MADISON COUNTY SCHOOLS

MARK OF EXCELLENCE

STUDENT HANDBOOK

2025-2026

Madison County Schools
476 Highland Colony Parkway
Ridgeland, Mississippi 39157
(601) 499-0800
www.madison-schools.com

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Compliance Statement
Educational Amendments: 1964, 1972, Others

It is the policy of Madison County Schools to comply with all provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Carl Perkins Act of 1984, Section 504 or the Rehabilitation Act of 1983, and IDEA.

The Board of Education directs that no person shall, on the basis of race, color, national origin, sex, disability, age, or religion be discriminated against, or excluded from, or denied the benefit of, any program or any opportunity or activity provided by this educational agency.

This action of the Board of Education applies to all applicants for employment in this school district, to present employees, and to students. Any inquires regarding compliance should be directed to:

Dr. Teague Burchfield, Title IX Coordinator
Madison County Schools
476 Highland Colony Parkway
Ridgeland, MS 39157
601-499-0800

or

Vicki Doty, 504 Coordinator
Madison County Schools
476 Highland Colony Parkway
Ridgeland, MS 39157
601-499-0800

Director of the Office of Civil Rights
Dept. of Health, Education and Welfare
Washington, D.C.

Vision Statement

Madison County Schools, in collaboration with families and community, strives to promote a safe and caring learning environment. MCS empowers students by providing diverse opportunities which emphasize academic excellence and encourage critical thinking skills. Our goal is for students to develop into responsible, productive individuals who are equipped to make positive contributions to an ever-changing global society. MCS strives to graduate students who are knowledgeable, can collaborate, and are critical thinkers who can create and communicate effectively. These skills will enable them to positively contribute to the community in which they live and the broader world. Graduates will be prepared to contribute to the private sector, public sector, and to the non-profit arena, and they will be equipped to engage in their communities through community service and voluntarism. Each student will graduate from high school with a plan and a place to go, be it college, military service, or the workforce with a job certification. If we accomplish these goals, not only have we served our students well, but also we continue to be the engine driving Madison County to remain a top community in the state and country.

Mission of Madison County Schools

Motivate, Educate, Graduate

updated 11/5/2025

Madison County Board of Education

Ellen Aregood, Board Secretary
601-499-0707
earegood@madison-schools.com

Ken McCoy, President
Representative District 1

William Grissett, Secretary
Representative District 2

Sam Kelly, Member
Representative District 3

Jonathan Tillman, Member
Representative District 4

Dr. Pollia Griffin, Member
Representative District 5

The Board of Education reserves the right to modify or discontinue any or all District policies and procedures or initiate new policies and procedures as a result of orders or declarations of either the federal or state governments, the Mississippi Department of Education, emergency declarations or emergency circumstances.

Superintendent's Message

Welcome to Madison County Schools! We are thankful that you are part of our school district community. Whether it is your first year as a Falcon, Jaguar, Titan, or Maverick, or if your entire education has been invested here in MCS, we hope that you will take every opportunity to get involved in school life from academics to athletics and the arts. You are a big part of what makes Madison County Schools the Mark of Excellence!

None of our success, however, would be possible without our district's amazing teachers. Our educators are second to none, and you are blessed to be part of one of the top-rated school districts in the state. Your teachers and administrators will challenge you to develop the skills and abilities to create, collaborate, and communicate, preparing you for life beyond high school. The effort and attitude you put into these lessons will determine the outcome of your school experience, and the Madison County Schools family is committed to encouraging and supporting you every step of the way.

Throughout the school year this handbook can provide answers to questions you may have about school processes and expectations. In these pages you will find information about policies and procedures related to academics, behavior, enrollment, and more, as well as contact information for our schools and central office. The handbook is also accessible on the District website at www.madison-schools.com.

In Madison County Schools we have a long history as the Mark of Excellence in all that we do. I challenge you this year to think of new and different ways you can truly live out our motto. Our community, parents, faculty, staff, and administrators are cheering you on to make your own mark in our district and contribute to our legacy of excellence.

Again, welcome to Madison County Schools. I wish you all the best for an outstanding school year.

Sincerely,
Mr. Ted Poore, Superintendent

2025-2026 Administrative Staff

Mr. Ted Poore, Superintendent
Mr. Austin Brown, Deputy Superintendent
Dr. Kim Brewer, Assistant Superintendent
Mr. Jay Harrison, Assistant Superintendent
Dr. Capucine Robinson, Assistant Superintendent

Directors

Dr. Greg Paczak
Assessment and Accountability

Rick Negron
Communications

Jessica Smith
Elementary Services & Federal Programs

Barry McKenzie
Finance

Dr. Teague Burchfield
High School Services

Crystal Chase
Middle School Services

Vicki Doty
Special Services

Gavin Guynes
Technology

Dr. Bill Hardin
Career Technical Education

Dr. Melissa Philley
Curriculum/Instruction

Falana Burks
English Learners

Sharon Thompson
Food Service

Shay Williamson
Human Resources

Ben Dew
Operations

Chris Perritt
Safety and Security

Justin Mitchell
Transportation and Warehouse

MADISON COUNTY SCHOOLS

Elementary Schools

Ann Smith Elementary
Grades K – 2
Karen Harness, Principal
306 S. Pear Orchard Rd.
Ridgeland, MS 39157
601.856.6621
Fax: 601.853.2043

East Flora Elementary
Grades K – 5
Dr. Marsha Peoples, Principal
4759 Hwy. 22 (PO Drawer J)
Flora, MS 39071
601.879.8724
Fax: 601.879.3158

Luther Branson Elementary
Grades K – 5
Ranata Johnson, Principal
3903 Hwy. 16 East
Canton, MS 39046
601.859.2743
Fax: 601.859.0173

Madison Avenue Upper Elementary
Grades 3 – 5
Brittany Hammett, Principal
1209 Madison Avenue
Madison, MS 39110
601.856.6609
Fax: 601.856.7679

Madison Station Elementary
Grades K – 5
Kara Davis, Principal
459 Reunion Parkway
Madison, MS 39110
601.856.6246

Mannsdale Upper Elementary
Grades 3 – 5
Dr. Nicole Cockrell, Principal
371 Mannsdale Road
Madison, MS 39110
601.879.3433
Fax: 601.879.9294

Camden Elementary
Grades K – 5
Dr. Fannie Green, Principal
4784 Hwy. 43 North
Camden, MS 39045
662.468.2833
Fax: 662.468.3695

Highland Elementary
Grades 3 – 5
Carie Lyall, Principal
330 Brame Road
Ridgeland, MS 39157
601.853.8103
Fax: 601.853.8109

Madison Avenue Elementary
Grades K – 2
Dr. Kristal Epting, Principal
1199 Madison Avenue
Madison, MS 39110
601.856.2951
Fax: 601.853.2726

Madison Crossing Elementary
Grades K – 5
Dr. Debra Houghton, Principal
300 Yandell Road
Canton, MS 39046
601.898.7710
Fax: 601.898.7716

Mannsdale Elementary
Grades K – 2
Dr. Emily Mulhollen, Principal
443 Mannsdale Road
Madison, MS 39110
601.879.0309
Fax: 601.879.3013

Middle Schools

Germantown Middle
Grades 6 – 8
Dr. Nason Lollar, Principal
439 Calhoun Station Parkway
Madison, MS 39110
601.859.0376
Fax: 601.859.1302

Shirley D. Simmons Middle
Grades 6 – 8
Felicia Burton, Principal
820 Sulphur Springs Road
Canton, MS 39046
601.855.2406
Fax: 601.859.7615

Madison Middle
Grades 6 – 8
Thomas Adams, Principal
1365 Mannsdale Rd
Madison, MS 39110
601.605.4171
Fax: 601.853.2254

Old Town Middle
Grades 6 – 8
Levi Robinson, Principal
210 Sunnybrook Road
Ridgeland, MS 39157
601.898.8730
Fax: 601.853.8108

High Schools

Germantown High
Grades 9 – 12
Cody Zumbro, Principal
409 Calhoun Station Parkway
Madison, MS 39110
601.859.6150
Fax: 601.859.0389

Ridgeland High
Grades 9 – 12
Preston Nailor, Principal
586 Sunnybrook Road
Ridgeland, MS 39157
601.898.5023
Fax: 601.853.7822

Velma Jackson High
Grades 9 - 12
Perry Green, Principal
2000 Loring Road
Camden, MS 39045
662.468.2531
Fax: 662.468.2748

Madison Central High
Grades 10 – 12
Dr. Doug Jones, Principal
1417 Highland Colony Parkway
Madison, MS 39110
601.856.7121
Fax: 601.853.2712

Rosa Scott
Grade 9
Devona Dew, Principal
929 Poore's Pass
Madison, MS 39110
601.605.0054
Fax: 601.898.5017

SPECIALTY SCHOOLS

Academic Options Center
Grades K – 12
Danny Bouchillon, Principal
300 Industrial Dr. South
Madison, MS 39110
601.607.7963
Fax: 601.859.0374

Madison County Pre-School
Dr. La,Tisha Hunt, Principal
476 Highland Colony Parkway
Ridgeland, MS 39157
601.853.1326

Career & Technical Center
Grades 9 – 12
Dr. Bill Hardin, Principal
379 Calhoun Station Parkway
Madison, MS 39110
601.859.6847
Fax: 601.859.0372

2024-2025 School Year Calendar

	2025
Teachers Report, Professional Development	Monday - July 28
Professional Development	Monday-Wednesday, July 28-30
Students Report	**Thursday – July 31**
Labor Day	Monday – September 1
Fall Holiday, (*Make-up Weather Day)*	Monday – Friday, October 6-10
Professional Development	Monday – October 13
Thanksgiving	Monday - Friday, November 24-28
Christmas Holidays Begin	Friday - December 19 (60% day)
	End 1st Semester - 90 days
	2026
Professional Development	Monday – January 5
Students Report	**Tuesday - January 6**
M.L. King Holiday	Monday - January 19
Presidents Day, (*Make-up Weather Day)*	Monday - February 16
Spring Break	Monday - Friday, March 9-13
Good Friday	Friday - April 3
Easter Monday	Monday - April 6
Last Day for Students	Friday - May 22 (60% day)
	End 2nd Semester – 90 days
Last Day for Teachers	Friday - May 22
Total Student Days	180
Total Teacher Days	187

Grading Periods
2025-2026

Nine Weeks	Number of Days	Dates	Progress Reports	Report Cards
First	46	July 31 – October 3	September 4	October 16
Second	44	October 14 – December 19	November 20	January 8
Third	42	January 6 – March 6	February 5	March 19
Fourth	48	March 16 – May 22	April 16	May 22/27

ENROLLMENT

Compulsory Age/Attendance

"Compulsory school age child" means a child who attained or will attain the age of 6 years on or before September 1 of the calendar year the child wishes to enroll in first grade. Kindergarten attendance is not compulsory; but in accordance with Miss. Code Ann. Section 37-13-91, students who attain the age of 5 years on or before September 1 of the calendar year may attend kindergarten in the District. If a compulsory school age child has not been enrolled in a school within fifteen (15) calendar days after the first day of the school year, or such child is habitually absent without excuse, the principal or designee shall report the child to the school attendance officer of the youth court or family court for investigation.

Definition Of Residency

Definition of "residency" for school attendance purposes: The student and the parent/guardian physically reside full time, weekdays, weeknights and weekends, at a dwelling located within the boundaries of Madison County Schools. The school district administrative staff will verify the residence of each student.

Residency requirements are strictly enforced. The residency requirements outlined below are minimum requirements. **The District reserves the right to require additional documentation and verification at any time.**

Principals are empowered by the Board of Education to determine at any time that a child is <u>not</u> legally enrolled and may not attend classes.

Documentation

A parent or legal guardian must accompany each student seeking to enroll in the District. No student will be officially enrolled in the Madison County School District until all of the following requirements have been fully satisfied:

- Present proof of residency within the Madison County School District;
- Present a certified birth certificate (not a copy);
- Present a certified court order of guardianship when enrolling a student as his/her legal guardian;
- Present a certificate of health compliance (immunization form 121) issued by the Mississippi Department of Health and a local physician or updated Certificate of Medical/Religious Exemption (form 122) as required by Mississippi law;
- Present address of the previous school attended;

- Present withdrawal information from the previous school attended;
- Present a report card (elementary) or a transcript (middle school, high school) from the previous school attended;
- Passports will be accepted for out-of-country students pending receipt of a certified birth certificate within 30 days.
- Present the student(s)' discipline record from previous school(s).

Note: Providing false information or false documents in order to register a student within the District may result in immediate withdrawal of the student from the school he/she is attending. Any suspicious information will be turned over to the District's security office for investigation.

Enrollment Procedure

The District registers students on-site at the school they are assigned to attend, based upon where they reside within the District. Each student must establish his/her residence in the following manner:

New Students

The parent of a student seeking to enroll must provide the District with the following items:

- Mortgage document, filed homestead exemption, property deed, property tax notice, closing statement

OR

- A home lease- all leases must be current, showing a lease ending date, signed by the owner and the tenant, and the name of every occupant must be listed on the lease. Tenants must also be able to provide the property deed from the homeowner, or if in the event of a property management company, a contract between the homeowner and property management company.

OR

- An apartment lease- all leases must be current, showing a lease ending date, signed by the owner and the tenant, and the name of every occupant must be on the lease

AND

- One current utility bill – (electric, water, gas or home internet/cable) showing residence property address.

  Other residency documentation approved by school administration.

In addition to the above, a utility disconnect notice from the previous address and proof of reconnect at the current address may be required.

Continuing Students

In succeeding years, all continuing students, whose residence has remained unchanged, will be required to submit one current utility bill (only electric, water, gas or home internet/cable will be accepted) to prove residency, as part of the pre-registration process. All leases must be current, showing a lease ending date, signed by the owner, and list the name of every occupant.

Students Residing With Legal Guardians

In addition to providing documentation of residency as outlined above (Items 1 – 3), a student who is living with a legal guardian who resides in the District will submit a stamped, filed copy of the final decree approving the guardianship or a certified copy of the filed petition for guardianship if the matter is currently pending before the court.

Students Residing With Parent/Legal Guardian In A Home Not Owned Or Rented By The Parent/Legal Guardian (Shared Residency – Enrollment By Special Affidavit)

All new special affidavits are processed through the Central Office. The District requires that the parent/legal guardian of a student residing in a home not owned or rented in the name of the parent/legal guardian must provide proof of residency at the District Central Office before the student may be enrolled. **For any students who have not previously enrolled under special affidavit or have changes to the special affidavit information, the parent/legal guardian of the student and the owner/leaseholder of the property must meet with Central Office personnel each year. The parent/guardian and the owner/leaseholder must be present and provide the following documents:**

Owner/leaseholder must provide:

1. Mortgage documents, filed homestead exemption, property deed, property tax notice, closing statement, **or** a copy of a fully executed apartment or home lease signed by the owner and the tenant.. Also, the name of every occupant must be listed on the lease. The lease must be current during the school year and include an ending date. Home leasing tenants must also be able to provide the property deed from the homeowner, or if in the event of a property management company, a contract between the homeowner and property management company.
2. **One** utility bill (electric, gas, water, home internet/cable bill) in owner/leaseholder's name, current at the time of registration, and showing residence property address.

Parent/Guardian Living with owner/leaseholder must provide ONE of the following:

1. Valid Mississippi driver's license or state identification with residence property address or automobile registration (valid during current school year) showing residence property address.

Parent/Guardian Living with owner/leaseholder must provide TWO of the following:

1. Government mailing from county, state, or federal agency showing residence property address.
2. Utility bill (electric, gas, water, home internet/cable), bank statement (mobile payment services are not acceptable), check stub or W2, current insurance policy or card, and medical billing in the parent/guardian's name, current and showing residence property address.

If documentation is approved, the parent/guardian must attest that the parent/guardian and the student live with the owner/leaseholder full-time and must sign an "Affidavit Statement of Legal Residency" form.

Once residency has been verified through the Central Office, the parent/guardian must also complete enrollment at the school.

Returning students enrolling under special affidavit at the same address as the previous year will complete the process at the school. The owner/leaseholder will need to provide documentation but need not be present.

NOTE: If both parents share joint legal custody, in addition to enrollment documentation listed above, parents must provide a stamped, filed copy of the court order identifying each parent's respective responsibilities. In the case where both parents reside in the District but in different attendance zones, **both** parents must sign a declaration stating the attendance zone the student will attend for the current school year. Both parents are responsible for immediately notifying the school of any modifications to the court order regarding legal custody of the child.

No student will be officially enrolled in Madison County Schools until all of these requirements have been fully satisfied.

NOTE: **Both the cities of Madison and Ridgeland have adopted city ordinances with strong penalties for falsification of residency information in order to enroll a child in Madison County Schools. Copies of these ordinances can be found on the websites of each city.**

Homebound Students

Occasionally students are unable to attend school for a prolonged period of time due to a diagnosed medical condition. To assist these students with maintaining their schoolwork, the District may provide academic instruction for a period of time through homebound services.

For a child to be considered for homebound instruction, the projected absence must be a minimum of 4 to 6 weeks. To request homebound instruction, parents/guardians shall contact their child's school to obtain the homebound instruction packet.

Homebound instruction may not be provided when a medical condition does not impede the student's ability to attend class.

Homeless Students

When a child is determined to be homeless as defined by the McKinney-Vento Homeless Education Assistance Act, the District shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC Section 11432(e)-(3) and the Madison County Schools Policy and Procedures for serving Homeless and Unaccompanied Youth. For more information concerning the McKinney-Vento Homeless Education Assistance Act (Title X) and the District's Homeless Policy, see the District webpage: http://www.madison-schools.com

Homeless children and youths may include:

- individuals who lack a fixed, regular, and adequate nighttime residence;
- children and youths who are sharing the housing of other persons due to loss of housing, an economic hardship, or a similar reason;
- children who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations;
- children who are living in emergency or transitional shelters;
- children who are abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless as described above.

Students In Foster Care

The Every Student Succeeds Act (ESSA) emphasizes the importance of limiting educational disruptions for children placed in foster care who move due to entering care or changing placements. ESSA mandates that the child remain in their schools of origin unless it is determined by the Local Education Agency and the state child welfare agency that relocating the child to another school is in the best interest of the child. Foster care children constitutes separate subgroup under ESSA. School Stability Protections for the foster care subgroup, under ESSA include:

Remaining in the same school: Youth in foster care are enrolled or remain in their school of origin, unless a determination is made that it is not in their best interest.

Best interest determinations: Include the appropriateness of the current educational setting, and the proximity to the school in which the child is enrolled at the time of placement. Transportation *cannot* be a factor.

Immediate enrollment: If it is not in the child's best interest to remain in the school of origin, the child will be **immediately enrolled in a new school**, even without normal required records. The enrolling school

must contact the previous school to obtain academic and other records.

ESSA guidance for foster care, paired with the 2008 Fostering Connections to Success and Increasing Adoptions Act, envisions dual agency responsibility for supporting education stability and success for students in foster care.

Students Of Military Personnel

Recognizing House Bill 1341 effective July 1, 2024, parents or legal guardians who are active-duty military or civilian military personnel stationed or assigned to the state of Mississippi may apply for enrollment of their children in the school of their choice by completing the application process and providing documentation of active duty military status. Applications must be received by June 1 of each year to be considered for the upcoming year. After review of the application by the Central Office, a placement decision will be made based on grade level/age appropriateness within the district that has the most available capacity as determined by Madison County Schools. Students transferring/enrolling from an Alternative School setting in another district will enroll in MCS under the existing district policy related to transfers from the Alternative School settings.

Placement Testing for Non-Accredited Schooled/Program Students

The District adheres to the home study policy set forth by Miss. Code Ann. 37-15-33.

- Any student enrolling in the District from a non-accredited school/program will be administered tests to determine proper placement. Students entering high school will be administered an exam in each course for which a Carnegie unit is requested. Entering ninth graders will be administered an 8th grade math test, an 8th grade English test, and an 8th grade science test to verify proper placement.
- The student's grade on each exam will be recorded on the official school transcript as the final semester grade in that course for both first and second semester in year-long courses.
- A testing schedule will be developed to ensure prompt completion of the aforementioned requirements. The student will receive notification of the testing schedule a minimum of five days prior to the initial administration of the tests. All testing must be completed within a minimum of thirty days upon receipt of completed registration.
- No more than 2 attempts per test will be permitted.

Transfer Students

Students who have been expelled from another school district are ineligible to enroll in the District for the duration of the expulsion term. If a student enrolls in the District after full completion of the expulsion term from another school district, the student will enter the District's Academic Options Center for 180 qualifying school days from when the student enrolls.

Administrators or counselors with the District may request a letter of good standing from a previous school or school district. Prior to enrollment, discipline records from previous schools will be analyzed for appropriate placement.

Students who have been placed or are pending placement in alternative school settings, correctional institutions, or training facilities in another school district are subject to placement in the Academic Options Center upon enrollment in Madison County Schools. Any student returning from an expulsion or re-entering from an expulsion from within the District, shall re-enter the Academic Options Center for 180 qualifying school days before returning to his/her home school.

Withdrawal Of Students

If a student is to be withdrawn from school, please notify the school office as soon as possible (preferably several days in advance). Teachers should not be interrupted during teaching time to process paperwork

necessary to withdraw a student. Any student who withdraws pending a disciplinary hearing may not participate in or attend any school-related activities, functions, or events either on or off campus. Such students are prohibited from entering any school property other than for attendance at the Academic Options Center. If a student withdraws during the pendency of any disciplinary recommendation, the withdrawal shall be deemed a waiver of any right to a hearing or appeal. The disciplinary recommendation of the principal or of the hearing committee at the time of the withdrawal shall be deemed the final disciplinary action. A summary of the evidence against the student shall be included in the student's disciplinary record.

