reading level at least two (2) grade levels in one (1) school year;
- Should provide instruction and intervention for the majority of the student contact each day;
- Incorporates opportunities to master the Grade 4 state standards in other core academic areas.

E. Grade 4

Students must master the State Core Curriculum and the district objectives in reading, language arts and mathematics with a grade average of 70 in each subject. Students must also have an overall average of 70 in all academic subjects (reading, language arts, mathematics, science/health, and social studies).

F. Grade 5

Students must master the State Core Curriculum and the district objectives in reading, language arts and mathematics with a grade average of 70 in each subject. Students must also have an overall average of 70 in all academic subjects (reading, language arts, mathematics, science/health, and social studies).

At the elementary level a semester test grade will be computed as a part of the term test average in the same manner that a term test is computed as a part of the term test average.

If a student will be 13 years of age by September 1st, he or she shall be administratively reassigned to the middle school. This administrative placement in the middle school is contingent on the student having a comprehensive assessment within the last school year and/or recommended interventions from the District Teacher Support Team (TST).

Section III: MIDDLE SCHOOL GRADES 6, 7, AND 8

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Promotion

To be promoted from grade 6 to grade 7 to grade 8, a student must meet the minimum standards as listed. Minimum Standards

1. Students shall pass each of the following major courses with a grade of 60 or above:
 - a. Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
2. Students who do not meet minimum skill mastery requirements will:
 - a. Be retained at appropriate grade level when failure occurs, or
 - b. Attend a tuition summer school program and if minimum performance standards are met, promotion will be granted. However, summer school attendance does not assure promotion to the next grade. Only students failing a maximum of two (2) courses, including algebra and pre-algebra, with at least a grade of fifty (50) in each course can be expected to successfully complete the course objectives during the six-weeks summer session to be promoted to the next grade. Students with three (3) or more Fs cannot attend summer school for promotion.
 - c. Any student who fails Algebra I and no more than one (1) other course is required to do the following in order to be promoted to the 9th grade:
 - Take and pass, in summer school, the course, other Algebra I, that was failed; and one of the following
 - Attend a summer remediation course in Algebra I;
 - Enroll in Algebra I during the following school year; or
 - Enroll in and pass Algebra I before completing high school.
3. A student, who will be 16 years of age by September 1, will be placed in high school and required to take compensatory courses. The sending principal must notify the receiving school principal of all such cases. Failure to complete seven Carnegie units toward graduation by age 17 will result in placement in the Career Academic Placement Program.

It must be understood that when a student is placed in high school he or she must earn the required number of Carnegie units for a high school diploma.
4. Grades six through eight will each be tested using a district-wide test at intervals as follows: 1st Nine Weeks, 1st Semester, 3rd Nine Weeks, and 2nd Semester.

Section IV: HIGH SCHOOL – GRADES 9, 10, 11, AND 12

- A. Promotion in grades 9 through 12 shall be based upon each pupil's accumulation of earned course units (Carnegie units). The Core Curriculum, which includes state and district objectives, requires a final grade of 60 in each subject before Carnegie units will be awarded.

Please see Board Policy IGB/JBQ for a detailed explanation of the JPS's graduation requirements.
- B. An exceptional education student who is a candidate for a standard high school diploma shall follow the same criteria for mastery and promotion as for other students. Appropriate modifications and accommodations as defined by the IEP will be followed.
- C. An exceptional education student who cannot meet basic skills as set forth in the district curriculum, but does successfully complete the individual educational plans (IEPs), may be moved to the next level. A certificate will be granted upon completion of the program. The decision regarding participation in this program will be made by the student's individual educational program team, which must contain a school counselor.
- D. An exceptional education student may also partake in an occupational course of study aimed at obtaining an occupational diploma in accordance with the criteria set forth in the district curriculum.
- E. An exceptional education student also has the option of obtaining a general education equivalency certificate (GED).
- F. A student who will be 16 years of age by September 1 will be placed in high school and required to take compensatory courses. The sending principal must notify the receiving school principal of all such cases. Failure to complete seven Carnegie units toward graduation by age 17 will result in placement in the Career Academic Placement Program.

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- G. A student must meet all requirements for graduation by or before age 21 in order to receive a diploma or certificate. Failure to do so will result in termination at which time a student will be allowed to enroll in an alternative program with the focus on the GED preparation.

ADMISSION OF TRANSFER STUDENTS (BOARD POLICY JBO)

Students moving into the Jackson Public School District from another school system shall be assigned to schools on the basis of their parent's or legal guardian's residence. Admission shall be conditional upon receipt of proper records from the previous school system.

Enrollment of transfer students who have been previously dismissed and/or expelled from other schools may be denied until the superintendent or his or designee has reviewed the child's cumulative record and determined that the child has participated in successful rehabilitative efforts including but not limited to progress in an alternative school or similar program.

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS (BOARD POLICY JBPA)

JPS presumes that the person who enrolls a student in school has physical and legal custody of the student or is legal guardian. If there is a dispute between the parents and both parents claim to have legal custody, enrollment records will be examined. The parent who enrolled the child is considered by the school district to have legal custody until a legal document describing the custodial arrangement is provided to the school.

Parents or guardians have the right to request and receive information contained in the school records concerning their minor child, and parents with legal custody have the right to forbid the disclosure of such information to others absent specific authority otherwise. This board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. If restrictions are made, the parent with legal custody must submit a certified copy of the court order that curtails such rights, and describes the rights restricted. Unless there is a legal document that specifies otherwise, both natural parents have the right:

1. To view the child's school records;
2. To receive school progress reports;
3. To visit the child briefly at school for lunch or classroom observations; and,
4. To participate in parent and teacher conferences together or separately.

Unless legal documentation provides otherwise, both parents can see the child at school, however, only a parent with legal and/or physical custody, has the right to remove the child from school property. If a non-custodial parent asks to take the child from school, the principal or designee will adhere to the following procedure:

1. Explain that the school staff is responsible for the child's welfare while at school.
2. In plain view of the non-custodial parent, telephone the custodial parent and explain the request. If the custodial parent agrees, then comply with the request.
3. If the custodial parent objects, explain to the non-custodial parents that his/her rights do not include removing the child from school property. Unless legal documentation provides otherwise, confirm that the school will allow brief visits for lunch or classroom observation and describe the conditions so that both parents hear the information. Emphasize that the child will not leave school property.
4. Escort the child to the office. Do not send the parent to the classroom. Explain to the child how the visit is to proceed. Emphasize that you (or a school security official) will return the child to class when the visit is finished.
5. Provide a place for the visit that can be observed by office staff. Escort the child back to class after the visit.
6. Maintain a file of such visits and have the non-custodial parent sign in and sign out so there is an official record of each visit.

STUDENT WITHDRAWAL FROM SCHOOL (BOARD POLICY JBP)

An official withdrawal request from school shall be made to the head of school or designee by the parents who enrolled the student. The principal or his designee shall verify the request for withdrawal with the parents or legal guardians.

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STUDENT FEES, FINES, AND CHARGES (BOARD POLICY JCK / IFB / DEGE)

Reasonable fees, but not more than actual cost, may be charged for the following:

1. Supplemental instructional materials and supplies, excluding textbooks,
2. Materials and supplies related to a valid curriculum educational objective, including transportation, and
3. Extracurricular activities and any other educational activities of school district which are not designated as valid curriculum educational objectives, such as band trips and athletic events.

Fees for supplemental instructional materials and supplies and materials and supplies related to a valid curriculum educational objective, including transportation, shall be charged unless the pupil is unable to pay for reasons of financial hardship. Fees for identical materials, such as workbooks, will be the same at all schools.

Fees for extracurricular activities and any other educational activities of the school district which are not designated as valid curriculum educational objectives, such as band trips and athletic events, are exempt from the financial hardship waiver.

ANTI-BULLYING POLICY FOR STUDENTS (BOARD POLICY JCBA)

The Board of Trustees of the Jackson Public School District intends to provide all students with an equitable opportunity to learn. The Board of Trustees has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to student learning.

It shall be against District policy for any student to engage in bullying or harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. Such behavior will not be condoned by the District. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, that takes place on District property, at any District-sponsored function, or on a school bus or school vehicle that:

- 1) Places a student or District employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or an employee's work performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior that takes place off District property will not be condoned or tolerated by the District when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school, or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

Some examples of bullying include, but are not limited to, the following:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student and employee movement, or unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats, or telephone calls.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. Cyberbullying – the use of information and communication technologies such as e-mail, cell phone text messages, instant messaging, defamatory personal websites, computers, other electronic devices, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm, humiliate, tease, intimidate, or harass others.

The District will make every reasonable effort to ensure that no student or District employee is subjected to bullying or harassment by other persons.

Retaliation:

It shall be against District policy for any student or District employee to engage in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. As such, the District shall make every reasonable effort to ensure that no student or District employee engages in any act of intimidation, reprisal or retaliation against a

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victim, witness or a person with reliable information about an act of bullying or harassing behavior. No retaliation against the victim, witness, or any person with reliable information about an act of bullying or harassing behavior is permitted.

Reporting:

The District requires all its employees, and strongly encourages anyone else who has witnessed or has reliable information that a student or District employee has been subject to any act of bullying or harassing behavior, to report the incident to the appropriate school official.

The District has enacted procedures for reporting, investigating, and addressing bullying and harassing behaviors.

Education and Training:

In support of this policy, the Board of Trustees promotes preventative and intervention educational measures to create greater awareness of bullying and harassing behavior. This policy and its accompanying procedures shall be printed in the District Code of Conduct Handbook, each school's employee handbook, and in the policy manual. The superintendent or designee shall provide appropriate training to all students and District employees related to the implementation of this policy and procedures. All training regarding this policy and its procedures will be age and content appropriate.

Disciplinary Actions:

Students who engage in bullying or harassing behaviors or retaliation are subject to disciplinary action as outlined in the District Code of Conduct Handbook. The discipline policies and procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the Jackson Public School District defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior. District employees who engage in bullying or harassing behaviors or retaliation are subject to disciplinary actions up to and including termination.

**PROCEDURES FOR STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR (BOARD POLICY
JCBA)**

Students and employees in the Jackson Public School District are protected from bullying or harassing behavior by other students or employees. It is the intent of the Board and the administration to maintain an environment free from bullying and harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. These complaint procedures provide a process for filing, processing and resolving complaints of such conduct. Adherence to these procedures is mandatory. The failure of any person to follow these procedures will constitute a waiver of the right to pursue a complaint at any level, including review by the Board.

I. Definitions

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

II. Requirements for Processing Complaints

1. Since it is important that complaints be filed and processed as rapidly as possible, the number of days indicated at each step is considered as maximum and every effort will be made to expedite the process. At any step in the complaint procedure, the time limits may be extended when necessary.
2. References to days are working days and do not include holidays and/or weekends.
3. The failure of a complainant to proceed from one step of the procedure to the next within the set time limits shall be deemed to be acceptance of the decision previously rendered and shall eliminate any future review concerning that particular complaint.

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4. The failure of the reviewing officers to communicate their decision to the complainant within the time limits shall permit the complainant to proceed to the next step.
5. A complainant may withdraw his/her complaint at any step without prejudice.
6. No reprisal shall be invoked against any student for filing a complaint or for participating in any way in this procedure.

III. Procedures for Processing a Complaint

Step One:

Any student who feels he/she has been a victim of bullying or harassing behavior, has witnessed, or has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior is strongly encouraged to report such conduct to a teacher, principal, counselor or other school official. The report shall be made promptly but no later than five (5) working days after the alleged act or acts occurred. The school official shall complete an "Allegation of Bullying Complaint" form which shall include the name of the reporting person, the specific nature and date of the misconduct, the names of the victims of the misconduct, the names of any witnesses, and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the student's principal who shall institute an immediate investigation. Complaints against the principal shall be made to the appropriate Chief Academic Officer and complaints against the superintendent shall be made to the Board president. Complaints against a board member shall be made directly to the district counsel, who will appoint an independent investigator to conduct the investigation and complete a report with recommendations to the school board for their consideration and final decision.

The complaint shall be investigated promptly. Parents will be notified of the nature of any complaint involving their child. The investigating staff member will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The investigating staff member conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and, subject to federal law governing privacy of students' educational records, a decision regarding disciplinary action, if any. In the event that the investigating staff member is unable to substantiate the bullying or harassment allegation, the inability to substantiate shall be indicated in writing and maintained in the complaint file of the alleged victim and alleged perpetrator.

Once the incident is determined to be a bullying incident and investigation is completed, appropriate disciplinary response and follow up services for both the targeted student(s) and perpetrator(s) are determined. The nature of the incident, disciplinary response and proposed follow up services are to be communicated to the parent/guardian of targeted student(s) and perpetrator(s) as allowed by law and District policy, no later than 10 school days from the initiation of the investigation.

The Superintendent or designee will receive quarterly reports from each school of all bullying incidents reported by type, location, and consequences.

Step Two:

If the victim is not satisfied with the decision of the investigating staff member, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.

Step Three:

If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim's appearance before the Board.

STUDENT USE OF ELECTRONIC DEVICES (BOARD POLICY JCBAAA)

I. PURPOSE

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students may possess, including but not limited to student-owned cellular phones, digital picture/video cameras and/or camera phones, personal digital assistants (PDAs), iPods, MP3s, pagers and other personal electronic devices capable of transmitting data or images. It is recognized that parents may provide a cell phone to a student for safety or medical reasons. It is also recognized that these devices, which may be given with a noble intent, can become distractions to the academic environment and therefore negatively impact instruction. In consideration of the advancement of technology and the prevalence of electronic devices in our society, the Board will allow the possession of cell phones and other electronic devices at school, on buses, and school sponsored events, as outlined within this policy.

II. GENERAL STATEMENT OF POLICY

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The Jackson Public School District holds high expectations for student behavior, academic integrity and responsible use of existing and emerging technologies, such as cellular phones, digital picture/video cameras and/or phones and other personal electronic devices capable of capturing and/ or transmitting data or images. Students who possess and/or use such devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community. The possession of an electronic device is not a violation of the Code of Student Conduct. However, the possession of an electronic device when used to disturb the educational process, carry out criminal activity, or disturb/interfere with the safety-to-life issue for students being transported on a Jackson Public Schools bus or at school facilities, are infractions of the Code of Student Conduct.

III. STANDARDS FOR RESPONSIBLE USE AT SCHOOL, ON SCHOOL BUSES OR AT SCHOOL ACTIVITIES

A. Respect for the Educational Environment

- i. Cellular phones and other personal electronic devices shall be turned off and kept out of sight at all times including the daily bus ride to and/or from school.
- ii. Electronic devices shall not be used in any way that disrupts or detracts from the educational environment or cause a disturbance on the school bus.
- iii. The use of cellular phones or other personal electronic devices are prohibited in the classroom, lunchroom, gym, auditorium, media centers, cafeteria, hallways, and testing centers during the school day.
- iv. Permission to leave class in response to any electronic device shall not be granted.
- v. With prior approval of the school principal, teachers or other staff members may permit the purposeful use of personal electronic devices in support of curriculum teaching and learning objectives.
- vi. In the case of medical necessity or emergency, a student shall be permitted to possess or use a cell phone or other personal electronic device provided the student receives advanced authorization from the school principal.
- vii. To legitimately report a violation of the Code of Student Conduct, a potentially dangerous situation or other misconduct to school officials or other legal authorities shall be considered responsible use.

B. Respect for Privacy Rights

- i. Students shall not photograph, record, or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.
- ii. Students shall neither e-mail, post to the Internet, nor electronically transmit images of other individuals taken at school without their expressed written consent.
- iii. Students are strictly forbidden to either use or display cellular phones or other personal electronic devices in locker rooms and restrooms.

C. Assuring Academic Integrity

Students shall not use cellular phones or other electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.

D. Compliance with Other District Policies

Use of cellular phones or other personal electronic devices must not violate any other District policies, including those regarding student privacy, code of student conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than one District policy, consequences for each policy may apply.

IV. VIOLATIONS OF THIS POLICY

- A. First Infraction:** An employee shall direct the student to turn off the device. The employee shall then confiscate the device and turn it in to the school office where the student may retrieve it at the end of the school day along with notification of a parent or guardian.
- B. Second Infraction:** The second infraction shall result in confiscation of the device, which is to be turned in to the office of campus enforcement. Notification to a parent or guardian shall be given that the phone will be kept for five (5) days or a \$15.00 fine
- C. Third Infraction:** The third infraction shall result in confiscation of the device, which is to be turned in to the office of campus enforcement. Notification shall be given to a parent or guardian that the phone will be kept for 10 days or a \$25.00 fine.
- D. Repeated or Severe Infraction:** Any additional violations will carry the same consequence as the third infraction: phone kept for 10 days or a \$25.00 fine

Refusal to surrender a device will result in disciplinary action consistent with the code of conduct.

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Discipline for students with disabilities shall be administered in accordance with district policy, state, and federal law. Students assigned to an alternative setting as a disciplinary consequence are excluded from the provisions of this policy. These students are prohibited from the possession and/or use of an electronic device at all times during the school day and while on school premises or in school vehicles.

V. WAIVER OF LIABILITY

Jackson Public School District will not be responsible for any damaged, lost, or stolen wireless communication or personal technology device. Neither will school district employees be held liable for wireless communication or personal technology devices that are damaged, lost, or stolen.

Note: Numerous wireless communication devices are reported stolen each year. Students are expected to treat their phone and other personal electronic devices as if they were a \$500 bill. One would not be careless with a \$500 bill, so do not be careless with your phone or other personal technology devices, leaving them unattended or not locked up. If you have a wireless communication device or other personal technology at school, and it gets stolen, do not expect school administrators to discontinue other administrative responsibilities to try to recover it for you. Your loss would be regrettable, but school personnel will be asked to investigate and seek recovery only as time and circumstances permit. Notwithstanding, all school policies are applicable to those determined to be responsible for the theft, damage or destruction of such items.

VI. SUPPLEMENTARY PROVISIONS

No **students, teachers, or proctors** are allowed to possess and/or use any wireless communication or personal technology device, including (but not limited to) cell phones or personal digital assistance devices, during the administration of statewide tests. Wireless technology devices used only to administer the tests are excluded.

When deemed necessary, the Superintendent may develop additional guidelines or procedures consistent with the letter and spirit of this policy.

This policy is for the 2016-2017 school year and shall be on a trial basis. The impact of the policy shall be reviewed at the end of the school year. Based on the evaluation, the Board will determine whether or not to extend the policy.

All provisions of Jackson Public Schools Board Policy JIAA—Acceptable Use and Internet Safety Policy, which includes the Student Acceptable Use and Internet Safety Contract, are applicable to this policy upon its adoption.

STUDENT CONDUCT (BOARD POLICY JCB)

SECTION I:

The Jackson Public School District Board of Trustees firmly believes that a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. Students have a right to a public education, but with this right come personal responsibility. Education is a process that requires a safe and orderly environment, and students have a responsibility to know and to respect the rules and regulations of the school. Students are responsible for conducting themselves in an appropriate manner at all times. Students who obstruct any teaching, administrative, or extracurricular activity whether in school, on the playground, at a school-related event or activity, or in route to or from school shall be subject to such disciplinary procedures as set forth by the Superintendent.

Parents, legal guardians, or custodians of a compulsory school-age student enrolled in a public school in the district shall be responsible financially for his or her minor child's destructive acts against school property or persons.

A parent, guardian, or custodian of a compulsory school age student may be requested to appear at school by an appropriate school official for a conference regarding acts of the student. Every teacher is authorized to hold every student to a strict accountability for an orderly environment. Every student is strictly accountable for any disorderly conduct in school or on the playground at a school-related event or activity, or in route to or from school.

For a proper learning environment to be maintained, each school must implement Positive Behavioral Interventions and Supports (PBIS) strategies to define, teach, model, and support appropriate student behaviors to maintain positive school environments. Administrators and teachers will make certain that all students understand the conduct appropriate for attendance at school and its sponsored activities as well as in the classroom. The board believes that it is the responsibility of all students, teachers, and administrators to see that such a positive learning environment is achieved.

A *Code of Student Conduct & Handbook* will be provided to every student. The *Code of Student Conduct & Handbook* shall include the acceptable behavior for students and the student discipline code. The *Code of Student Conduct & Handbook* will provide specific information regarding the District's expectations for students as well as interventions and dispositions for violations of policies will be explicitly set forth in this document. The *Code of Student Conduct & Handbook* will describe the expectations for all students' consistent

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and timely attendance, respect for people and property, appropriate dress, technology usage, student activities, student records, and the rights to appeal, including grievance procedures.

SECTION II: DISCIPLINARY OBJECTIVES

The basic objectives of discipline with the school and in each classroom may be described as twofold:

1. To establish and maintain safe and orderly conditions that are conducive to learning.
2. To develop, on the part of all students, the habits and skills that make each student self-directive, self-disciplined and more willing and able to assume the responsibility for proper and acceptable behavior.

SECTION III: A COMMON SET OF ACCEPTABLE BEHAVIORS FOR STUDENTS

Students are expected to:

1. Attend all classes daily and be punctual in attendance.
2. Come to class prepared and have appropriate working materials.
3. Be respectful of all individuals and property.
4. Act and speak in a safe, respectful, and responsible manner.
5. Dress appropriately and be neatly groomed.
6. Promptly report problems to the teacher, or other supervising adult and parent. If reported to the parent, the parent should contact the principal immediately.
7. Abide by the rules and regulations of the school and each classroom teacher.

SECTION IV: BREACH OF RULES AND MISCONDUCT

Violations of established school rules, safety regulations, and evidence of inappropriate conduct, considered unacceptable to school officials responsible for the best interest of all students in the school may result in disciplinary action. The following list of offenses may cause a student to be suspended or expelled. Suspension means a temporary forfeiture of membership in the school. Expulsion is the act of excluding a student from school. This list is not intended to include every offense for which a student may be suspended or expelled, but the list includes some of the more common offenses considered to be violations of regulations:

- Alcohol Possession
- Bullying
- Bus disturbance
- Coercion/Extortion
- Cyber Bullying
- Disorderly Conduct
- False Accusations
- Fighting/Inflicting Bodily Injury
- Harassment
- Profanity Directed toward Staff
- Severe Campus Disturbance
- Stealing
- Threatening/Intimidation
- Trespassing
- Vandalism

SECTION V:

FIGHTING, GANG RELATED FIGHTING, POSSESSION OF DEADLY WEAPONS OR EXPLOSIVES, DESTRUCTION OF SCHOOL PROPERTY, PUBLIC INDECENCY, LEWDNESS, OR EXPOSURE, HARASSMENT, SERIOUS BODILY INJURY, SEXUAL ACTS OR SEXUAL HARASSMENT, STEALING, VANDALISM, SELLING ILLEGAL DRUGS AND ALCOHOL, AND ASSAULT OR BATTERY OF A STAFF MEMBER

The subject of fighting, gang related fighting, possession of deadly weapons or explosives, destruction of school property, public indecency, lewdness, or exposure, harassment, serious bodily injury, sexual acts or sexual harassment, stealing, vandalism, selling illegal drugs and alcohol, and assault or battery of a staff member are grounds for long-term suspension, alternative school placement, or expulsion.

A student will be deemed to be in possession of a deadly weapon when same is carried personally, in locker, in automobile, provided said automobile is otherwise under personal control and incident to school activities or attendance. The school principal may also recommend long-term suspension, alternative school placement, or expulsion for such acts as named above.

SECTION VI: RE-ADMISSION PROCEDURES

1. Students who have been expelled, according to Student Conduct, Policy JCB, Section V, may request a re-admission hearing.

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Readmission may be granted by the Board twelve (12) months following the effective date of expulsion and upon documented showing that the student has participated in successful rehabilitative efforts including but not limited to progress in an alternative school or similar program. Students expelled for offenses other than those identified in JPS Policy JCB, Section V, may also request a readmission hearing eighteen (18) weeks following the effective date of expulsion and upon documented showing that the student has participated in successful rehabilitative efforts including but not limited to progress in an alternative school or similar program.

2. Exceptions to the above may be considered if extenuating circumstances exist, or determined by appropriate Chief Academic Officer. Requests for exceptions must be submitted in writing.

SUSPENSION AND EXPULSION (BOARD POLICY JCH/JCI)

A student may be expelled from school upon recommendation by the principal and superintendent, and approval by the board if the student and his parent or legal guardian request in writing an appeal to the board. All suspensions imposed or recommended by the principal shall be preceded by, and initially predicated upon, an informal due process hearing conducted by the principal. No student shall be suspended without affording him or her an opportunity to express his or her version of the incident to the principal or assistant principal after being fully advised of the charges lodged against him or her and the right of the student to due process. (See JCJ, Section I for procedure at an informal due process hearing.) The principal is authorized to suspend a student for a period not to exceed ten consecutive school days, effective the day following the date of the incident.

Educational services for students with disabilities who have been suspended or expelled from school shall be provided based on the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA), applicable federal regulations and state regulations.

Recommended suspensions of more than 10 days or expulsions are reserved for more serious disciplinary offenses. In such cases, a hearing before the School Appeals Committee will be held on or before the tenth school day after suspension or expulsion is initiated.

Whenever a student is suspended, the parents or legal guardian must be notified immediately. Since scholastic standing is usually jeopardized when class activities are interrupted for length of time, suspension should be as brief as possible and consistent with bringing about cooperation between student, parents, and school personnel.

APPEALS OF NON-ADMISSION, SUSPENSION OR EXPULSION (BOARD POLICY AND PROCEDURES JCJ)

Every effort shall be made to protect the rights and educational welfare of all students and to provide equal educational opportunity to all who are eligible to attend schools in the Jackson Public School District. A student who has been suspended or expelled or otherwise denied the right to attend school in this school district has the right to due process. The board of trustees will, upon a written appeal by the parent or legal guardian of a student suspended for 20 days or longer or expelled, review the disciplinary action.

PROCEDURES:

Section I: GROUNDS FOR DISCIPLINE AND ACTION TO BE TAKEN

The principal of a school has the right to suspend or deny admission of a student to that school for any reasons for which a student might be suspended, dismissed, or expelled, subject to the limitations on the authority of principals herein expressed.

A. Student given opportunity to express himself

In each case requiring possible disciplinary action, the principal will afford the student or students full opportunity to express the student's version of the incident. The principal, after initially determining the facts, shall in each case advise the student(s) of the charge(s) against him/them and the basis. The basis may include the Mississippi Code, which contains among other things, the powers of the school board, the policy handbook, bulletins or memoranda from the office of the superintendent, student code of conduct handbooks and other appropriate official school directives.

B. When immediate action is necessary

In case the principal sees a need to take immediate action, as when it is necessary to restore order and to resume the orderly discharge of normal school functions, and only then, he may immediately eject a disorderly student or students. The student or students sent home under these circumstances will be instructed to return the following day, with or without parents as the principal may determine. Should the student not return the following day, a "Notice of Suspension" (for five days or less) will be mailed the parent.

- a. In cases where the principal's recommended disciplinary action is a suspension of less than 20 school days, the principal may suspend a student for no longer than five consecutive school days.
- b. In cases where the principal's recommended disciplinary action is a suspension of 20 school days or longer, or expulsion, the principal may suspend a student for no longer than 10 consecutive school days. Recommendations for suspensions of 20 days or more, or

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expulsion, are reserved for more serious disciplinary offenses. In such cases, the principal is given authority to suspend a student for additional five days, i.e. up to 10 school days and the parties are allowed more time to prepare for the school admissions appeal committee hearing, which in such cases will be held on or before the tenth school day.

Hearings and Procedure

- a. "At-home" suspensions of five school days or less "At-home" suspensions of at least one but not more than five consecutive school days shall be preceded by, and predicated upon an informal due process hearing conducted in such cases. (See JCJ, Section I for procedure at informal due process hearing.)
- b. "In-school" suspensions of at least one but not more than 10 school days shall be preceded by and predicated upon an informal school due process hearing conducted by the principal, which will be the only hearing conducted in such cases. (See JCJ, Section I for procedure at informal due process hearing.)
- c. "At-home" suspensions in excess of 5 school days "In-school" suspensions in excess of 10 school days and expulsions

This section shall apply to cases in which the principal recommends to the superintendent or designee the "at-home" suspension of a student for more than five consecutive school days or the "in-school" suspension of a student for more than 10 consecutive school days or expulsion. The principal will first conduct an informal due process hearing. The principal will then determine what recommended disciplinary action, if any, is appropriate. If the principal determines that such suspension or expulsion is in order, the student will be given a "Notice of Recommendation for Suspension or Expulsion and Statement of Rights Thereunder." The notice will contain a statement of the charges; date, time and place of the hearing before the School Admission Appeals Committee and will advise the student of his right to legal counsel. A copy of the notice will be hand delivered to the student when possible and the original mailed to the parents unless delivery is made in person. In cases where the principal's recommended disciplinary action is an "at-home" suspension of more than five but less than 20 school days, the hearing JCJ shall automatically be scheduled on or about the fifth school day following the date of notice. In cases where the principal's recommended disciplinary action is an "in-school" suspension of more than 10 days, the hearing shall automatically be scheduled no later than the tenth school day following the date of notice. In cases where the principal's recommended disciplinary action is an "at-home" suspension of 20 school days or longer or expulsion, the hearing shall automatically be scheduled no later than the tenth school day following the date of notice. Pending the outcome of the Admission Appeals Committee hearing, students except those who have been charged with offenses identified in School Board Policy JCB, Section 5, may be offered temporary placement at Capital City Alternative School.

C. Student awaiting hearing

Should the principal determine that suspension for longer than five days is appropriate, the student may be allowed to remain in school pending a hearing, if the principal determines that his continued presence is not detrimental to the school program. In the case of a student remaining in school, the hearing may be held at any appropriate time and not subject to the 10-day limitation.

Section II: SCHOOL ADMISSION APPEALS COMMITTEE

Students, or parents of students who are denied admission, who have been recommended for suspension for a period of time to exceed five consecutive school days, or who have been recommended for expulsion by the principal, are entitled to a hearing before an appeals committee designated as the School Admission Appeals Committee.

A. Composition

The School Admission Appeals Committee will be composed of three or more school administrators, none of whom may be on the staff of the school from which the student charged or denied admission is enrolled or is eligible for enrollment. The designee of the superintendent will serve as the investigator, convener and administrative officer of the committee, but shall not vote.

B. Duties and powers

The School Admission Appeals Committee will hear, consider and make recommendations on all cases heard by the committee. By majority vote, the School Admission Appeals Committee shall approve or disapprove the admissions of a student, concur in the suspension and confirm or specify the duration of same, remove the suspension or recommend expulsion to the Capital City Alternative School to the superintendent, subject to an appeal to the board if requested in writing by the student and parent or legal guardian. The committee may establish any limiting factors governing readmission, if readmission is to be permitted for the student. A written summary of each case will be made.

All aspects, circumstances, and records of the case will be confidential and available only to authorized school officials dealing directly with the student or to parents, legal guardian or attorneys for the student or for the board. The committee is empowered to suspend a student for no more than 20 consecutive school days. The board reserves power to take final action on any case involving the suspension

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of a student for more than 20 consecutive school days or expulsion.

PERMISSION TO LEAVE SCHOOL BEFORE CLOSING HOUR (BOARD POLICY JBM)

Students shall not be permitted to leave school before the regular closing hour except for extraordinary reasons and under such circumstances as set forth in the following section.

Upon request from a licensed physician or dentist, signed by the parent, a student may be dismissed from school for a medical or dental appointment for the time required by the specified appointment and such absence shall be considered excused.

All requests to leave the building while school is in session must be cleared through the principal's office. Leaving school without permission constitutes truancy. Senior high school students need not obtain the principal's permission to leave the school grounds for participation in established work/study programs or to attend the Career Development Center.

PROHIBITION OF SEXUAL ACTIVITY ON SCHOOL PROPERTY/EVENTS (BOARD POLICY JKJ)

Students in this District shall not engage in any sexual activity on school property or at any school-sponsored activity. For the purposes of this policy, sexual activity shall include but is not limited to:

- a. intercourse;
- b. oral sex;
- c. groping sexual parts; or
- d. simulated sexual acts.

Prohibited Actions:

- A. **Consensual Sexual Activity:** A student shall not engage in a consensual sexual activity. "Consensual" means all parties are willing participants in the activity.
- B. **Offensive Touching:** A student shall not engage in touching of an offensive or sexual nature.
- C. **Sexual Harassment:** A student shall not engage in unwanted verbal or physical (e.g. gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile, or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material.
- D. **Indecent Exposure:** A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning).
- E. **Sexual Battery:** A student shall not attempt to engage in sexual activity against another person by force, threat, or fear. Non-consensual activity is also prohibited.
- F. **Possession of Pornographic Materials:** A student shall not be in possession of pornographic or obscene materials.

Violations of this policy are subject to disciplinary action according to the policies of this District. The superintendent or designee shall develop procedures to support this policy.

REPORTING OF VIOLENT ACTS (BOARD POLICY JDP/KP)

District employees shall comply with all requirements imposed by law with regard to reporting unlawful activities or violent acts which have or may have occurred on school property or during school-related activities.

For purposes of this policy, "school property" means any school building, bus, campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the district.

The following reports shall be made in accordance with the law and with procedures JDP/KP.

Section I

- a. Any school employee shall notify his/her principal immediately upon obtaining knowledge that one of the following unlawful activities or a violent act has or may have occurred on school property or during a school-related activity: Aggravated assault, including but not limited to, A) assault resulting in serious physical injury or B) assault involving use of weapon; Assault on a school employee, simple or aggravated; Indecent liberties with a minor;
- b. Possession of a firearm or other weapon;
- c. Possession, use, or sale of any controlled substance;
- d. Rape;

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- e. Sexual battery;
- f. Other sexual offense;
- g. Murder or other homicide;
- h. Kidnapping; or
- i. Other violent act.

When an emergency situation exists and the principal is not available for immediate notification, the employee shall immediately notify the appropriate law enforcement agency.

Section II

A principal receiving an employee's report or having personal knowledge of such acts shall immediately notify the appropriate law enforcement agency.

Section III

A principal shall notify the appropriate local law enforcement agency when he has a reasonable belief that one of the above-stated acts has occurred.

Section IV

The superintendent shall notify the parents/legal guardians, youth court, and appropriate local law enforcement agency when a student is expelled because of unlawful or violent activity.

Section V

The superintendent shall notify the parents/legal guardians, youth court, and appropriate local law enforcement agency when a crime has been committed by a student on school property or during a school-related event.

Section VI

The superintendent or principal shall notify the district attorney of an accusation of fondling or sexual involvement with a minor student (under 18) by a school employee (18 or older) upon determination that there is a reasonable basis to believe that the accusation is true.

Section VII: DEFINITIONS

- A. A "violent act" means any action which results in death or physical harm to another or an attempt to cause death or physical harm to another.
- B. The "appropriate law enforcement agency" is the agency with jurisdiction in the place where the unlawful activity or violent act occurs.
- C. The "appropriate law enforcement agency" is the Jackson Police Department.
- D. The following crimes which must be reported are defined by the referenced statute and/or other applicable Mississippi law:
 - 1. Possession or use of a deadly weapon, Mississippi Code Ann. § 97-37-17
 - 2. Possession, sale, or use of any controlled substance, Mississippi Code Ann. § 41-29-105, -133 through -121.
 - 3. Aggravated assault, Mississippi Code Ann. § 97-3-7(2)
 - 4. Simple assault, Mississippi Code Ann. § 97-3-7(1)
 - 5. Rape, Mississippi Code Ann. § 97-3-65, 67, 71
 - 6. Sexual battery, Mississippi Code Ann. § 97-3-95
 - 7. Murder or other homicide, Mississippi Code Ann. § 97-3-15 through 47.
 - 8. Kidnapping, Mississippi Code Ann. § 97-3-51, 53 All unlawful activities or violent acts not defined by reference to specific statutes shall be otherwise defined by applicable Mississippi law.

PERSISTENTLY DANGEROUS SCHOOLS OR THE UNSAFE SCHOOL OPTION (BOARD POLICY JCFAB)

The Every Student Succeeds Act (ESSA) requires each state that receives Title I funds to establish and implement a statewide policy which provides that a student who attends a persistently dangerous elementary or secondary school as determined by the state in consultation with a representative sample of local school districts, or who becomes a victim of a violent criminal offense, as determined by state law, while in school or on the school grounds, will be allowed to attend a safe public elementary or secondary school within the

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Jackson Public School District, if the parent so desires. A persistently dangerous school is defined by the State Board of Education as follows:

- a) A “persistently dangerous school” is a public school other than a charter school in which the conditions during the past two school years continually exposed its students to injury from violent criminal offenses and it is:
- i. an elementary, middle or secondary public school in which a total of 20 or more violent criminal offenses were committed per 1000 students (2.0 or more per 100 students) in two consecutive school years; or
 - ii. an elementary, middle or secondary public alternative school in which a total of 75 or more violent criminal offenses were committed per 1000 (7.5 or more per 100 students) in two consecutive school years; and
- b) “Violent criminal offenses” are the following crimes reported in the Mississippi Student Information System:

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

Homicide as defined in Section 97-3-19, 97-3-27, 97-3-29, 97-3-31, 97-3-35, 97-3-37, and 97-3-47 of the Mississippi Code Annotated 1972, as amended,

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

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

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

Sexual Battery as defined in Section 97-3-98 of the Mississippi Code Annotated 1972, as amended,

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

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

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

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

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

Whenever the Mississippi Department of Education (MDE) has information that a school meets the criteria described above, MDE shall provide the local board of education the opportunity to report on conditions in the school. After consideration of that report and consultation with a representative sample of local educational agencies, the MDE shall determine whether the school is a persistently dangerous school. Once a school has been designated a persistently dangerous school, it retains that designation for at least one (1) school year.