Notification of Rights under FERPA for Schools

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

- The right to inspect and review the student's education records within 45 days after the day the School receives a request for access.

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

- 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 who wish to ask the School to amend their child's or their education record should write the school principal (or appropriate school official), clearly identify the part of the record they wanted changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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.

- The right to provide written consent before the school discloses personally identifiable information (PII) from 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes persons employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the director control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official

typically 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, the school discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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. Directory information 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; grade level; enrollment status (undergraduate or graduate, full-time or part-time); dates of attendance; 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.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202

Public Records Access Policy

The following policies and procedures were adopted in order to comply with the requirements of the Mississippi Public Records Act as amended. Miss. Code Ann § 25-61-5 et seq.

Records Accessible

All "public records" maintained by the District, as defined by the Act, shall be made available for access and duplication, subject to the exceptions and requirements of these policies and other state or federal laws.

Requests for Access

Requests for access to public records shall be filed in writing and addressed to the Superintendent of Education, Madison County Schools, 476 Highland Colony Parkway, Ridgeland, MS 39157. The request must state, with sufficient specificity, the nature, location, and description of the public records sought in order to enable the appropriate official(s) of the District to obtain the records for review and/or duplication. In the event that the request lacks sufficient clarity or is otherwise unduly burdensome, it will be returned to the originator for clarification or correction. All requests to inspect or duplicate public records must be filed between the hours of 9:00 a.m. and 3:00 p.m. on any working day in the Superintendent's office. Requests for inspection and/or duplication of records shall be honored at such time during the day as the documents are not being used by the appropriate officials of the District. After the records are located and made available for inspection and/or duplication, the originator of the request will be notified of a time, place and date, not later than 7 working days from the date of receipt of the request, to allow inspection and/or duplication. If the District is not able to comply within 7 working days, it must give a written explanation to the person making the request, stating with specificity the reasons why the records could not be produced within the 7-day time frame, and absent mutual agreement, the records must be produced no later than 14 working days from receipt of the request.

Fees Charged

As allowed by statute, the District shall charge and collect fees to reimburse it for the actual costs of searching, reviewing, duplicating and mailing copies of public records. All applicable charges shall be paid

to the District in advance of complying with any requests, pursuant to the following schedule:

- Photocopying: $.50 per page (8.5" x 11"), $.75 per page (8.5" x 14")
- Searching & Reviewing: An hourly charge of $7.00 or, in the event it is necessary for administrative personnel to conduct the search and review, an amount which equals the actual wage per hour of such person.
- Postage: Actual cost of postage shall be assessed for all records mailed.
- Any request which will require considerable assistance of school personnel for searching and reviewing shall be subject to a minimum deposit of $25.00. In the event that the actual cost is found to be less than $25.00, the balance shall be refunded to the originator of the request at the appointed time for the inspection and/or duplication.

Exempt Records

The following records are exempt from the Mississippi Public Records Act and from this policy and shall not be subject to disclosure, except under other authority and under appropriate circumstances:

- Records furnished to public bodies by third parties which contain trade secrets or confidential commercial or financial information, as provided by the Act.
- Records, which are confidential or privileged, as provided by constitutional, statutory law or case law of this state or of the United States.
- Records which are developed among judges, judges and their aides, and juries.
- Personnel records, including but not limited to applications for employment, test questions and answers used in employment examinations, and letters of recommendation.
- Test questions and answers in the possession of a public body which are to be used in future academic examinations.
- Records which represent and constitute the work product of an attorney representing the District, records which are related to litigation by or against the District, or in anticipation of prospective litigation, and communications between the District and the attorney in the course of an attorney-client relationship.
- Records which would disclose information about a person's individual tax payment or status.
- Records concerning the sale or purchase of property for public purposes prior to the announcement of the purchase of sale where the release of the record would have a detrimental effect on the sale and purchase.
- All educational records of students and former students, as defined by The Family Educational Rights and Privacy Act (FERPA); such exemption shall also apply to letters of recommendation respecting admission to any educational agency in institutions.
- Records that are maintained regarding the process of detection and investigation of unlawful activity, in addition to such records as defined in Miss. Code Ann. Section 45-20-1 of the Mississippi Code of 1972.
- Commercial and financial information of a proprietary nature required to be submitted to the District.

Denial of Access

In the event that the District denies a request for access to or copies of public records, the denial will be in writing and must state the specific statutory exemption which applies. The District will maintain a record of all denials for a period of 3 years.

ACADEMIC/ASSESSMENT

Every Student Succeeds Act (ESSA) – Reauthorized ESEA of 1965

The Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2002 (NCLB), and now as amended by ESSA in 2015 has been a long-standing national education law committed to providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps for all children. ESSA was signed into law on December 10, 2015, by President Barack Obama with a focus on the clear goal of preparing all students for success in college and careers.

ESSA Parents Right to Know

Qualifications: At the beginning of each school year, a Local Educational Agency (LEA) that receives Title I funds must notify parents of each student attending any Title I schools that the parent may request and the agency will provide the parents upon request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including a minimum of the following:

- Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information: A school that receives Title I funds must provide to each individual parent:

- Information on the level of achievement and academic growth the child, if applicable and available, has made on each of the State academic assessments required under this part; and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the appliable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Testing transparency: At the beginning of each school year, a Local Educational Agency (LEA) that receives Title I funds shall notify parents of each student attending any schools receiving funds that the parent may request and the agency will provide the parents upon request (and in a timely manner) information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Additional Information: Each LEA that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, of each school served) for each grade served by the LEA, information on each assessment required by the State, and where the information is available and feasible to report, and assessments required districtwide by the LEA including:

- The subject matter assessed
- The purpose for which the assessment is designed and used
- The source of the requirement for the assessment; and
- Where such information is available-

- The amount of time students will spend taking the assessment, and the schedule for the assessment; and
- The time and format for disseminating results.

Format: The notice and information provided to parents under this section shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand.

Notification and Permission for Placement of Eligible Title III Students: The district and schools serving English Learners shall inform the parents that their child(ren) has/have been placed in an instructional program for English Learners no later than 30 days after the beginning of the school year. If the student is identified after the beginning of the school year, the LEA/school shall notify parents within the first two weeks of the child's placement in a program for ELs. Once a child has been identified as eligible for language assistance, the parent must be notified of the instructional program offerings and services in an understandable and uniform format and to the extent practicable in a language that the parent can understand.

Pre-Kindergarten: Pre-K programs in Title I elementary schools, in collaboration with families and community, strive to promote a safe and caring learning environment that empowers children with diverse opportunities which emphasize academic excellence and encourage critical thinking skills. The Pre-K program is a fundamental component of the District's goal for student success and smooth transitions throughout the educational continuum. The Pre-K curriculum is aligned with the Mississippi Department of Education's standards for four-year old early childhood education and the District's early literacy expectations. Pre-K parents are encouraged to participate in parent-teacher conference where they receive real-time data concerning their student's progress. During conferences, parents may review individual MKAS scores. Parents received Pre-K report cards at the end of each nine-week grading period. Opportunities for parent engagement are available to all parents and families of Pre-K children. Parents and family members are encouraged to look for communications about school activities to include field trips, school visitations, volunteer services, and special programs. In support of the educational process, we encourage parents to engage the entire family in the educational well-being of students. Recommendations include:

- Reading at least 15 to 20 minutes each night with students
- Providing for the appropriate amount of sleep
- Discussing behavior and discipline rules

ActiveParent

ActiveParent allows parents with an account login to view student demographics, contact information, and attendance for all grade levels. Grades are available beginning in third grade. Parents may create an account at madison.activeparent.net. Once an account is created, parents may request access to student information by providing the required student details. Only one account is necessary for multiple students even if students are enrolled in different schools.

ACT District Choice State Testing

Madison County Schools will participate in two administrations of the ACT during the 2024-2025 school year. The ACT will be offered during the school day on the student's home campus at no cost to the student. MCS will offer all eleventh grade students an opportunity to participate in ACT's District Choice State Testing (DCST) in late September/early October, at district expense; Twelfth grade students may be included as needed. Also, the State of Mississippi will administer the ACT to all eleventh-grade students in late February/early March. Scores for both administrations can be used for college admissions and scholarships, to meet mandated high school graduation assessment requirements, to meet college and career readiness benchmarks to earn early and/or late dismissal for the senior year, and to determine school and district accountability ratings.

Third Grade Summative Assessment

The Literacy-Based Promotion Act, as part of Senate Bill 2347, calls for students scoring at the lowest two achievement levels in reading on the established state assessment for third grade to not be promoted to fourth grade, beginning with the 2014-15 school year. The third-grade state reading assessment is the required End-of-Year statewide assessment, MAAP. Results from the April assessment will be used to address specific reading deficiencies of students who do not achieve a passing score.

Two retest opportunities in mid-May and late June/early July will be provided to students in an effort to support them in earning promotion to fourth grade.

Student Assessment Glossary

College & Career Readiness Assessments

Pre-ACT (Grades 8 & 10) - These practice ACTs are for eighth grade and tenth grade students. Results are a measure of current academic progress and can be used to help prepare students for the ACT. Administered in late September/early October at no cost for students.

ACT (Grades 11-12) - Curriculum-and-standards-based educational and career planning tool that assesses students' academic readiness for college. Results can be used for college admission and scholarship purposes, to meet college and career readiness benchmarks to earn early and/or late dismissal for the senior year, and to meet mandated state graduation assessment requirements. A live version is administered at no cost to all juniors and seniors as needed in late September/early October and to juniors in late February/early March during regular school hours at the student's home campus. Note that students can register at their own cost for test administrations on Saturdays in September, October, December, February, April, June and July at www.act.org.

PSAT (Grades 9-11) - Voluntary assessment that measures skills in the areas of reading, math and writing/language. Results are utilized to determine student strengths and weaknesses on skills necessary for college study as well as to qualify for National Merit status their junior year. Administered with a potential cost to students during regular school hours in October at the student's home campus.

Advanced Placement (Grades 9-12) - Assessment system that is the culmination of semester and year-long College Board Advanced Placement (AP) courses. Results are used to earn college credit at the majority of colleges and universities in the United States. Madison County Schools pays for one AP exam per student yearly. Administered to students during the month of May.

ASVAB (Grades 11 or 12) - Nationally-normed assessment of The Department of Defense. Results are used to determine aptitude for a career in the armed forces as well as student vocational strengths. Administered potentially during the eleventh or twelfth grade to second-year Career and Technical School students at no cost.

WorkKeys (Grades 9-12) - ACT assessment system that measures job skills. Results are used to support students with career exploration and employers with the selection, hiring, training, development, and retention of a high-performance workforce. Administered to all ninth grade students during their College & Career Readiness courses as well as to second-year Career & Technical students at no cost. Students on the CTE diploma must receive a silver certificate on WorkKeys as part of their graduation requirements.

Madison County Schools Formative Assessments

MCLASS (Grades K-2) – Integrated literacy assessment system based on the science of reading that monitors student progress in foundational skills such as phonemic awareness, phonics, and fluency. It also fulfills the state dyslexia testing requirements for all students in kindergarten and grade 1. Administered typically three times a year in September, January, and April.

Mastery View Predictive Benchmarks (Grades 1-11) - Customized criterion-referenced common assessments designed to reflect Mississippi state tests in both format and content for the subject areas of Language Arts, Math, Science (5th & 8th Grades and Biology I) and Social Studies (US History). Results are utilized to guide classroom instructional decisions, to determine advanced course placement as well as sometimes serving as nine week and semester tests. Administered typically at the conclusion of the first three nine-week periods for third through eleventh grades and at the beginning of the second, third, and fourth nine weeks for first and second grade students.

NWEA/MAP (Grades K-7) - Adaptive assessments where student responses determine the difficulty level of questions. Results can be used to guide classroom instructional decisions, which helps in identification of specific math and reading deficiencies. It also fulfills a requirement of the Literacy Based Promotion Act to provide a universal screener; scores reflect student performance and growth at the national level. Administered typically three times a year during September, January and April.

Mississippi Department of Education Language Arts, Math, Science and Social Studies Framework Assessments

LAS Links (Grades K-12) - English language proficiency assessment administered to all students who have been officially identified as English Learners (ELs). This assessment is administered annually to monitor English Learners' progress in acquiring academic English. Academic language is defined as the language required to succeed in school that includes deep understandings of content and communication of that language in the classroom environment. Students are assessed in four areas: speaking, listening, reading and writing. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Students must achieve Proficiency overall, in reading and in writing to exit the EL program. Administered during the months of March and April.

Mississippi Academic Assessment Program - Alternate (Grades 3-12) - Assessment for the 1% of the public-school population with significant cognitive disabilities for whom, even with accommodations, general state assessments are not appropriate. These alternate assessments are aligned to the Mississippi Academic Alternate Achievement Standards in English Language Arts, Mathematics and Science. Just like with the general assessments, students will be assessed in ELA and math in grades 3-8 and once in high school and in science in grades 5, 8 and once in high school. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Administered in the spring during March, April and May.

Mississippi Kindergarten Readiness Assessment (Grades Pre-K & K) - Baseline assessment to inform parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. Results will be used to deploy resources and instructional supports for students from birth to third grade. Administered three times per year.

Mississippi Reading Summative Assessment (Grade 3) - Summative criterion-referenced language arts assessment that is fully aligned with the Mississippi College and Career Readiness Standards. Results are utilized to determine the minimum level of competency in reading for promotion to fourth grade. Initially administered during a scheduled two-week test window in April with two retest opportunities following, during mid-May and late-June to early July.

Mississippi Academic Assessment Program (MAAP Questar Grades 3-8, Algebra I, English II) - Customized criterion-referenced language arts and mathematics tests that are fully aligned with the Mississippi College-and Career-Readiness Standards; Performance-Based Assessment (PBA) format that includes multiple-choice, both short and extended responses and an essay writing component. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Algebra I and English II assessments are required for students earning a high school diploma. Primary administration is typically scheduled online for mid-April to mid-May with retests occurring in

December and April/May.

MAAP-SCI (DRC Grades 5 & 8) - Customized criterion-referenced science assessments that are fully aligned with the 2018 Mississippi College-and Career-Readiness Standards for Science. Results are used for school and district accountability purposes as well as to determine individual student progress. Administered during an online window in mid-April to mid-May.

MAAP-EOC (DRC Grades 7-11) - Customized criterion-referenced assessments in Biology I and U.S. History that are fully aligned with Mississippi science (2018) and history (2022) Frameworks. Results are utilized for school and district accountability purposes as well as a graduation requirement for students earning a high school diploma. Primary administration is typically scheduled online for mid-April to mid-May with retests occurring in December and April/May.

English Learners (EL)

The instructional goal of the EL program is to provide English language acquisition services to EL students; thus, enabling them to function independently and to participate effectively in the regular academic program. English Learners receive their primary core curricular instruction through the regular mainstream instructional program. Upon enrollment, ELs must study to attain English proficiency to meet state academic standards and they are required to participate in all aspects of the Mississippi State Assessment Program. English Learners are required to take the annual ELPA21 assessment for language proficiency in March/April each year which encompasses four language domains: listening, speaking, reading and writing. Supplemental support services for ELs provide regular classroom instruction and English as a Second Language with an emphasis on English language acquisition skills. Alongside language acquisition, EL teachers collaborate with core content area teachers to support ELs in the regular program but the EL program does not take the place of regular classroom instruction.

EL Grading Guidelines

Procedures for grading EL students must facilitate students' success in school and the District must ensure that EL students are not being discriminated against in the assignment of grades due to a language barrier. EL students should be expected to meet the same educational requirements as other students; however, they may need more time and support to do so. Federal requirements mandate that school districts take affirmative steps to open their educational programs to national origin minority group students. This means that while EL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to EL students' cultural and linguistic needs and in a time frame that facilitates their learning.

Teachers must consider alternative assessment measures. Madison County Schools will adhere to the regular, district-wide grading guidelines. Grading English Learners in the content areas must be based on **improvement.**

If an EL student receives a failing grade, documented evidence of modifications and accommodations, including conferences with the EL teacher, SET meetings with teachers, school administrators, support specialist/s, parents or parent representatives must be placed in the student's cumulative folder and copies of evidence sent to the Madison County Schools' Department of English Learners.

Please refer to the Mississippi Guidelines for English Language Learners: Regulations, Funding Guidance, and Instructional Support link as well as the MCS Plan, Policies, Procedures and Assessments for ELs available under Federal Programs on the Madison County Schools website http://www.madison-schools.com

Students With Disabilities

Grading and Report of Progress

The policy used for reporting grades or progress for students with disabilities will be as follows:

- The grading system used in the regular education program will be used for students who receive instruction through the regular education program and are expected to master the same objectives as regular education students.
- For students who receive instruction through the regular education program but an alternate or parallel curriculum (which differs from that provided to grade level peers) is taught, grades will be assigned for each academic area addressed on the student's Individualized Education Program (IEP). Grades given will be based on the mastery of objectives/benchmarks outlined on the IEP using the regular education grading system with input from both the regular and special education teachers. The student's report card will reflect that these grades are based on objectives/benchmarks outlined in the student's IEP. For those students in grades K-2, the regular education mathematics, reading and/or language arts benchmarks being taught will be marked according to the District's grading system. Any benchmark listed on the K-2 report card that is not being taught, according to the IEP, will be indicated as not applicable. At the end of each nine (9) weeks (or more often as outlined on the IEP), the Report of Progress for each objective/benchmark on the Annual Service Goal Page(s) of the IEP will also be completed and forwarded to the parent(s). The student will not earn Carnegie unit credit toward a regular high school diploma for this type of curriculum instruction.
- For students who receive direct instruction in academic areas from a special education teacher, grades will be assigned for each academic area based on mastery of objectives/benchmarks identified on the student's IEP using the regular education grading system. The student's report card will reflect that these grades are based on objectives/benchmarks addressed in the student's IEP**.** For those students in grades K-2, the regular education mathematics, reading and/or language arts benchmarks being taught will be marked according to the District's grading system. Any benchmark listed on the K-2 report card that is not being taught, according to the IEP, will be indicated as not applicable. At the end of each 9 weeks (or more often as outlined on the IEP), the Report of Progress for each objective/benchmark on the Annual Service Goal Page(s) of the IEP will also be completed and forwarded to the parent(s). The student will not earn Carnegie unit credit toward a regular high school diploma for this type of curriculum instruction.
- For students who receive direct instruction from a special education teacher in functional/life skills areas or from a speech pathologist in a language/speech area(s), grades will be given for each area based on mastery of objectives/benchmarks addressed on the student's IEP using the following grading system: N = No Progress Made; P = Progress Made; M = Objectives Taught During This Grading Period Mastered Based on Criteria Outlined on IEP. The student's report card will reflect that these grades are based on objectives/benchmarks addressed in the student's IEP. For students in grades K-2, the regular education report card will be completed when benchmarks on the report card are reflected in the student's IEP. At the end of each 9 weeks (or more often as outlined on the IEP), the Report of Progress for each objective/benchmark on the Annual Service Goal Page(s) of the IEP will also be completed and forwarded to the parent(s). The student will not earn Carnegie unit credit toward a regular high school diploma for this type of curriculum instruction.

Any student enrolled in regular education courses who does not meet course requirements, even though accommodations and modifications have been implemented in accordance with the student's IEP, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function appropriately in a regular education class, the student's IEP should be revised.

Multi-Tier System Of Support

The District has implemented an instructional model designed to meet the needs of every student. The model consists of three tiers of instruction:

Tier 1: Quality classroom instruction based on Mississippi College and Career Readiness Standards.

Tier 2: Focused supplemental instruction

Tier 3: Intensive interventions (both academic and/or behavioral) specifically designed to meet the individual needs of students

The classroom teachers use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gain essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to their school's Teacher Support Team. The TST is a problem-solving unit responsible for interventions developed at Tier 3. Interventions will be:

- Designed to address the deficit areas
- Research/Evidence based
- Implemented as designed by the TST
- Supported by data regarding the effectiveness of interventions

After a referral is made, the TST will develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST will conduct a documented review of the intervention(s) to determine success of the intervention(s). A second review will be conducted no later than sixteen weeks after the implementation of the intervention(s) to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student may be referred to the school's Local Survey Committee to determine the need for a comprehensive assessment for special education services.

In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions if any of the following events occur:

1. Grades K-3: Student has failed one grade; grades 4-12: student has failed two grades;
2. A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
3. A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
4. A student is promoted from Grade 3 to Grade 4 under Good Cause Exemption of the Literacy- Based Promotion Act.

Referrals to the TST must be made within the first 20 school days of a school year if the student meets any of the criteria 1-4 above. Students who receive intervention at Tiers 2 and 3 will have a hearing and vision screener completed at the school building. If a problem is detected, the school's Literacy Specialist will notify the parent.

Middle and High School Semester Exam Schedule

First Semester

Monday December 15 (B)	Tuesday December 16 (A)	Wednesday December 17 (B)	Thursday December 18 (A)	Friday December 19 60%
5th Test	1st Test	5th Makeup	1st Makeup	2nd Makeup
6th Review	2nd Review	6th Test	2nd Test	4th Makeup
7th Test	3rd Test	7th Makeup	3rd Makeup	6th Makeup
8th Review	4th Review	8th Test	4th Test	8th Makeup

Second Semester

Monday May 18 (B)	Tuesday May 19 (A)	Wednesday May 20 (B)	Thursday May 21 (A)	Friday May 22 60%
5th Test	1st Test	5th Makeup	1st Makeup	2nd Makeup
6th Review	2nd Review	6th Test	2nd Test	4th Makeup
7th Test	3rd Test	7th Makeup	3rd Makeup	6th Makeup
8th Review	4th Review	8th Test	4th Test	8th Makeup

Grading

Explanation of Grades

A . . . . . 90 - 100
B . . . . . 80 – 89
C . . . . . 70 - 79
NC . . . . . Inadequate Attendance
D ..... 65 - 69
F ..... 0 - 64
I . . . . . Incomplete
NG . . . . . No Grade

In an effort to properly prepare middle and high school students to take standardized testing mandated by both the state and federal governments, the District requires middle and high school students take a semester cumulative exam in Carnegie credit bearing courses at the end of each semester. These exams will count as a major grade and will be weighted accordingly. First and second term grades will be averaged to compute a 1st semester grade. The third and fourth term grades will be averaged to compute the 2nd semester grade.