In the event a school in this school district is identified by the MDE as persistently dangerous, the district will provide notification to parents of all students attending the school identified as persistently dangerous of this determination. The notice will:

1. be in writing, provided within ten (10) school days from the time of the district becoming aware that the school has been identified by MDE as persistently dangerous;
2. inform parents that there is no other school to transfer to in this school district which offers instruction at the student’s grade level
3. indicate that a corrective plan will be developed and placed on file for public review;
4. indicate that the plan will be implemented in a timely manner.

As this school district cannot offer instruction at the student’s grade level in any other school in the district, any student who is a victim of a violent criminal offense committed against him or her while he or she was in or on the grounds of the public school that he or she attends shall be allowed to request a transfer to attend a school in another district which is not designated a persistently dangerous school provided the student requests a transfer within thirty (30) days of the violent criminal offense. Any such transfers to meet the public school choice requirements of ESSA will be provided in accordance with established board policy and administrative regulation.

STUDENT SMOKING (BOARD POLICY JCM)

Students shall not smoke, use, or possess tobacco in any form while on school property during the school day, or at school activities held in school buildings after school hours, or when riding school buses.

PROHIBITION OF CORPORAL PUNISHMENT (BOARD POLICY JCIA)

Corporal punishment has been prohibited in the Jackson Public School District since July 1, 1991. It continues to be the policy of the board of trustees that corporal punishment is prohibited in the school district. Accordingly, the school district prohibits the use of corporal punishment. Corporal punishment is defined as punishment by striking, touching or hitting any portion of a student's body with a paddle, ruler, hand, or other instrument or as the infliction of, or causing the infliction of, physical pain on a student. The use of corporal punishment shall be grounds for discipline up to and including suspension without pay and termination.

Each school shall adopt a discipline plan consistent with the school district’s Student Handbook and Code of Conduct that sets firm,

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consistent, positive limits and that provides warmth and support for appropriate student behavior. Each school shall seek input from its site council during the development of discipline plans. Discipline should have the qualities of understanding, consistency, firmness and fairness.

ALTERNATIVE SCHOOL PROGRAM (BOARD POLICY JKC)

The school board of this district shall establish, maintain and operate, in connection with the regular programs of said school district, an alternative school program. The alternative school program shall be operated as part of and in accordance with the regulations applicable to the regular school program and with all requirements of federal and state law (MS Code of 1972 Section 37-13-91, et al) and the guidelines of the State Department of Education.

1. The alternative school program shall serve compulsory-school-age children:

- a. Who have been suspended for more than ten (10) days or expelled from school, except that such placement may be denied when the expulsion was for possession of a weapon or other felonious conduct;
- b. Who are referred for placement based upon a documented need by the parent, legal guardian or custodian because of disciplinary problems;
- c. Who are referred by order of a chancellor or youth court judge, but only with the consent of the principal; and
- d. Whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class as a whole.

Students who are arrested for violent crimes or drug offenses may be reassigned to the alternative program until the disposition of their criminal cases.

2. Before placement in the alternative school program, the principal or program administrator of the alternative school program shall obtain verification of the child's suitability for the program from the appropriate guidance counselor. Before a student can be removed to an alternative school education program, the superintendent shall determine that the written and distributed disciplinary policy of this district is being followed and that the policy includes standards for:

- a. The removal of a student to an alternative education program that will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or other appropriate professional personnel, as defined by district policy, to ensure a continuing program for the removed student;
- b. The duration of the alternative placement; and
- c. The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy.

3. The superintendent shall provide for the continuing education of a student who has been removed to an alternative school program. Students placed in the alternative school program are subject to the policies and rules of conduct and discipline as well as any other rules of conduct and discipline deemed appropriate by the superintendent and/or principal.

4. This district shall ensure the following components are included in the alternative school program:

- a. Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for disciplinary and general educational development (GED) placement;
- b. Clear and consistent goals for students and parents;
- c. Curricula addressing cultural and learning style differences;
- d. Direct supervision of all activities on a closed campus;
- e. Attendance requirements that allow for education and workforce development opportunities
- f. Selection of program from options provided by the local school district, Division of Youth Services or the youth court, including transfer to a community-based alternative school;
- g. Continual monitoring and evaluation and formalized passage from one step or program to another;
- h. A motivated and culturally diverse staff;
- i. Counseling for parents and students;
- j. Administrative and community support for the program; and
- k. Clear procedures for annual alternative school program review and evaluation.

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5. Any student who becomes involved in any criminal or violent behavior shall be removed from the alternative school program and, if probable cause exists, a case shall be referred to the youth court. The removal of a student from the alternative school program on these grounds shall be reported in accordance with the applicable school board policies.
6. This school district shall submit a report by July 31 of each calendar year to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to MS Code of 1972 Section 37-13-92. The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under MS Code of 1972 Section 37-13-92.

Special Education Students

Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEIA, applicable federal regulations and state regulations.

Student Conduct and Grades

Criteria used in the evaluation process to determine a student's grade must be supported by rationale. The criteria must be in writing and must include the following:

1. Course content (goals, objectives, materials, etc.) as outlined in the curriculum guide
2. Methods of evaluation of grades will reflect some combination of the areas listed below:
 - a. Class work
 - b. Homework
 - c. Test scores
 - d. Participation
 - e. Skill application
 - f. Preparation for class
3. The effect of absence on grades
4. Procedures for making up assigned work and tests
5. Other criteria as may be approved by the superintendent and school board

This school district, in its discretion, may provide a program of general educational development (GED) preparatory instruction in the alternative program. The Mississippi Public School Accountability Standard for this policy is standard 22.

SCHOOL SEARCHES (BOARD POLICY JCD) DESKS AND LOCKERS

Desks and lockers are school property and remain at all times under the control of the school. However, students are responsible for whatever is contained in desks and lockers issued to them by the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration. Inspection of individual lockers or desks may occur when there is a reasonable basis to do so and in those cases, the student or a third party shall be present.

AUTOMOBILES

The school retains authority to inspect student automobiles used as transportation to school on school property. When a school official, other than a sworn law enforcement officer, has reasonable suspicion to believe that illegal or unauthorized materials are contained inside a student vehicle, the student may be required to open the automobile, including the trunk, for further inspection.

SEARCH OF STUDENTS

A student's person and/or personal effects may be searched whenever a school authority, other than a sworn law enforcement officer, has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex with an adult witness present. It will be an extremely rare situation that requires a more intrusive search of a student's person than a pat-down. Only if extreme emergency conditions exist, and only upon prior approval by the District Counsel, shall a more intrusive search be conducted by a school official, other than a sworn law enforcement officer. If such a search is necessary, it will be conducted in private by a school official of the same sex with an adult witness of the same sex present.

NOTICE OF POLICY

Students will be provided notice of the School Search Policy by having the policy placed in the student handbook and distributed to all students. A copy of the policy will also be posted in the principal's office or other prominent place in the school.

AUTOMOBILE USE (BOARD POLICY JKD)

Driving on school roads and parking on school property is a courtesy offered to students and others by the school board.

The parking facilities located at the various school district buildings are not public parking areas and are to be used for school purposes only. School purposes include attendance at school activities or other school authorized activities which occur before or after the regular

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school day.

Violators may be charged with trespassing and/or vehicles towed at owners' expense.

The Administration, obtaining suggestions from the local police department, shall establish rules and regulations to assure traffic safety. The district shall not assume any responsibility for damage to vehicles.

Students shall not sit in or upon vehicles parked on the school campus.

Students shall be responsible for locking their vehicles upon arrival since the school district shall assume no responsibility for any loss.

Failure to abide by vehicle regulations may result in the loss of the right to bring a vehicle to school or other disciplinary action.

Student automobiles are subject to administrative searches.

DISCIPLINARY ACTION: BOARD POLICY JCI

When a student's behavior, speech, and/or attitudes are unacceptable and reasonable effort to bring about improvement has not proved effective, more positive action shall be taken.

Section I: PROHIBITION OF CORPORAL PUNISHMENT (BOARD POLICY JCIA)

Corporal punishment has been prohibited in the Jackson Public School District since July 1, 1991. It continues to be the policy of the board of trustees that corporal punishment is prohibited in the school district. Accordingly, the school district prohibits the use of corporal punishment. Corporal punishment is defined as punishment by striking, touching or hitting any portion of a student's body with a paddle, ruler, hand, or other instrument or as the infliction of, or causing the infliction of, physical pain on a student. The use of corporal punishment shall be grounds for discipline up to and including suspension without pay and termination.

Each school shall adopt a discipline plan consistent with the school district's Student Handbook and Code of Conduct that sets firm, consistent, positive limits and that provides warmth and support for appropriate student behavior. Each school shall seek input from its site council during the development of discipline plans. Discipline should have the qualities of understanding, consistency, firmness and fairness.

Section II: SUSPENSION AND EXPULSION (BOARD POLICY JCH)

A student may be suspended or recommended for expulsion in accordance with the state law, the school district policy handbook, bulletins or memoranda from the office of the superintendent, student code of conduct handbooks, and other appropriate official school directives. In the event a student or students are found to be involved in gang or group related fighting, possession of deadly weapons, destruction of school property, selling illegal drugs and alcohol, and assault of a staff member, said student or students may be immediately removed from school by the principal in accordance with procedure and placement at the Capital City Alternative School.

A student will be deemed to be in possession of a deadly weapon when the weapon is on his person, in his locker, or in his automobile, provided the automobile is under his control and incident to school activities or attendance.

Principal's Authority to Impose Suspensions

- i. The principal may suspend a student for no longer than 10 consecutive school days. Recommendations for suspensions of more than 10 days are reserved for serious disciplinary offenses. In such cases, a hearing before the School Appeals Committee will be held on or before the tenth school day after suspension is initiated.
- ii. In cases where the principal's recommended disciplinary action is suspension of 11 school days or longer or expulsion, the principal may suspend a student for no longer than 10 consecutive school days until a hearing by the committee.

DISCIPLINARY ACTION PROCEDURES (BOARD POLICY JCI)

Section I: SUSPENSIONS AND EXPULSIONS

1. Principal's Authority to Impose Suspensions

- a. The principal may suspend a student for no longer than 10 consecutive school days. Recommendations for suspensions of more than 10 days are reserved for serious disciplinary offenses. In such cases, a hearing before the School Appeals Committee will be held on or before the tenth school day after suspension is initiated.
- b. In cases where the principal's recommended disciplinary action is suspension of 11 school days or longer or expulsion, the principal may suspend a student for no longer than 10 consecutive school days until a hearing by the committee.

2. Hearings and Procedure

- a. **Suspensions of 10 school days or less:** Suspensions of at least one but not more than 10 consecutive school days shall be preceded by, and predicted upon an informal due process hearing conducted by the principal at the campus level, which will

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be the only hearing conducted in such cases. (See JCJ, Section I for procedure at informal due process hearing.)

- b. **Suspensions in Excess of 10 School Days and Expulsions:** This section shall apply to cases in which the principal recommends to the superintendent or designee the suspension of a student for more than 10 consecutive school days or expulsion. The principal will first conduct an informal due process hearing. The principal will then determine what recommended disciplinary action, if any, is appropriate. If the principal determines that suspension of over 10 days or expulsion is in order, the student will be given a "Notice of Recommendation for Suspension or Expulsion and Statement of Rights Thereunder." The notice will contain a statement of the charges, date, time, and place of the hearing before the School Appeals Committee, and will advise the student of his right to legal counsel. A copy of the notice will be hand delivered to the student when possible and the original mailed to the parents unless delivery is made in person. In cases where the principal's recommended disciplinary action is suspension of more than 10 days or expulsion, the hearing shall automatically be scheduled no later than the tenth school day following the date of notice. Pending the outcome of the appeals committee hearing, students may attend the alternative school.

Section II: HEARING BY THE SCHOOL APPEALS COMMITTEE

At the hearing, informal procedures shall be followed, and formal rules of evidence shall not apply. The accused student will be permitted to cross-examine any witnesses present, and will be permitted to present arguments and evidence both by himself and through his counsel. He may be represented by parent, legal guardian, or legal counsel at the hearing. The School Appeals Committee shall record all the facts considered before making a decision. If action of the board is required due to an appeal in writing of the decision by the student and his parent or legal guardian, the decision shall be rendered in writing (recorded) and presented at the next regular or called meeting of the board with its recommendations. Otherwise, the designee of the superintendent shall advise the parent of the student and principal of the school of the committee's decision verbally and in writing as soon as possible.

The record of proceedings and recommendations of the committee, for cases not requiring board action due to an appeal, shall be made available to the student, his parent or legal guardian, or attorney upon request. Failure of the student, his parent or legal guardian, or attorney to appear at the appointed time and place for the hearing shall waive the student's right to a hearing. In the event the hearing is waived, the School Appeals Committee shall consider the facts, take appropriate action or recommend appropriate action to the board along with a summary of the case. Parents who waive in writing their right to appear at the Student Appeals Committee hearing are deemed to have also waived their right to appeal the decision to the board.

Section III: REPORTING

An adequate supply of appropriate forms will be maintained in every school for reporting suspensions or expulsions. Such reports are to be completed with one copy being retained by the principal, and one copy being filed with the superintendent or designee on the day disciplinary action is taken. The purpose of these reports is to ensure the judicious use of these types of punishment and to serve as a record of causes and of disciplinary action.

DISCIPLINARY PLAN (BOARD POLICY JCIB)

1. Superintendent shall develop a discipline plan which, upon board approval, shall be implemented and distributed to each student enrolled in the District. The parents, legal guardian or custodian of each student shall sign a statement verifying that they have been given notice of the discipline plan.
2. All discipline plans shall include, but not be limited to, the student code of conduct required by Policy JCA - Student Conduct and the following statements:
 - a. A parent, guardian or custodian of a compulsory-school-age child enrolled in this District shall be responsible financially for his or her minor child's destructive acts against school property or persons;
 - b. A parent, guardian or custodian of a compulsory-school-age child enrolled in this District may be requested to appear at school by the school attendance officer or an appropriate school official, for a conference regarding the destructive acts of their child, or for any other discipline conference regarding the acts of the child.
 - c. Any parent, guardian or custodian of a compulsory-school-age child enrolled in this District who refuses or willfully fails to attend such discipline conference specified in paragraph (b) of this section may be summoned by proper notification by the superintendent of schools or the school attendance officer and be required to attend such discipline conference; and
 - d. A parent, guardian or custodian of a compulsory-school-age child enrolled in this district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.
 - e. Any parent, guardian or custodian of a compulsory-school-age child who (a) fails to attend a discipline conference to which such

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parent, guardian or custodian has been summoned under the provisions of this section, or (b) refuses or willfully fails to perform any other duties imposed upon him or her under the law shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed an amount as provided by law.

- f. This District shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus necessary court costs, from the parents of any minor (7-17) who maliciously and willfully damages or destroys property belonging to this school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree.
- g. A school district's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student JCIB shall be suspended in accordance with the code of student conduct and discipline policies of the school district.
- h. The board shall have its discipline plan and student code of conduct legally audited on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

DRUG ABUSE PROCEDURES (BOARD POLICY JCL)

Section I: PREAMBLE

The aim of this school policy is to establish an atmosphere that would promote a respect for and understanding of the use and abuse of drugs, including alcohol.

Section II: DRUG EDUCATION

The goal of a drug education program is to help students make responsible choices with respect to drug use and to prepare them for meeting stress situations in the home, school and community.

A comprehensive drug education curriculum shall be designed and implemented by those responsible at various educational levels to meet the needs of the student population at the elementary through high school levels. This will include medical, legal, and social consequences of drug abuse and the health benefits of non-use. It should encompass such techniques as value clarification and problem-solving skills.

Section III: DEFINITION

A. Drug Abuse

The intentional use of any substance of a legal or illegal origin for the purpose of, or which has the result of, altering mental, physical or social capacity, adjustment, or perceptivity, other than as a direct result of treatment by a licensed physician or dentist in a medical or medical-related occupation.

B. Seller or Pusher

- 1. One who is actually seen engaging in an illegal drug-selling or drug-supplying transaction with a substance having abusive capabilities; or
- 2. One who is discovered to be in possession of a quantity of an abusive substance that is greater than could be reasonably claimed as being for personal use; or
- 3. One who is proved to have engaged in the illegal sale or supplying of a substance having abusive capabilities.

C. User

One whose actions are such that it is apparent he is under the influence of chemical or substance of a legal or illegal origin and is unable to prove that the condition is the result of chemical being used in accordance with recommendations of a licensed physician or dentist in a medical-related occupation; or one discovered to have in his possession an amount of such a substance greater than would be for personal use.

D. Drug User Who Seeks Help

One who of his own initiative approaches a member of the school staff seeking counseling or assistance in coping with personal drug abuse and is willing to work with an appropriate staff member or agency in seeking a solution to his problem.

E. School Administration

Any member of the school staff

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Section IV: RIGHTS AND RESPONSIBILITIES

Individuals must accept their responsibilities according to their recognized abilities or roles. The following is recommended for the related drug situations.

A. Educational counselors and teachers will be cognizant of drug problems and use professional judgment in observing the student body concerning potential pupil involvement.

1. Any school personnel who knows a child is in possession of or using alcohol or controlled substances must report this offense to the principal or assistant principal immediately
2. When abnormal behavior is observed over a period of time by school personnel and such behavior is believed to be the result of use or abuse of controlled substances or alcohol, the principal will be contacted to take appropriate action

B. The school administrator has an overall responsibility to the total student body and the community in greater scope than the individual teacher or counselor. The knowledge of agency services, as well as observation and personal guidance services to students, are a part of the responsibility.