- The 1st semester cumulative exam = 20% of the semester grade
- The 2nd semester cumulative exam = 20% of the semester grade
- The final average = 1st semester average + 2nd semester average divided by two

If the method of arriving at grades varies, it will be clearly stated at the beginning of the term to the student and parent.

Honor Roll

The District recognizes two types of honor rolls:

- The “A, B” honor roll shall be composed of all students with grades no lower than 80/B.
- The “All A” honor roll shall be composed of all students with grades no lower than 90/A.

Honor roll shall be determined at the end of each nine-week grading period.

Transfer Grades

Students transferring from other school districts will have grades recorded from their official transcript received by the District from the previous school. The only grades used by Madison County Schools in calculating a student's GPA/QPA will be those included on the student's official transcript.

Students from other school districts with different grading scales enrolling in this District will have grades transferred into the District according to the District's scale. Grades at the time of enrollment will first be identified as the alpha grade from the sending school, based on the sending school's grading scale. The alpha grade at the time of enrollment will then be converted to the MCS alpha scale and then assigned the MCS numeric correspondent. The numeric grade reported by the student's previous school will be given precedent over the alpha grade. The following scale will be used in transferring grades:

A+	=	99	C+	=	79
A	=	95	C	=	75
A-	=	90	C-	=	70
B+	=	89	D+	=	69
B	=	85	D	=	67
B-	=	80	D-	=	65
			F	=	60

Transfer students attending summer school at an institution other than the one in which the student was enrolled during the previous school year must have the credits accepted and recorded on the school records of the institution in which the student was enrolled during the full school year before the records are forwarded to Madison County Schools.

Universal Screeners

A universal screener such as Measures of Academic Progress (MAP) for academics and the MCS behavior screener, will be administered in the fall, winter and spring in grades K-8. Academic screener results will be sent home for grades K-3 following each screening. The intent of the assessments is to identify at-risk students. Fifth grade spring data will be considered as a factor for placement in sixth grade English and Math.

ATTENDANCE

The District believes that regular school attendance is paramount to student success. Research indicates that a student's attendance is directly proportional to the student's graduation from high school. The District is committed to working with the student as well as the parents when the student's attendance is affected by extenuating circumstances. Through collaboration, the student's level of success is greatly enhanced.

Mississippi law requires students to attend 63% of the instructional day in order to be considered present.

Compulsory Attendance

If a compulsory school age child has not been enrolled in a school within 15 calendar days after the first day of the school year, or such child is habitually absent without excuse, the principal or designee shall report the child to the school attendance officer of the youth court or family court for investigation.

Tardiness

If a student is tardy, the student must:

A. Report promptly to the school attendance clerk for an admittance slip to class or, if necessary, for a late bus slip. Late buses will be excused, but the student is required to report to the school attendance office for an admittance slip.
B. Make sure the attendance clerk knows the student is present; otherwise the student's records will reflect absence all day.
C. Be signed in by a parent if the student is in elementary or middle school.

For middle and high school students only, tardies will be dealt with in the following manner:

A. The classroom teacher will administer consequences for the first 3 tardies to that class.
B. On the fourth tardy, and each one thereafter, the student will be referred to the administration for more severe consequences which may include corporal punishment, in-school suspension (ISS), or out-of-school suspension and the parent/guardian will be notified that there is a problem.
C. **Six or more tardies may result in a student being suspended from school.**

*****A student who misses more than 25% of a class period will be counted absent for that class period.**

Admittance After Absence

When a student returns from an absence of one or more days, the student must submit an excuse from his/her parent or guardian to the attendance clerk or counselor stating the reason for the absence in order to receive an excused absence. The student will then be issued an admittance slip to class.

The excuse, handwritten or emailed, shall contain the date written, the date/dates of the absence, the cause of absence, and the parent/legal guardian's name. A medical excuse will be required after 15 absences excused or unexcused.

Excuses submitted more than two days after the absence may not be accepted.

If a check-in or check-out results in a student being counted as absent for the day, the check-in/out sheet will be used as verification in lieu of a written excuse from the parent/guardian.

By law, any student accumulating five unexcused absences must be reported to the Mississippi Department of Education School Attendance Officer.

***Any child with a temperature of 100° and above, vomiting or suffering diarrhea must be picked up immediately. Students sent home with any of these conditions cannot return to school until free of symptoms without medication for 24 hours.**

Make-Up Work

It is the student's responsibility to make up work that is missed. A student who needs to make up work after an absence must contact each of his/her teachers immediately upon returning to school to make arrangements for making up the work.

For elementary students, all work missed during an excused absence must be made up within the time allowed by the "one day plus" rule. For example, if a student missed school on Wednesday, then all make-up work will be due Friday (1 day + 1 day missed). If a student misses Wednesday and Thursday, then all make-up work will be due the following Wednesday (1 day + 2 days missed).

For secondary students, all work missed during an absence must be made up by the second-class meeting after the absence. On school-sponsored trips, assignments should be secured ahead of time and are due on the day the student returns to class.

Requests for assignments in advance may be honored to the extent that they are deemed appropriate by the teacher and the principal. Advanced assignments will not be provided on material that has not been taught in class. Non-medical absences of 6 or more consecutive school days will be reviewed to determine excused or unexcused on an individual basis after parental completion of the Extended Absence Request form.

A student who receives an out-of-school suspension will be allowed to make up work missed. The student must request the assignments and submit all assignments during the first-class period upon returning from suspension.

DISCIPLINE

Disciplinary Management Policy

The Superintendent, principal, assistant principal, or any District administrator may discipline a student for misconduct. Each administrator has the authority to determine the appropriate disciplinary action, including in-school detention, out-of-school suspension, conferencing with student, corporal punishment, suspension, placement in the Academic Options Center, or expulsion.

Students are subject to discipline during any time that they are either under or subject to the jurisdiction of the District, while participating in or going to or from any school-related activity, at any place where an athletic contest or event is taking place, during the course of any field trip, during the course of any trip or activity sponsored or supervised by the District, while under the supervision or direction of any teacher, principal, or other authority of the District, or when such conduct does or may threaten to interfere with or disrupt the educational process or poses a threat to the safety of the student or others. School administrators may remove students from participation in school-related activities for disciplinary reasons.

Parents will be notified of disciplinary actions regarding their student.

After receiving three referrals for disciplinary action, a student will automatically be referred to the TST team for consideration of a Tier II or Tier III Behavior Intervention Plan. The building principal and administrative team have the discretion to implement a Tier II Behavior Intervention Plan prior to three disciplinary referrals.

Bus Transportation

It is the bus driver's responsibility to drive safely. It is the student's responsibility to behave appropriately. The purpose of any rule or regulation related to bus transportation is to ensure the safety of students and to provide for orderly operation of the bus. Parents, students and school personnel can be most effective in promoting safety and orderly conduct when they work together.

If a bus driver has minor disciplinary problems with a student, the driver will take the student home and submit a disciplinary report to the principal for action the following school day.

Disciplinary problems on a bus may result in loss of riding privileges as well as additional disciplinary action.

Corporal Punishment

The Madison County Board of Education has adopted a policy allowing reasonable corporal punishment of a student as a disciplinary measure in order to preserve an effective educational environment which is free from disruption and is conducive to furthering the educational mission of the school board. No corporal punishment will be administered for Special Education or 504 students.

1. Corporal punishment will be administered only after less stringent measures such as counseling, parental conferences, and/or other forms of discipline have failed to correct the misbehavior. Corporal punishment may be administered if the conduct of a student is of such an extreme nature that this method is the only reasonable form of discipline.
2. Corporal punishment may be administered by either the principal or his/her designee, but in all cases, another certified staff member must be a witness. Parents shall be contacted for approval prior to corporal punishment being administered.
3. Corporal punishment shall not be administered in the presence of other students.
4. A written report of corporal punishment and the name of the second school official present as a

witness shall be on file in the principal's office and documentation shall be entered in the student data management program.

5. When not in use, all paddles shall be stored in the administrative offices of each school in the possession and under the control of the principal or his/her designee.
6. At the beginning of each school year, a parent or legal guardian may request exemption from corporal punishment for his/her child. Such a request must be made in writing to the principal's office and will be placed in the child's cumulative folder.

Suspension

The Madison County Board of Education delegates to the principal, or his/her designee, subject to the procedural limitations listed herein, the authority to suspend students for violation of any school rule or any act of misconduct, speech, or insubordination. Suspension from school constitutes an unexcused absence from school. Unexcused absences are considered unlawful absences for compulsory attendance purposes. Students will only be allowed to make up work in accordance with the school make-up work procedures.

Summary Suspension

The principal or his designee may summarily suspend a student for no more than 4 days for serious student misconduct under circumstances where immediate removal of the student is necessary to restore order or to protect other persons. In such cases, the principal must conduct the investigation at least by the end of the school day following the summary suspension. If additional suspension is necessary, the principal may extend the suspension for a period not to exceed a maximum of 10 days.

Short-Term Suspension

A short-term suspension denies the student the right to attend school and to take part in school functions for any period of time not to exceed 10 school days. Any suspension denying a student the right to attend school during the last 15 days of the semester of the school year must be reviewed by the Superintendent.

There is no appeal of suspensions of 4 days or less.

Assignment to Academic Options Center

Please refer to the Academic Options Center section of this handbook for detailed information.

Expulsion

Expulsion is removal from school for a period of more than 10 consecutive school days, and up to one calendar year. In the case of expulsion, the student's parent or legal guardian shall be notified of the time and place of a hearing before a Disciplinary Hearing Committee comprised of District level administrators. The hearing shall take place within 10 days or less of the notification at a time and place designated by the Hearing Facilitator, and a decision shall be rendered following the hearing. At the hearing, the student and his/her parent/guardian may be present and represented by legal counsel. If a student withdraws during the pendency of any disciplinary recommendation, the withdrawal shall be deemed a waiver of any right to a hearing or appeal. The disciplinary recommendation of the principal or of the hearing committee at the time of the withdrawal shall be deemed the final disciplinary action. A summary of the evidence against the student shall be included in the student's disciplinary record.

Principal's Investigation

In dealing with alleged misconduct, the principal shall investigate, which includes conversations with students, the incident and hear reasonably available accounts. With reasonable suspicion, administrators have the authority to search a student and his/her belongings and vehicle. The student will be allowed to raise any defense he/she thinks relevant. If the student requests that other witnesses be questioned, the principal should talk to them if reasonably possible. If the

student makes a reasonable claim of other defensive material that, if true, would free him from blame, reasonable steps should be taken to obtain the information. However, if other defensive material is not immediately available, the principal should consider postponing disciplinary action for a reasonable time until such evidence may be presented.

Hearing for Expulsion

Whenever the principal seeks an expulsion, written notice must be given to the student and the parent as soon as possible. The notice shall include:

- the rule allegedly violated and the acts of the student who was thought to have violated the rule, including a summary of the evidence against him;
- the penalty that the principal plans to recommend to the Disciplinary Committee, or plans to apply if the hearing is waived;
- a tentative time and place for the hearing;
- a description of the hearing procedures;
- a notification that any written statements regarding the misconduct are available at the school for examination by the student and his/her representatives;
- a notification that the student's school records are available at the school for examination by the student and his/her representatives, and;
- a statement that before expulsion can be invoked, the student has a right to a hearing which may be waived if the student and his parents agree by furnishing the principal a signed waiver to that effect. The student and his/her parents shall notify the school within 24 hours after receipt of the notice as to whether they will waive the hearing. If no notification is received, the hearing schedule will be observed.

Appeal of Expulsion

A student aggrieved by the Disciplinary Committee's decision may appeal to the Board of Education by filing a written request with the Superintendent's office within ten days from the date of the Disciplinary Committee's decision. The written request for a hearing must contain an itemized list of the reasons why the parent/student/guardian feels that the Disciplinary Committee's decision should be overturned or modified and a summary of the facts that support this position. A request for appeal which does not contain the required information shall not be valid.

Readmission after Expulsion of one calendar year

An expulsion is generally for one school calendar year. At the end of a calendar year, the expelled student may apply for re-admission. If granted re-admission, the student must complete up to one year of re-admission at the Academic Options Center. If re-admission is in either December or May, the student must complete the remainder of that month and all of the next regular semester at the Academic Options Center.

Prohibited Activities during a Suspension/Expulsion Period or while assigned to Academic Options Center

When a student has received out-of-school suspension or has been expelled, he/she is prohibited from entering any of the District's schools or school grounds, attending any day or night school functions or riding a school bus except for a pre-arranged conference with an administrator during the period of the suspension/expulsion.

Appearance And Dress

The Board of Education, the administration, and faculty expect all students to dress in a manner which reflects favorably upon the efforts of the total educational community to provide the best learning experience possible for each student. Students enrolled in the District are expected to adhere to the dress code listed below.

1. Face coverings, provided by parents/guardians, will be optional for all students.
2. Hair and nails shall not be groomed in class.
3. Hair and body shall be free from obnoxious odors, clean, and neat in appearance. In the case of elementary students, unnatural hair color is prohibited.
4. Shoes, sandals, or boots shall be worn **at all times** with shoes being laced and tied. No cleats or tennis shoes with wheels.
5. No tank tops, halters, tops with spaghetti straps, or tops that expose the midriff when hands are raised above the head shall be worn. Appropriate underclothing shall be worn. No clothing considered and designed as underclothing shall be worn as an outside garment. Underclothing shall not be exposed while worn underneath an outside garment.
6. Any style of clothing tending toward immodesty is prohibited.
7. Picks, combs, rollers, and other styling devices shall not be worn in the hair.
8. Unless prescribed for medical reasons, sunglasses are not allowed in the building.
9. No hats, caps, toboggans, head scarves, bandanas, wrist bands, sweat bands, hairnets, shower caps, stocking caps, do rags or hoods are allowed in the building. This rule applies to both boys and girls.
10. No see-through clothing shall be worn.
11. Students may wear shorts, provided the length meets the fingertip rule (the length, at its highest point, must extend to the end of the middle finger when standing and arms are hung straight at the side).
12. Student's tops, when worn with leggings, must meet the fingertip rule, (the length at its highest point must extend to the end of the middle finger when standing and arms are hung straight at the side).
13. No pants with holes exposing skin above the fingertip rule are permitted. No pajama pants are permitted.
14. Overall straps and suspenders shall be fastened and worn over the shoulders.
15. Leggings, skin-tight pants, jeans or biking shorts must be worn with the appropriate skirt or other covering which must meet the fingertip rule for length.
16. Pants should be worn appropriately at the waist. **Sagging pants will not be tolerated.**
17. Students with tattoos may be requested to keep them covered.
18. Clothing with suggestive, vulgar, indecent, or disruptive slogans/pictures is not permitted.
19. Clothing advertising alcoholic products or drugs is not permitted.
20. A student shall not wear any clothing or present himself or herself in a manner (such as cuts in the eyebrows, one pant leg or sleeve rolled up) that would identify him/her with gang or any other illegal activity. Further, a student shall not wear any clothing showing gang-related signs, colors, or written gestures.
21. Trench coats or duster style coats are not allowed.
22. For schools wearing uniforms, see the school dress codes for guidelines.
23. Students enrolled in Career and Technical courses may have other dress code requirements related to health and safety issues.
24. Modifications to the dress code may be allowed by school administrators for special occasions.
25. **Any dress or personal appearance that the administration feels is disruptive or presents a safety hazard to the instructional process will be dealt with on an individual case basis.**

Anti-Bullying Policy

Madison County Schools is committed to providing a safe, orderly, and well-mannered educational setting for students, employees, volunteers and patrons that is free from harassment, intimidation or bullying.

Bullying And Harassing Behavior

The Miss. Code Ann. Section 37-11-67 defines "Bullying or Harassing Behavior" as 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, which takes place on school property, at any school-sponsored function, or on a school bus, and 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 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 and/or substantially disrupts the operations of a school. For purposes of this section, "hostile environment" means 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.

Madison County Schools prohibits the bullying of a student or school employee, retaliation against any person, including a victim, a witness or another person who in good faith provides information concerning a bullying incident. The District has established procedures for providing notice of an incident of bullying to parents/guardians of the victim and parents/guardians of the bully within a reasonable amount of time after the incident.

Procedure for Reporting Bullying or Harassing Behavior

The District's procedures for reporting bullying outline the steps a student should take to obtain assistance and intervention in response to bullying:

- Any student or school employee who feels he or she has been a victim of bullying or harassing behavior or has witnessed such or has reliable information that another student or employee has been subject to bullying or harassing behavior shall report such conduct to a teacher, counselor, school administrator, or other appropriate school official within 5 calendar days of the alleged act(s).

- The parent or legal guardian of any student who feels he or she has been a victim of bullying or harassing behavior shall complete a complaint form and submit the completed form to the principal. The report will include the name of the person reporting, the specific nature and date of the misconduct, the name of the victim or victims, the names of any witnesses and any other information that would support an investigation of the complaint.

- Parent/Guardian of the alleged victim(s) and perpetrator(s) must be notified.

- The school administration will conduct an investigation into alleged acts.

- Disciplinary actions and procedures taken by the school must adhere to the 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 shown evidence of intimidating or threatening behavior through bullying or harassing. Disciplinary measures should not be imposed on a student who, after an investigation, is found to be a victim of bullying.

- Disciplinary actions for bullying of a student with disabilities must comply with applicable requirements under federal law.

- Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim.
- The school will provide the victim of bullying with a plan of action that includes appropriate interventions and support to help restore a positive school environment for the victim and the school will also provide the victim or witness to the bullying with regular counseling sessions.
- The parents of all students involved will be notified in writing of the result/outcome of the investigation.
- If the parents of the victim(s) are not satisfied with the principal's decision, they have 10 workdays from the date of notification to appeal to the Superintendent.
- The Superintendent will notify the parents of his/her decision in writing within 10 workdays of receipt of the appeal.
- If the victim's parents are not satisfied with the Superintendent's decision, they have 10 days from receipt of the Superintendent's decision to appeal to the Board of Education.
- The Board shall offer the victim's parents an audience before the Board within 20 workdays of the written appeal request.
- The Board shall notify the victim's parents within 10 working days of its decision.
- The Board's decision will be final and all appeals will be exhausted.

Legal Reference: Mississippi Code of 1972, Sections 37-11-67 and 37-11-69.

Drug Policy: Random-Based (Adopted 4/7/03; amended 5/17/04, 6/17/13)

In an effort to protect the health and safety of students from illegal and/or performance-enhancing drug use and abuse and to curtail the use of such drugs, the Board of Education (the "Board") of the Madison County School District (the "District") adopts the following policy for random drug testing of all students who participate in extracurricular activities and for all students who purchase a parking decal/permit to drive on campus.

STATEMENT OF PURPOSE AND INTENT

The Board of Education, administration, faculty, and staff desire that no student use or possess illegal or performance-enhancing drugs. This policy governs the use and possession of performance-enhancing and illegal drugs by students participating in certain extracurricular activities and for students who purchase a parking decal/permit to drive on campus. This policy supplements and complements all other policies, rules, and regulations of the District regarding possession or use of illegal drugs, including but not limited to, all policies and rules concerning reasonable suspicion of the use or possession of such illegal drugs. The policy also supplements and complements all laws and policies with respect to special education students.

Participation in school-sponsored extracurricular activities and driving on campus in the District are privileges. Students respect those students who participate in these activities and see them as examples. Participating students represent the District and their community. Accordingly, students in these activities carry a responsibility to themselves, their fellow students, their school, their families, and their community to set the highest possible examples of conduct, sportsmanship, and training, which includes avoiding the use or possession of illegal and performance-enhancing drugs.

The purposes of this policy are six-fold:

1. To educate students about the serious physical, mental, and emotional harm caused by illegal drug use.
2. To alert students with possible substance abuse problems to the potential harms that drug use poses for their physical, mental, and emotional well-being.
3. To offer students the privilege of competition and participation in extracurricular activities as an incentive to stop using such substances.
4. To ensure that students adhere to a training program or health regimen that prohibits illegal and performance-enhancing drugs.
5. To prevent injury, illness, and harm to students that may arise as a result of illegal and performance-enhancing drug use.
6. To offer students school activities free of the effects of illegal and performance-enhancing drug use.

Illegal and performance-enhancing drug use of any kind is incompatible with the physical, mental, and emotional demands placed upon participants in extracurricular activities and with the positive image these students project to other students and to the community on behalf of the District. To protect the safety, health and well-being of all students involved in extracurricular activities, the District adopts this policy for all participants in specified extracurricular activities in grades 7-12 and for all students with a parking decal/permit to drive on campus.

The administration shall adopt regulations to implement this policy.

I. Definitions

"*Activity Student*" means a member of any middle school or high school sponsored extracurricular organization. This definition includes any student who represents District schools in any extracurricular activity involving competition of any kind, such as academic team, band, vocal, choral, cheerleader, and athletics.

"Student Driver" means any student who purchases a parking decal/permit to drive on campus.

"*Drug test*" means a scientifically substantiated method to test for the presence of illegal or performance-enhancing drugs, or the metabolites thereof, performed by an independent testing laboratory.

"*Random selection basis*" means a mechanism for selecting Activity Students for drug testing that:

A. Results in an equal probability that any Activity Student from a group of Activity Students subject to the selection mechanism will be selected.
B. Does not give the District discretion to waive the selection of any Activity Student selected under the mechanism.
C. Is administered by a professional testing laboratory employed by the District.

"*Illegal drugs*" means any substance that an individual may not sell, possess, use, distribute, or purchase under either federal or Mississippi law. "*Illegal drugs*" includes, but is not limited to, all scheduled drugs as defined by Miss. Code Ann. Sections 41-29-113, 41-29-113, 41-29-115, 41-29-117, 41-29-119, and 41-29-121, all prescription drugs obtained without authorization, and all prescribed and over-the-counter drugs being used for an abusive purpose.

"*Performance-enhancing drugs*" include anabolic steroids and any other natural or synthetic substance

used to increase muscle mass, strength, endurance, speed, or other athletic ability. The term does not include dietary or nutritional supplements such as vitamins, minerals, and proteins that can be lawfully purchased over the counter.
"*Positive*" when referring to a drug test administered under this policy means a toxicological test result that is considered to demonstrate the presence of an illegal or a performance-enhancing drug, or the metabolites thereof, using the standards customarily established by the testing laboratory administering the drug test.

II. Procedures
Each Activity Student and Student Driver shall be given a copy of this policy and of the Student Drug Testing Consent. Both the student and the student's parent or custodial guardian must read, sign, and date the Student Drug Testing Consent. No student shall be allowed to practice or participate in any extracurricular activity to which the policy applies, or to drive a vehicle on campus, unless the student has returned the fully executed Student Drug Testing Consent. The District reserves the right to supplement and modify the extracurricular activities to which the policy applies.

Each year, principals or their designee will inform students of the drug testing procedures and the consequences of positive drug tests.

Students will be chosen on a random selection basis from a list of all Activity Students and Student Drivers, no matter if the activities are off-season or in-season. The District will determine the number of names to be drawn at random for drug testing. An independent testing laboratory will select the names of the students at random and will perform the drug testing. Any student selected at random must give a urine specimen for testing.

A professional testing laboratory chosen by the District will administer the drug testing. The testing laboratory must use scientifically validated toxicological testing methods, have detailed, written specifications to assure chain of custody of the specimens, and use proper laboratory control and scientific testing. A medical review officer of the testing laboratory shall review all positive test results.

The testing laboratory shall conduct all aspects of the drug-testing program, including the taking of urine specimens, so as to safeguard the student's personal and privacy rights to the maximum degree practicable. The test specimen shall be obtained in a manner designed to minimize intrusiveness to the student. If at any time during the sampling procedure the testing laboratory employee has reason to believe or suspect that a student is tampering with the specimen, the testing laboratory employee may stop the procedure to determine if a new sample should be obtained.

If test results are positive for possible use of prescription drugs, the testing laboratory will contact the Superintendent's designee to notify the student's parents or guardian to obtain a list of all prescription medications that the student is taking or has taken for the preceding thirty days and require the parent or guardian to produce verification of prescriptions for the student's prescription medications within 24 hours. If the parents or guardian do not respond to the communication from the Superintendent's designee within 48 hours of the first attempt to contact, the testing laboratory shall have no further duty to attempt to contact the parents or guardian.

The professional testing laboratory may confirm an initial positive test result by a second test of the same specimen before a report is made to the District. The laboratory will inform the principal of the school and the Superintendent or his designee of the positive test results. After a report of positive test results is made to the District, the principal will schedule a conference with the student and parent or guardian about the positive drug test results. The principal shall encourage, but not require, the student and his/her parent or guardian to seek drug counseling for the student at the expense of the parent or guardian.

Any student who receives a positive test that is reported to the District must be re-tested within 28 days.

III. Confidentiality

The testing laboratory will notify the principal of the school that the student attends and will also notify the Superintendent or his designee of any positive test results. To keep positive test results confidential, the principal will notify only the student, the student's parent or guardian, and the coach/sponsor of the activity or activities in which the student participates of the test results. Test results will be kept in files separate from the student's other educational records, shall be disclosed only to those school personnel who have a need to know, and will not be turned over to any law enforcement authorities.

IV. Consequences

Any Activity Student or Student Driver who tests positive in a drug test under this policy shall be subject to the following consequences:

- Immediate removal from activities and driving privileges on campus for 28 calendar days. During this 28-day period, the student must submit at least once, or more often as required, to mandatory drug testing at times determined by the testing laboratory.
- If at the end of the 28-calendar day removal period the testing laboratory determines that the student does not test positive for drugs, the student shall be reinstated in the extracurricular activities and driving on campus privileges will be reinstated.
- If the student tests positive at any time during the 28-day removal period, the student shall be recommended for immediate placement in the Academic Options Center for up to 90 qualifying school days.
- If the student does not test positive at any time during the 28-day removal period and is re-instated, the student will automatically be selected to submit to a drug test at each subsequent testing period during the school year.
- If the student is re-instated and tests positive at a later date during the same school year, the student shall be immediately placed in the Academic Options Center for up to 90 qualifying school days.
- If the student is re-instated, but at a later date in another school year in another random selection tests positive, the student will be removed from extracurricular activities and will lose driving privileges on campus for a calendar year.

V. Refusal to Submit to Drug Use Test

If an Activity Student or Student Driver refuses to submit to a drug test, the student shall be considered in violation of his/her consent agreement and shall be barred from the specified extracurricular activities and from driving on campus for one calendar year. If, however, the student reconsiders his/her refusal and submits to a drug test, consisting of a sample of his/her hair, within 24 hours of the initial refusal, the student may remain eligible for participation in extracurricular activities and may drive on campus. In this event, the student and his/her parents or guardian will bear responsibility for contacting the testing laboratory used by the District and arranging for the laboratory to test the student's hair sample within the 24-hour period from the time the student initially refused to submit to the initial test. If the testing laboratory has reason or suspicion to believe that the sample taken from such student has been adulterated or has been tampered with so as to affect test results, the testing laboratory shall deem it a refusal to submit to a drug test.

VI. Appeal

The District will rely solely on the opinion of the independent testing laboratory to determine whether the positive test result was produced by something other than consumption of an illegal or performance-enhancing drug. There shall be no appeal of the test results of the professional testing laboratory to a principal, the Superintendent, or the Board of Education.

If, however, the student has tested positive for a second time, resulting in immediate placement in the Academic Options Center, the student may appeal his/her transfer to the Academic Options Center to the

Superintendent. The Superintendent shall make a determination, which the student may appeal to the Board of Education of the District. The decision of the Board of Education shall be final.

Madison County Schools is committed to cooperating with parents/guardians in an effort to help students avoid illegal drug use. Madison County Schools believes accountability is a powerful tool to help students avoid using drugs and that early detection and intervention can save lives.

Drug Policy: Suspicion-Based (Adopted 4/7/03)

All students are prohibited from carrying, possessing in any manner, or attempting to possess, using, or selling alcoholic beverages, morphine, marijuana, cocaine, opium, heroin, their derivatives or compounds, drugs commonly called LSD, "pep" pills, tranquilizers, or any other narcotic drugs, barbiturate, substance, ingredient, or compound that, when taken orally, intravenously, inhaled, or consumed in any other manner, may cause the person to be under the influence thereof, or any other controlled substance regulated by law, including any substance that is falsely represented to be a controlled or counterfeit substance.

No student shall act in, aid, abet, assist, distribute, or conceal the possession and/or the consumption, purchase, or the distribution of any illegal drugs or alcoholic beverages by another student or students.

Any student who violates the provisions of this policy will be immediately suspended for up to ten days and recommended for placement in the Academic Options Center and/or expulsion for up to 180 qualifying school days.

Provisions

The provisions of this policy shall not apply to any student who is under the care of a licensed physician and who is taking medication under the supervision and direction of such physician unless the student is illegally selling or distributing medications. The District does not allow the consumption of medical cannabis while on District property, at District-related events, or while traveling to or from District related events. With regard to prescription medications, refer to the Madison County School's medication policy.

The provisions of this policy shall apply to all students during the period of time that they are under and/or subject to the jurisdiction of Madison County Schools while participating in or going to or from any school-related activity, at any place where an athletic contest or event is taking place, during the course of any field trip, during the course of any trip or activity sponsored by the District, while under the supervision and direction of any teacher, principal or other authority of the District, or when such conduct does or may threaten to interfere with or disrupt the educational process or pose a threat to the safety of the student or others.

Reasonable Suspicion Testing

Subject to the limitations contained in this policy, the District may require any student to submit to a drug and/or alcohol test if there is reasonable suspicion that the student has or is using a vape, prohibited drugs, and/or alcohol. Reasonable suspicion must be based on specific contemporaneous physical, behavioral, or performance indicators of probable drug and/or alcohol use. The requirement of a drug and/or alcohol test is within the discretion of the District and is not a prerequisite to the administration of punishment under this policy.

The following circumstances shall constitute grounds for reasonable suspicion:

1. direct observation and/or confirmation by a District employee of a vape, drugs, and/or alcohol use or possession;
2. abnormal or erratic behavior indicating intoxication;
3. physical symptoms indicating intoxication including, but not limited to, glassy or

bloodshot eyes, slurred speech, loss of balance, poor coordination or reflexes;

4. first-hand information provided by reliable and credible sources of use, possession, or intoxication;
5. the presence of a drug or alcohol on the student, detectable by the senses, such as the smell of marijuana or alcohol; or
6. possession or sale of illegal drugs, prescription drugs for which the student does not have a prescription, alcohol containers, or drug paraphernalia.
7. attempting to influence a drug test result or providing false or altered drug testing sample.

Intoxication means being excited, stupefied, or affected by alcohol or a drug to the point where physical and mental control is diminished.

A report from any source indicating reasonable suspicion that a student may be in violation of this policy should be immediately given to a member of the administrative staff. The administrative staff member must determine that the circumstances constitute reasonable suspicion of drug and/or alcohol use before a student can be requested to take a drug or alcohol test. The administrative staff member is required to write in reasonable detail the facts, symptoms, or observations that form the basis of reasonable suspicion.

Once an administrator finds reasonable suspicion, an administrator shall contact the student's parent/guardian. If the District decides to require submissions to such a test, the student will be immediately removed from school for a drug/alcohol test to be conducted within a 5-hour period of time.

If a student appears incoherent, semi-conscious, unconscious, or convulsive, or appears to be hallucinating, is in respiratory distress or anaphylactic shock, or is in other mental or physical distress indicating danger or injury to the health and safety of the student, District personnel shall seek immediate medical attention before any other actions under this policy are taken. The health of the student shall be given priority.

Drug and Alcohol Testing

Any student required to be tested under this policy will be escorted by a parent/guardian to one of the professional testing laboratories designated by the District for drug/alcohol testing at the parent's/guardian's sole expense. District personnel may meet the student and parent for testing. All breath, urine, and blood specimens will be collected under reasonable and sanitary conditions. Individual dignity and privacy will be preserved to the extent practicable. Accepted standards for testing, labeling, storage, and transportation of specimens will be followed by the testing laboratory, which will request information regarding prescription and non-prescription drugs and any other information that could lead to a false positive test.

A refusal or failure to take a drug and alcohol test under the conditions of reasonable suspicion shall be considered a positive drug and alcohol test result or offense.

A student or parent/guardian may request a retest, but the results will only be considered if scientifically meaningful, timely performed, and in compliance with the professional testing laboratory's guidelines. All positive confirmed test results will be made part of a student's record, but they shall be kept confidential and separated in a secured location with restricted access. All positive initial test results for which the confirmation test is negative, or which are determined to be false positive shall not become any part of the student's record or discipline record.

The District shall keep the following records for the periods specified as a part of its drug and alcohol policy:

1. Records of drug and/or alcohol test results that show a student failed both an initial and a confirmation drug/alcohol test (a positive drug test) and the reasonable suspicious findings for the tests must be kept for five years.
2. Records of drug and/or alcohol results that show that the student passed an initial or confirmation test (a negative drug test) must be kept for at least one year but shall not be part of the student's record.
3. The District may retain such records for statistical analysis and policy evaluations, as it deems appropriate, consistent with confidentiality.

Finding Of Drug And/Or Alcohol Use/Possession Consequences
If the initial test for drugs and/or alcohol indicates a positive result, the testing laboratory must immediately conduct a confirmation test. If the confirmation test also indicates a positive result, the testing laboratory must report the positive test results to the school principal and the Superintendent or his/her designee. The school principal will notify the student and parent/guardian of such positive test results and of the consequences of such a report. If the initial test is negative, no further tests will occur unless there is a good reason to suspect the quality of the sample. If the confirmed results are negative, the student will be reinstated.

Confidentiality
The results of a student's drug test shall not be released to anyone other than the testing laboratory, the Superintendent and his/her designee, principal, and other employees or agents of the District who have a need to know such information. Any discipline resulting from the drug test results shall be recorded in the student's discipline record in accordance with the discipline policies and other policies of the District. In order to maintain confidentiality, written records of drug testing will be stored in a secure location with restricted access.

The District will cooperate with law enforcement, but the test results will not be released to law enforcement agencies without a court order or subpoena unless law requires disclosure. Nothing in this policy will prohibit or restrict District officials from making any report required by law-to-law enforcement agencies or other agencies.

Drug Education and Counseling
Before the implementation of this policy, and at least annually thereafter, the District shall give training to principals and administrators in drug and alcohol use/abuse recognition and in the implementation of this policy. Principals and administrators will give professional development to employees of all schools in recognition of drug and alcohol use and abuse, handling procedures, and policy implementation familiarization.

If there is reasonable suspicion that a student has or is using prohibited drugs and/or alcohol, the District may recommend counseling and drug/alcohol education at the student's expense.

This policy is for the discipline and protection of the students of the District and their general welfare. Nothing herein contained shall be construed to avoid any prosecution under any pertinent criminal statutes of the State of Mississippi.

This policy shall supersede and take precedence over any other policy or practice that is inconsistent herewith.

Electronic Devices

Cell phones, smart watches and other electronic devices that can be used to access internet and games, text, video, and/or to record are not to be utilized in elementary schools or on buses unless approved by the administration. Middle School students shall not use such electronic devices from the first bell to the last bell of the school day. High School students are not permitted to use electronic devices during instructional class time. At no time shall personal earbuds or other listening devices be used.

The District does not accept responsibility for lost or misplaced electronic devices; and the District will not be held responsible for any fees associated with the use of personal devices.

Unauthorized use of a cell phone or other electronic device during the school day or on the bus, may subject a student to disciplinary action which may include the following:

- Corporal punishment
- Detention
- In-school detention
- Out of school suspension

Possession of cell phones and other electronic equipment is strictly prohibited in any room during testing. Violation of this policy during state mandated testing shall invalidate the student's test.

If an electronic device is confiscated for unauthorized use, it will be returned only to the parent or legal guardian.

Items Prohibited On School Property

The Superintendent, a principal, assistant principal, or any District administrator is authorized to contact law enforcement officials and/or to take appropriate disciplinary action, including recommendation for immediate expulsion, consideration for placement in the Academic Options Center, suspension, detention, in-school detention, and/or corporal punishment, against any student for misconduct.
Possession of the following items on school property, a school bus, or at a school-related activity is prohibited:

alcoholic beverages
bandanas, bandana sweat bands
cartridges ,bullets, ammunition
cigarette lighters/matches
drug paraphernalia
electronic cigarettes
fingernail files
firearms
fireworks
gambling paraphernalia
gang paraphernalia
gun caps
gun jewelry
hookah/vapes/juuls
illegal or "look alike" drugs (in any form)
inappropriate internet sites
incendiary materials
knives
laser lights
nicotine pouch
noise-making devices
paint guns
personal defense spray
playing cards
pornographic materials
slingshots
stink bombs
stolen property
tobacco in any forms
toy/toy weapons
walking canes
water pistols
weapons on type "look alike"

Possession is defined as having actual physical control over an item (e.g. on one's person) or constructive control, where the individual has the power or intent to control the item, even if it is not in his or her immediate physical custody (with or without the individual's knowledge of the item). This includes items found in a student's locker, backpack, vehicle, or other areas under the student's control. Students have the responsibility to inspect all clothing, backpacks, purses, and other personal belongings before bringing them onto school district property, including school buses, or to school-related events to ensure these belongings do not contain any prohibited item. Students who operate automobiles on school district property or at school-related events have the responsibility to inspect their automobiles to ensure that their automobile is free of any prohibited item.

In addition:

- Students are not permitted to sell or trade any items at school without permission from the principal.
- Students are not permitted to sit on the tops of desks or tables in the school building.
- Students are expected to properly dispose of all garbage and litter.
- Animals are not allowed on campus except for instructional or service purposes approved by the principal.
- Students are not permitted to bring food into classrooms without permission from the principal.
- Students are not permitted to possess and/or take medication unless taken in the school office or with the school nurse.

Contraband property confiscated by school officials may be returned only to the parent or legal guardian. School personnel shall not be held responsible for prohibited items which have been confiscated.

Major Offenses

The Superintendent, a principal, assistant principal, or any District administrator is authorized to contact law enforcement officials and/or to take appropriate disciplinary action, including recommendation for immediate expulsion, consideration for placement in the Academic Options Center, suspension, detention, in-school detention, and/or corporal punishment, against any student for misconduct, including but not limited to the following:

- Fighting or provoking a fight
- Harassment (including sexual harassment), intimidation, bullying, harassing behavior, threats, cyber bullying, acting in a defiant or rebellious manner, or refusing to cooperate with authority
- Disruption of school operations, functions, programs, or activities
- Disobedience
- Disorderly conduct
- Disrespect
- Insulting language or behavior
- Obscene language or gesture
- Vandalism
- Malicious mischief
- Theft
- Unauthorized entry of school premises or unauthorized use of school property
- Loitering
- Possession or use of tobacco
- Indecent exposure
- Sexual misconduct or public display of sexual affection such as intimate physical contact like kissing, hugging, or touching
- Possession of fireworks, incendiary materials, knives, firearms, slingshots, weapons of any kind, stolen property, tobacco in any form, vapes, juuls, electronic cigarettes, cards or gambling paraphernalia, or noise-making devices
- Changing grades on a report card
- Possession of dangerous articles such as fireworks, knives, clubs, oriental stars, nunchakus, or chains
- Involvement in disruptive demonstrations
- Possessing or throwing any substance or thing that may be considered harmful or dangerous
- Involvement in any gang or gang-related activity, including gang signs, gang graffiti, gang tattoos, and including involvement in skinhead and cult groups
- Plagiarism (including use of AI tools), cheating, forgery, or counterfeiting
- Inappropriate use of digital messaging, cell phones, or computers

- Possession, use, distribution of nude or pornographic material including those made by AI tools
- Hazing in any form
- Inappropriate use of a camera
- Cutting class/school
- Possession, use, distribution or sale of illegal or prescription drugs in any form
- Possession or use of alcohol, alcohol containers, and/or drug paraphernalia
- Use of electronic device for unauthorized filming of activities, taking inappropriate pictures and/or publishing pictures or videos
- Hacking
- Trespassing
- Serious bodily harm

Consequences Of Major Offenses

The District wants students to understand the consequences of certain serious offenses.

Possession is defined as having actual physical control over an item (e.g. on one's person) or constructive control, where the individual has the power or intent to control the item, even if it is not in his or her immediate physical custody (with or without the individual's knowledge of the item). This includes items found in a student's locker, backpack, vehicle, or other areas under the student's control. Students have the responsibility to inspect all clothing, backpacks, purses, and other personal belongings before bringing them onto school district property, including school buses, or to school-related events to ensure these belongings do not contain any prohibited item. Students who operate automobiles on school district property or at school-related events have the responsibility to inspect their automobiles to ensure that their automobile is free of any prohibited item.

A. Possession of a gun, firearm, or explosive
   - Consequence for offenses listed above will result in recommendation for immediate expulsion for up to one calendar year.
B. Violence toward any person, including but not limited to verbal, digital or written threats to life or safety, wielding a weapon, wielding a knife, or threatening conduct with any type of weapon or knife
   - Consequence for offenses listed above: May result in recommendation for immediate expulsion for up to one calendar year or consideration for placement at the Academic Options Center for up to 180 qualifying school days.
C. Distribution or sale of illegal or prescription drugs
   - Consequence for offenses listed above: May result in recommendation for immediate expulsion for up to one calendar year or consideration for placement at the Academic Options Center for up to 180 qualifying school days.
D. Possession of illegal or prescription drugs, alcohol, alcohol containers and/or drug paraphernalia
   - Consequence: May result in suspension and/or consideration for placement at the Academic Options Center, and/or expulsion.
E. Fighting
   - Minor fight such as arguing, pushing and shoving which results in minor disruption.
     Consequence: Detention and/or corporal punishment, or suspension.
   - Major fight, which results in major disruption and the possibility of injury
     Consequence: May result in suspension and/or consideration for placement at the Academic Options Center.
F. Repeated offenses
   - Consequence: May result in suspension and/or consideration for placement in the Academic Options Center for 45 qualifying school days.

G. Possession and/or use of tobacco or tobacco products, electronic cigarettes, smoking/vaping device
   - Consequence: May result in suspension and/or consideration for placement at the Academic Options Center

H. Cyber Offenses
   - Consequence: May result in suspension, placement at the Academic Option Center and/or notification of law enforcement officials.

I. Possession or distribution of pornographic materials
   - Consequence: May result in suspension and/or consideration for placement at the Academic Options Center.

ANY FELONIOUS ACTIVITY (AS DETERMINED BY LEGAL AUTHORITY) MAY RESULT IN EXPULSION.

Notification of Law Enforcement Officials

Commission of any of the following misconduct shall result in notification of law enforcement officials by the principal or his/her designee:

1. aggravated assault resulting in serious physical injury
2. sexual assault/battery
3. sexual offense
4. rape
5. indecent liberties with a minor
6. assault involving use of a weapon
7. possession of a firearm in violation of the law
8. possession or use of a weapon in violation of the law
9. possession, sale, or use of any controlled substance in violation of the law
10. simple assault upon any school employee
11. murder
12. other violent acts (action resulting in death or physical harm or attempt to cause death or physical harm to another) or threats of violent acts
13. any felonious activity (as determined by legal authority)

Conduct rising to the level of a felony may justify expulsion for up to one calendar year. The principal making the report or participating in any judicial proceeding resulting thereof shall be presumed to be acting in good faith and, as such, shall be immune from any civil liability that might otherwise be incurred or imposed.