When confronted with students seeking help, the administration shall elect among the following alternatives:

- a. Referral to criminal justice system
- b. Referral to community agency
- c. Discipline within the school system
- d. No action

1. When confronted with the suspected user, (who has observable abnormal behavior) all school personnel:
 - a. Shall report detected law violations to the principal for further action, and it shall be the duty of the principal to contact the student and parents
 - b. The principal shall furnish the names of juveniles committing drug offenses to the Police Department Youth Division to determine whether there is a prior record
 - c. If there is no prior record requiring police action, then the principal may elect from any of the above mentioned alternatives

2. When student possession is suspected

Action may be taken if there is a reasonable cause to believe a student is in possession of illegal drugs. Reasonable cause includes personal observation and reports from others which are considered worthy of investigation. The scope of permissible action may be governed by these considerations:

- a. Illegal drugs are dangerous to the student body, and positive, vigorous action is required. Within this context, school staff should pursue the investigation with restraint and sensitivity to a student's reasonable expectations of privacy.
- b. A search should always be conducted in the presence of another staff member as a witness.
- c. Permissible action includes requiring a student to empty pockets or purse, inspection of a student's automobile.
- d. Normally, action should be taken only as to the individual student who is believed to be in possession of illegal drugs. In extreme cases, a comprehensive or "shake down" inspection of a group is justified. This should be done as a last resort and if the danger is extreme, as would be the case if hard drugs are suspected.
- e. If a search is refused, parents should be summoned on an emergency basis, and the aid of the parent should be requested in making the search. Every effort should be made to prevent the relocation of the suspected drug pending arrival of a parent.
- f. A student's refusal to cooperate in a proper search may be considered grounds for disciplinary action.
- g. Law enforcement officers may justify a search only with a warrant or under a standard of "probable cause" required for a valid arrest. School staff has broader latitude in dealing with drugs as a matter dangerous to students and the educational process. If law enforcement officers have been called or if they are in any way involved prior to a search, then the stricter "probable cause" standard must be observed. In that event, the search should be left entirely to the officers. If a search by school staff produces a drug or suspicious substance, the Police Department Youth Division may be called either to take over the matter or to identify the substance.

4. When a student is detected selling

- a. It shall be the duty of all school personnel to report detected law violations to the principal for further action, and it shall be the duty of the principal to contact the student and parents.
- b. The principal shall furnish the names of juveniles committing drug offenses to the Police Department Youth Division to determine whether there is a prior record.
- c. If there is no prior record requiring police action, then the principal may elect from any of the above mentioned alternatives.

C. Law enforcement agencies and the school will develop a cooperative situation with each other. Drug problems brought to the police

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agencies do not always require court or juvenile proceedings. School personnel, students and parents are advised to seek counseling from legal authorities when seeking help. When school personnel seek law enforcement assistance the police will work with the school and the students. When students are selling or in possession, the law enforcement agency will enforce the law and use professional judgment as to legal procedures.

D. Parents, when confronted by drug use or abuse from within the home should:

1. Recognize that drugs are affecting a major part of our student population
2. Recognize that this is a problem of major proportions
3. Recognize that hiding the problem or ignoring the problem does not solve it. Use of drugs may not constitute delinquency or immoral behavior but it is a symptom of problems of modern society. When judging the severity of the drug problem the parent may want to consider the total scope of his child's behavior.
4. Recognize that this is not a fault of the school or community at large. The school and community cannot solve the problem in isolation. Parental support is essential. School and law enforcement personnel can assist the parent may also contact school personnel if it is felt this would be beneficial to the student.

E. The student's role and responsibilities

1. Students are encouraged to give information on users or abusers of alcohol or controlled substances. All such informants' identities will be held in strict confidence. (Refer to Confidentiality of Student Records, JCF)
2. All students should be made aware of available human agency resources, from which help can be obtained.
3. Privacy should be maintained for students reporting users, abusers, and sellers.

Section V: CONFIDENTIALITY

Confidentiality is necessary to create an atmosphere of trust, understanding, and respect between the students and the school faculty. School staff shall exercise professional judgment on confidentiality.

To preserve an atmosphere of learning and in the best interest of the students, the source of information obtained will be labeled confidential.

In order to observe the student's and the counselor's rights, when the student comes to the counselor for help, the counselor will help the student understand that information cannot always be kept confidential; in some cases, it will be referred to the appropriate individual or agency. These cases will include those that endanger the welfare of the student or others. This information may be subject to disclosure in a court of law. In the event a student is referred to a community agency outside the school system, that agency must maintain the standard of confidentiality required by law. The referring party must also preserve the highest level of confidentiality.

DUE PROCESS (BOARD POLICY JCC)

In meeting its responsibility to safeguard every student's right to an educational opportunity and to assure an atmosphere conducive to learning while protecting the individual rights of all students, this board utilizes a procedure for those cases in which the misconduct is of such a serious nature that it results or might result in material and substantial disruption of normal school functions. The board believes the procedure meets the standards of due process required by the law and the accepted standards of fundamental fairness. The procedure provides in instances of serious misconduct (a) adequate notice of the charge against a student, (b) an opportunity for a hearing, and (c) a decision supported by the evidence. The details of the due process procedure are contained in policies JCH and JCI.

GUN-FREE SCHOOLS (BOARD POLICY JCBA)

The Jackson Public School District operates in compliance with the Gun-Free Schools Act, Title VIII of the Elementary and Secondary Education Act of 1965. Therefore, all policies and procedures adopted by the Board which affect the conduct and/or discipline of students are supplemented by the requirements of this act, as follows.

Section I: FIREARMS PROHIBITED

No student is permitted to bring or possess a firearm on school property.

Section II: DEFINITIONS

A "firearm" means any type of weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon, any firearm muffler or firearm silencer, and destructive device, including any explosive, incendiary, poison gas, bomb, grenade, rocket, missile, mine, or other similar device; and any type of weapon, any combination of parts either designed or intended for use in converting any device into any destructive device described

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above and from which a destructive device may be readily assembled, or as otherwise defined by federal law. Obvious toy weapons are excluded from the provisions of this policy.

“School property” includes any school building, bus, campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the district.

Section III: DISCIPLINARY ACTION

A student who is charged with bringing or possessing a firearm on school property shall be subject to expulsion from the regular and/or alternative school program and all of its activities for a minimum period of one calendar year. The suspension shall take effect immediately following the provision of initial due process and pending the conclusion of due process on the recommendation of expulsion, all in accordance with policies JCC, JCH, JCI, and all others subsequently adopted by the Board.

The superintendent who receives a recommendation for expulsion may determine, based upon the particular circumstances of a given case, that the other disciplinary action or alternative placement is appropriate and may make such recommendation to the Board. Otherwise, the superintendent shall submit the recommendation of expulsion to the Board for final action as provided by policy JCH. JCBA

Section IV: READMISSION

A student who is expelled for bringing a firearm on school property must apply for readmission to the regular or alternative school program as provided by policies JCC, JCH, and JCI. Readmission may be granted by the Board upon a documented showing that the student has participated in successful rehabilitative efforts including but not limited to progress in an alternative school or similar program.

Section V: REPORTING

Violations of the firearm prohibitive stated in this policy shall be reported with policy JDP/KP. In conjunction with Policy JDP/KD, the superintendent or his designee shall notify the appropriate law enforcement officials of any unlawful activity which occurred on educational property or during a school-related activity.

HANDLING OF ABANDONED OR SEIZED PROPERTY THAT HAS BEEN CONFISCATED FROM STUDENTS
(BOARD POLICY JCAA)

Each year, the district lists in its handbook and code of conduct those items students may not bring to school. Upon discovery of any such item in a student’s possession, a teacher, principal, safety officer or other district employee charged with enforcing district policies may confiscate such item(s). Such item(s) will be transferred to the safety/security office in accordance with procedures developed by the district. The parent or legal guardian of the student may retrieve the confiscated item(s) in accordance with procedures established by the district. Six weeks after the end of the school year, all unclaimed item(s) will be deemed abandoned. The district will then determine the appropriate disposition of any abandoned item(s).

The district shall not guarantee the safekeeping or segregation of any confiscated item(s), and shall bear no responsibility for the damage or destruction of confiscated item(s), including those items that have been stolen or misplaced.

INITIATION ACTIVITIES (BOARD POLICY JCO)

Initiation activities of any type are prohibited for any student in relation to any school sponsored curricular or extra-curricular activity and will subject the student to disciplinary action. Initiation activity is defined as the rites, ordeals, instructions or other similar type ceremonies with which one is made a member of an organization or society, or is invested with a particular function or status. Initiation does not include induction into an organization.

INTERROGATIONS (BOARD POLICY JCN)

The personnel of each school, whenever possible, should endeavor to handle its alcohol and drug problems. However, in instances when law enforcement is necessary, it is important that school administrators coordinate actions between police and the schools. An enlightened working relation between school personnel and law enforcement officers can help to facilitate the handling of not only alcohol and drug cases, but also the problem areas of mutual concern. Any time questioning of the student by law enforcement authority is in order, the parent or legal guardian of the student may be called. The principal and counselor or teacher will determine whether the student’s parent or legal guardian should be called.

At the request of the student, the principal will contact the student’s parent or legal guardian before the student is questioned.

When drugs are being sold on school property, immediate action will be taken to cooperate with law officials in the apprehension of the

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individual or individuals responsible and in confiscation of drugs. Care must be taken however, that school personnel do not act in a disciplinary fashion when only suspicion of involvement is present.

The student's school activities should not be interrupted for police interrogation when the issue concerns activities unrelated to school time, school property, or official school-sponsored functions, if such interrogations can be accomplished, to the satisfaction of the police and school officials, after school hours.

MANDATORY SCHOOL UNIFORMS DRESS CODE POLICY (BOARD POLICY JCSA)

The board of trustees has approved a mandatory uniform policy for elementary and middle schools.

MANDATORY SCHOOL UNIFORMS PROCEDURES (BOARD POLICY JCSA)

Jackson Public Schools Mandatory School Dress Code Policy Elementary and Middle Schools

Jackson Public School Dress Code Ad Hoc Committee Summary

Parents, teachers, and administrators in schools and districts that have successfully implemented school dress code policies believe that mandatory dress codes can play an important role in improving school culture, making schools safer, more positive learning environment, and improving student outcomes, including attendance, grades, and test scores.

Although not difficult or costly, successfully implementing a mandatory school dress code policy requires planning, communication, and consistency. Therefore, the JPS Ad Hoc School uniform committee submitted a summary of lessons learned and recommendations for the Jackson Public School board in its consideration of adopting a mandatory school dress code policy.

- Schools and districts that have successfully implemented a mandatory school policy believe that dress codes improve school safety and classroom behavior, are less expensive than everyday clothing, reduce unhealthy competition among students, lower rates of truancy and raise rates of attendance, and, ultimately, have a positive impact on student outcomes.
- Schools and districts interested in implementing a school uniform policy emphasize to families these expected benefits and take every opportunity to demonstrate impact.
- Schools and districts emphasize the extremely high rates of satisfaction among key constituencies in schools and districts that have already implemented school uniforms.
- Generally, if parents, teachers, and school administrators communicate regularly and share a mutual vision for the use of uniforms, they can be adopted and implemented quickly, inexpensively, and with little disruption to the school.
- The success of a mandatory school uniform policy relies heavily on parental support and involvement. From the outset, parents need to be consulted and included in all aspects of decision making in relation to uniforms.
- Once parental support is established, it becomes the role of the school administrators to implement school uniforms successfully. Working with parents and teachers, administrators must demonstrate leadership when enacting a mandatory policy. While mandatory policies appear to have higher rates of compliance than voluntary policies, communicating a clear policy that is enforced fairly and consistently appear to be most critical to success.
- In order to generate support for school uniforms, administrators must consider affordability of uniforms and some form of assistance for low-income families. Although uniforms are often less expensive than everyday clothing, it is critical that schools create a system of financial support in order to assist needy families. Creating a uniform policy that addresses this need from the outset is critical in enlisting the support of all parents.
- Some resistance to uniforms—from those believing they infringe on students' civil rights or take away from student expression, and from parents simply too distracted to ensure that their children wear their uniforms—should be expected in the early stages of implementation. Each school needs to address this resistance in its own ways. Most often, positive incentives are used to encourage compliance.
- Finally, keeping uniforms simple and offering students some choice appears to help compliance and keep satisfaction levels high. Although uniforms are no panacea, experience has proven them to be an important reform tool.

III. Mandatory Dress Code Disciplinary Procedures

A clear and consistent policy mindful of student rights must be established and maintained in order for mandatory dress code policies to be successful.

The administration will use positive incentives to encourage students to comply with mandatory school dress code policies. Schools will refrain from, as much as possible, punishing students for failing to wear their dress code, because punishment is thought to be counterproductive to the goal of raising academic performance. Previous research confirms that almost all schools that have instituted either voluntary or mandatory dress code policies have worked towards full student compliance through the use of positive reinforcements.

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Schools will utilize a variety of strategies for rewarding compliance with their dress code policies consistent with those used in schools across the country. For example, schools in successful mandatory dress code districts offer “rewards” to classrooms when all students wear their mandatory dress code every day for a week, or to students who wear their mandatory dress code every day for an extended period of time (e.g., a quarter or semester). Incentives will be developed by teachers and administrators and will vary from school to school. Schools might develop “spirit days,” which is usually held once a month, at which time students wear school colors, but may dress however they want.

IV. Mandatory Dress Code Guidelines

The following guidelines will be uniformly applied to dress and grooming regulations by each principal or designee:

A. Elementary Schools

1. Mandatory dress codes are required at the elementary school levels that are grades Pre-K/K-5. The following is the disciplinary procedure for students in noncompliance with the mandatory dress code policy:

First offense: letter of reminder (warning) sent to the parent/guardian from the principal with the requirement that it is signed and returned the following day.

Second offense: telephone call by the principal to the parent/guardian.

Third offense: parent/guardian will be required to attend a conference with the principal.

Fourth Offense: One-day suspension in in-school suspension (ISS). Students in noncompliance will be placed in the in-school suspension room until an appropriate dress code is obtained from home. If students are unable to obtain a dress code from home, they will remain in ISS for the remainder of the day.

Fifth offense: One or two days at home or ISS with the requirement that the parent/guardian return to school with the student and participate in a conference with the principal prior to the student’s return to class.

2. Subsequent Offenses. Any student who refuses to participate in the mandatory dress code policy beyond the fourth offense will be subject to out of school suspension assignments as deemed appropriate by the JPS Code of Student Conduct. Administrators will work diligently to refrain from suspending students from school because of non-compliance of the dress code policy. Suspension will be exercised ONLY when all other options have been exhausted.

B. Middle Schools

1. Dress codes are mandatory at the middle school levels that are grades 6 -8. The following is the disciplinary procedure for students in non-compliance with the mandatory dress code policy:

- First offense: Parent notified by telephone and notice sent home by student.
- Second offense: Parent again notified by telephone.
- Third offense: Parent/guardian will be required to attend a conference with the principal.
- Fourth offense: Saturday or extended after-school detention with parent/guardian contact.
- Fifth offense: One or two days of out of school suspension and/or In-School Suspension (ISS) and the parent required to return to school with the student.

2. Students in non-compliance will be placed in ISS room until an appropriate dress code is obtained from home. If students are unable to obtain a dress code from home, they will remain in ISS (In School Suspension) for the remainder of the day. The school administration will work diligently to refrain from suspending, either ISS or in out-of-school suspension (OSS), students from classes and/or school because of noncompliance of the uniform policy. Suspension will be exercised ONLY when all other options have been exhausted.

3. Any student who refuses to participate in the mandatory dress code policy beyond the fourth offense will be subject to out of school suspension assignments as deemed appropriate by the Jackson Public Schools Code of Student Conduct.

MEMBERSHIP IN FRATERNITIES, SORORITIES AND SECRET SOCIETIES (BOARD POLICY JCG)

When enrolling a student, principals of the junior and senior high schools shall require the student to read and sign the following certificate if he /she is not affiliated with a fraternity, sorority, or secret society.

I have been notified of the Jackson Municipal Separate School District’s policy regarding membership in fraternities, sororities and secret societies. I am not now a member of such a group. I agree to notify in writing the principal of the school of enrollment if I should become a member of such a group in the future.

Pupil Signature

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When a junior or senior high school student certifies that he is not affiliated with a secret society, the principal is to proceed with classification and enrollment of the student, provided other requirements for admission have been fulfilled. Any student failing to sign the foregoing certificate will not be admitted to, or permitted to attend classes conducted in the Jackson Municipal Separate School District, and the parent or guardian shall be notified. Any student violating the law shall be suspended or expelled. It shall be the duty of the principals, and other educational staff members, to report any violations to the Board of Trustees.

TRANSCRIPTS (BOARD POLICY JCE)

Upon request the student shall be granted two transcripts which will be sent to any designated college, training agency, employment office, or the student without charge. When more than two are requested, additional copies shall be furnished upon payment of a transcript fee per copy. Transcript fees shall be paid at the time requests are made to the Office of Records. Upon payment of the transcript fee, a receipt shall be issued to the student.

When transcripts are required by colleges to supplement partial listings of high school credits previously filed with the college by the school office, no charge shall be made to the student for the final copy. The policy governing the fee for transcripts applies to requests from students to furnish transcripts to sources classified as colleges, universities and/ or other institutions of higher learning, military services, or prospective employers who request high school records. School initiated transcripts to other sources will be authorized by the high school principal on the basis of the purposes to be served by the school and without cost to the student.

No requests for a transcript will be granted unless given prior approval by the person named in the request.

STUDENT WITHDRAWAL FROM SCHOOL (BOARD POLICY JBP)

An official withdrawal request from school shall be made to the head of school or designee by the parents who enrolled the student. The principal or his designee shall verify the request for withdrawal with the parents or legal guardians.

**NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR
ELEMENTARY AND SECONDARY INSTITUTIONS (BOARD POLICY JCFA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal, or appropriate school official, a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students may ask the Jackson Public School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member including health or medical staff and law enforcement unit personnel; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request to officials of another school district in which a student seeks or intends to enroll, the district discloses educational records without consent.

As noted above, the Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the district, with certain exceptions, obtain parents' written consent prior to the disclosure of personally identifiable information from their child's education records. However, the district may disclose appropriately designated "directory information" without written

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consent, unless the parents have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from the child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

The district discloses directory information regarding its students. Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, awards received, photograph, and the most recent previous educational agency or institution attended.

The parent or eligible student has the right to refuse to let the district designate any or all types of information about the student as directory information. The parent or eligible student must notify the principal (or designee) in writing within five (5) days of receipt of the Handbook and Code of Conduct for Students and Parents that he or she does not want any or all of those types of information about the student designated as directory information. Otherwise, consent is implied for the Jackson Public School District to release directory information to others including military recruiters as outlined below.

In the event that the school district provides either post-secondary educational institutions or perspective employers of secondary students' access to its school campuses, it must also provide military recruiters the same type of access. The school district must also provide, upon request of military recruiters, the names of students, their addresses, and telephone numbers unless the secondary school student or the parent has requested that the school not release this information without prior written parental consent.

A Student Directory Information Denial Form is available from each school's office or from the Parent's Page or the Publications' Page of the Jackson Public School District's web site at <http://www.jackson.k12.ms.us>.

The district may disclose directory information about former students without meeting these conditions.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the 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

PARENTAL RIGHTS PURSUANT TO THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) (BOARD POLICY JCFAA)

The Protection of Pupil Rights Amendment governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The Protection of Pupil Rights Amendment also concerns the collection, disclosure, or use of personal information for marketing, sales, or other distribution and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

It is the goal of the Jackson Public School District to balance researchers' need for information that will be used to assist public schools with students' right to privacy. The school district will notify parents if their child will be monitored or surveyed by researchers. The notification will include the dates of the proposed research activities and will contain instructions on how to exclude their child from the activities. Parents also have the right to review curriculum materials and survey instruments and procedures before they are used with their child.

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The school district will annually inform parents in the event it administers any health or physical screenings and furnish parents the opportunity to exclude their child if they so choose.

MINIMUM SCHOOL DAY, SCHOOL ATTENDANCE, TARDINESS AND EXCUSES (BOARD POLICY JBL)

SECTION I: MINIMUM SCHOOL DAY

House Bill 1530 amends Miss. Code Ann. § 37-13-91, known as the Mississippi Compulsory School Attendance Law, to provide that a compulsory- school-age child who is absent more than 37% of the instructional day must be considered absent the entire day. Therefore, for the purposes of determining and reporting attendance, a pupil must be present for at least sixty-three percent (63%) of the instructional day to be considered present the entire school day. The instructional day is therefore defined as a school day in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than sixty-three percent (63%) of the required instructional time, as fixed by the local school board for each school in the school district. The school board will review and approve the instructional time for each school in the school district annually prior to the beginning of the school year.

SECTION II: SCHOOL ATTENDANCE

Good school attendance and promptness to classes are extremely important matters to the Jackson Public School District. Time on task is essential if students are to succeed in their educational efforts. The right to attend the public schools places accompanying responsibility on students and their parents to strive for perfect attendance. Tardiness, absences, dismissals and suspensions are all problems that require action by school officials because each of these results in a loss of time on task.

A parent, guardian or custodian of a compulsory-school-age child in this state shall cause the child to enroll in and attend a public school or legitimate nonpublic school for the period of time that the child is of compulsory school age, except under the following circumstances:

- (a) When a compulsory-school-age child is physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation.
- (b) When a compulsory-school-age child is enrolled in and pursuing a course of special education, remedial education or education for handicapped or physically or mentally disadvantaged children.
- (c) When a compulsory-school-age child is being educated in a legitimate home instruction program.

The parent, guardian or custodian of a compulsory-school-age child described in this subsection, or the parent, guardian or custodian of a compulsory-school-age child attending any nonpublic school, or the appropriate school official for any or all children attending a nonpublic school shall complete a "certificate of enrollment" in order to facilitate the administration of this section.

The form of the certificate of enrollment shall be prepared by the Office of Compulsory School Attendance Enforcement of the State Department of Education.

SECTION III: EXCUSED ABSENCES

Excused absences shall include:

1. Personal illness.
2. Death in the family or serious illness in the family.
3. Observance of religious holidays of the pupil's own faith.
4. School-related field trips or educational activities approved by the district and/or building administrators.
5. Special circumstances, such as a court summons, family emergencies, educational experiences, weather extremes, etc., which require immediate action and that the school principal deems acceptable.

In order for any absence, with the exception of school field trips, to be excused, pupils must submit written documentation explaining the nature of the absence. The pupil must present the written documentation to proper school official on the day he/she returns to school. If no written documentation is presented, the absence shall be considered unexcused.

Elementary and Middle School Students (K-8)

- Seven (7) absences may be excused by the parent/guardian using the district's Excused Absence Form.
- Any additional absence after the seven (7) excused absences by a parent/guardian note must be excused by a note from a doctor or other documentation excusing said absence.
- Any documentation given for excuse of absence(s) must be submitted to the principal or his/her designee on the first day the student returns to school.
- When a student has exceeded five (5) unexcused absences, the school shall follow guidelines pursuant to the Miss. Code Ann. § 37-

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13-91.

High School Students (9-12)

- Five (5) absences may be excused by the parent/guardian using the district's Excused Absence Form.
- Any additional absence after the five (5) excused by a parent/guardian note must be excused by a note from a doctor or other documentation excusing said absence.
- Any documentation being given for excuse of absence(s) must be submitted to the principal or his/her designee on the first day the student returns to school.
- When a student has exceeded five (5) unexcused absences, the school shall follow guidelines pursuant to the Mississippi Compulsory School Attendance Statute (Section 37-13-91).

SECTION IV: TARDIES

Tardies due to late district transportation, or other school-related actions will not be recorded against the calculation of the student's instructional day. Students who are tardy due to late district transportation must still be served breakfast.

SECTION V: PUPILS LEAVING SCHOOL GROUNDS (DISMISSAL)

- A. A pupil is not permitted to leave the school grounds during the regular school day without a written note from the parent/guardian to the principal or the designee stating the reason. The note shall be kept on file in the school. The parent must also physically dismiss his or her child and present a picture identification. A violator shall be subject to disciplinary action. A pupil excused from school shall be in the custody of a parent or legal guardian or excused pursuant to specific written instructions from the parent or guardian.
- B. Acceptable dismissals shall include:
 - 1. Personal illness
 - 2. Medical appointments that cannot be arranged after school hours
 - 3. Special family emergencies as approved by the principal
- C. All dismissals for school shall count against the pupil's attendance record. Please refer to Section I. Minimum School Day.

SECTION VI: UNEXCUSED ABSENCES, TARDIES OR DISMISSALS

Any absences, tardies, or dismissals which do not meet the requirements listed in this policy shall be considered unexcused.

If a compulsory-school-age child has not enrolled within fifteen calendar days after the first day of the school year at the school which the child is eligible to attend or has accumulated five unlawful absences during the school year, the superintendent or his designee shall report the absences to the school attendance officer within two school days or five calendar days, whichever is less.

During the course of the school year, after a child has been unlawfully absent from school for fifteen (15) consecutive days, the child will be dropped from the school roll unless the parent or legal guardian notifies the school of the cause of the absences and the school determines that they are excused absences.

In an effort to prevent drop-outs, the school board directs the superintendent to provide regular reports on efforts made to increase student retention. Accurate records shall be maintained on enrollment and attendance, including dropout rates. The school district will implement programs and procedures that are designed to keep students in school and to lower the dropout rate. School personnel should exhaust all available means and avenues to keep children in school. When a child has missed fifteen days of school, the principal should, in coordination with the district's school attendance officers, make a written request to the area superintendent for academics and legal counsel to implement parental neglect proceedings. Excessive unexcused absences will be reported to the state attendance officer.

Tardies and dismissals can result in a student being absent if the child misses more than 37% of the instructional day. The school district does not allow tardies to accumulate into absences.

SECTION VII: ALLOWABLE CREDIT

All tardies, dismissals and excused absences will allow 100% credit for work required by the teacher, provided that work is completed and submitted within a minimum of five school days; however, an extension beyond five days may be granted at the discretion of the school principal, as he or she deems appropriate.

SECTION VIII: MAKE UP WORK

When an unexcused absence, or suspension for 10 days or less causes a pupil to miss class time, that pupil shall be given the opportunity to make up work required by the teacher, and may earn credit up to 75% of the credit which normally would be allowed. A pupil shall have the opportunity to complete and submit required work within five school days after returning to school. Otherwise, no credit shall be given for all missed work. School work may be requested by parents during the time of unexcused absences, tardies, dismissals, or suspension for 10 days or less.

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A student who is expelled, and/or who has been offered the opportunity to attend the alternative school and chooses not to do so, shall not be permitted to make up missed work. However, students who attend the alternative school will be able to complete work in the core subjects of English, math, science, and social studies that are offered at the alternative school.

SECTION IX: PERFECT ATTENDANCE

“Perfect Attendance” shall be defined and observed by all schools as no absences.

SECTION X: SCHOOL-RELATED ACTIVITIES

Participation and/or practice in school-related activities shall not be permitted the day that an unexcused absence occurs.

SECTION XI: UNAUTHORIZED VISITATION TO OTHER SCHOOLS

Unauthorized visitation by individual pupils to schools of different grade levels to attend school functions conducted during the school day shall not be permitted.

SECTION XII: HOME SCHOOLING

The Mississippi Compulsory School Attendance Law requires a parent, legal guardian or custodian who has legal control or charge of a child age six (6) to (17) to enroll him/her in an education program (i.e. public, private or home school). Student enrollment must occur except under the limited circumstances specified in subsection three (3) of Miss. Code Ann. §37-13-91 which includes, but is not limited to, sending the child to a state approved, nonpublic, or educating the child at home in an organized educational program. July 1, 2003, the law was amended to include the following: a child, five (5) years of age, who enrolls in public kindergarten, will have to abide by the same guidelines as outlined in Miss. Code Ann. §37-13-91.

To register a child for home school, the parent/legal guardian shall contact the Mississippi State School Attendance Officer in Hinds County, through the Mississippi Department of Education (MDE), for a certificate of enrollment. The parent/legal guardian shall be required to complete a certificate of enrollment and provide a simple description of the curriculum that he/she has chosen.

SEXUAL HARASSMENT--STUDENTS (BOARD POLICY JCP)

Students in academic institutions are protected from sexual harassment by Title IX of the Education Amendment of 1972. This amendment to the 1964 Civil Rights Act prohibits sex discrimination and sexual harassment in educational institutions that receive federal assistance. Complaints of violation of this policy may be made to the appropriate building administrator or the Title IX coordinator without fear of reprisal. Should violations prove to be legitimate, the offending employee shall be subject to disciplinary action.

HOMELESS CHILDREN AND YOUTH (BOARD POLICY JCR)

The Jackson Public School District shall provide educational and supportive services to all homeless children and youth, in compliance with the guidelines of the McKinney-Vento Education for Homeless Children and Youth Program under Title VII-B of the McKinney-Vento Homeless Assistance Act. The board of trustees of this district recognizes the right of all students residing within the district boundaries, including those who are homeless, to enroll in, and participate in the district's educational and support programs.

For the purpose of this program, the Mississippi Department of Education has adopted the definition of homelessness developed under the Education for Homeless Children and Youth. The definition is as follows:

“Homelessness” - a homeless individual is one who (A) lacks a fixed, regular and adequate nighttime residence and (B) includes—(i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a 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; (ii) children and youth 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; (iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children.

STUDENT RESTRAINT POLICY (REVISED POLICY JDHAB)

I. PURPOSE

The State of Mississippi, Department of Education and the Board of Trustees of the Jackson Public School District recognize that school staff will need to intercede in circumstances and situations where students display physically violent or disruptive behavior and such intervention is necessary to prevent the student from causing physical harm. It is the policy of the Jackson Public School District that students not be subjected to inappropriate and unnecessary control, restraint or seclusion. The focus and purpose of this policy is the safe management of the student(s) and their instructive environment.

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It is also the Board's intent to create and maintain a positive, safe learning environment and promote positive behavioral interventions and supports in the district's schools. The Board further recognizes that while the use of physical or mechanical restraints and seclusion is not a desirable outcome, it is sometimes necessary to maintain a positive, safe learning environment.

This board policy is hereby established for the use of physical control, restraint and seclusion, and the notification and data reporting requirements for the use of physical control, restraint and seclusion. It shall not prohibit, exclude or infringe upon the lawful exercise of law enforcement efforts by sworn law enforcement officers.

II. DEFINITIONS

The following policy terms are listed in alphabetical order and shall have the meanings expressly assigned to them for the purposes of this policy:

- a. "Emergency" means a significant, probable, imminent threat of bodily injury or death to self or others with the present ability to affect such bodily injury.
- b. "Bodily Injury" means physical pain, illness or any impairment of physical or mental condition.
- c. "Mechanical Restraint" means the use of handcuffs to restrict a student's movement.
- d. "Physical Restraint" means a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely.
- e. "Restraint" means any method used to involuntarily limit a student's freedom of movement, including, but not limited to, bodily physical force in the least amount necessary to prevent a student from harming self or others.

This policy is in compliance with the U.S. Department of Education guidelines on restraint and seclusion and was developed largely by Dr. Robert Rail, an expert in student restraint and seclusion retained by the Southern Poverty Law Center.

- f. "Seclusion" means the isolation of a student in a safe room or area in the building from which the student is prevented from leaving until behavior which prompted the seclusion is modified.

III. PROHIBITED ACTS

Be it known that the District does not condone, tolerate, or consent to, in any manner, method, or course of action, the subsequent abuses to students. No student shall be subjected to:

- a. Any action or inaction that has the potential to cause any physical or mental duress or injury.
- b. Any unnecessary physical contact.
- c. Any unnecessary touching or physical contact or threat of same.
- d. Any retaliatory or punitive physical exercise beyond that which their fellow students are routinely engaged in during the scope of their physical education curriculum.
- e. Any encouragement, directly or circuitously, to harass, bully or intimidate another student at the direction of, or at the negligence of, school personnel, for recompense, gratuity, or unspecified favor, be it real or implied.
- f. Any denial, refusal, or delayed schedule of routine and/or requested, sustenance of water and nourishment.
- g. Any denial, refusal, delayed use of, or intimidation with the loss or prompt use of requested or required toilet facilities.
- h. The use of any chemical medication, or any substance not prescribed and supervised by a licensed medical professional.

Any known or observable problematic mental or physical condition shall be seriously considered prior to the use of any and all forms of intervention, control, restraint, and seclusion with consideration to the possible response of the student due to their mental and physical condition, and the environment in which the incident or circumstance is taking place.

IV. Mechanical Restraint

The District shall seek participation and certification in required training which correspondingly parallels Police Officer Standards and Training (P.O.S.T.) for campus enforcement's trained law enforcement officers only and Crisis Prevention Institute (CPI) training for appropriate school and campus enforcement personnel in the physical skills and knowledge needed and required for the safe and controlled securing of students with mechanical restraints, subject to the stipulations and conditions set forth in this policy. This training shall afford the benefit and advantage of a dependable continuity with school personnel in the event of requested law enforcement intervention, with all concerned parties functioning pursuant to standardized guidelines and a skilled format for safe and controlled interaction with students.

The District authorizes trained personnel to physically restrain students in limited emergency crisis situations only. Only trained, certified, and authorized safety personnel may use mechanical restraints or handcuffs on students 13 years old and older for violent

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behavior or threat to cause imminent, serious physical harm. Restraint shall only be used in crisis incident situations after other less intrusive alternatives have failed or been deemed inappropriate. The District prohibits and bars the use of securing students to fixed objects. Students shall not, under any circumstances, be handcuffed or secured in any fashion, method, or format to any fixed or static object including but not limited to stair rails, chairs, desks, or poles. Under no circumstances will any use of restraint techniques be used as punishment. Non-physical, calming behavioral interventions should be used before any restraints are applied. Mechanical restraints should not be used as a response to property destruction, school disruption, refusal to comply, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Being duly certified in the State of Mississippi to use mechanical restraints, or handcuffs, to control and restrain students 13 years of age and older, restraints can be used only when each of the following conditions is met:

- a. The student possesses the abilities that could be reasonably considered to pose a threat to themselves or others.
- b. The student exhibits violent behavior that has the reasonable potential to cause imminent harm to the student or others, within the context of the immediate surroundings, pending the concerted efforts and plausibility of de-escalation of the student's behavior when and where plausible and applicable.
- c. Continual and immediate effort shall be made to calm and de-escalate the student's behavior to a controllable condition to facilitate the removal of handcuffs, or other apparatus.
- d. Handcuffs and/or other mechanical restraint methods are to be considered a temporary, safety methodology and never to be utilized for prolonged periods of time, or in any unsupervised manner. Mechanical restraints shall never be used as punishment or discipline.
- e. Immediately after the student has restored emotional and behavioral control, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint.
- f. If necessary, the student may be referred to an on-site mental health counselor, if the services are available.

V. Physical Restraint

The District shall seek participation and certification in the required training which correspondingly parallels Police Officer Standards and Training (P.O.S.T.), for campus enforcement's trained law enforcement officers only and Crisis Prevention Institute (CPI) training for appropriate school and campus enforcement personnel in the physical skills and knowledge needed and required for the safe and controlled physical restraint of students, subject to the stipulations and conditions set forth in this policy. This training shall afford the benefit and advantage of a dependable continuity with school personnel in the event of requested law enforcement intervention, with all concerned parties functioning upon standardized guidelines and skill format for safe and controlled interaction with students.

Pressure point tactics or techniques should never be used and are not permissible uses of physical restraint. It does not constitute physical restraint when:

- a. Students are in close proximity for the purpose of receiving calming comfort and/or intervention.
- b. Students receive physical guidance when being instructed in a skill or having their attention redirected.

Certified or trained personnel may use physical restraint techniques to control and restrain a student when each of the following conditions is met:

1. When all other interventions have been ineffective, and the immediate threat and danger to others prohibits exhausting additional means.
2. When the student's behavior poses an imminent danger of physical harm to themselves or others.
3. In the application of physical restraint, only the amount of force that is necessary and reasonable to obtain control is to be utilized to protect the student and others from imminent threat of physical harm.
4. The use of all physical restraint techniques and methods shall immediately cease upon:
 - a. The threat of student behavior no longer poses a danger to self or others.
 - b. Injury and/or an obvious medical circumstance that places the student in danger or harm.
5. Immediately after the student has restored emotional and behavioral control, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint.
6. If necessary, the student may be referred to an on-site mental health counselor, if available.

Additionally, the student should be calmly and reassuringly spoken to throughout any incident. It should be made clearly understandable to the student when and why the restraint method is applied. It should also be calmly explained that the restraint will stop once there is no longer a need to protect and control the student and/or others.

VI. Seclusion

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The use of quiet isolation for behavioral intervention by seclusion must and will be implemented in a humane and safe manner. It is critical to student welfare to consider whether the proposed seclusion intervention promotes a beneficial, safe, and controlled, transitory environment for behavior intercession. The administration should routinely and periodically evaluate safety practices and procedures to measure the effectiveness of behavior control at the student safety, welfare and control level. It is essential that medical complications, such as asthma, seizures, or other medical conditions, be considered by school personnel when considering seclusion. The student's psychological and physical history, such as past abuse or abandonment must be considered as well, if known. Students should not be left alone or unattended. The duration of the seclusion shall last no longer than is necessary and shall immediately cease when the student's behavior no longer poses immediate danger or physical harm to self or others.