Discipline Of Students With Special Education Ruling

Special education students are responsible for adhering to the same rules of conduct as nondisabled students. State and federal regulations related to students with disabilities will be followed when implementing discipline procedures. No corporal punishment will be administered for Special Education or 504 students.

Three Strike Policy (Mississippi School Safety Act of 2001)

Among other provisions, this act requires the automatic expulsion of a student who is 13 years of age or older on the third occurrence of habitually disruptive behavior during a school year. The term "disruptive behavior" means conduct of a student that is too unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or school-related activity and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees; defiance, ridicule or verbal attack of a teacher; and willful, deliberate and overt acts of disobedience of the directions of a teacher.

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

Prohibition of Weapons

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. Miss. Code. Ann. 37-11-18.

The Board recognizes that the possession of handguns, firearms or other dangerous instruments or weapons on school premises or at school functions by persons other than duly authorization law enforcement officials creates an unreasonable and unwarranted potential risk of injury or death to District employees, students, visitors, and guests and further creates an unreasonable and unwarranted potential risk of damage to property of District employees, students, visitors, and guests.

Because of such dangers, the Board hereby prohibits the possession of handguns, firearms or weapons of any kind and as otherwise defined by the District policy, by any student, employee of the District, or any other visitor or individual on school property or at a school function, regardless of whether any such person possesses a valid permit to carry such handgun, firearm or weapon.

It is the responsibility of every employee to report to his/her principal or immediate supervisor or the person responsible for supervising a school event any knowledge of the possession of a handgun or other weapon on school premises or at any school-related activity by any individual. Appropriate steps shall then be taken to carry out the intent of this policy, including notification of police officials, so that persons in possession of such weapons promptly leave school premises or activities and/or are refused admittance to school buildings or events.

Possession is defined as having actual physical control over an item (e.g. on one’s person) or constructive control, where the individual has the power or intent to control the item, even if it is not in his or her immediate physical custody (with or without the individual’s knowledge of the item). This includes items found in a student’s locker, backpack, vehicle, or other areas under the student’s control. Students have the responsibility to inspect all clothing, backpacks, purses, and other personal belongings before bringing them onto school district property, including school buses, or to school-related events to ensure these belongings do not contain any prohibited item. Students who operate automobiles on school district property or at school-related events have the responsibility to inspect their automobiles to ensure that their automobile is free of any prohibited item.

Student Conduct And Behavior Policy

Students have basic rights under the Constitution of the United States, the Constitution of the State of Mississippi, and the Mississippi State Law. Those rights, however, do not extend to infringement on the rights of teachers to teach and other students to learn.

The District recognizes the teacher as the authority in classroom matters and supports teachers in their decisions in compliance with the written disciplinary code of conduct.

Office Referrals
Within the District, each school has a set of procedures which are followed with regard to students who are referred to the office for causing a disruption in the classroom, on school property or vehicles, or at school-related activities. These procedures outline consequences for various disciplinary problems.

Parent Conferences
Any parent or guardian of a compulsory-school-age student enrolled in a public school district may be requested to appear at school for a discipline conference regarding acts of the child. A parent or guardian of a compulsory-school-age student enrolled in a public school district shall be responsible financially for his or her minor child's destructive acts against school property or persons and for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses. Failure to attend a discipline conference or refusal to comply with any requirements imposed shall result in a misdemeanor charge being filed against the parent, guardian or custodian and, upon conviction, a fine not to exceed $250.00.

Recovery of Damages
Any public school district shall be entitled to recover damages in an amount not to exceed $20,000.00, plus necessary court costs, from the parents of any minor under the age of 18 years and over the age of 6 years, who maliciously and willfully damages or destroys property belonging to such school district. This obligation shall not apply to parents whose parental control of such child has been removed by court order or decree.

A student who obstructs any teaching, learning, administrative, or extracurricular activity shall be subject to disciplinary procedures outlined in this handbook or as otherwise authorized by law. Every student is accountable for any disorderly conduct in school, on school property, or at school-related events and activities.

FOOD SERVICE

Child Nutrition

The Madison County School District participates in the National School Lunch/Breakfast Program and therefore must meet USDA federal and state requirements. The District offers food choices to satisfy this requirement.

Offer vs. Serve

- All schools implement "offer vs. serve", which allows students to select at least three of the four meal components for their lunch.
- Every student who eats a school lunch is required to take at least ½ cup of fruit or vegetable.
- Extra foods are allowed with the selection of a meal tray.
- Students who bring their lunches are allowed to buy milk and/or water.
- Students who wish to purchase an additional meal tray will be required to pay the adult price for the second tray. USDA allows reimbursement for one meal per student.

Meal Prices

Meal prices can be found on the District website.

Student Cafeteria Accounts (for extra meal items)

Students are assigned a lunch number/account at the beginning of the school term. Pre-payment for extra lunch items is encouraged, and can be calculated by multiplying the number of days a child wishes to eat by the price of (breakfast/lunch). Funds received and not utilized during the school year "will carryover" into the next academic year.

Payment Procedures

- Payments for meals may be entered into a student's account on a daily basis using the following payment methods:
  - **Cash**
  - **Check**
    - One check per child is required.
    - Student's name and or lunch number should be written on each check submitted.
    - Personal checks cannot be cashed.
  - **On-Line**
    - Payments may be made to your child's account via the Internet using www.MySchoolBucks.com. The sit accepts credit cards as payment for school meals.

Account Balances

- All accounts will be open allowing extra sales to be pulled from a student's account. Parents may request to close the open account for breakfast and lunch meals only by completing the Student Cafeteria Account Restrictions Form and submitting it to the Child Nutrition Department.
- Parent may view purchases on their student's account at www.MySchoolBucks.com. (Note: Parents must set up an account but do not have to use this site to make payments on their student's account in order to view account information.)
- Pre-Pay balances may be transferred to a sibling's account by submitting a Cafeteria Account Refund/Transfer Form.

- Pre-Pay balances are refundable in the event the student withdraws from Madison County School District or the lunch status changes to free and if the account balance is $5.00 or more. The parent must complete the Cafeteria Refund/Transfer Form.
- End of School Year information:
  - Student account balances will carry over to the student's account for the next school year. (Note: This is an annual carryover policy.)

Meal Charges

Federal Law prohibits federally funded programs to accrue debt.

Students are not allowed to charge extra items.

Free & Reduced Meal Applications

- All schools participating in the National School Lunch and/or Breakfast Program are required to serve free and reduced-price meals to students of families whom, based on a current meal application, have an income that is at or below the current eligibility income scale for free and reduced-price meals.
- A new application must be filled out every year.
- Applications may be completed on-line at myschoolapps.com.
- Applications are sent home with all students on the first day of school.
- Applications are available throughout the entire school year at all district and school offices.
- Return only ***ONE*** application per family. It is best to return the application to your youngest child's school.
- **Grace Period for Returning Students:**
  Students who qualified for free or reduced-price meals during the previous school year may continue to receive the same benefits at the state of the new school year for up to 30 school days or until a new application is processed, whichever comes first. After the grace period ends, students without a current-year approval will be required to pay full price for meals.

  To avoid any disruption in benefits, families are strongly encouraged to submit a new meal application as early as possible each school year.
- **New and Kindergarten students** must pay for meals until approval notification is received from the child nutrition office. Federal law does not allow a federally funded program to accrue debt; therefore charge policies will be enforced. Please make sure these students bring a lunch and/or have lunch money daily.
- **Incomplete, illegible, or incorrect applications** cannot be processed. Therefore, student(s) on the application will have to pay full price for meals. Incomplete, illegible, or incorrect applications are returned to the parent if possible. Federal law does not allow a federally funded program to accrue debt; therefor charge policies will be enforced. Please make sure these students bring a lunch and/or have lunch money daily.

HEALTH AND WELLNESS

MCS requires a ***Student Health Form*** to be completed by the parent/guardian each school year. ***Medical Action Plans*** are also required for students with Asthma, Diabetes, Life Threatening Allergy and Seizures. All medical forms can be found on MCS website, each local school's website and in each school's office.

Face coverings, provided by parents/guardians, will be optional for all students for the 2024-2025 school year.

Madison County Schools works in cooperation with Centers for Disease Control and Prevention, Mississippi State Department of Health, and Mississippi Department of Education– Office of Healthy Schools to continue our commitment to create healthier schools where students are safe, engaged, supported, and challenged. For more information pertaining to our wellness policy and ongoing health initiatives please contact your child's school or utilize the District's website to view the policy.

Private service agencies without a contractual agreement with the District will not be allowed access to students. These agencies include but are not limited to private Occupational Therapists, Physical Therapists, Dyslexia Therapists, Nurses, etc.

Tobacco Free Policy

Consistent with the provisions of Public law 103-227, 20 USC 6083, the Madison County Board of Education bans the use of all tobacco products on all school campuses in the District and in all school vehicles and buses by all persons at all times. **This includes but is not limited to vapes, e-cigarettes, juuls or any type of drug delivery device.**

This ban extends to all employees, students and patrons attending school-sponsored athletic events and meetings. The ban extends to school-owned or operated vehicles and facilities. The Board issues this ban in a sincere appeal to all employees, students and patrons to cooperate in helping to create within our facilities a healthy environment for everyone.

Medication

Under exceptional circumstances, medication may be administered by school personnel. If a student is required to take oral medication during normal school hours in order to remain in school, the medication may be administered under the following guidelines:

- The medication will be delivered to the principal's office in its original container by a parent/guardian along with a signed consent form for Administration of Medication, which can be obtained in the school office or from the school nurse.
- Parent/guardian must transport medication to and from school. **No medication will be accepted from student.**
- Parents are responsible for informing the school office of any changes in their student's health or medication. A physician's order is required for all medications, both over-the-counter and prescription.
- It is the parent's responsibility to notify the school that the student needs to take prescription or over-the-counter medication.
- No medication will be administered unless an official District medical release form has been completed, signed by a parent/guardian, and placed on file in the school office. These forms are available in each school office.
- Any student with a temperature of 100°, vomiting, or suffering diarrhea must be picked up immediately. Students sent home with any of these conditions should not return to school until free of symptoms without medication for 24 hours.
- The District does not allow the use of medical cannabis while on District property, at District-related events, or while traveling to or from school or District-related events.
- Parents who wish to bring/deliver medication to their student while in school must complete the Medication by parent/guardian form located in each school office.

Asthma And Anaphylaxis Child Safety Act (MS Code Ann. 37-11-71)

A student with asthma and/or anaphylaxis is entitled to possess and self-administer prescription asthma and/or anaphylaxis medication while on school property, on school-provided transportation, or at a school-related event or activity if:

(a) The prescription asthma and/or anaphylaxis medication has been prescribed for that student as indicated by the prescription label on the medication;

(b) 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

(c) A parent/guardian of the student provides to the school:

(i)Written authorization, signed by the parent/guardian, for the student to self-administer prescription asthma and/or anaphylaxis medication while on school property or at a school- related event or activity;

(ii) A written statement, signed by the parent/guardian, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self- administration of prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;

(iii) A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states:

1. The student has asthma and/or anaphylaxis and is capable of self-administering the prescription asthma and/or anaphylaxis medication;
2. The name and purpose of the medication;
3. The prescribed dosage for the medication;
4. The times at which or circumstances under which the medication may be administered; and
5. The period for which the medication is prescribed.

Medical forms to meet compliance with 37-11-71 are located online and at each school.

Communicable Diseases And Conditions

The District works in cooperation with Centers for Disease Control and Prevention and Mississippi State Health Department (MSHD) to prevent, control, and contain communicable diseases in schools.

Head Lice

While head lice infestation may not transmit any human disease, they are a nuisance and require a cooperative effort on the part of parents and school officials to control. When a teacher suspects that a student has head lice or nits the student will discreetly be sent to the office for an examination **in private**. If lice or nits are found, the parent will be notified and must pick up the student and treat him/her with an FDA approved over-the-counter head lice treatment or prescription treatment and use as directed on the manufacturing label. Proof of treatment (the empty box), the prescription label or receipt will be required before the student is allowed to re-enter school.

When a case is found in a class, the school will notify the parents in that class requesting that they check their student that evening. If lice or nits are found, please treat and notify the school.

Students will not be allowed to return to school unless they are free of nits.

Refer to MSHD Communicable Diseases and Conditions Return to School Guidelines.

Post Injury/Surgery

To ensure a safe transition back to school following an injury or surgery, the parent must present a statement from the treating physician releasing the student to return to school. The statement should also include medical recommendations that are necessary for the student to attend school. This would include assist devices such as crutches, knee scooters, boots, etc. Any modification to the student's learning environment and/or programs must be in the physician's return to school letter. This requirement is for the health and safety of the student and will provide information to the school that is needed to accommodate the student medically.

Fever

Any student with a temperature of 100°, vomiting, or suffering diarrhea must be picked up immediately. Students sent home with any of these conditions should not return to school until free of symptoms without medication for 24 hours.

GENERAL INFORMATION

General Public Conduct And Behavior Policy

No person may possess or use tobacco products on school property. No person may possess or use alcohol or illegal drugs on school property. The District may remove any person in violation of this policy from school property and may, in its discretion, prohibit the person from entering school property and attending school events for a stated period of time.

No person may threaten, bully, harass, or assault any District employee or students of Madison County Schools. If any person engages in such threatening, bullying, or harassing conduct of a District employee or student or assaults a District employee or student, the District may remove the person from school property and may, in its discretion depending on the person's offensive behavior, prohibit the person from entering school property or attending school events for a period of time.

Aerial Devices

No one may fly an unmanned aerial system or any kind of remote-controlled aircraft over the skies of any District school campus or school property, including, but not limited to football stadiums or athletic fields, except as may be permitted in writing by the Superintendent or the Board of Education for school district purposes. Use of such unmanned aerial systems poses a safety hazard. Any person violating this policy will be subject to immediate removal from school property and continued violation of the policy may result in barring his/her presence on school property. The District shall report use of unmanned aerial systems on school property to law enforcement authorities and/or the Federal Aviation Administration**.**

Creation of Clubs

A school club should exist to provide students with opportunities that go beyond the regular classroom experience. At its best, a club creates a structured but flexible space where students can:

- Explore Interests and Passions – Clubs give students a chance to dive deeper into subjects or activities they care about, from science to debate to arts to service.
- Build Skills – Whether academic, creative, social, or leadership-related, clubs help students develop real-world skills like teamwork, communication, problem-solving, and organization.
- Foster Community and Belonging – Clubs allow students to connect with peers who share similar interests, creating friendships and support systems.
- Encourage Leadership and Responsibility – Clubs give students hands-on experience leading projects, running meetings, and making decisions.
- Promote Service and Impact – Many clubs focus on giving back, raising awareness, or improving the school and larger community.
- Enrich School Culture – Clubs add life, energy, and opportunities for engagement that strengthen the overall spirit and identity of the school.

A school club should exist to enrich students' education, build community, and empower young people to grow in ways that the traditional classroom might not.

Process for Creating a Club at the School Site

The purpose of this process is to ensure that all student organizations are well-intended, well-prepared, and sustainable.

Step 1: Initial Interest

- In **ALL** cases, interest in the creation of a club is **STUDENT DRIVEN.**
- A prospective club may be merged into an already existing club if significant similarities in purpose and activities are identified.
- Student interest in forming a new club must be established during the first nine weeks of the current school year.

By the close of the first nine weeks, the following must be in place:

- Sponsor Identified – A faculty or staff member willing to serve as the club sponsor.
- Student Petition – A petition of at least 10 students from multiple grade levels expressing interest in joining.
- Location/Time – A meeting location/time must be secured.
- Annual Agenda (If Applicable) – A proposed calendar for the school year including:
    - Scheduled meeting dates
    - Planned discussion topics (If Applicable)
    - At least one service project (If Applicable)

Step 2: Submission for Approval

- All required information will be submitted via the designated club application form to the administrator overseeing student clubs and organizations.
- If approved by the school administration, the school site will seek Board Approval.

Step 3: Annual Evaluation

- At the end of each school year, all clubs will be reviewed by the administration (in conjunction with the sponsor) to ensure continued viability, relevance, and activity.
- Clubs found to be inactive or unsustainable may be subject to dissolution.

Emergency Drills/School Security

School security is one of the nation's top priorities and remains a top priority in our District as well. The District works with local, state, and national entities to offer training opportunities in our District which emphasize prevention. Emergency drills are conducted periodically on each campus within Madison County Schools. Emergency procedures, unique to each individual campus, are in place and the principal and all staff are knowledgeable and well-trained in the implementation of all of these procedures.

Fees

The School Board has authorized that reasonable fees may be charged for the following:

- supplemental instructional materials and supplies, excluding textbooks but including science lab fees;
- other fees designated by the Board of Education as fees related to a valid curriculum educational objective, including transportation; and,
- extracurricular activities and any other educational activities of the school district which are not designated by the Board of Education as valid curriculum educational objectives, such as band trips and athletic events.

Financial Hardship Waiver

- Applications for hardship waivers may be obtained in every school office and will be kept in the strictest of confidence, with all files and personal disclosures restricted from review by the general public. Financial waivers are not granted for extracurricular activities and any other education activity that are not designed by the local school board as valid curriculum educational objectives such as band trips and athletic events.
- There shall be no discrimination against a student eligible for have any such fee waived as a result of an inability to pay.
- The inability to pay fees shall not results in a student being denied any academic awards or standards, any class selection, grade, diploma, transcript or the right to participate in any activity relating to educational enhancement.
- Applications are submitted to the principal's office confidentially to the principal.

Online Fundraising

Students are not permitted to setup online fundraising accounts such as Go Fund Me accounts to generate funds for school clubs or activities.

Holidays

School will be in session every day except for holidays designated on the school calendar. Students shall not attend classes on professional development days because all faculty will be attending required professional development.

Inclement Weather

It is the philosophy of Madison County Schools that school will be in session unless or until conditions dictate otherwise. In the event of inclement weather, the decision to cancel classes or pivot to distance learning day(s) will be made by the Superintendent, posted on the District's website at www.madison-schools.com, relayed to the local Emergency Operations Center for broadcast over radio and television stations, and notification sent through the District's all call system and social media. If necessary, days missed due to inclement weather will be made up at a later date.

When inclement weather threatens, all schools are equipped with either a weather-band radio or the weather channel on television, which the administration monitors. During a tornado warning, all students are brought into the main building and arranged in a reasonably secure manner. At the principal's discretion, students in portables are subject to movement into the main building at any time during bad weather.

Following are the basic guidelines the District follows when a tornado warning occurs at or near dismissal time:

- Parents of car riders will be encouraged to enter school and remain with students and staff until the severe weather has subsided. Car riders may be dismissed to their parents who wish to check them out, keeping in mind that it is difficult to locate a student quickly in the middle of a storm drill procedure. We ask for your patience in this situation. (NOTE: Students are dismissed only to a parent or legal guardian during a weather emergency unless prior arrangements have been made with the office.)
- Buses will not be loaded, and students will be secured in the main building(s).
- Buses that have left campus will return to the nearest school campus and students will be secured in the main building(s).
- Student drivers will not be allowed to leave campus until the severe weather has subsided.

Restraint & Seclusion Policy

Madison County Schools will comply with the Mississippi Board of Education Policy 38.13 for restraint and seclusion of all students. The policy is on the District website at www.madison-schools.com.

Special Services

Child-Find

It is the policy of the District that the District-wide child identification, location, and evaluation process in Madison County be ongoing. Local school District personnel are continuing the search for unserved children with disabilities from birth through 20 years of age.

Early identification of children in need of special education experiences is most important to each child. Furthermore, this information gathered from contacts with parents and other agencies will be used to determine present and futures program needs as progress is made toward the goal of providing a free appropriate public education to all children with disabilities.

The Child-Find coordinator works with the local Head Start, Welfare, Health and Mental Health agencies, as well as local education agencies, physicians, licensed day care providers, local juvenile correctional facilities, and other individuals to identify and locate children out of school and in school who may be in need of special education services. Information which could identify an individual child will be maintained by

this agency and will be provided to other agencies only in accordance with the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act. As a parent, you are guaranteed the right to inspect any such information about your child and to challenge its accuracy. Access to this information is forbidden to any unauthorized person without informed consent. If you have questions regarding the collection, maintenance, and use of data about your child, you may contact:

Vicki Doty, Child-Find Coordinator
Madison County School District
476 Highland Colony Parkway
Ridgeland, MS 39157
Phone: (601) 853-1326

The Child-Find coordinator is responsible for District-wide coordination of the planning and implementation of child identification, location, and evaluation efforts of children (birth through age 20) who have disabilities (regardless of the severity of the disability) and who are in need of special education and/or related services. If at any time, an individual suspects that a student residing in Madison County Schools has a disability, please call 601-853-1326 so that the Child Find process may begin.

Following implementation of the Three-Tier Intervention Process (except for those students who have chronic health problems that adversely affect their education performance and for whom interventions would not change the status of the impairment), if the intervention process is unsuccessful, it is the responsibility of the Child-Find C oordinator to ensure that the referral-to-placement procedures are followed. These procedures include:

- Prior to evaluation, a copy of "Procedural Safeguards" is given to parents.
- District personnel explain to parents the "Procedural Safeguards."
- No testing will be conducted without parental consent.
- If it is determined that a comprehensive assessment is warranted, students will be evaluated in all areas related to the suspected disability by qualified personnel.
- Parents participate in the meeting to determine whether the child has a disability.
- If found to have a disability, an Individual Education Plan (IEP) is developed for the student and written parental permission is obtained prior to the provision of special education and/or related services.
- IEPs of all students receiving special education services are reviewed at least once a year.
- The student's eligibility status will be reevaluated at least once every 3 years.