Seclusion or isolation shall not be used as discipline or punishment, reprisal or forced compliance, "time out", or as a habitual, indiscriminate course of action.

Seclusion or isolation shall only be permitted when:

- a. Less restrictive methods and strategies have been ineffective in stopping the imminent danger to the student or others.
- b. The student's behavior places self or others in danger of physical harm.
- c. The student is under constant supervision and monitoring for the duration of the seclusion.
- d. Attending school personnel are appropriately trained and qualified to use seclusion methods and facilities.

Seclusion or isolation shall be terminated without delay upon:

- a. Student behavior no longer poses immediate danger of physical harm to self or others.
- b. A physical condition of risk and/or harm occurs or develops with the student. Immediately after the student has restored emotional and behavioral control, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the seclusion or isolation.

The seclusion or isolation environment shall:

- a. Not contain or allow access to any materials, items, or fixtures that could have the potential to cause or inflict harm upon the student or others.
- b. Allow for an unobstructed and constant view of the student, at all times.
- c. Provide necessary and adequate lighting and ventilation for a physically comfortable environment.
- d. Have an unlocked and unobstructed pathway to emergency escape.
- e. Meet or exceed all local safety and fire codes.

Seclusion or isolation is not to be confused with "quiet study" or in-school suspension where multiple students are assigned to a specific classroom.

VII. Prevention Strategies

Positive behavior strategies and supports focus on proactive ways of preventing violent and disruptive behaviors instead of reacting to a behavior after its occurrence. If positive behavior intervention strategies are implemented properly and timely, the use of reactive measures should be truly limited to unavoidable behavioral crisis situations. Positive behavior intervention strategies and supports are intended to increase the occurrence of behaviors that school personnel want to encourage and to decrease behaviors that school personnel want to lessen or eliminate. Responding in a positive and rewarding way to behavior that school personnel want to see, i.e., observance and acknowledgement of a student displaying good behavior, is just as important, if not more so, than developing a behavior plan that focuses on the negative behaviors school personnel seek to eliminate.

It is expected that school staff will implement positive and constructive methods to de-escalate potentially dangerous situations. Those methods include positive management of student behavior, applying effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate use of mechanical and physical restraint.

VIII. Documentation and Reporting

All physical control, restraints and seclusions shall be immediately documented by the school's administration with an "Incident Report", which is a written record of each occurrence and be maintained in the student's education record. Each use of control, restraint, and or seclusion shall include:

- a. The student's name;
- b. The name(s) of any student(s) who are recipients of another student's violent or aggressive behavior;
- c. A detailed description of the use of physical restraint or seclusion and the student behavior that resulted in the physical restraint or seclusion;
- d. The date of the physical restraint or seclusion and actions taken by school personnel involved;

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- e. The commencement and conclusion times of the physical restraint or seclusion;
- f. A detailed narrative of any events leading up to the use of physical restraint or seclusion including possible causation factors contributing to the dangerous behavior;
- g. A detailed description of the student's observed behavior during physical restraint or seclusion;
- h. A detailed description of any methods or techniques used in physically restraining or secluding the student and any other interactions between the student and school personnel during the use of physical restraint or seclusion;
- i. A detailed description of any successful or failed behavioral interventions or methods used immediately prior to the implementation of physical restraint or seclusion;
- j. A detailed description of any injuries to students, school personnel, or others, including any documentation from subsequent examinations by medical professionals;
- k. A detailed description as to how the student's behavior posed an imminent threat of physical harm to self or others;
- l. The date, time, method of contact, and contacting person of when the guardian was notified;
- m. A detailed description of the effectiveness of physical restraint or seclusion in deescalating student behavior;
- n. A detailed description of the school personnel's response to the dangerous behavior;
- o. If the student is not an emancipated youth, the guardian of the student shall be notified of the physical restraint and seclusion verbally or through electronic communication, if available to the guardian, immediately or as soon as possible by the end of the school day on which it occurred. A written communication shall also be mailed to the guardian via U.S. mail and should include documentation of any injuries and subsequent examinations by medical professionals.
- p. The principal of the school shall be notified of the seclusion or physical restraint immediately or as soon as possible, but no later than the end of the school day on which it occurred.
- q. If the guardian or emancipated youth requests a debriefing session, in reference to utilization of restraint and/or seclusion, it shall be held after the imposition of physical restraint or seclusion upon the student, with the implementer in attendance with administration represented. The debriefing session shall occur as soon as practicable, but not later than five (5) school days following the request of the guardian or the emancipated youth, unless delayed by written mutual agreement of the guardian or emancipated youth and the school.
- r. All documentation utilized in the debriefing session shall become part of the student's confidential education record.

IX. Training of School Personnel

All school personnel shall be trained in regulations, school policies and procedures regarding physical restraint, mechanical restraint, and seclusion. All school personnel shall be trained annually to use an array of positive behavioral supports, methods and intervention knowledge and skills to increase appropriate student behaviors and decrease inappropriate or dangerous student behaviors. Training goals and corresponding objectives shall include:

- 1) Appropriate procedures for preventing the need for physical restraint and seclusion, including positive behavioral supports and interventions;
- 2) School policies and procedures regarding physical restraint and seclusion;
- 3) Proper use of positive reinforcement;
- 4) De-escalation strategies for responding to inappropriate or dangerous behavior, including verbal de-escalation, and relationship building;
- 5) Proper use of seclusion including instruction on monitoring physical signs of distress and obtaining medical assistance if necessary;
- 6) All school personnel shall be advised annually of identifying core team members, certified in the school setting, who have been trained to implement physical restraint.
- 7) A core team of selected school personnel shall be designated to respond to dangerous behavior and to implement physical restraint of students. The core team, except the school resource officers and other sworn law enforcement officers, shall receive additional yearly training in the following areas:
 - a) Appropriate behavioral intervention procedures for preventing the use of physical restraint and seclusion.
 - b) Understanding of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of physical restraint is safe and warranted.
 - c) Simulated experience of administering and receiving physical restraint, and instruction regarding the effect on the person physically restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance when necessary.
 - d) Instruction regarding documentation and notification requirements and investigation of injuries.

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- e) Demonstration by core team members of proficiency in the prevention and use of physical restraint.

STUDENT CONDUCT ON SCHOOL BUSES (BOARD POLICY JDJ/ECAA)

While the law requires the school district to furnish transportation, it does not relieve parents of students from being accountable for their conduct boarding the bus in the morning, traveling on the bus, and leaving the bus at the end of the school day.

The principals, bus drivers, and parents should share the responsibility for explaining to the students that riding a school bus is a privilege, that standards for behavior on buses are similar to those for classrooms, and that they can expect verifiable complaints of misbehavior to lead to disciplinary action including temporary suspension from buses. The district engages in positive behavior interventions and strategies in an effort to help prevent infractions or minimize recurring infractions. Nevertheless, the board and district shall have the authority to discipline students for misconduct on school property and on the road to and from school, or at any school related activity or event.

The school bus, including the bus stop area, is an extension of the classroom and school. All District and school rules and regulations that pertain to student conduct in the school are applicable to student conduct on the bus and at the bus stop. Rules and regulations governing the conduct of students who use school district transportation may be prepared and distributed at the direction of the superintendent. Therefore, the District Code of Student Conduct is applicable to incidents occurring on the school bus and at the bus stop area. In cases in which a student does not properly conduct himself or herself on a bus, the bus driver upon returning to the school must bring such instances to the attention of the building principal. If necessary, the driver may stop the bus and telephone the principal for help. An adequate supply of forms designed to report student misconduct will be provided to each bus driver. Only a school official may remove or direct the removal of a student from the school bus.

Students who are disruptive and misbehaving on the bus are subject to being suspended from bus transportation. Disruptive and misbehaving students on the bus include, but are not limited to, those students who assault, fight, scuffle, harass, taunt, threaten, or bully other students, spit, trip others, smoke, throw objects out the window, throw objects at the bus driver or at each other, refuse to remain seated, disobey the instructions of the bus driver, use profane or vulgar language or gestures towards other students or the bus driver, or otherwise cause a disturbance on the bus such that it interferes with the driver's ability to safely and efficiently operate the bus.

The principal, following regular disciplinary interventions and procedures, may suspend disruptive, misbehaving students from riding school buses for a maximum of five days. However, a bus suspension does not necessarily imply suspension from classes during that period. After two suspensions, and following regular disciplinary interventions and procedures, the student may be suspended from school buses for the rest of the school year or a portion thereof. A student's riding privilege will not be suspended until parents are notified of the problem. When a student has been suspended from riding a school bus, it is the responsibility of the parent to see that the student gets to and from school safely.

VISION AND HEARING SCREENING (BOARD POLICY JDO)

Any student who has not been successful in the regular education program may be screened for vision and hearing as a means of determining whether vision or hearing problems are the cause of the child's lack of success in the regular program.

SELF-ADMINISTRATION OF ASTHMA AND/OR ANAPHYLAXIS MEDICATION BY STUDENTS (BOARD POLICY JDAA)

The Board of Trustees permits the possession and self-administration of prescription asthma and/or anaphylaxis medications by students provided that the prescription asthma and/or anaphylaxis medication has been prescribed for that student as indicated by the prescription label on the medication; the self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and parents or guardians have given to the principal written authorization, signed by the parent or guardian, for self-administration of asthma and/or anaphylaxis medication while on school property or at a school-related event or activity. Parents must also provide a written statement from the student's health care practitioner that indicates that the student has asthma and/or anaphylaxis and has been instructed in the self-administration of asthma medications. The statement from the health care practitioner shall also contain the name and purpose of the medication, the prescribed dosage, the time or times the medication is to be regularly administered and under what additional special circumstances the medication must be administered, and the length of time for which the medication is prescribed. These two statements must be kept on file in the principal's office.

The school district shall incur no liability as a result of any injury sustained by the student from the self-administration of asthma and/or anaphylaxis medications. The parent or guardian of the student who self-administers asthma and/or anaphylaxis medication shall sign a statement acknowledging that the school incurs no liability and that the parent or guardian indemnifies and holds harmless the school and its employees against any claims relating to the self-administration of asthma medication, unless in cases of wanton or willful misconduct. The permission for self-administration of medication shall be effective only for the school year in which it is granted. Parents must annually renew the permission form for self-administration with the same requirements that are listed above.

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Once the parent has complied with the requirements as noted above, the student may possess and use asthma and/or anaphylaxis medication at school, at a school-sponsored activity under the supervision of school personnel, or before and after normal school activities while on school properties including school-sponsored childcare or after school programs. Students should not share their medication with other students.

ADMINISTRATION OF MEDICATION TO STUDENTS (BOARD POLICY JDAB)

This policy addresses the administration of medications to students. The administration of emergency health care and first aid to students is set forth in Policy JDL entitled First Aid for Emergencies.

District personnel will only administer prescription medication to students during school hours or school-sponsored activities and only upon receipt of a written parental request and a valid medical authorization. The valid medical authorization shall contain the name and purpose of the medicine, the prescribed dosage, the time or times the medication is to be regularly administered and under what additional special circumstances the medication must be administered, and the length of time for which the medication is prescribed. This information must be kept on file in the principal's office. The medication must be kept in a locked cabinet or container. A daily record shall be kept on each medication administered. This record shall include the student's name, date, medication administered, time and signature of school personnel who administered the medication.

The Board designates the principal of each school as its designee to authorize designated office employees at each school to administer medication to students in accordance with state law. Each principal shall authorize named individuals to administer medication. Each person designated to administer medication shall receive annual training by designated nursing staff or other qualified persons.

ASTHMA MANAGEMENT POLICY (BOARD POLICY JDAC)

The State Department of Education requires each public school district to take certain actions relating to the management of asthma in the school setting. The Jackson Public School District Board of Trustees and staff are committed to providing an environment in which children with asthma can participate in all activities to their full potential. To this end, the Jackson Public School District Board of Trustees shall require the following actions related to asthma management:

District Level

1. Provide comprehensive training on asthma to teachers, assistant teachers, school nurses, administrators, and operations, maintenance, and support staff.
2. Conduct a health needs assessment that addresses and supports the following: health school environment, physical activity, staff wellness, counseling/psychological services, nutrition services, family/community involvement, health education and health services. The result of the assessment shall be used in the development of long-range maintenance plans that include specific indoor air quality components for each school building. This plan must be included in the school's wellness plan.
3. All school construction projects shall have containment procedures for dust, gases, fumes, and other pollutants that trigger asthma.
4. School nurses must attend certified asthma educators training.
5. Each school's air quality and ventilation systems will be assessed annually with an assessment checklist using the Environmental Protection Agency Tools for Schools Indoor Air Quality Checklist.
6. School bus drivers shall minimize the idling of school bus engines to prevent exposure of children and adults to diesel exhaust fumes.

School Level

1. Each child with asthma shall have a current asthma action plan (AAP) on file at the child's school for use by the school nurse, healthcare provider, teachers, and staff.
2. Parents/guardians of a child with asthma are to have the child's AAP developed and signed by the child's physician/healthcare provider. The AAP should include the child's asthma severity classification, current asthma medication, and emergency contact information.
3. The AAP must be updated annually.
4. Each school shall adopt an emergency protocol for all staff in case of a major medical emergency for asthma and all other life-threatening diseases.
5. Each school health council shall adopt and support the implementation of a local school wellness policy that includes minimizing children's exposure to dust, gases, fumes, and other pollutants that can aggravate asthma in the school setting.
6. The use of hazardous substances, such as, but not limited to, chemical cleaning products and pesticides in and around school buildings during the hours children are present is prohibited.
7. Each school shall have in place an integrated pest management program that includes procedural guidelines for pesticide

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application, education of building occupants and inspection and monitoring of pesticide application.

HEAD LICE (BOARD POLICY JDEA)

Head lice, *Pediculus humanus capitis*, are a common problem in school children in Mississippi. While head lice do not transmit any human disease, they are a nuisance, and require the effort of school officials and parents to control. Head lice can be controlled in the schools, but not eliminated. There will be recurrences even after control attempts are made. The objective is to decrease the problem of head lice and reduce their spread.

EDUCATING STUDENTS WITH COMMUNICABLE AND CHRONIC INFECTIOUS DISEASES (BOARD POLICY JDE)

Section I – Communicable Diseases

A student with a communicable disease (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 all cases of communicable disease which might pose a threat to the health of the school or community. When concerned with a unique individual case, the welfare of all students and employees should be the prime consideration. Each individual case will be resolved in consultation with the Mississippi State Department of Health.

Section II – Chronic Infectious Diseases

The district recognizes that the Human Immunodeficiency Virus (HIV) is not transmitted through casual contact, and therefore, the child's HIV status is not reason in itself to exclude from school or otherwise segregate the child while in school. The district also recognizes the need to maintain the confidentiality and privacy of infected students, and treats with strict confidence a child's HIV status.

Decisions regarding a student infected with HIV or other infectious disease shall be made on an individual basis with regard to the behavior, physical condition, neurological development, and the expected type of interaction with others in the educational setting. When making such a decision, the child's doctor, parent or guardian, principal, and other central office personnel should be included in the decision process. In each case, the risks and benefits to both the infected student and to others must be weighed.

As conditions change, cases may be reevaluated. Should it be determined, based on medical information, that attendance at school poses a risk or threat of transmission to others, an appropriate alternative education program may be established for that student.

The district shall observe the confidentiality and privacy of students with infectious diseases, and in doing so, shall involve only those personnel who have a need to know about the student's medical condition. Those building level personnel typically include only the principal, nurse, teacher, and teacher assistant. The child's physician may also be consulted when determining who needs to know the child's medical condition.

The district requires all personnel to routinely observe universal precautions to prevent exposure to disease-causing pathogens. The precautions should be consistently used to care for or clean up after any and all students who have an accident or injury at school.

These procedures include the following:

1. Employees caring for students who emanate blood, body fluid, or waste, regardless of whether they are infected with a chronic disease, shall wear latex gloves.
2. Latex gloves shall be worn when cleaning up blood spills, vomit, or any body fluids, and persons having contact with such fluids must wash their hands immediately.
3. Blood-soaked items or items that have come into contact with body fluids or wastes shall be placed in leak-proof bags for disposition.

Each building principal shall maintain an adequate supply of items needed to clean up spills.

COLLECTIONS AND SOLICITATIONS (GACF /JDF)

No individual or group of individuals shall be permitted to solicit from employees or students during working hours unless an exception is made by the superintendent. A list of school employees and/or students shall not be made available to salesmen or organizations for the purpose of solicitations. Schools or organizations within schools may sell commercial products for related club or organization activities during non-instructional hours with the approval of the principal. School fundraising projects shall be limited to two (2) per year. However, organizations and clubs which have an official status within a school may engage in one additional annual fund raising project specifically approved by the principal. Excluded from these regulations are fees collected from students as provided by the board, PTA/PTSA approved projects, cafeteria operations, and faculty and staff projects, not involving students, which are initiated by and for the members.

TRANSPORTATION TO AND FROM SCHOOL (BOARD POLICY JDI)

Bus transportation will be provided to students whose residence is a mile or more by the nearest traveled road from the school to which they are assigned. Students enrolled in special or alternative programs approved by the superintendent may also be provided bus

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transportation. Bus transportation for exceptional students as defined by law is provided to and from school upon proper certification by the executive director for exceptional education services and the approval of the superintendent or designee. Rules and regulations governing the conduct of students who use school district transportation shall be prepared and distributed at the direction of the superintendent. Violation of such rules or regulations may result in disciplinary action.

STUDENT DISMISSAL PRECAUTIONS (BOARD POLICY JDG)

Section I: DISMISSAL OF SCHOOL

No students shall be dismissed before the regular hour except with the knowledge and approval of the superintendent's office. Schools will be kept open during inclement weather unless closed by the superintendent. However, if conditions warrant, operation of the school buses may be limited or suspended by the superintendent in order to comply with reasonable standards of safety.

In cases of extreme emergency which may affect the safety and health of the students, the principal shall use his best judgment in determining what action to take.

Section II: DISMISSAL OF INDIVIDUAL STUDENTS

No student shall be excused from school prior to the end of the school day, or into any person's custody, without the direct approval and knowledge of the building principal. The building principal shall not excuse a student before the end of the school day without a request for the early dismissal by the student's parent or legal guardian. Additional precautions shall be taken by the school administration appropriate to the age of students, and as needs arise.

Section III: ERRANDS BY STUDENTS

No student shall be sent from school grounds during school hours to perform an errand or act as messenger for the school, its related activities or a faculty member. No exceptions shall be made.

FIRST AID FOR EMERGENCIES (BOARD POLICY JDL)

Each principal shall have a planned, written program for handling emergencies resulting from accident or sudden sickness of students which shall be approved by the designee of the superintendent. The program of first aid for emergencies shall provide direction for giving immediate care, notifying parent or guardian, getting the student home, and directing the parent, where necessary, to the source of treatment.

ACCEPTABLE USE AND INTERNET SAFETY POLICY (BOARD POLICY JIAA)

With the spread of telecommunications throughout society, including the educational environment, the Board recognizes that students and employees will shift the way they access and transmit information, share ideas, and communicate with others. As schools and offices are connected to the global community, the use of new tools and technologies brings new responsibilities as well as opportunities. Network resources are intended for educational purposes and to carry out the legitimate business of the school district. The Board expects all users of the district's computing and network resources, including electronic mail and telecommunications tools, to utilize these resources appropriately.

LAPTOP POLICY (BOARD POLICY JIAB)

Parents of students that are assigned a take home laptop will pay a non-refundable \$40 annual charge. Users will comply at all times with the Jackson Public Schools Student Technology Handbook policies. Any failure to comply may terminate user rights of possession effective immediately and the district may repossess the laptop. Any lost, stolen and damaged laptops must be reported to school authorities immediately. Please refer to Board Policy JIAB for additional information.

CREDIT RECOVERY (BOARD POLICY JKA)

The purpose of the credit recovery policy is to provide guidance to the Board of Trustees and District personnel in the implementation of the Jackson Public School District's credit recovery program. 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 District provides a credit recovery program that includes rules, regulations, and processes. The rules, regulations, and processes shall be available to faculty, students, and parents/guardians. Please refer to Board Policy JKA for Credit Recovery guidelines.

DROPOUT PREVENTION POLICY (BOARD POLICY JK)

Leaving school before graduation or "dropping out" can be attributed to many complex factors. A dropout is a pupil who leaves school, for any reason except death, before graduation or completion of a program of studies and does not transfer to another school. Such an individual is considered a dropout whether the "dropping out" occurs during or between regular school terms. Please refer to Board Policy JK for additional information and guidelines.

SCHOOL-COMMUNITY RELATIONS SCHOOL-COMMUNITY RELATIONS GOALS (BOARD POLICY KA)

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The Board of Trustees, in an effort to ensure and enhance the possibilities for excellence in the education of children in a free society, presents this statement on school and community relations because of its conviction that (a) the public schools belong in every sense to the people who created them by consent and support of the people of the community, and (c) the people's support is based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the public schools.

The Board reaffirms and declares its design and intent:

- To keep the citizens of the community regularly and thoroughly informed on all the policies and programs of the school district, and to carry out this policy through the offices of the superintendent.
- To invite the people of the school district and the community to all monthly meetings of the board except to executive sessions.
- To solicit ideas and involvement of business and professional leaders for the successful operation of the school program to support endeavors for the continuance of the Adopt-A-School Program.

Community members who desire to express an opinion or a concern may participate in the Public Participation for General Comments and/or Proposed Policy Issues segment of each board meeting.

COMMUNITY INVOLVEMENT IN DECISION MAKING (BOARD POLICY KCB)

Jackson Public Schools understands that community involvement and participation are vital components for successful schools. Jackson Public Schools values participation from businesses, civic and faith-based organizations, government agencies, and individuals. Therefore, the board intends to make every effort to receive and be responsive to input and observations from the community.

Citizens of the district are encouraged to express their ideas, concerns and observations about the schools through written suggestions, public comments at board meetings, proposals, and responses to surveys made through interviews and written instruments.

The ideas expressed by the public will be carefully considered. In the evaluation of such information, the first concern will be the educational well-being of our scholars.

COMMUNITY INSTRUCTIONAL RESOURCES (BOARD POLICY KF / IFE)

The Board of Trustees believes that one of the goals of the district shall be to equip each student to serve as a good citizen of the community. The administrative and instructional personnel are encouraged to partner with community members and organizations who can provide various resources to assist with this goal. The administration shall direct the development of a community instructional resources program designed to utilize the citizens, the institutions, and resources of the community in the education of its children.

The business community shall be requested to work cooperatively with the staff and advise the school board relative to the development of student employability skills.

The superintendent shall have supervisory control over the program. Members of the staff and the community shall be encouraged to offer their ideas and services through the channels developed by the administration.

PLAYING ON SCHOOL SITES (BOARD POLICY KGB)

During the school day, school sites are under the immediate supervision of the school principals and are reserved for use of students, volunteers, and school personnel. After school hours and when school is not in session, children and adults of the community may use school grounds as follows:

With the approval of the superintendent or designee, school grounds may be engaged for programs of adult-supervised activities by organizations and governmental agencies. Interested organizations or governmental agencies are to be directed to the office of the superintendent or designee regarding applications for use of school sites for supervised play. Each such organization or governmental agency shall provide insurance coverage required by the Jackson Public School District. The board does not assume responsibility for any personal injury occurring on school sites through supervised or unsupervised activities after school hours.

PUBLIC GIFTS (BOARD POLICY KH)

The school board must accept any gifts to schools.

FREE MATERIALS

Advertisements of commercial products or services, except those approved by the superintendent or his designee, shall not be read to students or posted or distributed on school premises. Free materials from commercial, political, religious, or other non-school sources may be used in the schools only with the permission of the superintendent or his designee. Careful consideration will be given to their

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educational quality and value. The use of commercially sponsored free teaching aids is permitted if the content is approved by the superintendent or designee.

ADVERTISING IN STUDENT PUBLICATIONS (BOARD POLICY KI)

The advertising of commercial products or services is permitted in student publications which are published by student organizations subject to administrative control, and subject to reasonable publication rates established by such organization.

Solicitation of sales or the use of the name of the school system to promote any product shall not be permitted.

JPS retains the right to approve or deny any materials requested for distribution. The District will only consider requests with a direct educational value to the student and/or school. In limited circumstances, promotional literature for fundraisers that directly benefit Jackson Public Schools may be approved.

JPSD may review and approve or deny advertising material for student publications or other materials requested for distribution to students, parents and staff.

All advertisements distributed to JPSD students must include the following disclaimer:

“The distribution of this material does not constitute an endorsement or an indication of support by the Jackson Public School District. JPSD parents, students, and employees should determine for themselves if they want to use the services. The school district accepts no liability in this matter.”

VISITORS TO THE SCHOOLS (BOARD POLICY KJ / JDN)

Parents and other members of the community are encouraged to visit the schools. If a parent wishes to visit a classroom, the teacher shall be informed as to the day and time of visits so as to avoid any possible conflicts with the school schedule. All visitors to schools shall report immediately to the school office except on special occasions when parents have been invited to a classroom or assembly program. Unauthorized persons shall not be permitted in school buildings or on school grounds. Principals are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Such persons will be prosecuted to the full extent of the law.

SCHOOL VOLUNTEERS (BOARD POLICY KJA)

JPS seeks volunteers who positively contribute to the intellectual, physical and/or emotional development of students and to the general welfare of the schools.

Before a volunteer is assigned to volunteer in a school, he or she will be screened by Partners in Education and the school's principal. School principals must approve all volunteers.

PARENT ORGANIZATIONS (BOARD POLICY KK / LCF)

JPS recognizes a parent organization as a formal organization that consists of parents, teachers and school staff. The organization's goals may vary from organization to organization, but essentially the goals include volunteerism of parents, encouragement of teachers and students, community involvement, and welfare of students and families.

JPS recognizes parent organizations, including, but not limited to Parents Teachers Association (PTA), Parent Teacher Organization (PTO), and Boosters' Clubs, as an effective means of actively involving parents in the schools. The Board encourages the development and participation of such parent organizations that support the goals of the Board and the schools. It shall be the duty of the Superintendent and respective principals to represent the best interests of the Board, school system and schools in the functioning of such organizations and to help identify opportunities for these organizations to assist the school in achieving its goals.

SPECIAL PROGRAMS

21st CENTURY LEARNING CENTERS PROGRAM

A 21st Century Community Learning Center (21st CCLC) is a school-based community education center that keeps children safe during at-risk after school hours, on some Sundays, and often in summer. These centers provide children academic enrichment, homework tutors, and a wide range of cultural, developmental, and recreational opportunities. In addition, lifelong learning activities are available for community members in a local setting at many centers. This program is offered at several schools throughout the district.

ACADEMIC AND PERFORMING ARTS COMPLEX (APAC) PROGRAM

The Academic and Performing Arts Complex (APAC), a magnet program, provides challenging course work for students who are academically or artistically advanced and who are willing to achieve high standards. Admission in the APAC program is based on grades, teacher recommendations, standardized test scores, and additional eligibility criteria set by the district. Transportation is

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provided for students who live within the Jackson city limits.

- The academic division is a challenging program of study in English/language arts, mathematics, science, and social studies that accelerates students in order to prepare them for college coursework (Advanced Placement) in their final years of high school. APAC academic courses are offered at Power APAC Elementary School (Grades 4-5), Bailey Middle School (Grades 6-8), and Murrah High School (Grades 9-12). Beginning in Grade 7, APAC academic courses will be weighted according to the following scale:

Weighted Quality for APAC Academics Courses			Weighted Quality for Regular Courses		
Letter Grade	Score	Quality Points	Letter Grade	Score	Quality Points
A	100-90	4.8	A	100-90	4.0
B	89-90	3.8	B	89-80	3.0
C	79-70	2.8	C	79-70	2.0
D	69-60	1.8	D	69-60	1.0
F	59 & below	0.0	F	59 & below	0.0

APAC academics students continuing to the College Board's Advanced Placement[®] (AP[®]) program will follow the weighted quality for AP[®] courses. The APAC academics program prepares students for AP[®] core academic courses, which normally begin in Grade 11.

- The **arts division** is housed at Power APAC and offers training in the areas of dance, music, theatre arts, and visual arts. Performing arts students in grades 4 and 5 attend Power APAC on a full-time basis where they receive both arts and academic classes. Secondary students (grades 6-12) attend Power APAC two hours a day and attend academic classes at their other assigned school for academics. Beginning in Grade 8, APAC arts courses will be weighted according to the following scale.

APAC arts students continuing to the College Board's Advanced Placement[®] (AP[®]) program will follow the weighted quality for AP[®] courses. Some APAC arts courses prepare students for AP[®] arts courses (i.e., AP Music, AP Dimensional Art, etc.), which normally begin in Grade 11.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement[®] (AP[®]) program was designed by the national College Board to give high school students an opportunity to enroll in college-level courses during their junior and senior years in high school or even earlier. Because the Advanced Placement[®] curriculum and exams are standardized nationwide, AP[®] gives students an opportunity to complete coursework that is recognized by a majority of U.S. colleges and universities as a measure of a student's ability to handle the rigors of college work.

All AP[®] courses offered by the district are authorized by the College Board and are taught by AP[®] certified teachers.

Course grades for AP[®] receive more weight than regular course grades. In calculating high school GPAs, a "B" in an IB[®] course is counted as an "A," a "C" is counted as a "B," and so on. A comparison table is given below.

Weighted Quality for AP [®] and IB [®] Courses			Weighted Quality for Regular Courses		
Letter Grade	Score	Quality Points	Letter Grade	Score	Quality Points
A	100-90	5.0	A	100-90	4.0
B	89-90	4.0	B	89-80	3.0
C	79-70	3.0	C	79-70	2.0
D	69-60	2.0	D	69-60	1.0
F	59 & below	0.0	F	59 & below	0.0

ARTS ACCESS PROGRAM

Arts Access emphasizes the integration of the arts (music, dance, drama, and visual arts) into all aspects of a school's curriculum. Increased test scores as well as development of self-esteem are all nationally proven benefits of such a program. There are forms of art that are adaptable to all core curriculum be it math, science, language arts, or physical education. The goal of Arts Access is not to develop performing artists but rather to enrich and enhance the academic learning of all students in all subject areas. Admission is automatic for all students in grades K-5 currently living in the Casey Elementary School zone. Other students in grades K-5 who live within the city of Jackson and who have good academic and behavioral records in their home schools may apply for admission.

ASK 4 MORE ARTS PROGRAM

Ask for More Arts emphasizes integrating arts education into regular instruction in the elementary or middle school classroom.

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Teachers at partner schools receive high quality training in how to use the arts to teach core subjects such as reading, math, science, and social studies and how to connect learning for children across the curriculum. Integrating arts into classroom teaching creates hands-on, highly engaged work for children that makes learning relevant and motivates students to take ownership for their success. This program is offered at several schools throughout the district.

BASE PAIR / SOAR PROGRAMS

Base Pair

JPS is a partner with the University of Mississippi Medical Center (UMC) in the Base Pair research mentorship program funded by the Howard Hughes Medical Institute. The primary focus for Base Pair is to utilize the physical resources and intellectual capital of UMC to enable the pursuit of excellence in science education within a local public school environment. The program matches high school students with UMC faculty members for in-depth experiences in the sciences. Base Pair has consistently emphasized three objectives:

- To cultivate career awareness among high school students in areas related to biomedical research;
- To train such students as effective “communicators of science” to the general public; and
- To advanced teacher professional and science curriculum development within the district.

SOAR

The Student Oriented Academic Research (SOAR) program is a companion to the Base Pair program at Murrah High School. SOAR was developed to implement advanced science research activities for JPS students outside of the UMC zone. In this program, students are enrolled in Biology II during their junior year and other advanced life science courses during their senior year. The SOAR program supports advanced biomedical and forensic science laboratory research by students.

CAPITAL CITY ALTERNATIVE SCHOOL (CCAS)

The goal of Capital City Alternative School is to change disruptive student behavior and to improve students’ academic performance so that they will be successful when they return to their home school. Capital City Alternative School provides an educational setting appropriate to the needs of students who have been suspended from their home school.

CAREER ACADEMIC PLACEMENT (CAP) PROGRAM

Career Academic Placement, also known as CAP, is a program designed for students who are seeking an alternative approach to a high school diploma. All students attending CAP must be enrolled in the Jackson Public School District. Students are assessed to determine their strengths and weaknesses. Once entry-level skills have been identified an Individualized Educational Career Plan (IECP) is developed. Many students enter lacking basic skills in reading, written and oral communication, and/or math. With regular attendance, active class participation, parental involvement, and good conduct, students may advance to the Pre-GED level and acquire knowledge needed to prepare for GED testing. The program is housed at Capital City Alternative School.

CAREER DEVELOPMENT CENTER (CDC) FOR VOCATIONAL EDUCATION

High school juniors and seniors have an opportunity to get extensive training in vocational areas by enrolling in classes at the district’s Career Development Center for Vocational Education. Programs are designed for students who plan immediate employment or further vocational study after graduation. Students can choose from among 21 subject areas including business technology, child care and guidance, diversified technology, distributive education, cosmetology, clothing management, electricity, drafting, food service occupations, sales and marketing, commercial design and printing, automobile body and fender repair, air conditioning and refrigeration, radio and television repair, health occupations, horticulture, auto specialist, and all-terrain vehicle and motorcycle mechanics. Programs at the center are studied for two years, with job seeking skills and work values instruction included as a part of the training. Second-year students get on-the-job training through an apprenticeship program. Students who successfully complete the two-year program are awarded a certificate of proficiency.

DUAL ENROLLMENT – DUAL CREDIT

The dual enrollment – dual credit program allows high school students to simultaneously earn credit towards a high school diploma and a postsecondary degree or certificate. Dual enrollment allows students to transition from high school to college easily. Students can get accustomed to what college is like without being completely overwhelmed with a whole new environment. They can ascertain how their high school classes compare to college courses and how college professors differ from high school teachers. Dual enrollment also provides high school students with a wider range of courses so they have the opportunity to explore different fields before declaring a major. Finally, one of the biggest benefits of dual enrollment is that it allows students to accumulate credits prior to entering college so they will be able to graduate from college early or on time. The dual enrollment – dual credit program is available at all JPS high schools. For additional information regarding eligibility requirements, course offerings, etc., please contact your high school counselor.

DUKE TALENT IDENTIFICATION PROGRAM (Duke TIP)

Duke TIP’s 4th–6th Grade Talent Search is the first chance for families of qualified students to participate in one of our talent searches and to gain access to other programs within Duke TIP. Eligibility for enrollment is an honor and indicates outstanding intellectual

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ability. Participation in the 4th–6th Grade Talent Search provides students with exciting, stimulating and challenging opportunities through online lessons, publications, contests, the Duke TIP Book Club and an optional above-level testing experience, the EXPLORE® test. Students can enroll in the 4th–6th Grade Talent Search either as a fourth, fifth or sixth grader. Once enrolled, benefits of participation continue through the student’s sixth grade year.

Duke TIP’s 7th Grade Talent Search is the largest program of its kind in the nation. Since its inception in 1980, over 2 million students have participated. The 7th Grade Talent Search identifies academically talented seventh graders based on standardized test scores achieved while attending elementary or middle school. Candidates are invited to take the ACT or the SAT college entrance exam as seventh graders, which allows them greater insight into their academic abilities. Participants gain valuable benefits and have access to unique resources for gifted students.

Traditional testing often fails to measure the variation among many gifted students who reach the upper limits of scoring on grade-level exams. Above-level testing at least two years above a student’s current grade placement offers gifted students and their families a far better understanding of how the student compares to his or her gifted peers and what level of educational challenge is appropriate. In addition, experts at Duke TIP have developed and compiled information to inspire academically talented young people to learn through exciting educational opportunities. Eligibility or enrollment is an honor and indicates outstanding intellectual ability. Duke TIP provides participants with an exciting, stimulating and challenging opportunity to augment their capabilities. For additional information, please visit <http://www.tip.duke.edu/> or contact the Office of Advanced Learning Programs of Study at (601) 960-8310.

ENGLISH LEARNERS (EL) AND IMMIGRANT PROGRAM

In an effort to educate students identified as English language learners and immigrants, the goal of the district’s EL / Title III program is to ensure students’ English language development, language proficiency and academic success. The EL / Title III program serves students whose primary language is not English in grades Pre-K through 12. The K-12 sites are Pecan Park Elementary, Spann and Sykes Elementary Schools, Chastain and Whitten Middle Schools, and Callaway High School. Transportation is provided to all identified English language learners receiving English language development services.

ENVIRONMENTAL LEARNING CENTER (ELC)

The Environmental Learning Center (ELC) offers educational programs to students of all ages. Some educational programs offered include gardening, soil erosion, nature trails, distilled water, fishing, water testing, catfish feeding, soil conservation, recycling, non-point source pollution, and plant/tree identification.

EXTENDED LEARNING SOLUTIONS, LLC (ELS)

Extended learning solutions, LLC (ELS) offers parents in Jackson Public Schools a well-rounded, child-centered after-school program for the students ages five to 12. A fee-based program, ELS provides students with academic and enrichment activities along with homework time, arts and crafts, recreation, and a nutritious snack. Qualified teachers and assistants facilitate language arts and math activities for approximately 30 minutes a day, Monday through Thursday. The small student-teacher ratio allows hands-on assistance that complements the children’s regular academic day.