The District will not use the three-tier process to delay or deny a timely initial evaluation to determine if a child is a child with a disability, and therefore, eligible for special education and related services pursuant to an individualized education program.

Nondiscrimination On The Basis Of Disability

The District acknowledges its responsibility under Section 504 and the Americans with Disabilities Act to prohibit discrimination in its policies and programs regarding students, personnel, and campus visitors. Discrimination against any person with a disability will not knowingly be permitted in any program or practice of the school district. Under Section 504, the District has the responsibility to identify, evaluate, and if the student is determined to be eligible, afford access to appropriate educational services. Prior to determining eligibility under 504, it is the District's policy to first follow its procedures for a comprehensive evaluation for services under the IDEA, including the requirement to implement the Three-Tier Intervention Process. If the parent or guardian disagrees with the determination made by the District, he or she has a right to a hearing with an impartial hearing officer.

The following persons have been designated as the Section 504/Americans with Disabilities Act Coordinator and will handle inquiries regarding the District's nondiscrimination policies, the filing of

complaints, and requests for copies of complaint procedures covering discrimination on the basis of disability.

Section 504/ADA Coordinator	
Name:	Vicki Doty
Address:	476 Highland Colony Parkway Ridgeland, MS 39157
Phone :	601.853.1326

Sibling Inclusion Policy

Siblings that share at least one biological or legally adopted parent with a student with special needs receiving special education and related services through an IEP under IDEA and have been placed at a school outside of their designated zone are eligible to request attendance at the same school as their sibling. A written request should be submitted to the school board secretary for consideration and decision by the school board. The request should include the name, grade levels and school assignment of the student with special needs, the names, grade levels, and schools of siblings requesting attendance at the same school, and a brief explanation for the reasons for the request, emphasizing the educational and social benefit for the sibling(s). Transportation of siblings under this policy is the responsibility of the parent/guardian. This policy does not apply when siblings of the SPED students are attending separate schools due to grade level.

Student Deliveries

Balloons, flowers, commercial food deliveries and other special deliveries for students will not be accepted at any school.

Textbooks

Textbooks are made available to each student on a yearly basis. Workbooks and other instructional supplies are purchased by the student through fees which are collected at the beginning of the school year.

Traditional student textbooks at the elementary and middle school level may not be assigned for English Language Arts/Science/Social Studies in the District. Following best practices in literacy instruction, learning is facilitated for each student at their instructional level through leveled books/resources. These books/resources are provided for all students through leveled book rooms located in every elementary and middle school.

All District students in grades K-12 participate in the 1:M Initiative and may access instructional materials through e-books, Internet or a learning management system.

Transportation

All District transportation service is handled through a private contract with Durham School Services. Durham School Services provides training to drivers and informational programs to administration and students emphasizing transportation regulations and bus safety.

Any questions regarding school transportation should be directed to Durham School Services, 601.859. 0077 or to the Office of Transportation, Madison County Schools, 601.499.0800.

Visitors

- Visitors, parents, friends, solicitors, or anyone else coming on any campus or into any school building for any reason must first report directly to the school office to obtain permission from the principal or school office personnel to visit or make personal contact with students or teachers. Visitors will be issued a visitor's pass only after being approved. **No classroom visits or observations are allowed during instructional time.**

- Staff members shall routinely check with visitors to confirm that they have permission from the office to visit. If permission has not been secured, the teacher should immediately escort the visitor to the principal's office.
- Visitors may not bring animals on campus unless the animal is a registered service animal.
- School administrators reserve the right to limit the number of visitors on school campuses at any one time.

TECHNOLOGY

1:M Initiative

The 1:M Digital Initiative continues our integration of technology into all areas of curriculum in order to equip students with the research, communication, collaboration and creativity skills needed to succeed in the 21st century. MCS teachers work daily developing curriculum and instruction that effectively integrates technology into student learning. For the 2025-2026 school year, all students will have access to a device. Students in grades 6-12 will be allowed to take devices to and from school.

Additional Important Information

- Students in grades 9-12 will be assessed a mandatory non-refundable $50.00 usage fee.
- Students in grades 6-8 will be assessed a mandatory non-refundable $25.00 usage fee.
- Students in grades K-5 will be assessed a minimum non-refundable $10.00 usage fee.
- The laptop, protective case (if provided), power adapter and cable must be returned at the end of the school year.
- The student must have continuous access to the district assigned device. The device cannot be shared with others, as the student must bring it to school every day and have access to it at home for work outside of class.
- The device will have the MCS profile loaded onto it.
- The device must be fully charged each night before bringing it to school.
- Fines from damage and loss are outlined in the Student Technology Handbook.

For more information, visit www.madison-schools.com/1M.

Acceptable Use Policy

Madison County Schools (MCS) recognizes the value of computer and other electronic resources to improve student learning, teaching, instruction, research and communication to enhanced the administration and operation of its schools. To this end, the MCS provides Intranet (internal) and Internet (external) connections for staff, students, and faculty. MCS encourages the responsible use of computers, computer networks, including the Internet, e-mail, AI tools and other electronic resources in support of the mission and goals of MCS. Students must disclose use of AI in assignments; misuse (e.g. submitting AI-generated content as original work) may be considered academic dishonesty.

In order to access District services such as the Intranet and Internet via the District Network, each user must sign a Statement of Assurance (SOA) to acknowledge the Acceptable Use Policy (UAP).

The operation of the MCS network is guided by policy or policies set forth by the Madison County School Board, District administration, the Mississippi Department of Education, and all applicable local, state and Federal Laws. This AUP does not list every applicable policy or law but sets forth some specific policies particular to MCS.

Monitoring Of Network Use

All data transferred and/or transmitted over the MCS network can be monitored and recorded at any time. All data transferred or transmitted over the network can be tracked and identified and originating users can be held liable if their use of the network violates any established policy, regulation, or law. Any data stored on district-owned equipment may be archived and preserved by the district for an indefinite period. Such data includes, but is not limited to email, text documents, digital photography, music and other digital or electronic files. Student MacBooks and Chromebooks will be scanned for inappropriate use.

School District Ownership

All data transferred over the District network or stored on any District-owned equipment/media is the property of the District. Students should have no expectation of privacy of information transmitted and/or stored on District issued equipment.

Consequences of Policy Violations
The use of the District Network is privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Any student or District staff, including contract services (outside parties), who violate any policy, regulation or law regarding use of the District Network will be identified and corrective and/or punitive actions will be taken.
All users of the District Network are charged with reporting violations or misconduct to their teachers, supervisors, or building administrators. Users who fail to report violations are subject to the same disciplinary actions as those who violate the policy. Violations of these procedures may result in, but is not limited to, a loss of access privileges, disciplinary action by the school and/or district administration, and/or contact of law enforcement agencies.

Disclaimer of Liability
The District disclaims all liability for the content of materials to which a student or staff may have access on the Internet and for any damages suffered as a result of the student or staff member's Internet use. Because the Internet and e-mail is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. There the District shall not be responsible for:

- Any damages a student or staff member may suffer, including but not limited to, loss of data or interruption of services
- For the accuracy or quality of information obtained from or stored on any of its network or client systems
- Financial obligations arising through the unauthorized use of the system
- Theft, loss or damage to personal electronic devices
- Any actions or obligations of a student or staff member while accessing the Internet outside the public school system for any purpose

While the District takes steps to protect users from inappropriate material, to intercept unlawful and malicious actions, and to safeguard users, no system is completely perfect. Those risks must recognized and accepted by users who sign the AUP SOA.

Filtering
The District uses an aggressive content filter and SPAM filter. The District complies with the regulations of CIPA, the Childrens' Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)], to provide Internet content filtering services for staff and students. Filtering services are a means of protection from objectional sites but cannot provide a 100% guarantee. Therefore, the District provides no guarantees but will attempt to protect staff and students from accessing such objectional Internet sites. In the event that inappropriate material is accessible, the District shall not be held liable.

Email and Electronic Document Retention
All emails and electronic documents created and shared with others inside and outside the District in conducting District business should be saved in user-designed folders on the user's computer. All District employee and student email will be archived for a minimum of seven years. All District employees and students in grades K-12 will be issued a District email account. Any official communications, e.g., teacher to parent, teacher to student, student to teacher, staff to staff, must be via the Districts' Madison-schools.com email system. This includes, but is not limited to teachers who guide extracurricular activities such as clubs, choirs, bands, athletics, etc.

District staff who generate newsletters, memoranda, slide shows, graphics, etc. with their workstations, laptops, or other district equipment, should organize their computer's workspace (storage) using folders to store electronic documentation.

Use of "internet mail" by students, staff, and faculty such as Yahoo mail, Gmail, and POP3 accounts provided by their "home" internet service providers is allowed at this time but should only be used for personal

communication.

Loss, Theft or Full Damage
If a device is damaged, lost, or stolen, the student or parent/guardian should immediately notify the police, school administration and complete the District "Lost or Stolen Report" located at www.madison-schools.com. At that time, the parent/guardian must file a police report. If the device is lost, stolen, or damaged as a result of irresponsible behavior, the parent may be responsible for the replacement cost, Chromebook: $250; iPad: $250; MacBook: $500 and loss of take-home device privileges.

If the device is damaged, the user may be assessed a $50 (MacBook or $25 (Chromebook/iPad) deductible for the repair and/or replacement of the device. Refer to Table of Estimated Repair Pricing for Deductibles below.

In the event a device is lost, a police report must be filed. The MCS, in conjunction and with police or sheriff, may deploy location software which may aid authorities in recovering the device. It is imperative that a lost or stolen device must be reported immediately. If stolen/lost device is not reported within 5 calendar days to MCS personnel, parent/guardian will be responsible for $150 (MacBook) or $50 (Chromebook/iPad) replacement cost.

Fees For Device Use
Use and Maintenance Fees

- Parents/guardians shall pay a non-refundable annual usage fee plus deductibles per damage incident. Annual usage fee: High School MacBook - $50.00, Middle School Chromebook $25.00, and Elementary Chromebook and iPad - $10.00
- District may prorate annual usage fee in the event of casualty or unforeseeable occurrence beyond District control.
- The deductible is by incident (i.e., 1st damage, 2nd damage) AND by incident type (i.e., cracked glass, broken LCD, bent frame, etc.).
- If the device is lost, stolen, or totally damaged as a result of irresponsible behavior, the parent may be responsible for the replacement cost. A police/sheriff report will be required for all stolen devices.
- District provided laptop/tablet case must remain on the district device at all times. Removal of the device case by unauthorized personnel will void the device warranty. If a device is presented for repair without the district provided case, the user will be charged replacement cost of the laptop/tablet and cost of new case.
- Damage to device accessories (charging block, charging cable, video adapter, etc.) are not covered under accidental damage. If these are damaged, users will be charged for replacement, even on the first occurrence.
- District may disable the device remotely to protect the device and/or data on the device.
- Seniors must clear all records and pay all fees before they shall be allowed to participate in commencement exercise.

Damaged Device
Any damage must be reported to school authorities immediately. Power adapters must be returned or paid in full. If a device is damaged and needs repair, the student will be assigned a loaner until the original device is returned. Once the damaged device is repaired, the original device may be returned to the student and any fees must be paid within (7) seven business days.

Occurrence Deductibles:

- First damage occurrence: Chromebook: Covered by usage fee/iPad: $25.00/MacBook: $50.00 deductible.
- Second damage occurrence: Chromebook: $25.00/iPad: $25.00/MacBook: $50.00 plus the cost to repair the device or fair market value and possible loss of device take-home privileges.
- Third damage occurrence: Chromebook/iPad: $50.00 plus damage fee and loss of

take-home device privileges. MacBook: $100.00 plus cost to repair the device or fair market value and loss of take-home device privileges.

Table of Estimated Repair Pricing for Deductibles

Loss, Deliberate Damage or Neglect Estimated Repair/Replacement	MacBook	iPad	Chromebook
Broken Screen	$150.00	$75.00	$75.00
Broken Keyboard Power Adapter + Cord Power Adapter Power Cord Liquid damage to Device	$150.00 Market Price Market Price Market Price $150.00	N/A Market Price Market Price Market Price $75.00	$75.00 Market Price Market Price Market Price $75.00
District Assigned Case	$25.00	$25.00	$25.00
Trackpad Damage	$150.00	N/A	$75.00
Severe Damaged Corner	$150.00	$75.00	$75.00
Writing, Drawing, Stickers, and Labels attached	$50.00	$25.00	$25.00

Social Media Policy

The District has a separate Social Media Policy that applies to all employees and may have implications for students. By signing the Acceptable Use Policy, users are acknowledging they have read the Social Media Policy and agree to abide by its requirements. Violations of the Social Media Policy are violations of the Responsible Use Policy.

Prohibited Actions

The following actions on the District Network are specifically prohibited:

- Installing software, software application, utility, plug-in or other such operations without the approval of the Technology office
- Creating, downloading, storing, sending, or displaying offensive messages or pictures including but not limited to pornographic or other sexually explicit material
- Inserting, using, or attaching non-approved disks, CD-ROMS, or other media storage devices into or with computers
- Using obscene, profane or vulgar language
- Harassing, insulting, intimidating, or attacking others
- Giving out personal information about another person, including home address or phone number
- Engaging in any practice(s) that threaten the network or other technological tools
- Violating copyright laws
- Downloading entertainment/music/video/movie software or other files for transfer to a user's home computer, other personal computer, removable media, or any music/movie device. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of MCS. Software, files, and/or licenses owned by MCS cannot be transferred to staff or student personal or home computers.
- Using the password of others to access the network or any other electronic information or telecommunication services
- Accessing and/or posting instructional materials, documents, files, folders, or directories of others without permission from the owner of the files
- Using the network and telecommunication services for commercial promotion, product endorsement, or advertisement not previously approved by the MCS School Board
- Using the network, electronic information ,computer-driven software and telecommunication services for personal gain or convenience
- Conducting business other than that deemed academic in nature over the network
- Misusing the resources of the District's network, electronic information, computer-driven software, or telecommunications service equipment and supplies

- Attempting to bypass network controls and filters
- Promoting causes that are religious in nature with no apparent educational or instructional value, and/or violating this or other procedures and guidelines established and set forth by the MCS Technology Office
- The use of 3rd party software or devices to attempt to gain unauthorized network access, compromise network systems, or defeat network security

The above list is not all inclusive and will be amended from time to time.

Stipulations For Web Use As District Representatives

Use of Non-District websites to present information, classrooms, clubs, or any other officially sponsored activities of MCS is prohibited. Any sanctioned activity must be hosted on the District website, (http://www.madison-schools.com). All web publications will abide by the Family Education Rights and Privacy Act (FERPA) for the dissemination of student information.

Current teacher or organization websites operating outside of the MCS website as of July 1, 2008, will be granted exception from this new procedure. However, a statement of disclaimer must be posted at the school's website and a section under the name of each teacher or organization that has an external website.

The disclaimer must read, "DISCLAIMER: you are now leaving the Madison County School website. The District does not endorse and assumes no responsibility for content or control of the website(s) to which you are about to proceed. The link provided at this page is a courtesy service. Responsibility of external website control and content rest solely on the author(s) or manager(s) or webmaster(s) or such website(s) and not with the District."

At the external teacher or organization website, another disclaimer should be posted, "As (a) representative(s) of Madison County School, responsibility of external website control and contest rest solely on the author(s) or manager(s) or webmaster(s) or such website(s) and not with the District. MCS does not endorse this website for school, academic, business, or any other purposes."

Personal electronic devices used on the District Network should have anti-virus and spyware software installed when applicable.

Video Surveillance

- District video surveillance cameras are in use across district campuses and most district buses.
- Coverage does not include all areas but most egress/ingress points and common areas are covered.
- Covered buses have at least two cameras- forward and back.
- Cameras record on motion and some may record audio.
- Video footage can only be viewed by district approved personnel.

ELEMENTARY SCHOOL INFORMATION

Compulsory Age/Attendance

"Compulsory school age child" means a child who attained or will attain the age of 6 years on or before September 1 of the calendar year the student wishes to enroll in first grade. Kindergarten attendance is not compulsory; but in accordance with Miss. Code Ann. Section 37-13-91, students who attain the age of 5 years on or before September 1 of the calendar year may attend Kindergarten in the district.

Subject to the provisions of Miss. Code Ann. Section 37-15-9 [Requirements for enrollment of children in public schools] subsection (3), any child who transfers from an out-of-state public or private school in which that state's law provides for a first-grade or Kindergarten enrollment **date subsequent to September 1**, shall be allowed to enroll in the public schools of Mississippi at the same grade level as their prior out-of-state enrollment, if:

- The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
- The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
- Such child was legally enrolled in a public or private school for a minimum of 4 weeks in the previous state; and
- The superintendent of schools in the applicable Mississippi school district has determined that the child was making satisfactory educational progress in the previous state.

If a compulsory school age child has not been enrolled in a school within 15 calendar days after the first day of the school year, or such child is habitually absent without excuse, the principal shall report this child to the school attendance officer of the youth court or family court for investigation.

Dyslexia Identification

The District, in compliance with Miss. Code Ann § 37-173-15, will screen students during the second semester of Kindergarten and during the first semester of first grade for characteristics of dyslexia.

Any external evaluation of dyslexia must be administered by a licensed psychologist, psychometrist or speech-language pathologist. The external dyslexia evaluation should be submitted to MCS for review using the MCS external dyslexia evaluation protocol.

Students with a dyslexia diagnosis might also receive intervention services and/or qualify for an IEP through IDEA, however, not all students with dyslexia will need additional supports. Some students with dyslexia are successful when receiving high-quality Tier 1 instruction along with some general accommodations. The appropriate supports to put in place for a student with dyslexia should be determined by the TST utilizing data-based problem solving.

For more information regarding dyslexia services in MCS, please contact Dyslexia Coordinator, Katherine Matthews at kmatthews@madison-schools.com.

Speech Identification

The District, in compliance with Miss. Code Ann § 37-175-15, will screen all first graders for articulation, voice, fluency and language to determine the need for further testing.

Grading

Kindergarten/Grades 1 & 2

K-1-2 students will receive report cards at the end of each nine-week grading period. The following key will be used to convey progress:

Report Card Key	
/	Your child is learning this skill, but it has not been formally assessed.
Ⓛ	Your child is making progress, but has not met the 80% mastery level.
☑	Your child has mastered this component of the concept/skill.
M	Your child has learned to work independently using this concept/skill with 80% accuracy.

All report cards should be signed by a parent and returned to school the following day.

Grades 3, 4, 5

Report cards for students in grades 3, 4 and 5 will be sent home the week after the grade period ends. Number and letter grades are used to convey progress in areas of Language Arts, Mathematics, Reading, Science and Social Studies.

A	90-100
B	80-89
C	70-79
D	65-69
F	64-below (Very Poor/Failure)
I	Incomplete

To report progress in Handwriting for grades 3, 4, and 5 an S= Satisfactory, N= Needs Improvement, and U= Unsatisfactory will be notes. A ✓ will be used to indicate work habits marked Improvement Needed.

All report cards should be signed by a parent and returned to school the following day.

Promotion/Retention

Kindergarten

In accordance with Miss. Code Ann § 37-13-91, students who attain the age of 5 years on or before September 1 of the calendar year may attend Kindergarten in the District. When academic skills have been successfully met, the student will advance to grade one. If the student has not successfully met the criteria to advance to grade one, the student will be placed in Kindergarten for an additional year. Promotion will be based on multiple data points. Mastery of standards at 80% on language arts and math skills is required, along with achieving target performance levels on grade level reading assessments. The Board of Education has the authority to retain a student 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.

Transfer 5-year-old students or 6-year-old students who have not attended an accredited public/private school will be assessed and **appropriate educational placement will be assigned on an individual basis.** Section 37-15-33, which governs the testing and assignment of transfer students, states that a student is to be assigned to the grade and class that is in the best interest of the student.

Grades 1, 2
Promotion will be based on multiple data points. Mastery of standards at 80% on language arts and math skills is required, along with achieving target performance levels on grade level reading assessments.

Grades 3, 4, 5
All students (grades 3, 4, 5) MUST master essential skills in Reading/Language Arts, and Mathematics at the 65% level*.

*All skills are defined as Mississippi College & Career Readiness Standards as adopted by the Mississippi Department of Education.

An elementary student who leaves the District with inadequate progress, or failing reading/language arts or math, may be required to take a placement test if he/she is promoted by another school district, but returns to Madison County School District the following year.

School Parties

There will be two school-wide parties during the school year - the day before Christmas holidays and on Valentine's Day. The only other parties will be PTA/PTO-sponsored parties for special recognition. Kindergarten may have unit-related parties. There will be no birthday parties at school, and no party invitations should be brought to or distributed at school. **Please refer to your school's procedure for bringing treats for your student's birthday.**

MIDDLE SCHOOL AND HIGH SCHOOL INFORMATION

Accelerated And Advanced Placement Courses

The District offers the following **accelerated** courses which will receive a weight of 1.05:

English	ACC English I ACC English II ACC English III ACC English IV	
Science	Genetics Physics I Biomedical Research Biomedical Research Interventions	
Language	Spanish III Latin III French III	Spanish IV Latin IV
Math	Algebra III Advanced Math Plus Calculus	
Dual Credit	Only Dual Credit courses taken during the school day (online or in person) on a MCS campus will receive the weight of an accelerated course.	
Project Lead the Way	Courses offered per campus.	

The District offers the following **advanced placement** courses which will receive a weight of 1.10:

English	English Language and Composition English Literature and Composition	
Math	Calculus AB Calculus BC Statistics	
Social Studies	Comparative Government and Politics Human Geography Macro Economics U.S. Government and Politics World History	European History Psychology Micro Economics U.S. History
Art	Art History Studio Art	
Science	Biology Physics I Physics C – Electricity and Magnetism	Chemistry Physics II Physics C – Mechanics
Language	French	Spanish
Computer	Computer Science Principles	

For a complete list of courses, please see the course selection sheet, which is available in your school counselor's office or on the District website at www.madison-schools.com.

Athletic Awards

Inter-scholastic athletes will be eligible to receive a "letter" when they participate in at least 50% of the opportunities for participation in a given sport. For example: an athlete will be considered a football letterman when he appears in at least 20 different and separate quarters in a 10-game season.

Middle School Promotion

Students enrolled in grades 6-8 must pass English, Math, Science and Social Studies in order to be promoted to the next grade.

Classification Levels

Level of classification is based on obtaining the Carnegie units listed below:

- A student will be classified as a **freshman** upon promotion from the 8th grade.
- A student will be classified as a **sophomore** after successfully completing English I*, one unit of math, and 4 additional units for a minimum of 6 units.
- A student will be classified as a **junior** after successfully completing English I, English II*, two units of math and 8 additional units for a minimum of 12 units.
- A student will be classified as a **senior** after successfully completing English I, English II, an additional unit of English, three units of math and 13 additional units for a minimum of 18 units.

To participate in graduation exercises, a student must:

- be classified as a senior
- have earned all required Carnegie Units and other required courses of the student's chosen diploma track/endorsement
- pass all state mandated exit exams or equivalency
- have met all other state and local requirements for a high school diploma

Traditional Class Rank

For diploma bound seniors, class rank will be determined by averaging the semester grades in all courses in which a Carnegie unit is attempted. Rank will be computed to the hundredth of a percent except when necessary to break a tie for Valedictorian/Salutatorian, in which case thousandths of a percent will be used. Final rank will not be rounded. Averages will be obtained by adding numerical grades using the following scale:

Advanced Placement Courses = 1.10 x grade
Accelerated Courses (as recognized in this handbook) = 1.05 x grade
All other Courses = 1.0 x grade

Only Advanced Placement (AP), Accelerated, and Dual Enrollment/Dual Credit (DEDC) courses taught by a Madison County School teacher during the regular school year will be weighted in a student's grade calculation.

After a course has been passed, no future grade earned in the same course is to be used in determining class rank.

A student's rank in class will be available after the spring semester of the senior year to determine valedictorian, salutatorian and other academic achievements.

In order to determine final class rank, senior exams must be completed within 5 days of the scheduled exam, or the student may be given a zero.

In order to be eligible for Valedictorian/Salutatorian, a student must be enrolled in the Madison County school from which they are graduating for three (3) semesters prior to graduation (not counting summer school) and must be completing a 4-year course of study.

College Days

Students who are classified as seniors will be permitted two excused college days during their senior year. Students who are classified as juniors will be permitted one excused college day during the junior year. These visits should be used during the months of September through April. Students wishing to make a college visit should submit **a request in writing one week prior to the scheduled visit**. In order for the absence to be excused, the student must present a signed college visitation form upon his return to school. (Visitation forms are generally available on all college campuses). A college day absence will not count against exam exemption.

Correspondence Courses

A student may take only one correspondence course that counts toward graduation during his/her high school career.

Dual Enrollment/Dual Credit

Dual enrollment is a program that allows high school juniors and seniors to simultaneously earn college or vocational credit toward a postsecondary diploma at a Mississippi public college that may or may not also count as credit toward a high school diploma through Madison County Schools Campus Dual Credit program and Holmes Community College Campus Dual Enrollment.

Admission Requirements for Dual Enrollment/Dual Credit

Students must:

- Have earned a minimum ACT Composite Score of 18, or ACT subscore as established by Holmes Community College, SAT Combined Score of 990, and an overall GPA of a 3.0 on a 4.0 scale.
- Have earned a minimum of 14 credits and be classified as a junior or senior.
- Passed a minimum of 5 credits (can include summer school) from courses taken in the preceding school year.
- Complete appropriate forms indicating if student will take course for dual enrollment only or dual enrollment/dual high school credit.
- Obtained an unconditional written recommendation from their high school principal and/or guidance counselor prior to enrollment in course**.**

Important Facts:

- Prior to enrollment, the student must receive written permission from the high school principal for participation. A specific form will be provided for that purpose. The student will register online and will attach a copy of the official student class schedule to the form, indicating days and time for the class. This must be turned in to the school counselor prior to the college classes beginning.
- It is the responsibility of the student to meet admissions requirements of the college and pay all fees required by Holmes Community College for credit.
- The student will be expected to follow the attendance policy at the college and will suffer all financial and academic penalties that accrue for tardiness, absence and/or withdrawal.
- Textbook costs for the college course are the responsibility of the parent and/or student.
- If the student wants to drop out of a dual enrollment/dual credit course, the student must electronically submit the official college Withdrawal Request Form.
- If the student chooses to earn dual credit, the letter grade earned at the college will be the grade assigned the corresponding numeric value set by Madison County School Board. The numeric grade will be calculated as a part of the grade point average and affect class ranking.

- Only Dual Credit courses administered by MCS teachers will receive the weight of an accelerated course.
- Transportation is the responsibility of the parent and/or student.

Dual Credit/High School Grade Translation for online courses or courses taught on HCC campus

A= 99	**C= 79**	**F=60**
B= 89	**D= 69**	**W= NC**

Exam Exemption- Middle nd High School

Exemption from exams will be granted (per requirements below) at the end of the first semester for seniors only, who are enrolled in one-semester courses**. Students eligible for exemption from a test will have the option to take an exam if they feel it will improve their grade.**

For all middle and high school students (grades 6-12), exemption from the second semester cumulative exam which is administered in May is an earned privilege. A student will be considered for exemption if the student meets the following attendance, behavior and grade requirements.

Semester Courses		**Year-long Courses**	
No more than	**Semester Average**	**No more than**	**Final Average**
1 absence	**70-79**	**2 absences**	**70-79**
2 absences	**80-89**	**4 absences**	**80-89**
3 absences	**90-100**	**6 absences**	**90-100**

Students who receive an out-of-school suspension or multiple office referrals at any time during the year will NOT be exempt from any exam. Students who owe fees or fines will NOT be exempt from any exam.

Foreign Exchange Students

Due to over-crowding, a limited number of foreign exchange students will be accepted in each school year. Anyone interested in hosting a foreign exchange student should obtain approval, **prior to July 1,** from the principal of the school which the student wishes to attend.
All international foreign exchange students will be classified no higher than the 11th grade (junior).

Graduation Policy

Participation in any Madison County School Graduation is limited to those students who have completed all graduation requirements, as specified by the Board of Education and the Mississippi State Board of Education. In addition, students participating in graduation shall comply with all rules and regulations regarding attendance at practice for graduation exercises, proper dress and/or attire, and any other regulation deemed appropriate.

The District reserves the right to hold diplomas and or impose disciplinary action for disruptive incidents or misconduct at the graduation ceremony.

Graduation Recognition (Diploma Bound)

Distinction	Students with a 90.0 – 93.99 GPA
Special Distinction	Students with a 94.0 and above GPA

Traditional Diploma and Endorsement Options

Traditional Diploma			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II*	○ Students should identify an endorsement area prior to entering 9th grade ○ Endorsement area can only be changed with parental permission ○ *MAAP assessments (state tests) required for graduation ○ A students should take a math or math equivalent course during senior year **Early dismissal/late arrival** ○ For traditional diploma and all endorsements, must have met College and Career Readiness Benchmarks (ACT sub score 17 English and 19 Math) or earned a Silver level on ACT WorkKeys **or all** of the following must be met: • 2.5 QPA • Passed or met all MAAP assessment (state tests) required for graduation • On track to meet diploma requirements and passing all courses • Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy OR another higher-level math course and/or another higher-level English Language Arts course OR currently enrolled/earned credit for DC Comp I and/or DC College Algebra
Mathematics	4	Algebra I*	
Science	3	Biology I*	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History* ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College & Career Readiness	1	½ CCR A ½ CCR B (Taken in 11th or 12th grade)	
Technology/Computer Science	1		
Additional Electives	5 ½		
Total Units Required	24 ½		

Traditional Diploma with Career & Technical or JROTC Endorsement			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II*	○ Earn an overall QPA of 2.5 ○ Earn Silver level on ACT WorkKeys ○ Earn two additional Carnegie Units for a total of 26 ½ ○ *MAAP assessments (state tests) required for graduation ○ Must successfully complete **one** of the following: • One dual credit course • Work-Based Learning Carnegie Unit • Earn a State Board of Education approved national credential • One AP course with a C or higher and take the appropriate AP Exam. • NOCTI/JROTC Leadership and Employability Skills Credential
Mathematics	4	Algebra I* One additional math above Algebra I	
Science	3	Biology I*	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History * ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College & Career Readiness	1	½ CCR A ½ CCR B (Taken in 11th or 12th grade)	
Technology/Computer Science	1		
Career and Technical/ JROTC Electives	4	Must complete four course units of sequential program of study	
Additional Electives	3 ½		
Total Units Required	26 ½		

Traditional Diploma with Academic Endorsement			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II* English III English IV	○ Earn an overall QPA of 2.5 ○ Two elective courses must meet MS IHL college preparatory curriculum (CPC) ○ Earn MS IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math or take IHL college ready courses in senior year) ○ Earn two additional Carnegie Units for a total of 26 ½ ○ *MAAP assessments (state tests) required for graduation ○ Must successfully complete **one** of the following: • One AP course with a C or higher and take the appropriate AP exam • One academic dual credit course with a C or higher in the course
Mathematics	4	Algebra I* Two additional math above Algebra I	
Science	3	Biology I* Two additional science above Biology I	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History * ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College and Career Readiness	1	½ CCR A ½ CCR B (Taken in 11th or 12th grade)	
Technology/Computer Science	1		
Additional Electives	7 ½	Two advanced electives of the CPC requirements for MS IHL	
Total Units Required	26 ½		

Traditional Diploma with Distinguished Academic Endorsement			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II* English III English IV	○ Earn an overall QPA of 3.0 ○ Two elective courses must meet MS IHL recommended college preparatory curriculum (CPC) ○ Earn national readiness benchmarks (ACT sub scores 18 English and 22 Math) ○ Earn three and one half additional Carnegie Units for a total of 28 ○ *MAAP assessments (state tests) required for graduation ○ Must successfully complete **one** of the following: • One AP course with a B or higher and take the appropriate AP exam • One academic dual credit course with a B or higher in the course
Mathematics	4	Algebra I* Two additional math above Algebra I	
Science	4	Biology I* Two additional science above Biology I	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History* ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College and Career Readiness	1	½ CCR A ½ CCR B (Taken in 11th or 12th grade)	
Technology/Computer Science	1		
Additional Electives	8	Two advanced electives of the CPC requirements for MS IHL	
Total Units Required	28		

Requirements are subject to change as changes are made by Mississippi Department of Education.

***NOTE**:

- Beginning with the senior class of 2022, Dual Credit English Composition I may fulfill the English IV graduation requirement. Dual Credit English Composition II may be used to fulfill the English IV graduation requirement if a student has previously garnered credit for English Comp I through a College Board Advanced Placement Test.
- Other Dual Credit courses may not be used in lieu of English Composition I or English Composition II to fulfill the English IV graduation requirement.
- Dual Credit courses may not be used to fulfill the English III graduation requirement.

Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5 general electives required for graduation. At least 2 of the 4 required mathematics courses must be higher than Algebra I. The allowable mathematic courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, SREB Math Ready, Algebra III, and Advanced Math Plus.

In addition to the successful completion of the required Carnegie units, a student must have achieved a passing score on the Mississippi SATP or equivalency required for graduation by the State Department of Education. A student must also currently attend the school from which he wishes to graduate.

Each student graduating from a secondary school in the district shall have earned at least 2 of the last 4 Carnegie units at the school granting the diploma. The following formula will be used to calculate the number of days of enrollment required to graduate from a Madison County School secondary school:

- $2(B) \div 2(A) = C$

  A = Number of units the student earned during the last semester
  B = Number of days in the second semester
  C = Number of days the student must be enrolled in school during the second semester to be eligible for graduation

Freshman Admission Requirements For University System Institutions

(College Preparatory Curriculum)

Begins with high school graduating class of 2022

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	**The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:**
English: 4 Carnegie units • Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.	**English: 4 Carnegie units** • Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 4 Carnegie Units • Algebra I or its equivalent • Math higher than Algebra I (2 units)	**Mathematics: 4 Carnegie units** • Algebra I or its equivalent • Math higher than Algebra I (3 units)
Science: 3 Carnegie units • Biology I or its equivalent • Science higher than Biology I (2 units)	**Science: 4 Carnegie units** • Biology I or its equivalent • Science higher than Biology I (3 units)
Social Studies: 3 ½ Carnegie Units • Units must include integrated courses of social sciences and humanities promoting civic competence.	**Social Studies: 4 Carnegie units** • Units must include integrated courses of social sciences and humanities promoting civic competence.
Arts: 1 Carnegie unit • Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.	**Arts: 1 Carnegie unit** • Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units • Option 1: Foreign Language I and Foreign Language II • Option 2: Foreign Language I and one unit from Option 3 • Option 3: (1) Any combination of an advanced level course above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. *Example: completion of both Health Sciences I & II will count as an advanced elective.*	**Advanced Electives: 2 Carnegie units** • Option 1: Foreign Language I and Foreign Language II • Option 2: Foreign Language I and one unit from Option 3 • Option 3: (1) Any combination of an advanced level course above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. *Example: completion of both Health Sciences I & II will count as an advanced elective.*
Technology or Computer Science Course: 1 Carnegie Unit • A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course	**Technology or Computer Science Course: 1 Carnegie Unit** • A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional

equivalent or additional advanced elective may be acceptable for non-Mississippi residents.	advanced elective may be acceptable for non-Mississippi residents.
Total Carnegie units: 18 ½ Carnegie units	**Total Carnegie units:** 20 Carnegie units
Plus, any other courses/electives required by the local school district for a high school diploma.	

Notes:

- **Pre-High School units:** Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- **Substitutions:** Advanced Placement (AP), International Baccalaureate (IB, Academic or Career and Technical Dual Credit (DC) and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum
- **Course Acceptance:** A course may not be used to satisfy more than one requirement.
- The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC classifications for each course.

IHL Board Policy §602.B. FULL ADMISSION

Full admission to any of the eight public universities will be granted to the following:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**

2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); **OR**

3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); **OR**

4. NCAA Division I standards for student-athletes who are "full-qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.

**In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

IHL Board Policy §608. INTERMEDIATE COURSES

A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18 or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of "80" or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18 or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.

C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18 or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi

Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate Reading. Students taking two or more intermediate courses must enroll in the year- long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 semester hours.

D. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.

E. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution's Chief Academic Officer or designee.

(BT Minutes, 2/2000; 2/2005; 2/2009; 3/2010; 1/2016; 2/2018)

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

University	College-level English	College-level Mathematics	College-level Reading
Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

HL, 08/01/18

No Pass/No Play (Mississippi High School Activities Association)

Scholastic Requirements

The MHSAA requires students participating in MHSAA sanctioned competitions to make "satisfactory progress toward graduation". Each school district shall determine the requirements for "satisfactory progress toward graduation" through its graduation requirements and shall interpret this rule according to its requirements.

According to Mississippi law, a student must maintain a grade point average of at least a 2.0 or "C" average in order to participate in interscholastic sports/activities. Grade point averages will be calculated at the conclusion of the first semester using the semester averages of **all** courses the student is taking. Students who do not have a 2.0 or "C" average for the first semester will be ineligible for the second semester.

At the end of the school year, each student's grade point average for the year will be assessed. This assessment will reflect the average for the entire year using the **final** grades for each course. A student who does not have a grade point average of at least a 2.0 or "C" average, will be ineligible for fall semester.

High School eligibility begins when a student enters ninth grade. To be eligible for the fall semester, a student must be promoted to ninth grade with at least an overall 2.0 or "C" average of **all** eighth-grade courses.

A student may become eligible for the second semester only once during his/her high school career if he/she fails the year-end average the previous year, by achieving at least an overall 2.0 or "C" average at the end of the first semester.

A 2.0 or "C" average may be calculated in two ways:

1. Grade point average: A = 4, B = 3, C = 2, D = 1, F = 0
2. Numerical average: place all semester or year-end averages in the local grading scale. If the overall average is a "C" or better, the student is eligible.

Middle School Scholastic Requirement

For participation on the middle school level, a student must be promoted (**if not promoted, the student is ineligible for the entire year)** and have passed any four basic courses (any subject that meets the equivalent of at least 250 minutes per week or meets the State Department requirement) with a 2.0 or "C" average the previous semester (computed numerically or by GPA). The year-end average of four basic courses passed will be used to determine eligibility for the fall semester. The same guidelines apply at the end of the first semester for spring participation. Students must be on track to be promoted to be eligible.

A student on the junior high/middle school level, who was promoted but is not eligible at the beginning of the school year due to his/her academic average, may become eligible for the second semester only once during the student's junior high/middle school career by passing four basic courses with an overall average of 2.0 at the end of the first semester.

Seventh And Eighth Grade Participation On The High School Level

In order to participate in the fall semester, a student must be promoted **(if not promoted, the student is ineligible for the entire year)** having passed the four core courses (English, math, science and social studies), and the average of those four core courses must be a "C" or above. For spring semester eligibility, the student does not have to be passing all four core courses, but the average of those four core courses must be a "C" or above.

Students who are allowed to participate on a high school team in any sport/activity shall not be allowed to participate on a middle school team in the same sport/activity at the same time or at a later date.

Special Education Requirements

Special education students making satisfactory progress according to the committees reviewing their

Individual Education Plans (IEP) shall be academically eligible. Special education students must maintain attendance according to District policy, be assigned a date entering ninth grade corresponding to other students of that age and be subject to all other rules and regulations of the MHSAA.

Foreign Exchange Student Requirements
A foreign exchange student participating in an established program accepted by the Council of Standards for International Education Travel (CSIET) shall be immediately eligible to participate in MHSAA sanctioned sports/activities in the school district in which the host family is a bona fide resident. Eligibility is granted for one year provided there is no evidence of recruitment of the student by the school or another family.

A student who has established eligibility at a Mississippi school and participates in a Foreign Exchange Program sponsored by a CSIET approved program will be eligible for participation immediately upon his/her return to the same Mississippi school. The student shall meet all other requirements for eligibility of the MHSAA.

Students Out Of School For One Or More Semesters
An eligible student who drops out of school for one or more semesters and re-enrolls is ineligible until he/she achieves an overall average of 2.0 at the end of the semester. A student who is eligible for a given semester cannot drop out of school during the semester or remain out of school for one or more semesters and then be eligible for the next semester he/she attends.

Summer School Credits
Credits/Carnegie units earned by a student in an accredited summer school shall be considered in determining his/her scholastic eligibility. Only one credit per year may be used for scholastic eligibility. Course must be completed and recorded in counselors' office on or before the first day of the school year.

Credit Recovery and/or Correspondence Courses
Credit recovery courses and accredited correspondence courses may be accepted in determining eligibility provided the course has been completed and recorded prior to the first day of the following year/semester.

Exception:
A change of residence for the purpose of creating athletic eligibility shall not be considered a bona fide change of residence unless the move is made 60 days prior to the beginning of school. Students transferring to and enrolled in a particular school during the summer may participate in summer activities such as band, athletics, etc.

Schedule Changes

The District has a **No Drop Policy** for scheduled classes. Pre-registration at each school is held during the second semester of the school year. Each student is given an opportunity to select the subjects for the following year. Teachers are employed on the basis of students' subject selections. **Absolutely no change of schedules will be made except for administrative/academic purposes**.

Selection Of Mr./Miss High School

Each candidate nominated must meet specific guidelines and be approved by a faculty committee. Each candidate must be an "ideal student, having conduct above reproach" in addition to meeting the following guidelines:

- be a member of the senior class as of September 1;
- be an honor roll student;
- support and uphold the principles and rules of the school;
- manifest outstanding school spirit

Student Elections/Tryouts

Within the District, each school has its own unique activities, elections, clubs and organizations and eligibility requirements for participation. Only full-time students who are enrolled the first day of school in January of that school year and meet MHSAA eligibility requirements may participate in elections and tryout for cheer or dance team at that particular school. The District reserves the right to remove the name of any student with multiple and/or serious office referrals.

Exception: Students whose residence changes from outside of the Madison County School District into the Madison County School District and enroll as full-time students prior to the election deadline or the cheer/dance deadline may be eligible for the election or cheer/dance tryout. Students transferring to and enrolling in a particular school after tryouts haven been conducted may participate in summer activities such as band and athletics. These students must also meet MHSAA eligibility requirements.

State Assessments Required For Graduation

Graduation Requirements

- Students must pass the Subject Area Tests in English II, Biology I and Algebra I. Students must pass all three Subject Area Tests even if they take the course(s) prior to their 9th grade year.
- Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a public school of another state as fulfilling the requirements for a Mississippi high school diploma.
- Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma, provided the private school is accredited regionally or by the state of Mississippi.
- Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through home schooling or a non-accredited private school as fulfilling the requirements for a Mississippi high school diploma.

Any Mississippi public school student who fails to pass a required Subject Area Test will be offered a chance to retake the applicable test based on the number of retest opportunities provided by the Mississippi Department of Education until minimum graduation assessment requirements have been met. Also, other options outlined in State Board of Education Policy 36.4 (such as concordance, composite, etc.) will be evaluated on an individual student basis.

Summer Learning Opportunities

Madison County Schools will offer three specific programs for summer learning: Extended School Program (grades 6-8), Credit Recovery (grades 9-12), and Blended Learning (grades 9-12). Only students enrolled in Madison County Schools are eligible to participate in these summer programs. All students must receive approval from a school counselor and written permission from their school principal to take a summer course at an institution other than a Madison County school.

Transfer students attending summer school at an institution other than the one in which the student was enrolled during the previous school year must have credits accepted and recorded on the school records of the institution in which the student was enrolled during the previous school year/semester before the records were forwarded to Madison County Schools. (Only one credit will be accepted for summer school work sent directly from a non-public school.)

Extended School Program

The Extended School Program will be offered to students in Grades 6-8 who did not successfully complete a course during the most recent school year. The Extended School Program Students enrolled in this program must complete all remaining course requirements before credit for the course is issued. (Miss. Code Ann § 37-3-49)

In order to participate in the Extended School Program, the student must have received a final grade of at least 55 in the course or have a principal's recommendation. A maximum of two courses per summer may be obtained through the Extended School Program.

Two sources of data will be used to develop a program of study for each student:

a. A form will be completed by each student's regular teacher that details the objectives not mastered during the regular school year.
b. A pre-test will be given on the first day of class to determine the objectives the student has not mastered.

Credit Recovery (Digital)

Digital Credit Recovery will be offered to students in grades 9-12, who attended the regular school year on-campus and who did not successfully complete a course during the most recent school year. Students will complete the coursework through a digital platform, then report to school to take proctored tests and exams. Students may be required to attend an established number of digital/in-person class meetings until they have successfully completed all requirements to recover credit. Students may receive individualized instruction as needed.

In order to participate in Credit Recovery, the student must have received a final grade of at least 55 in the course or have principal's recommendation.

Credit Recovery classes are not designed for students take a class for the first time.

Credit Recovery courses *may* include:

English I	Chemistry
English II	MS Studies
English III (Research paper is required.)	World Geography
English IV (Research paper is required).	U.S. History
Foundations of Algebra	U.S. Government
Algebra I	Economics
Geometry	Freshman Focus
Algebra II	College/Career Readiness

Two sources of data may be used to develop a program of study for each student:

a. A form will be completed by each student's regular teacher that details the objectives not mastered during the regular school year, or
b. A pre-test will be given on the first day of class to determine the objectives the student has not mastered.

A maximum of two Carnegie units per summer may be obtained through Digital Credit Recovery, per Mississippi Public Schools Accountability Standards and eligibility requirements of the Mississippi High School Activities Association. If a student is successful in Digital Credit Recovery, the grade for the semester(s) recovered will be no higher than the minimum passing grade of 65. All grades included in the student's permanent record will be factored into the GPA and QPA. The final average for the recovered course will be recalculated. Once a student has begun Digital Credit Recovery classwork, tuition refunds will not be available.

Blended Learning

Blending Learning will be offered to students in grades 9-12 who are enrolling in a course for the first time. This program is intended to help students fulfill the requirements of their intended course of study. Students will complete coursework through a digital platform, then report to class to take proctored tests and exams. Students will receive individualized instruction as needed. Students may be required to attend an established number of class meetings until they have successfully completed all requirements. Upon completion of 25% of the Blended Learning course, 0's will be awarded for all incomplete work and will be factored into the student's grades for the course. The grades will become part of the student's permanent record. All grades included in the student's permanent record will be factored into the GPA and QPA. Once a student has begun Blended Learning classwork, tuition refunds will not be available.

In order to participate in Blended Learning, students must meet the following criteria:

- Overall C average
- Principal approval

Blended Learning courses *may* include:

English III (Research paper is required)	Advanced World Geography
English IV (Research paper is required)	MS Studies
Algebra II	World Geography
Spanish I	Driver's Education (no online component)
Contemporary Health	Freshman Focus
Psychology	College/Career Readiness

A maximum of two credits per summer may be obtained through Blended Learning, per Mississippi Public Schools Accountability Standards and eligibility requirements of the Mississippi High School Activities Association.

Term Recovery

Term recovery will be offered only to students in grades 9-12 and may be available to students who did not pass a course in the most recent term completed. To be eligible for term recovery, the student must have received at least a term grade of 55.

Term recovery courses *may* include but are not limited to:

English III	Geography
English IV	Mississippi Studies
Algebra II	U.S. History
Geometry	Economics
Chemistry	

Students will complete coursework through a digital platform, and complete tests and exams proctored by designated school staff. Students may work on term recovery at home or during the school day if permitted. If a student is successful in a term recovery course, their term grade will be changed to the minimum passing score of 65. Each school will designate appropriate staff to monitor the student progress and facilitate the program. The deadline for completion of each term recovery course is on or before the end of the next term period. (For example, 1st term recovery is to be completed on or before the end of the 2nd term.) Parent/Guardian signature will be required for student participation in term recovery. A maximum of two Carnegie units may be obtained through digital term recovery.

Early Graduation

The Mississippi Department of Education requires Local Education Agencies (LEAs) to adopt an early Graduation Policy (Rule 36.7 Early Graduation Policy). The purpose of the early graduation policy is to provide guidance to Local Education Agencies (LEAs) with early graduation opportunities. Early graduation is defined for this policy as successful completion of all existing standards required by both state and respective districts prior to completing eight (8) semesters of high school work from the start of grade 9.

1. Beginning with the 2025-2026 school year, any LEA that provides an early graduation opportunity shall implement a policy that has been adopted by the local school board and includes rules, regulations, and processes. The policy shall be available to faculty, students, and parents/guardians. At a minimum, LEAs shall address the following areas in the policy:

    i. The desire to better tailor the educational system to students' needs is the motivation behind allowing early graduation from high school.

    ii. There are students who are prepared to enter the workforce or begin college when they are 17 years old; however, this may not apply to all students.
        a. Preparedness for post-secondary endeavors shall be considered when discussing the option of early graduation with students. The drawbacks to accelerating high school may not reveal themselves until a student enters college or the workforce.
        b. LEAs shall establish an application process that articulates the student's postsecondary plan and is placed in the student's cumulative folder.
        c. The completed application shall require parental or guardian consent for students under the age of 18.

    iii. A student shall acquire, at a minimum, the required number of Carnegie units and other existing standards for a traditional diploma. Additionally, the student must have documented evidence in their Individual Success Plan (ISP) of actively working toward one of the state-recognized diploma endorsements (Career and Technical Education (CTE), JROTC, Academic or Distinguished Academic) unless one of the following exceptions applies:
        a. A non-Senior who will turn 18 on or before December 1st of the current academic school year.
        b. A student who has been retained in one or more grades.
        c. A student with a hardship situation (child, family, health, etc.).

    iv. A student's application to graduate early shall be approved by the school counselor and the local high school principal.

    v. A student's application to graduate more than one semester early shall be submitted prior to the end of the first semester of the student's junior year. Applications submitted after this priority deadline may be reviewed and approved at the discretion of the local school district, in accordance with district policies and procedures. The students applying for this option shall have completed at least one of the following:

        a. Met National Benchmarks for ACT College and Career Readiness Standards for English/Reading and Math
        b. Scored Silver or Higher on ACT WorkKeys
        c. Earned a CTE national certification
        d. Earned at least nine (9) hours of academic or CTE dual credit
        e. Passed all End-of-Course Assessments needed to meet graduation requirements

f. Completed a one Carnegie unit credit-bearing work-based learning class or a similar 140-hour work-based learning experience in industry that could provide sustainable employment leading to a family-sustaining wage.

vi. A student's application may be terminated by the local school and/or district at any time due to academic, behavioral, or attendance issues.

2. Early graduates should be reported to MSIS upon exit using the appropriate withdrawal code of 01921 (Graduated with a regular, advanced, International Baccalaureate, or other type of diploma) and the associated date. Final grades should be reported at the time of exit.

ACADEMIC OPTIONS CENTER

Madison County Schools offers an alternative school, called the Academic Options Center, for students of compulsory school age. Students may be referred to the Academic Options Center for any of the following reasons:

1. Any student who has been placed, is currently placed, or is pending placement in any alternative school program in another school district or who has been expelled from another school district, and transfers to enroll in the District shall automatically be placed in the District's Academic Options Center;
2. Any student who is referred to the alternative school by a dispositive order of a chancellor or youth court judge shall, with the consent of the Superintendent, be placed in the Academic Options Center;
3. Any student who is referred for placement in the Academic Options Center upon a request by the student's parent, legal guardian, or custodian based upon a documented need because of disciplinary problems with the student;
4. Any student whose presence in the classroom, in the determination of the Superintendent or school 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 a classroom as a whole may be referred for placement in the Academic Options Center;
5. Any disciplinary action greater than a ten (10) day suspension will result in the opportunity for a disciplinary hearing for placement at the Academic Options Center.
6. Any student who either withdraws from enrollment in the District while in the Academic Options Center or withdraws while referral to the Academic Options Center is pending must complete the student's assignment to the Academic Options Center before returning to his or her regular or home school in the District; or
7. Any student who is referred to the Academic Options Center for disciplinary reasons will not be eligible for exam exemption.

Process For Referral To Academic Options Center

When the home school principal recommends placement of a student in the Academic Options Center, the home school principal or an assistant principal shall inform the student and the student's parent or guardian of the recommendation and the reasons for the recommendation. The home school principal or an assistant principal must have either an in-person conference or a telephone conference with the student's parent or guardian about the recommendation.

Pending acceptance by the student's parent or guardian of placement in the Academic Options Center for disciplinary reasons or pending a hearing on the recommendation for placement in the Academic Options Center, the suspended student shall not attend school or any school-related function, activity, or event either on or off school property.

Waiver Of Hearing And Acceptance Of Placement At Academic Options Center

The home school principal shall explain to the student's parent or guardian that the District will conduct a hearing on the recommendation to place the student in the Academic Options Center and that the student's parent or guardian may waive the hearing and consent to placement of the student in the Academic Options Center. The parent or guardian must sign a written waiver and acceptance of placement. Once the parent or guardian signs the written waiver and acceptance of placement, the waiver shall not be revoked.

Hearing On Recommendation For Placement At Academic Options Center
If the student's parent or guardian does not waive a hearing by signing a written waiver, the home school principal or assistant principal shall send to or give the parent or guardian written notice of the date and time for a hearing on the referral recommendation. A hearing will be scheduled within 10 or fewer calendar days from the date of the written notice of a hearing. If the hearing date falls during a District holiday period such as Christmas or spring break, the hearing shall be set within the first school week after the holiday period. Failure of the student's parent or guardian to appear at the hearing is a waiver of the hearing, which waiver may not be revoked. The student and the student's parent or guardian may be represented by legal counsel at the hearing at their expense.

An employee of the District will act as hearing officer and preside over the hearing. The hearing committee will consist of three District administrators, none of whom shall be from the student's home school. The hearing is informal and is not open to the public. Formal rules of evidence do not apply. The committee will hear from the home school principal or assistant principal who shall present a summary of the facts and circumstances supporting the recommendation for placement at the Academic Options Center. The committee may also hear from the student's counselor; witnesses, if any, for the District; the District's counsel, if present; the student; the student's parent or guardian; and the student's witnesses and counsel, if any. If the parent or guardian engages legal counsel, the District requests that the parent or guardian or their counsel notify the hearing officer or the Superintendent reasonably in advance of the hearing date so the District may have its counsel present. The parent or guardian, or their counsel, may question the District's witnesses. The hearing committee may ask questions and seek whatever information it needs for its decision from any person attending the hearing. Upon confirmation of the hearing committee's decision by the Superintendent, the hearing officer will communicate the decision to the student's parent or guardian, generally within a day of the hearing committee's decision.

Appeal To Board Of Education
The student's parent or guardian of the student who is aggrieved by the hearing committee's decision may appeal the decision to the Board of Education of the District. If the student's parent or guardian wishes to appeal the hearing committee's decision to the Board of Education, the student's parent or guardian must request an appeal within 10 days of the date that the hearing officer told the parent or guardian of the hearing committee's decision. The parent or guardian must either email, make hand delivery of, or mail by U.S. mail a written request for appeal to the Superintendent at the District's Central Office located at 476 Highland Colony Parkway, Ridgeland, Mississippi. If the request is sent by U.S. mail, the request must be postmarked within 10 days of the date that the hearing officer told the parent or guardian of the hearing committee's decision. If no written request for an appeal to the Board of Education is made within 10 days, the hearing committee's decision shall be final, and no appeal may be taken.

If a student's parent or guardian makes a timely and proper appeal to the Board of Education, the Board of Education shall hear the appeal at a regular meeting or at a special meeting called by the Board. The appeal shall be heard in executive session and no formal rules of evidence shall apply. The day following the Board decision, the Superintendent or his designee shall communicate the decision of the Board to the appealing parent or guardian. The decision of the board is final.

Placement In The Academic Options Center
Upon notification by the hearing officer of the final decision to place a student in the Academic Options Center or notification by the Superintendent of the final decision by the Board to place a student in the Academic Options Center, the student's parent or guardian shall contact the Academic Options Center principal to arrange for a conference with the student at the Academic Options Center. If a student's parent or guardian decides that the student will not attend the Academic Options Center, the parent or

guardian must notify the principal of the Academic Options Center. If no such notification by the student's parent or guardian is received by the Academic Options Center principal within 5 days of notification by the hearing officer of the final decision to place a student in Academic Options Center or by the Superintendent of the final decision by the Board of Education and no conference has been scheduled with the Academic Options Center principal, the District will notify the attendance officer that the student is not attending school.

Students placed at the Academic Options Center for drug-related offenses or students who have tested positive for drugs prior to placement at the Academic Options Center shall be subject to passing a drug test prior to being dismissed from the Academic Options Center. If a student does not pass the drug test, he/she shall remain at the Academic Options Center until the student passes a drug test.

Any student placed at the Academic Options Center for disciplinary reasons, including any student who withdraws from enrollment in the District instead of attending Academic Options Center may not participate in or attend any school-related activities, functions, or events either on or off campus. Such students are prohibited from entering upon any school property other than for attendance at the Academic Options Center.

The principal and counselor of the Academic Options Center shall review data on each student assigned to the Academic Options Center to determine his or her functional grade level. An individual instruction plan (IIP) shall be prepared for each student at the Academic Options Center. The IIP shall be the basis for planning instruction for the student. Each student at the Academic Options Center will have an individual behavior plan.

Students who attend the Academic Options Center must abide by all Academic Options Center rules and regulations, including the general disciplinary rules and code of conduct for students. The Superintendent or the Academic Options Center principal may suspend a student from the Academic Options Center, extend the time for which the student was originally assigned to the Academic Options Center, or recommend expulsion of a student from the Academic Options Center for any type of misconduct. After a hearing, a student may be expelled from the Academic Options Center for any type of misconduct, whether a felony, misdemeanor, or any violation of school and conduct rules.

The District provides camera-equipped bus transportation for students to the Academic Options Center. A student at the Academic Options Center who violates rules and regulations going to and from school may be denied bus transportation.

All seniors assigned to the AOC will be reviewed on or before May 1st for possible inclusion in their home school's graduation ceremony.

All students assigned to the AOC will be reviewed for possible early return to their home school after successfully completing two-thirds of their assigned days.

Status Upon Return To Home School

The student will return to the home school on a Transition Behavior Intervention Plan coinciding with the MTSS process. If the Transition Behavior Intervention Plan is not successful based on progress monitoring data after 10 days of implementation, adjustments will be made. If the student's Transition Behavior Intervention Plan is determined to be unsuccessful after the adjustments are implemented, the students may be reassigned to the AOC for 45 days.

If a major offense occurs during this time, the student may be referred to the AOC without a hearing if the home school Principal or the Superintendent determines that the student's behavior warrants such action.

Students With Disabilities

Procedures for Manifestation Determination and Change of Placement to the Academic Options Center

Before being placed at the Academic Options Center, a student with disabilities must have behavior goals and behavior intervention plan (BIP) in place if prior history of behavior incidents has been documented. The only exception is for student offenses involving drugs, weapons, and serious bodily injury.

If School Administrator recommends Academic Options Center placement, the student is suspended for no more than 10 days (unless for drugs, weapons, or serious bodily injury) and the parent is notified of the suspension.

Unless parents agree to waive their right to prior notice and can participate in the Manifestation Determination Review (MDR) on the date the student is removed, the School must send MDR notice and disciplinary hearing notice at the same time for the same day.

If parents agree to waive notice and go forward with the MDR, all appropriate personnel must be present.

Prior to the removal of any student with disabilities for more than 10 days cumulative in a school year, the special education director must be notified.

Parents can waive their right to a disciplinary hearing. If they do so, the IEP committee will meet to complete MDR and review and/or revise IEP.

If parents choose to go forward with a disciplinary hearing, the IEP committee, including the parent(s), completes the MDR prior to the disciplinary hearing. *During the MDR meeting: review all data, current IEP, make sure behavior goals and BIP are appropriate. If they are not, revise them.

*If behavior is determined to be a manifestation of the student's disability then review the IEP and determine if any additional services and/or revisions to the BIP or behavior goals are needed. **No further disciplinary action will be taken and student returns to his previous placement unless parents and school personnel agree otherwise.**

*If the behavior is NOT a manifestation of the student's disability the disciplinary hearing will go forward. The recommendation of the hearing committee should be upheld, and the student may be disciplined to the same extent that students without disabilities would be disciplined for similar behavior.

Following the hearing, if disciplinary removal is recommended, an IEP meeting must be held at the Academic Options Center to determine how services will be provided in the student's new placement. If a change of placement will occur complete a change of placement form.

The IEP of any student referred to the Academic Options Center **must** be reviewed within **45 days**.

Academic Options Center Guidelines

The following procedures are a part of the Alternative School Policy as adopted by the Madison County Board of Education:

A. Due Process Requirements

Those students who are eligible for placement in the alternative program are those who:

(1) have been suspended or expelled from school except for any student expelled for possession of a weapon or other felonious conduct; and,
(2) have Individual Education Plans (IEPs) which specifically document interventions implemented to control behaviors, but documentation reflects those interventions

have not been effective; or,

(3) have been referred by the parent, guardian, or custodian due to disciplinary problems at school; or,

(4) are ordered by a chancellor or youth court judge, with the consent of the Superintendent of the child's school district.

(5) The IEP committee determines that a more structured, controlled environment is warranted so that meaningful benefit can be made by the student related to his/her IEP goal(s).

Prior to the placement in or removal from the alternative program, parents will be given prior written notice along with a copy of the procedural safeguards. The notice will request that the parent attend an IEP meeting to determine appropriate services and placement. The IEP Committee will consist of the following:

- Student's teacher
- Principal of the home school or designee
- Principal of the alternative school or designee
- Supervisor of Special Services or designee
- Parent/legal guardian/custodian
- Special Education teacher of the alternative program
- Other personnel deemed appropriate

Only the IEP Committee may determine the placement of a special education student in the alternative program. Should the parents disagree with the placement decision, due process procedures afforded under IDEA will be followed.

The IEP Committee will also determine if the student has met the goals outlined on the IEP which would allow the student to return to an appropriate placement other than the alternative school.

B. Curriculum

The IEP Committee will determine the needs of each student. Curricula designed to meet the needs of students earning a regular high school diploma, an occupational diploma or a certificate of like skills will be available. Any additional or different services deemed necessary by the IEP Committee will also be provided.

C. Adequate Instructional Staff

A certified teacher will be employed to provide educational services.

D. Safety of Regular Staff and Students

Special transportation will be provided to these students if it is a related service in the IEP.

E. Evaluation of Student's Progress

The IEP will reflect the schedule for determining whether the short-term instructional objectives are met. Documentation will be maintained.

F. Length of Program

The IEP Committee will determine the length of each student's program. The IEP will reflect any needed shortened school day and the reasons for this recommendation. If appropriate, steps will be taken to return the student to a full-day program.

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Elementary School Student/Parent Agreement

The Board of Education reserves the right to modify or discontinue any or all District policies and procedures or initiate new policies and procedures as a result of orders or declarations of either the federal or state governments, the Mississippi Department of Education or emergency declarations or emergency circumstances.

This is to certify that I:

(1) Have reviewed the entire contents of this student handbook.
(2) Agree to abide by the Acceptable Use Policy for Internet/email network.
(3) I agree to use AI tools responsibly, including full disclosure when used in schoolwork and assignments.
(4) Understand device annual usage fee is non-refundable, and fees will be assessed for damages.
(5) Will allow my student to be transported by bus within district .

Print Student Name_____Student Signature _____

This is to certify that I:

1) Will allow my student's full name, photograph or work to be published in school yearbooks and the school directory without liability to the school or Madison County Schools.

_____YES _____NO

2) Will allow my student's full name, photograph or work to be published on school or district websites, local papers, television or social media without liability to the school or Madison County Schools.

_____YES _____NO

Print Parent/Guardian Name_____

Parent/Guardian Signature _____

Date Signed _____

School Name_____

Complete this form as directed, detach and return to your student's homeroom teacher.

Middle And High School Student/Parent Agreement

The Board of Education reserves the right to modify or discontinue any or all District policies and procedures or initiate new policies and procedures as a result of orders or declarations of either the federal or state governments, the Mississippi Department of Education or emergency declarations or emergency circumstances.

This is to certify that I:

(1) Have reviewed the entire contents of this student handbook.
(2) Agree to abide by the Acceptable Use Policy for Internet/email network.
(3) I agree to use AI tools responsibly, including full disclosure when used in schoolwork and assignments.
(4) Understand device annual usage fee is non-refundable, and fees will be assessed for damages.
(5) Will allow my student to be transported by bus within district.

Print Student Name_____Student Signature _____

This is to certify that I:

1) Will allow my student's full name, photograph or work to be published on school or district websites, in school yearbooks, local papers, school directory, television or social media without liability to the school or Madison County Schools.

_____YES _____NO

Print Parent/Guardian Name_____

Parent/Guardian Signature _____

Date Signed _____

School Name_____

Complete this form as directed, detach and return to your student's homeroom teacher.