Each child attending ELS receives the equivalent of two hours a week in the small group, academic component. The interest zones include some of the following topics: creative writing, listening centers, arts and crafts, educational games, reading centers, character development, and quiet areas. All programs differ slightly as they are designed to fit the needs of the school and its students.

EXCEPTIONAL EDUCATION SERVICES (EES)

The Office of Exceptional Education Services provides a variety of support services to students with disabilities and regular education students. The services offered through this department include: Psychological services including pre-school and school-age assessment

- Social work services
- Speech/language evaluation and therapy
- Physical therapy
- Occupational therapy
- Augmentative communication services
- Assistive Technology Services
- Special medical needs
- Behavioral intervention services
- Homebound education services
- School support of students with disabilities
- Student Intervention Support Services

GIFTED EDUCATION PROGRAM (GEP) – OPEN DOORS

The gifted education program, Open Doors, is for intellectually gifted students. The purpose of the Open Doors program is to identify and serve gifted students in a uniquely qualitatively differentiated program not available in the regular classroom. Gifted education courses provide instruction in creativity, thinking skills, research, creative problem solving, communication, leadership, group dynamics, and self-knowledge in order to increase students’ skill in and capacity for autonomous learning, metacognition, and self-understanding. The intellectually education program is offered in schools grades 2-6. Students enrolled in the district’s gifted

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education program have met criteria set by the state of Mississippi.

HARDY ACADEMY OF CAREER EXPLORATION

The purpose of the Hardy Academy of Career Exploration is to create an area of focus following the academy model as a transition to high school and in order to create a sense of identity. Parents and students will have a larger scope of opportunities afforded them in this middle school environment. The Hardy Academy of Career Exploration features a partnership with the Career Development Center, EJES Engineering, and school adopters. Scholars at Hardy Academy will become exposed to career curriculum topics such as engineering, digital media, animation, video gaming simulation, and coding. Teachers will also participate in externships at companies to shadow industry professionals for the purpose of developing lesson plans and projects to tie state standards directly to business applications. This academy keeps Jackson Public Schools on the cutting edge of innovation. Instructional units at Hardy Academy would consistently promote career exploration. Benchmark events would occur at each grade level as culminating activities for the units of study.

HONOR SOCIETY

The National Honor Society (NHS) and National Junior Honor Society (NJHS) are the nation's premier organizations established to recognize outstanding high school and middle level students. Four main purposes outlined in the NHS constitution have guided chapters from the beginning: "To create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools." The NHS and NJHS National Councils establish the national standards for all NHS chapters. School chapters create their own bylaws that are to be consistent and comply with the NHS national constitution. NHS is more than just academic recognition. The NHS chapter establishes guidelines for selection that are based upon a candidate's outstanding performance in the areas of scholarship, service, leadership, and character. All middle schools and high schools offer this program.

INTERNATIONAL BACCALAUREATE® (IB®) PROGRAM

The International Baccalaureate® (IB®) program is an academically challenging program of international education designed to foster the development of the whole child. It is a program of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The general objectives of the IB® program are to provide students with a rigorous, balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through shared academic experiences. The program is offered at Davis Magnet Elementary School (K-5), Northwest Magnet Middle School (6-8), Jim Hill High School (9-12). Students from throughout the district may apply for admission to the IB® program. Admission in the IB® program is based on grades, teacher recommendations, and standardized test scores. Transportation is provided for students who live within the Jackson city limits.

Beginning in Grade 7, course grades for IB® receive more weight than regular course grades. In calculating high school GPAs, a "B" in an IB® course is counted as an "A," a "C" is counted as a "B," and so on. A comparison table is given below.

Weighted Quality for AP® and IB® Courses			Weighted Quality for Regular Courses		
Letter Grade	Score	Quality Points	Letter Grade	Score	Quality
A	100-90	5.0	A	100-90	4.0
B	89-90	4.0	B	89-80	3.0
C	79-70	3.0	C	79-70	2.0
D	69-60	2.0	D	69-60	1.0
F	59 & below	0.0	F	59 & below	0.0

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM

The Junior Reserve Officers Training Corps (JROTC) provides students with academically stimulating experiences and promotes community involvement. JROTC fosters good citizenship, patriotism, self-reliance and communication skills. Students in the program are not obligated to enter any of the military services, although scholarships of up to four years are awarded annually to qualifying students seeking careers as commissioned officers after graduation. Students who complete at least three years of the program are eligible for advanced placement in the military after high school. The JROTC program of instruction focuses on the development of better citizens through the development of skills in Citizenship; Leadership Theory and Application; Science; and American History. JROTC classes are conducted in a structured interactive environment and the JROTC classrooms are equipped with technology and tools to enhance student participation and learning. This course of study is normally completed in four years at a traditional high school (Grades 9-12). JROTC instructors are all highly qualified and experienced military veterans who have successfully completed 20 or more years of service in our Armed Forces.

MISSISSIPPI VIRTUAL PUBLIC SCHOOL (MVPS)

Mississippi Virtual Public School (MVPS) is a web-based educational service offered by the Mississippi Department of Education to

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provide Mississippi students and educators with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners. The Internet is revolutionizing access to information and transforming education. MVPS is a tool that is “bringing education to the fingertips of Mississippi students.” It makes all kinds of learning experiences accessible to all students, which helps to provide equity in education. E-learning prepares the student to think by himself, to be original and creative, to solve problems and to interact with his surroundings in a collaborative way. Enrollment in on-line courses through the MVPS must have prior approval granted by the school’s counselor/site coordinator. No more than two (2) Carnegie units may be earned through the MVPS during the regular school year and no more than one (1) Carnegie unit may be earned during the summer. In order to be successful in an on-line course, you must have daily access to a reliable computer with high-speed Internet access and a printer. Each school site will provide access to the required technology whenever possible, but it is strongly suggested that you also have access at home. Most local public libraries offer limited access in increments of thirty minutes and charge a small fee for printing. MVPS course offerings are subject to change based on teacher availability, number of students enrolled, and/or number of requests for course(s). Please contact your school’s counselor/site coordinator for a current list of courses offered or visit the MVPS website located at <http://www.mvps.mde.k12.ms.us>.

MONTESSORI PROGRAM

Montessori education offers multi-aged classrooms with a strong emphasis on interactive, self-directed learning for pre-school and elementary children. At the heart of Montessori education is the emphasis on developing a child’s sense of independence, responsibility, and respect for others. Transportation is provided for students who live within the Jackson city limits.

POWELL ACADEMY OF MILITARY SCIENCE

Through the National Middle School Cadet Corps, Powell Academy of Military Science parents and students will have access to a program with a 100-year history in JPS, the Junior Reserve Officer Training Corps. Jackson Public School District data reveals that JROTC students have the highest graduation rate as a subgroup compared to their non-JROTC counterparts. Scholarship opportunities for college are also awarded to qualifying students via colleges throughout the nation for continuing in ROTC programs. Research also indicates decreased disciplinary infractions for JROTC students. Thus, this program would allow students to compete in leadership roles with other Middle School Cadet Corps around the nation.

PRE-KINDERGARTEN (PRE-K) PROGRAM

The Pre-Kindergarten Program of the Jackson Public School District serves students with the greatest socio-economic as well as academic need. The mission of the program is to provide quality early childhood experiences based on the knowledge of child development principles and the understanding of how four-year-olds grow and learn. The program utilizes the “Curriculum for Fours” developed by the Mississippi Department of Education. It emphasizes developmentally-appropriate practices aiding in the development of the whole child. The supplemental curriculum provides a framework for teachers to plan learning experiences that draw upon the needs and interests of the children. It is designed around themes and topics supported through play and sensory learning. The document recognizes the significance of the early years and is designed to reduce the number of children who arrive at school with inadequate literacy-related knowledge.

RE-ENGAGING IN EDUCATION FOR ALL TO PROGRESS (REAP)

Re-engaging in Education for All to Progress (REAP) is a program designed for students who are considering dropping out of high school. REAP provides an alternative path to a high school diploma. All students attending REAP must be enrolled in the Jackson Public School District.

The mission of REAP is provide academic opportunities to the over-age, non-traditional, at risk of dropping out student, to help them attain a high school diploma. Students are referred to the program through the district’s lead counselor. After their transcripts are assessed, if eligible, the student will then meet with REAP Coordinator and Counselor, with the parent present, to discuss their academic path through REAP. Students who attend the program have not been successful in the regular high school setting. The program’s smaller class sizes allow teachers to provide individualized instruction, and the flexible scheduling options allow more students to successfully complete their high school career and receive a high school diploma.

If admitted, with regular attendance, active class participation, remediation and review, parental involvement, and good conduct, students will complete the program in two years or less with a high school diploma from their home school. REAP students are eligible to participate in commencement exercises during their home school’s scheduled graduation.

STRINGS IN THE SCHOOLS (Board Approved)

(This program is offered each year, pending the availability of funding and approval by the Board of Trustees)

Students throughout the district have the benefit of free instruction from professional members of the Mississippi Symphony Orchestra through the Strings in the Schools Program. Participation is limited to students in grades 3-12. Elementary classes in violin, viola, cello, and bass meet twice weekly, while secondary classes meet daily. Twice a year the Mississippi Symphony Orchestra performs a concert for kindergarten students in grades 3-5. In addition, the symphony’s small ensembles — the Symphony Woodwind Quintet,

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the Brass Quintet, and the String Quartet — provide informal concerts to introduce elementary students to the instruments of the orchestra. This program is offered at several schools throughout the district. For more information, please contact the Mississippi Symphony Orchestra at (601) 960-1565 or the Office of Advanced Academic Programs at (601) 960-8310.

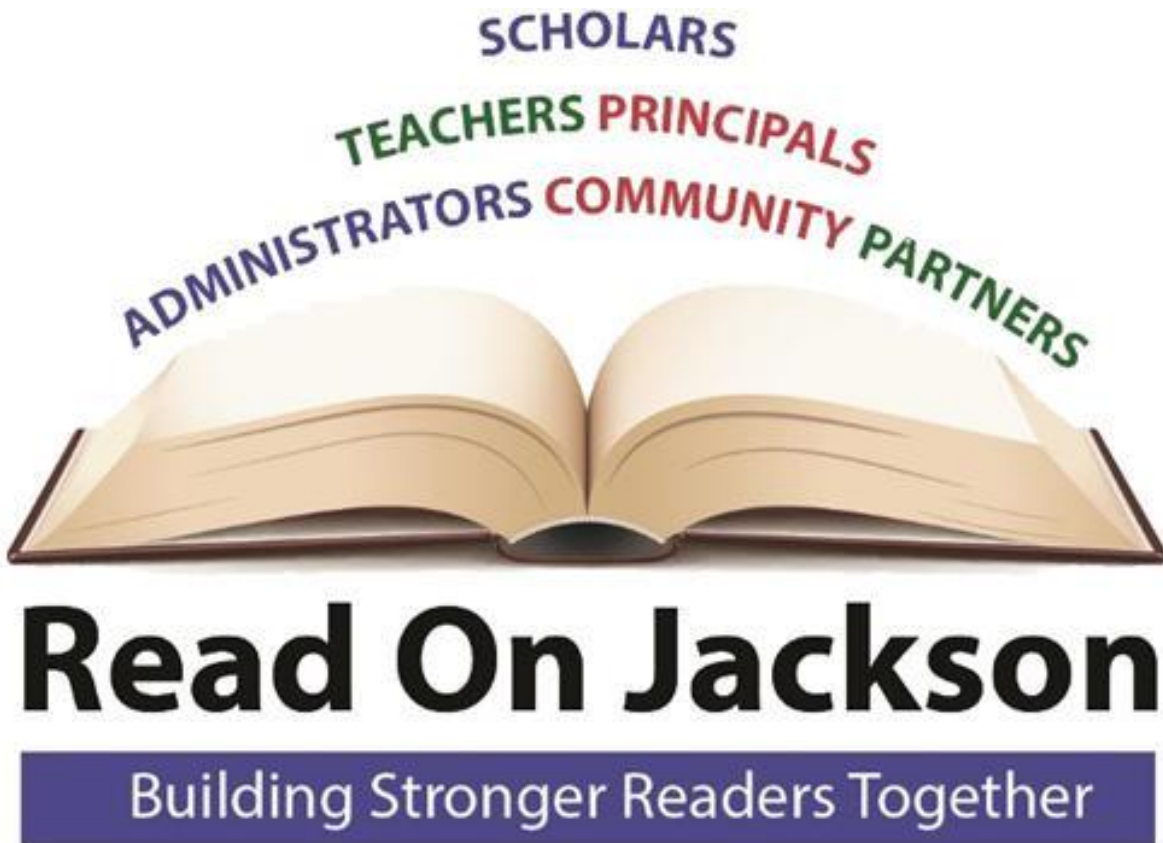
YOUTH COURT SCHOOL-HENLEY YOUNG

The Youth Court School is committed to providing a quality interim educational program that will allow each youth the opportunity to achieve a higher learning potential while being detained in the Henley-Young Juvenile Justice Center Detention. The Henley-Young Juvenile Justice Center Youth court judges, court administrator, detention director, counselors, teachers, and staff believe that all students can learn.

The objectives of the school are to:

- allow youth enrolled in the Jackson Public School District an opportunity to keep current with their studies and facilitate their return to school when released.
- give students an opportunity to succeed in their academics, which in turn can assist in improving self-esteem.
- provide opportunities for students not enrolled in school to explore GED, survival skills, life skills, and career vocational opportunities.
- comply with state and federal regulations that require all youths to attend school.
- ensure the youth's rights to be educated.

The subjects taught are English, mathematics, reading, science, and social studies.



THE STUDENT PLEDGE OF RESPECT

I am a vital part of the Jackson Public School District, and I Pledge to Show Respect for...

Myself by:

- Attending school regularly and being on time.
- Following rules and directions of adults.
- Doing my schoolwork and homework neatly and completely.
- Practicing positive behavior choices.
- Remaining on school grounds unless I have permission to leave school.
- Learning from consequences of my behavior.
- Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.
- Dressing in a way that is appropriate for the learning environment.
- Following school rules and school staff directions.
- Focusing on my work.
- Coming to school prepared to work.
- Participating in class activities and discussions.
- Completing my own schoolwork and homework.



Others by:

- Being understanding of other's feelings.
- Using positive words with others (no putdowns).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth, and admitting to things I have done.
- Working with others in positive ways.
- Keeping my hands to myself.
- Refraining from using profanity in school.
- Working together and/or with adults to manage negative behaviors and emotions.
- Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Listening when others are speaking to me.

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PARENT FORM A

Acknowledgement of Code of Student Conduct and Handbook

Student's Name _____ School _____

Home Address _____ Home Phone _____

PARENT AND STUDENT ACKNOWLEDGEMENT

The *Code of Student Conduct & Handbook* are to help you and your child gain the greatest possible benefit from his/ her school experience. The school is in need of your help and cooperation. When you have read and discussed this document with your child, please sign this sheet, remove it from this booklet, and return it to the school. The original form will be kept at the school site.

FAILURE TO RETURN THIS ACKNOWLEDGEMENT WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE STUDENT FROM RESPONSIBILITY FOR KNOWLEDGE OR THE NON-COMPLIANCE OF THE CONTENTS OF THE Code of Student Conduct & Handbook

Please sign on the lines below, indicating that I have received and understand it is both the parent's and student's responsibility to review the following documents, and I understand and acknowledge that school board policies may be revised or changed throughout the school year and will be available online under the Board of Trustees, Approved Board Policies section.

THIS SIGNED FORM SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE.

Printed Parent's Name

Parent's Signature

Date

Printed Student's Name

Student's Signature

Date

PARENT FORM B
JACKSON PUBLIC SCHOOL DISTRICT
STUDENT DIRECTORY INFORMATION DENIAL FORM

Student's Name _____ School _____

Home Address _____ Home Phone _____

Parental Rights Regarding Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) gives 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, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. Unless the parent or guardian notifies the Jackson Public School District otherwise within five days after notification by receipt of the Handbook and Code of Conduct for Students and Parents, consent is implied for the Jackson Public School District to release directory information. 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 Jackson Public School District's web site
 - The web site will use the student's full name. 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.
 - Schoolwork may include, but is not limited to, art, written papers, class projects, and computer projects.
2. In material printed by the school or the Jackson Public School District or printed by publishers outside the Jackson Public School District
 - Printed material may include a child's full name.
 - Printed material may include, but is not limited to, school directories, yearbooks, programs, brochures, newspaper articles, and print advertisements.
3. In videos produced and broadcasted by the Jackson Public School District or produced and broadcast by news organizations and others who receive approval from the Jackson Public School District.

This Student Directory Information Denial Form is available from each school's office or from the Parents' Page or the Publications' Page of the Jackson Public School District's web site at <http://www.jackson.k12.ms.us>

Parent/Guardian

I deny permission for directory information on my child to be published by the Jackson Public School District or to be released to any other publisher outside the Jackson Public School District.

Printed Parent's Name

Parent's Signature

Date

THIS SIGNED FORM SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE.

PARENT FORM C

JACKSON PUBLIC SCHOOL DISTRICT STUDENT ACCEPTABLE USE AND INTERNET SAFETY CONTRACT (BOARD POLICY JIAA)

Student's Name _____ School _____

Home Address _____ Home Phone _____

Student Agreement

As the student, I certify that I have read the District's Acceptable Use and Internet Safety Policy. I understand and agree to follow all of the terms and conditions of the policy. I understand any violation of the district policy will result in the temporary or permanent loss of network and/or Internet access and/or my user account; may result in other disciplinary action; and may constitute a criminal offense. I agree to report any misuse of the Internet resources to the appropriate network administrator. In consideration for the privilege of using the district's computers, network, and Internet access, I hereby release and hold harmless the district and its employees, from any and all claims and damages of any nature arising from my use, or inability to use, the district's computers, network, or Internet access.

Printed Student's Name

Student's Signature

Date

Parent Agreement

(For students under age 18)

As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the Jackson Public School District's Acceptable Use and Internet Safety Policy for the student's access to the Jackson Public School District's computer network and the Internet. I understand that access is being provided to the student for educational purposes only. Although the district will utilize filtering software or other technologies to prevent students from accessing unacceptable content through the network or Internet, I understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this contract and agree to indemnify and hold harmless the school, the Jackson Public School District, the administrators, and teachers against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the district's policy. I hereby give permission for my child or ward to use the approved account to access the computer network and the Internet.

Printed Parent's Name

Parent's Signature

Date

THIS SIGNED FORM SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE.